



COMPASSIONATE DISCIPLINE

Raising Resilient Children

Presented by:

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Co-Founder of the Institute of Child Psychology**

WHAT MODERN *Discipline* LOOKS LIKE
AND WHERE IT CAN GO WRONG:

*"Disciple" comes from the latin word meaning
"learner" and discipline comes from the
latin word meaning "instruction" or "knowledge"*

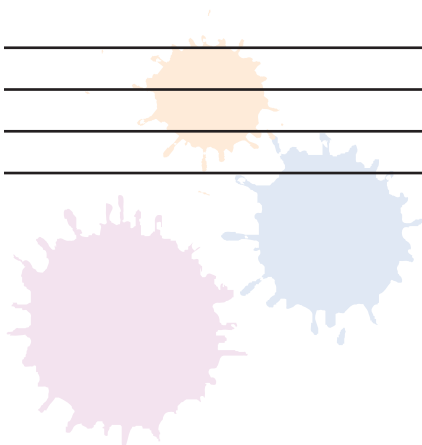
SPANKING

TIME-OUTS

GROUNDING/ TAKING THINGS AWAY

SHAME

YELLING



PARENTING PSYCHOLOGY 101

NEUROBIOLOGY OF *Emotion & Parenting*

- BRAIN IS CHANGEABLE
- Neuroplasticity: the way the brain changes physically based on experiences
- Repeated experiences change the physical architecture of the brain
- We must be intentional about the experiences we give our kids
- “Neurons that fire together wired together”
 1. Neurons fire simultaneously in response to experience, neurons become connected to each other, forming a network
 2. When an experience is repeated over and over, it deepens and strengthens the connections among those neurons: they fire together, they wire together

UPSTAIRS BRAIN:

DOWNSTAIRS BRAIN:

FLIPPING OUR LIDS:

https://www.youtube.com/watch?v=GOT_2NN0C68

*“When a child is in an upset state of mind and we invite the **upstairs brain** to become active, we create a linkage between this regulated state and activation of the part of the brain that **calms**: the more we appeal to our child’s integrated nature the more they will use their upstairs brain and the **stronger** it will become — essentially a more accessible pathway”*

-DANIEL SIEGAL

MIRROR NEURONS:

- Mirror neurons fire when we perform an action and when we observe that same action performed by others
- Before 12 months of age
- Baby's brain craves connections through arousal of these neurons
- Helps organize unfamiliar stimuli into meaningful predictable patterns
- We mirror with our words and our body/face
- The more accurately you communicate with your child, the more likely the synapses that promote emotion, thought, physical movement, and empathy develop

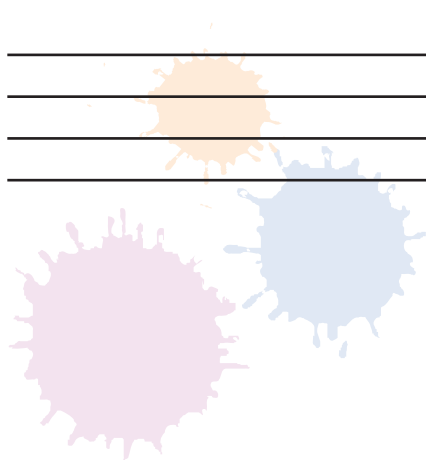


ATTUNEMENT:

OXYTOCIN:

<https://www.youtube.com/watch?v=uFckNenV-QE&t=232s>

BUILDING THE UPSTAIRS BRAIN



ATTACHMENT

- Secure & safe relationship between a child and caregiver = stability and security to explore their world
- Attachment is our foremost* need = one of the most fundamental human needs for survival for proximity, connection, and closeness with those we love
- Designed to ensure survival = our best insurance policy is to stay close
- View of the self and others comes from this
- Harlow
<https://www.youtube.com/watch?v=hsA5Sec6dAI>

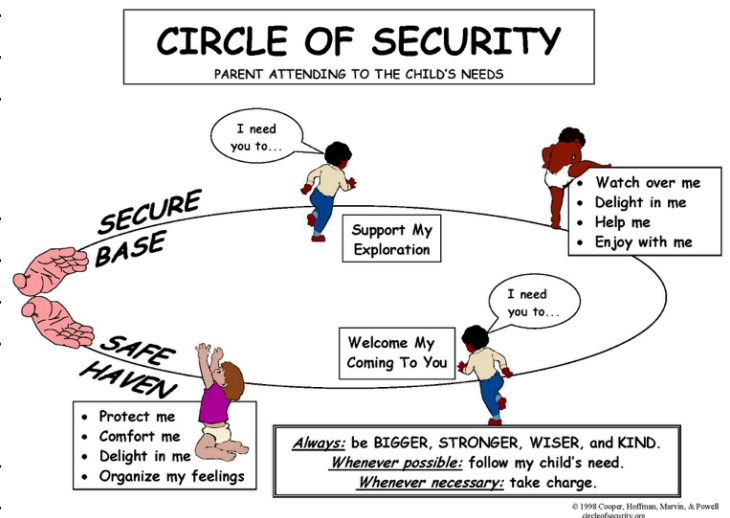
ATTACHMENT STYLES:

