

Shutdowns & Meltdowns: Climbing the Ladder to Regulation Together

*Parenting Strategies
to Help Your Child or Teen
Stay Calm and Connected*

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Children's Program

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What you will learn in Lessons 1-6

1. Introduction to the signs of dysregulation
2. The neurobiology of regulation
 - Polyvagal theory
 - Brain structure and development
3. What's happening in our brains and bodies
 - Growing interoception in yourself and your child
 - Parent regulation
4. Early warning signs of dysregulation
 - Finding the critical window and acting within the critical window
5. Relationship-based de-escalation strategies
 - ABC: Attune, Balance, Coach
 - Regulation skills that work
 - PLACE: Playful, Loving, Accepting, Curious, Empathic
 - Other de-escalation strategies
6. Triggers for dysregulation
 - Planning ahead

What you will learn in Lessons 7 - 11

7. Detective work to identify
 - Stress signs and triggers for dysregulation
 - Problem behaviors and target behaviors
 - Lagging skills and needs under the behavior
 - Reinforcers of behavior
 - Negative thinking
8. Reducing barriers to authentic connection
 - Screens
 - Personalizing vs. Empathizing
 - Building a prosocial village
9. Proactive work to build skills
 - Proactive strategies, games and activities
 - Noticing and reinforcing the skills you want to build
 - PRIDE skills
 - Collaborative problem solving
10. Setting limits around big behaviors
 - How and when to set limits
11. Consequences that repair and teach
 - Punishments vs. consequences
 - Working the R's

Signs of Regulation-Dysregulation



Emotional Thermometer



Zones of Regulation

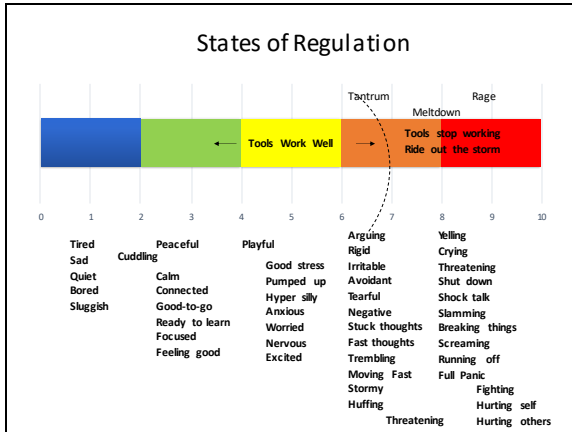


Red Zone: Extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behavior, devastation, or terror.

Yellow Zone: Heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness.

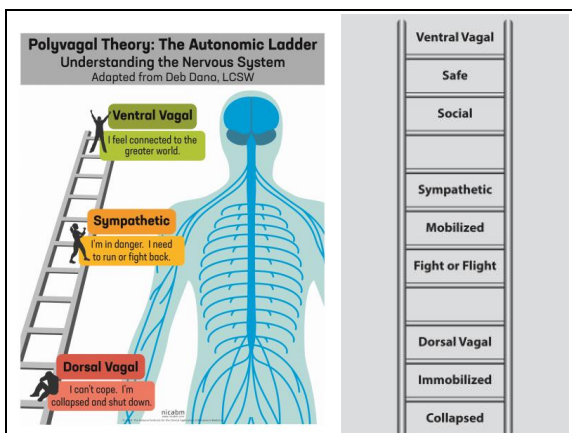
Green Zone: Calm state of alertness. A person may be described as happy, focused, content, or ready to learn. Zone of optimal learning.

Blue Zone: Low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

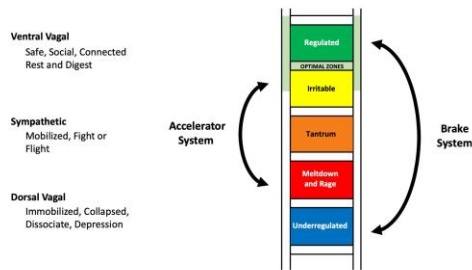


Types of Angry Outbursts

- **Tantrum** (6 to 7) – Child has some control. Goal driven. It just might work. Might stop if child gets what is wanted, fears consequences, or if rewarded for asking the right way.
- **Meltdown** (7-9) – Child vacillates between tantrum and rage with intermittent control. Parent threats are risky and may escalate.
- **Rage** (9-10) – Limbic storm; Cortex hijacked; Fight or flight; Behavior is irrational. Child will not respond to reason. Ride it out. You are past the critical window.