1. Secure Attachment

2. Anxious/Insecure-Avoidant Attachment

3. Anxious/Insecure-Ambivalent Attachment

4. Disorganized Attachment



PARENTING STYLES:

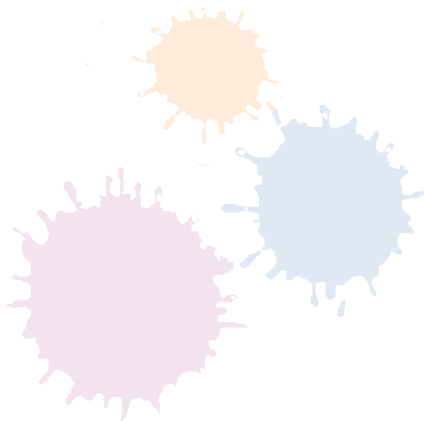
1. Authoritarian

2. Authoritative

3. Permissive

4. Uninvolved/Neglectful

5. Helicopter



HOW WE ATTACH

Gordon Neufeld

https://www.youtube.com/watch?v=_oeqnws-2M0



1. Senses

2. Sameness

3. Belonging and Loyalty

4. Significance

5. Love

6. Being Known



THREATS TO ATTACHMENT:

FOSTERING A *Healthy* ATTACHMENT

- Meet them where they are at in terms of their attachment level
- Lots of affection: you cannot spoil a child with love!
- Comfort when distressed: *do not ignore a cry for help*
- Be present and mindful in your interactions (put your phone away)
- Provide a balance of support and freedom
- Be attuned to your child
- Know how to be alpha* for your child (will touch more on this later)
- Be dependable and teach them that **nothing** can separate them from their parents love
- Talk to your child, not just “at them”

“Children are more than their ability to sleep through the night, more than their willingness to instantly obey, more than a grade, more than a word, more than the behavior they display at any given moment, and more than what we see on the surface. Children are messy and beautiful, wild and compassionate, and worth getting to know, not just getting to mind.”

- REBECCA AINES

OUR MODEL: DIG DEEP

DECODE I.T.

- Interpret behaviour & Inform Yourself (attachment, the brain)
- Translate

EMPATHIZE

- Right brain connection
- Mirror neurons

DECODE *"See your child's world through their eyes"*

PRIME CAUSES BEHAVIOURAL ISSUES:

1. The most common reason: an immature brain
2. Their attachment is not where it needs to be
3. Children's strong (normal) emotional impulses: need release
4. Child's defenses are up
5. Child has lost the ability to really feel their feelings = impulsive, loss of empathy etc.

ECLIPSE

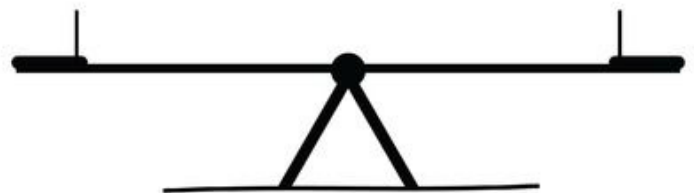
- Have you been blinded by shame or your past experiences
- Take care of yourself
- Change your parenting or personal narrative

PROBLEM SOLVE OR PROVIDE LIMITS

ATTACHMENT

CONNECTION

INDEPENDANCE

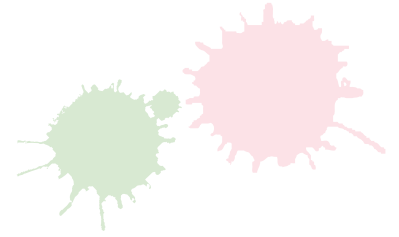


(CHALLENGE:

ENSURE PROXIMITY BUT ALLOW THEM TO
EXPLORE THEIR WORLD

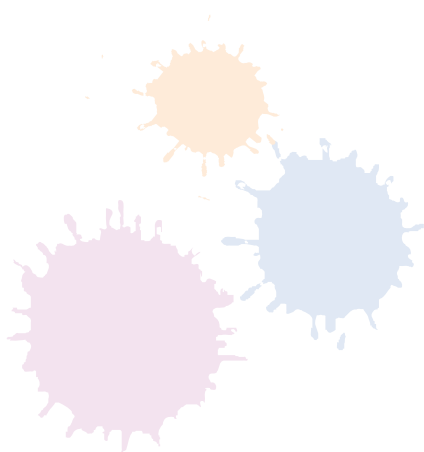
DISTRESS SIGNALS

- Like submarine signal children will send signals out to us if they are disoriented
- Feeling over-scheduled, experiencing anxiety, or going through major life changes.
- Way to get their bearings
- Try not to personalize it
- ASK YOURSELF:
 - *What is my child trying to tell me?*
 - *What does my child need from me?*

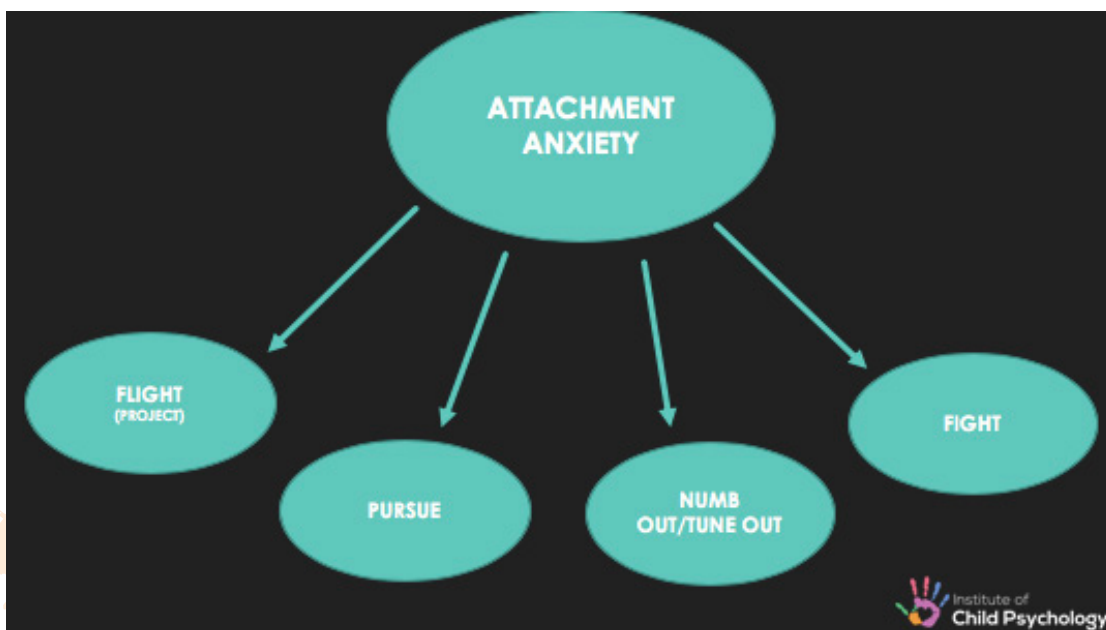
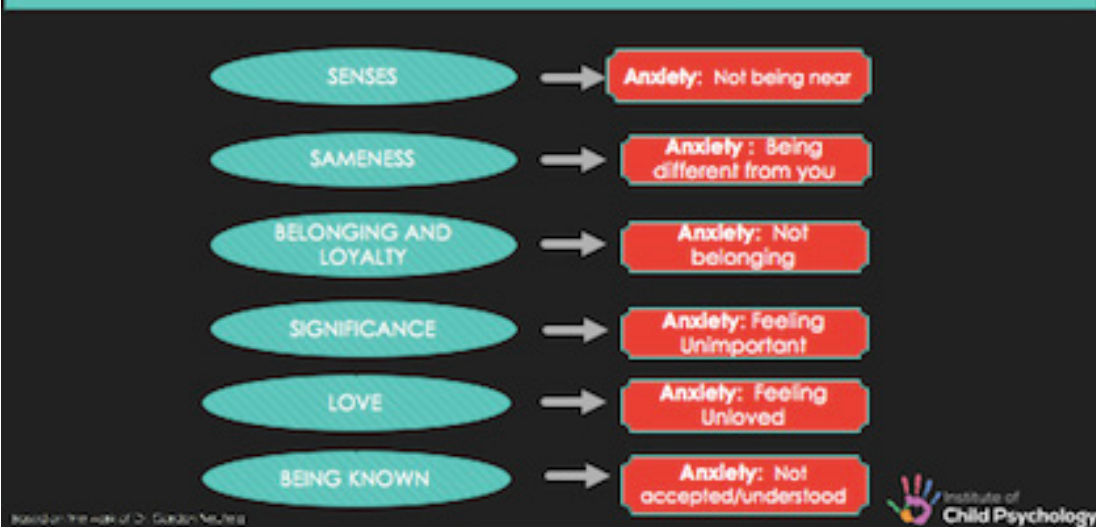


ATTACHMENT IS THE UNIVERSAL DANCE OF CONNECTION

HOW ATTACHMENT CAN TRIGGER ANXIETY



How Anxiety is Triggered at Each Stage of Attachment



THREATS TO ATTACHMENT

INSULTS

INJURIES

TRAUMA

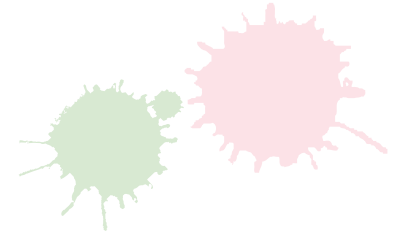
DEFENSES AGAINST COMPROMISED ATTACHMENT

[GORDON NEUFELD]

- 1. ALPHA:** [comes out in a variety of ways]child in charge of keeping parent close/preserving relationship, bossy, tell parents what to do, must have last word, takes care of everyone else, bully (alpha who has lost feelings = bully)
- 2. OPPOSITIONAL:** adults are a source of wounding, kids will push away those who mean the most to them
- 3. ATTACH ELSEWHERE:** brain needs to attach to **something** so it will attach to a thing, friends, animals, routines
- 4. NUMB/ZONE OUT:** When the brain begins to become dysregulated and unable to function, it will start with its first line of defense: numb out the threatening feelings (which in turn, can numb out the good too)

BE CURIOUS

- Is it the environment?
- Do you need to work on your relationship?
- Is your child needing your time and attention?
 - Are they feeling disconnected?
- Chase the why
 - *i.e.*, “What did you do this time?!” to “What happened here”
 - *i.e.*, (Your son makes inappropriate comments when the teacher is talking) “That’s not how you behave !” to “Can you tell me about why you did that?” (child 9+ years)
 - *i.e.*, “How could she do this?!” to “I wonder what she was aiming for here”



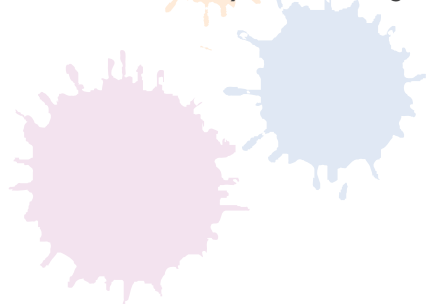
EMPATHIZE

RIGHT BRAIN CONNECTION

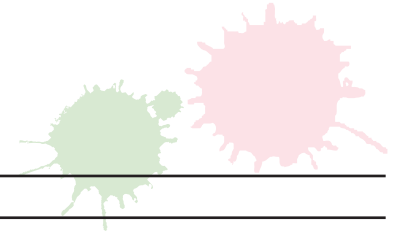
“When little people are overwhelmed by big emotions, it’s our job to share our calm, not to join their chaos” -L.R KNOST

EMPATHY

- | | |
|---|--|
| <ul style="list-style-type: none"> • Not about feeling bad for someone • Helps us parents perceive and interpret attachment distress signals • To experience another person’s feelings and perspective as if they were your own <ul style="list-style-type: none"> • Step into their shoes: see the world through their eyes • Putting aside our own feelings temporarily • Allows us to really “see” our children and what they need from us • Have to be able to ok with our own emotions (<i>i.e.</i>, if you struggle/struggled with anger - especially as a child --- it might be difficult to sit & be with your child’s anger) | <ul style="list-style-type: none"> ✗ Feeling bad for someone ✗ Assuming someone has the same thoughts or feelings as you ✗ Being overwhelmed by someone’s emotions ✗ Automatically agreeing with or excusing someone’s behaviour simply because they’re emotional and you want to decrease the discomfort ✗ Fixing the situation or solving a problem |
|---|--|