Polyvagal Theory: Ladder to Regulation

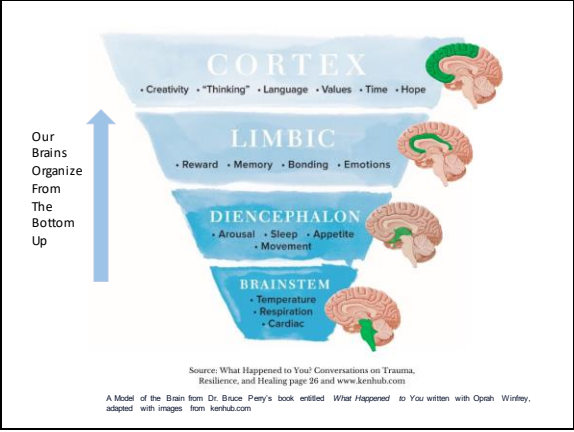


Made by Dr. Kayla Bailey, Psy.D.

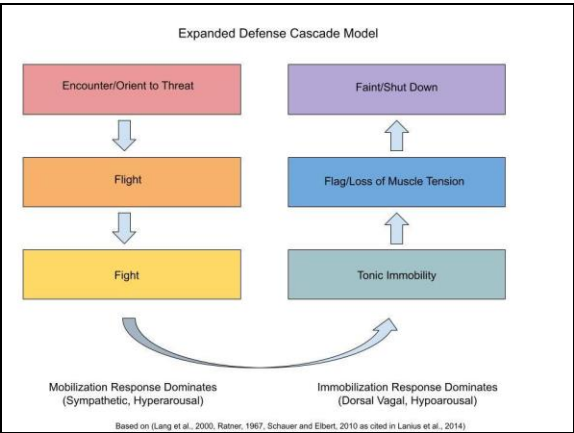
Polyvagal Theory broken down

- Perception vs. Interoception vs. Neuroception
- Vagus nerve= wanderer, "compassion nerve" (Cheek-Heart-Belly)
- Ventral Vagal -
 - Part of vagus nerve, parasympathetic nervous system
 - newest ANS part to evolve that holds our social engagement system
 - Brain-diaphragm-heart-lungs-face
 - safety connection, able to experience, ease, learn, create, explore
 - People, animals, music, nature, sensory pleasure, art, soft eyes, kind tone
- Sympathetic nervous system
 - Activator, mobilizer that can keep us alert and engaged, but needs ventral brake to keep it in check
 - Ranges from activation to vigilance to freeze/fight/flight
 - The world is perceived as dangerous; misread facial cues, can't listen or learn
 - Triggers: stress, rejection, shame, pain, embarrassment, conflict, volume/chaos
- Dorsal Vagal
 - Part of vagus nerve, parasympathetic nervous system
 - Oldest part of the ANS that immobilizes us to conserve energy if we perceive life threat
 - Brain-diaphragm-belly
 - Dissociation, analgesic, faint, neg self talk, immune system crash, depression, withdrawal
 - Triggers: stress overwhelm, shame, failure, chronic/inescapable stressor, abandonment
 - *We must move through Sympathetic to get back to Ventral*





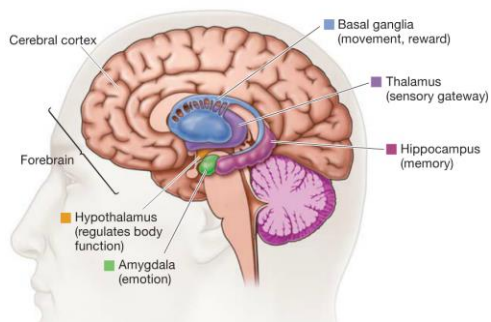
STATE	CALM	ALERT	ALARM	FEAR	TERROR
Brain Region	Neocortex Cortex	Cortex Limbic	Limbic Midbrain	Midbrain Brainstem	Brainstem Autonomic
Adaptive response	Reflect	Activate	Freeze	Flight	Fight
Cognitive Ability	Abstract	Concrete	Emotional	Reactive	Reflexive
Capacity to Sense Time	Distant past, Extended future	Days/ hours	Hours/ minutes	Minutes/ seconds	Loss of sense of time
Hyperarousal (Fight/ Fight)	Rest	Vigilant	Resistant	Tantrum, Meltdown	Meltdown, Rage
Hypoarousal (Freeze, Surrender)	Rest	Avoidance	Compliant (robotic)	Dissociation	Fainting