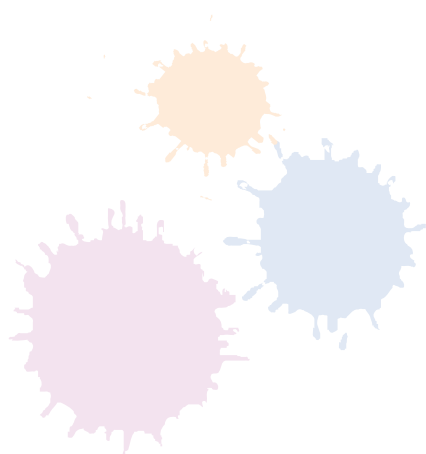
WELCOME EMOTIONS



LISTEN

- Staying **WITH YOUR CHILD** all the way through their melt down/dispute
- Stop trying to fix; not about offering solutions or giving advice
- Allow that “emotional dump” to come: mother nature knows what she’s doing
- Using a right brain connection to calm
- Helps the two of you connect so your child can “think”
- Active listening for kids 8 years+
- This takes time
- Move-in close and offer eye contact
- Sometimes gentle touch can help (sometimes not) . . . oxytocin
- Validate the emotion
- The more you say, the less you’re listening
 - *i.e., “I’m sorry it’s so hard,” “I’m right here for you,” “I can see you’re upset,” “your sister really made you mad”*
- Gentle voice/tone
- Give yourself a time out if you become too upset

ACTIVE LISTENING



THINGS TO SAY WHEN YOUR CHILD SELFS

“I don’t want to leave you all by yourself.”

“I just want to be with you right now, nothing else.”

“I know you wanted that cookie.”

“Yes, Daddy went out the door; he loves you and he will be back.”

“I know this is hard.”

“I wish I could let you stay outside longer.”

“Let me be with you for awhile here.”

“I came as soon as I heard you call for me.”

“I’m watching over you every minute.”

(With arms held wide open) “I have room for you here in my lap.”

“I know she took your dolly. You can talk with her in a little while.”

“Your brother doesn’t mean to hurt you. I’m sorry I didn’t get here sooner to help.”

“Daddy will come back. He always comes back.”

“It will stop hurting.”

“Your body knows how to heal.”

“I think you can still have a good day.”

“You really wanted the teacup she took.”

“Let’s look at your knee and see what happened.”

“I’m right here, I won’t go away.”

“I’m watching over you every minute.”

“I’m right here to help you.”

“We’re going to figure this out.” “You don’t know right now, but you will know. I am sure of it.”

“This isn’t going to last forever. I’ll make sure of that.”

“I know it’s hard, but it won’t always be hard.”

“You made it.”

“What frightened you is never going to happen again.”

“You are good through and through.”

“You are just right, the way you are.”

“You’re a strong and smart girl. I believe in you.”

“Nothing can budge me from your side.”

“I’m your Mom/Dad, and I am here to keep you safe.”

ECLIPSE *"How we can Become Blinded as Parents"*

LOW ROAD RESPONSES TO OUR CHILDREN & HOW OUR ATTACHMENT BAGGAGE IMPACTS OUR ABILITY TO PARENT

Connect Parent Group, Daniel Siegal & Tina Bryson, Circle of Security

- Notice what it feels like in your body: increase in heart beat, pressure in your head, or a sense of urgency. Learn your own warning signs.
- Recognize what it feels like mentally: thoughts are racing or going in circles, inability to think clearly.
- Take time away to calm down: in the current state nothing will get accomplished.

OUR PERSONAL NARRATIVE: CHALLENGE THE STORY

- We have our own stories that are compiled from our experiences and the story lines others impose on us
- We can't change the past
- BUT we can always add new experiences write a new ending
- Challenge these stories
- Changing our stories = growth = **anxiety** (change is really, really uncomfortable)
- 1 step forward, 2 steps back

TAKING CARE OF OURSELVES

- WHAT BEHAVIOURS OR EMOTIONS DOES MY CHILD EXPRESS THAT ARE REALLY HARD FOR ME, AND WHY COULD THAT BE?
- WHAT EMOTIONS ARE HARD FOR ME TO HANDLE PERSONALLY?
- HOW WERE DIFFICULT EMOTIONS HANDLED IN MY FAMILY?
- WHAT KIND OF ATTACHMENT DID I HAVE WITH MY CAREGIVER(S) GROWING UP?
- IF I COULD GIVE MY CHILD SOMETHING THAT WAS NOT GIVEN TO ME AS A CHILD, WHAT WOULD THAT BE?
- WHERE DO I NEED SUPPORT IN MY PARENTING: WHERE ARE MY BLIND SPOTS /HOT SPOTS?



PROBLEM SOLVING & PROVIDING LIMITS

Know What To Expect

EARLY CHILDHOOD:

Children 0-7 years

- “Benevolent Dictators”
- Instructions not requests, but help the child follow through
- ~~Reasons Why~~ . . . cause and effect does not kick in until 12 years old +/-
- Children of this age just don’t have the capacity to make great decisions for themselves
- Avoid endless questions
- Don’t want “no” to be an option

TWEENS

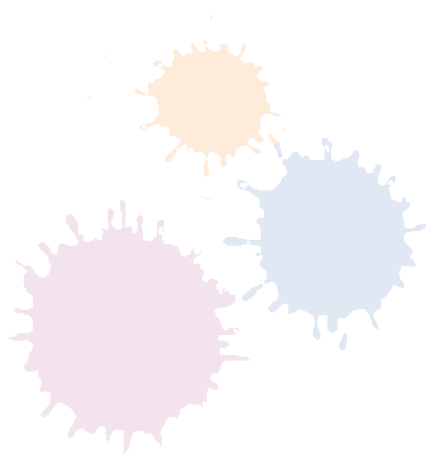
8-12 years

- Parents more flexible
- Children need to feel heard
- Ponder requests
- Compromise starts* here
- Need to feel part of a team

TEENS

13 years+

- Ready to make decisions for themselves
- Act as a guide for the child
- Careful when offering opinions
- Poor choices = discuss
- Collaborate with guidelines



PROBLEM SOLVING AND LIMIT SETTING STRATEGIES

DESCRIBE DON'T LECTURE

(DANIEL SIEGAL)

EXAMPLES:

- *"I still see dishes on the table"*
- *"Uh oh, you're throwing the cards. That makes it hard to play the game"*
- *"See your sisters tears? She seems pretty upset"*
- *"Did you see your brother's face when you yelled? That was tough for him since he looks up to you so much"*

LIMITS ARE IMPORTANT

- Children **NEED** limits!
 - Limits keep them safe, teach them about respectful relationships, and help them learn
 - Limits make room for a wave of **BIG** feelings that need to be released
- **WARNING SIGNS LIMITS ARE NEEDED SHORTLY**
 - Avoiding eye contact, moving away from touch, rigidity, unfocused, , regressive behavior (thumb sucking and holding an attachment object)

A. RESPOND

B. APPLY THE LIMIT

C. WAIT

MOVING FROM TIME-OUTS TO TIME-INS

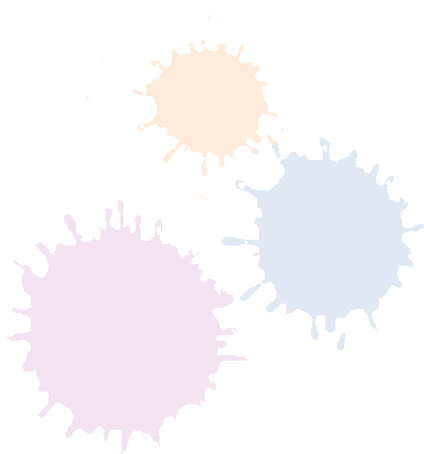
- Listening is part of this
- Set a limit and remove* the child from the situation
- Stay **with** your child
- We want them to expel emotional feelings that have built up that lead to the behavior in the first place
- Child needs a life-line to get through this and **YOU** are that lifeline - not about rewarding emotional outbursts it's about getting the upstairs brain back online
- Some kids will ask for space alone – try staying first but if it makes it worse stay near by and check in, conveying you're still there and you love them
- *"I know you felt ready for that test. I'm surprised you got a D - were you surprised?"*

CONSEQUENCES

Natural CONSEQUENCES:

Logical CONSEQUENCES:

BE AN *Empathetic* LEADER



BE POSITIVE

- Using humor or be silly
 - i.e., *“What’s that? I don’t speak whine you have to tell me in another language”*
 - 1000 kisses
- It doesn’t have to be negative all the time
 - i.e., *“Stop whining!”* vs. *“I like it when you talking in your normal voice. Can you say that again?”* or *“ask me again in your powerful big boy voice”*
 - i.e., *“Your relationship with your brother is more important than this toy”*
 - i.e., *“Yelling at me is not acceptable! Go to your room until you can be more respectful”* vs. *“Wow, I can see you had a rough day at school, but we don’t yell in our home. How about you take a breather and we’ll talk about this later and come up with a better solution.”*
- Catch them being good. . . Notice
 - i.e., *“Wow I noticed how hard you tried to be kind to your sister even though she made you mad”*
- Using humour
 - The brain loves novelty
 - i.e., talking in a silly voice, falling down comically, or using some other form of slapstick humour
- Focus on **what you do want** versus what you don’t want
 - i.e., ~~*“no bike ride until you try eating beans”*~~ vs. *“have a few bites a green beans and we’ll hop on the bikes”*