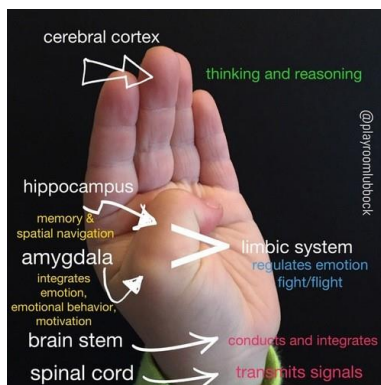


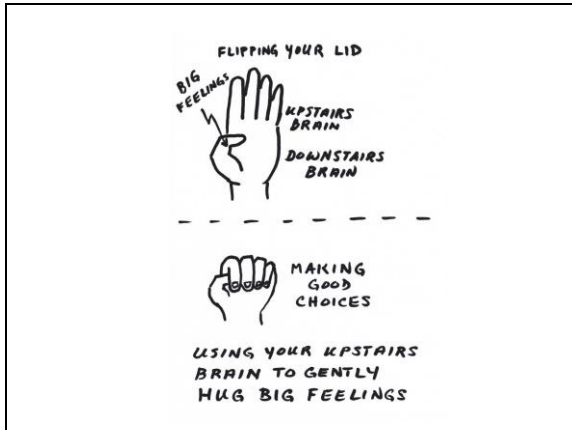
Brain Explanation for Emotional Flooding



The Neurobiology of Regulation







Left-Right Integration

- Left brain (logical, linear, language)
- Right brain (nonverbal, emotional, empathy)
- Left brain logic during a right brain meltdown won't work
- Right brain excess emotion will flood child in right brain meltdown, leading to more chaos
- Your goal: Parent integration > Child integration



We are wired to co-regulate through patterned, rhythmic interactions and relationships

Sequential Neurodevelopment and Therapeutic Activity (adapted list)

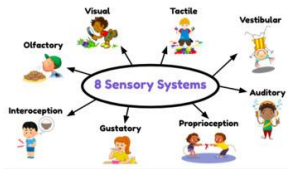
Perry, B. (2008). Applying Principles of Neurodevelopment to Clinical Work with Maltreated and Traumatized Children: The Neurosequential Model of Therapeutics. In N. Webb (Ed.) *Working with Traumatized Youth*. New York: Guilford Press.

- Massage
- Rhythm/drumming
- Reiki/touch
- EMDR
- Sensory bath
- Pressure points
- Yoga
- Rocking
- Controlled breathing
- Walking
- Therapeutic massage
- Equine/canine interactions
- Repetitive comfort rituals
- Swimming
- Running
- Skating
- Frequent positive interactions
- Knitting
- Music and movement
- African dancing
- Taekwondo
- Art
- Nature discovery
- Pottery (wheel)
- Parallel play
- Play therapy
- Performing arts
- Team play
- Turn-taking games
- Drama, storytelling
- Journals
- Autobiography
- Life book
- Humor
- Psychoeducation
- Insight-oriented, talk-based therapy (e.g., CBT)

What's Happening in Our Bodies

Our 8 sensory systems

- Visual
- Touch/Tactile
- Taste/Gustatory
- Auditory
- Smell/Olfactory
- Vestibular
 - sense of head movement in space
- Proprioceptive
 - sense of muscles and joints in body
- Interoceptive



<https://ecdn.teachmeanpayteachers.com/>

Interoception is responsible for helping you feel the inside of your body, including your organs and skin.

Insula — is the interoception center of the brain

Tickle — Heart Rate — Breathing Rate — Physical Exertion — Nausea — Sexual Arousal — Pain — Muscle Tension

Hunger/Fullness — Social Touch — Need for the bathroom — Itch

Anger — Embarrassment — Happiness — Excitement — Fear — Thirst

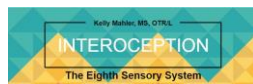
The insula translates signals into body states and emotional states as shown above

Interoception is linked to

- Self-Regulation
- Self-Awareness
- Flexibility of Thought
- Problem-Solving
- Social Understanding
- Empathy
- Perspective-Taking

Self-Regulation

If we feel that our internal balance is off, typically we are motivated to seek immediate relief from the discomfort caused by the imbalance.

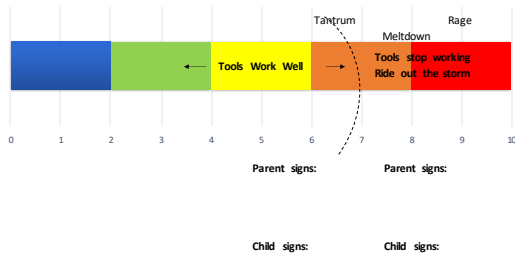


Exploring your own interoception

- Slideshow
- Notice your response internally to each slide.
- Pay attention to your sensations, feelings, thoughts.
- We can't change our reaction if we are not aware of our reaction.



Finding the Critical Window



What is your plan if you need to "tap out" because you are past your critical window?