FOSTER EMOTIONAL INTELLIGENCE

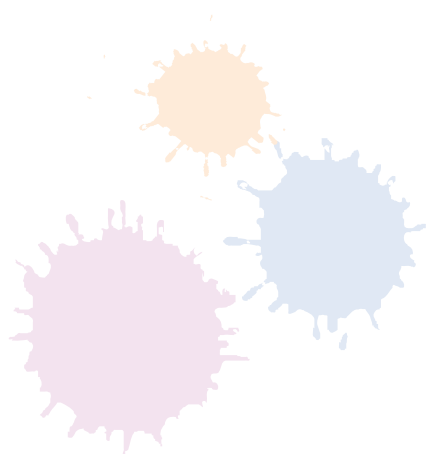
- Teach about the brain (i.e., brain-in-hand model)
 - Teach about emotions
 - Help them understand their body and their emotions
 - Replaying memories (narrative)
-
-
-
-

- Mindfulness
- 

PARENTING ROAD BLOCK 1

LACK OF PLAY

- Play allows children to use their creativity while developing their imagination, dexterity, and physical, cognitive, and emotional strength
- Play is important to healthy brain development
- Undirected play allows children to learn how to work in groups, to share, to negotiate, to **resolve conflicts**, **work through fears**, **build confidence**, and to learn self-advocacy skills
- Play allows children to create and explore a world they can master while practicing adult roles
- Help children adjust to the school setting
 - Enhance children's learning readiness, learning behaviors
 - <https://www.youtube.com/watch?v=qRJlhgN7uAU>



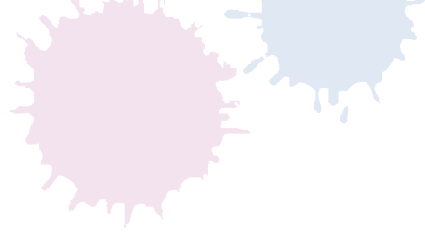
PARENTING ROAD BLOCK 2

TECHNOLOGY

- Grossly limits challenges to their creativity and imaginations
- Limiting necessary challenges to their bodies to achieve optimal sensory and motor development
- Sedentary bodies bombarded with chaotic sensory stimulation = delays in developmental milestones
- Hard-wired for high speed, struggling with self regulation and attention skills necessary for learning
- Significant behavior management problems for teachers visual and auditory sensory systems are in “overload”
- Diagnoses of ADHD, autism, coordination disorder, developmental delays, unintelligible speech, learning difficulties, sensory processing disorder, anxiety, depression, and sleep disorders are associated with technology overuse, and are increasing at an alarming rate
- Touch activates the parasympathetic system (the “brakes”) lowering cortisol, adrenalin, and anxiety = technology activates the sympathetic nervous system (“gas peddle”)
- Hypervigilant sensory system = stress/anxiety!
- Attaching to technology vs. people
- Dopamine & Addiction
- Hurting your attachment to your child
- Still Face Experiments: how parents use of technology can impact a child (how do you think you look when you are on your phone instead of engaging with your child?)

RECOMMENDATIONS:

- Watch with your children
- Passwords on technology set by parents
- Put away technology at meal times and after 6-7pm (minimally 1 hour before bed)
- Age Guidelines: Canadian Paediatric Society
 - Children under 2 years of age: no screen time
 - Children 2-5 years of age: less than 1 hour
 - Children 6 years-11 years: no more than 2 hours
 - Teens: no more than 3 hours
- Prioritizing educational content or apps, avoiding mainstream or commercial programs and using a media classification rating (e.g., the Canadian Home Video Rating System) to guide viewing choices

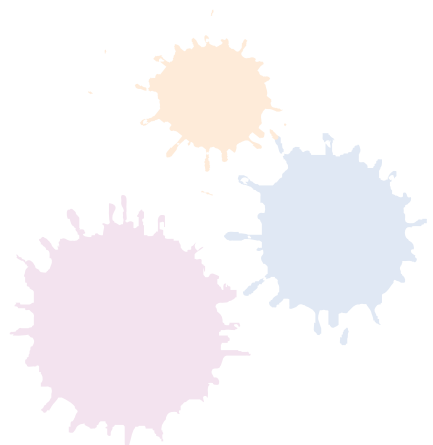


PARENTING ROAD BLOCK 3

OVERWHELM

(ADAPTED FROM KIM PAYNE'S WORK)

- **TOO MANY CHOICES AND TOO MUCH STUFF:**
Simplify; nature, play, social interactions, movement
- **PREDICTABILITY:**
Make things predictable, free time, ample sleep, dinner time together
- **SCHEDULING:**
Need to experience boredom, battle the message that every minute of our children's lives need to be scheduled
- **DECREASE THE NOISE FROM THE OUTSIDE WORLD:**
Hippocampus underdeveloped; media images; adult conversations; sensitivities
- **EQUILIBRIUM: balance between inner and outer world**
 - **Outer:** *play dates, travel, sporting events, child care, homework*
 - **Inner:** *sense of self develops as they get older. Fostered by creativity, play, time with family, and time in nature. It also acts as a buffer from the outside world*



Hot Topics FOR PARENTS

SIBLING RIVALRY

APOLOGIES

BUILDING THE UPSTAIRS BRAIN

- Connect right to left
- Name emotions (helps the left brain make sense of experiences of right brain)
- Stressful Situations: get the PFC online. Ask questions, ask for alternatives, negotiate.
- “What would you do?” games and dilemmas.
- Avoid rescuing them from difficult decisions.
- Move the body to re-engage the PFC
- Work with memories!
 - Review content and feelings. How did they handle things?
Would they do anything different?



DENMARK

<http://thedanishway.com/7-keys-to-parenting-the-danish-way/>

<https://www.youtube.com/watch?v=IBS4TRbdOps>

- Play
- Being Honest (authentic)
- Reframing Negative Situations
- Promote Togetherness & Hygge
- No ultimatums
- Empathy

HUNTER-GATHERER SOCIETIES

1. **Lots of positive touch** - as in no spanking - but nearly constant carrying, cuddling, and holding: separations initiated by child
2. **Prompt response to baby's fusses and cries** - includes co-sleeping (gasp!) i.e., Kung infant cries, 88 percent of crying bouts receive a response within 3 seconds, and almost all bouts receive a response within 10 seconds (done with the help of other females)
3. **Breastfeeding**, ideally 2 to 5 years
4. **Multiple adult caregivers** - people beyond mom and dad who also love the child
5. **Free play with multi-age playmates**; little to no supervision
6. **Natural childbirth**, which provides mothers with the hormone boosts that give the energy to care for a newborn

Just for a moment see me...

With soft, receptive eye.

With openness, interest, and a desire to understand. With patience.

In my frustration, aggression, rage, jealousy, failure, sadness,
while you set and hold limits on my behavior.

With trust that it's okay for me to feel whatever I feel.

With unconditional acceptance, love, and if at all possible, like.

With a perspective so clear that it cuts through the haze of your anger, annoyance, sadness, pity, guilt, fear, resentment, or other concerns, because if I have to worry about you, I can't share me...

Notice the curiosity in my limit-testing, the innocence in my defiance, the fear in my aggression.

Recognize that my impulses have gotten the better of me.

I've lost self-control and need your help, guidance, protection.

Accept all these unpleasant sides of me that don't make you proud, realizing that underneath all of them is fear that I'm bad and will lose you.

-JANET LANSBURY

<http://www.janetlansbury.com/2016/09/the-most-powerful-way-to-love-a-child>

RESOURCES

Listen: Patty Wipfler [book]

<https://www.handinhandparenting.org/>

* also has great FB page

Positive Parenting: Rebecca Aines [book]

* also a great FB page

Simplicity Parenting: Kim Payne [book]

<https://www.simplicityparenting.com/>

* also offers courses

Playful Parenting: Lawrence Cohen [book]

No-Drama Discipline: Daniel Siegal & Tina Bryson [book]

The Whole Brain Child: Daniel Siegal & Tina Bryson [book]

Parenting from the Inside Out: Daniel Siegal [book]

Hold Onto Your Kids: Gordon Neufeld [book]

<http://neufeldinstitute.org/>

*online courses, DVDs, webinars etc.

The Five Love Languages of Children: Gary Chapman [book]

The Danish Way of Parenting: Jessica Alexander & Iben Sandahl [book]

Rest, Play, Grow: Deborah Macnamara [book]

Connected Parenting: Jennifer Kolari [book]

The Highly Sensitive Child: Elaine Aron [book]