The ABC's of Regulation



- Attune –
 - Dial in, match affect, empathize, mirror, right brain connection
- Balance –
 - Soothe, distract, co-regulate
- Coach –
 - Left brain logic, verbal, reason, cortex, correction, redirection

Nonverbal communication



- Eye contact
- Facial expression
- Tone of voice
- Posture
- Touch
- Gesture
- Timing
- Intensity of response

Paraverbals and Nonverbals that De-escalate

- Face-to-Face communication:
 - 7% = actual words; 35% how we say it, 58% nonverbal
- Nonverbals: soft eyes, slow breath, dropped shoulders, side stance, open arms, raised eyebrows
- Paraverbals –HOW we say our words (tone, volume, rate, rhythm)

“What you do speaks so loudly that I cannot hear what you say.”

– Ralph Waldo Emerson

Looks like this....



Not this.



Attunement exercises

- Practice attuned mirroring with a partner as they share an emotional story without using actual words.
- "It's time to get ready for bed." with irritation, anger, disengagement, fear/apprehension, and loving and connected tone and body language.
- Selfies with irritation, neutral, positive, and compassion expressions
- Stare vs. Look vs. Gaze when partner tells story

Balance

- Create safety
- Calm, nonreactive, regulated, mindful parenting
- Soothe in way your child will receive
- Notice child's successes with regulation and self-soothing
- Coping skills must be practiced before a crisis
- Balance/regulation exercise



Regulation Skills that Work

- *MODELING WORKS BETTER THAN COACHING*
- We have to make our tools our own, or they won't stick
- Never coach skills when you or child is past a 7
- *Swim lessons in calm waters*
- *Life preservers in stormy waters*

Calm-down Tools

Actions

- Walk away and take a break
- Go to a designated calm-down spot
- Show the opposite emotion (half smile, soften face, voice quiet, shoulders up and strong)
- Say what you want to do out loud "I'm not yelling." "I'm walking away. I'm not going to argue."
- Mantras... "I can handle this." "Keep it little." "I'm okay."
- Change the channel (out loud if possible) – Angry to calm self-talk
- Tighten-Release movements or "lemon squeeze"
- Energy release (jump rope, brisk walk, basketball, jog)
- Sensory shock (cold shower, firm touch, holding ice, strong taste, rubber band snap)
- Go towards public areas. Stay around others. We shore up best when the world is watching.

Distractions

- Music, electronics, sudoku, drawing, reading, mental game, orient through five senses

Soothers

- Belly breaths (slow inhale/exhale through the nose, doing at least 5)
- Sensory calming -bed, blanket, comfort smell, hugs/touch, back rub, rocking, bubble bath, warm drink
- Mindfulness, guided imagery

Coherence/Coaching

- Make meaning of experience
- Mantras ("Mommy always comes back.")
- Use play and storytelling
- Don't talk too much!!!!
- Process and reason while also tolerating emotion
- Be creative
- Look for natural moments
- Model reflection
- May vary from gentle correction, reassurance, carrying on, collaborative problem solving, calming self-talk, reality-testing, or creation of coherent autobiographical story

Video: Coaching through Anger

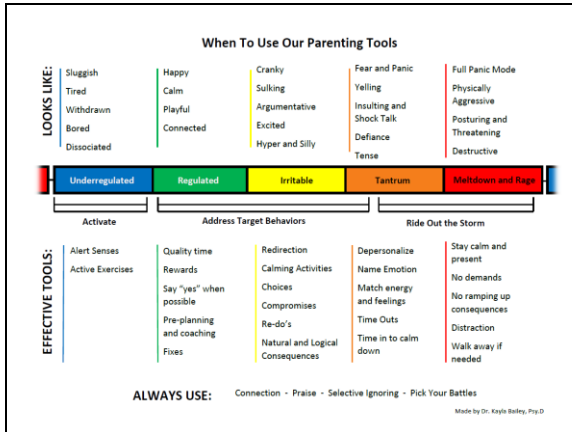
- https://www.youtube.com/watch?v=xs7QWBJ_GIE
• Becky Bailey, *Conscious Discipline*
- *Attunement video clips to watch on your own:*
 - Tronick's still-face experiment:
<https://www.youtube.com/watch?v=6czxW4R9w2g>
 - Attunement: <https://qz.com/1639907/the-viral-video-of-a-dad-talking-to-his-baby-demonstrates-a-crucial-parenting-skill/>
 - Misattunement: <https://www.youtube.com/watch?v=0woPde7OE1k>
(Zootopia clip; start at 1:00)
 - Toddlerease: Short phrases, repetition, mirror level of energy (start 3:46-5:15)
<https://www.youtube.com/watch?v=H0z4nOsqvg>

De-escalation Strategies

- Appear calm and self-assured (open arms, shoulders and fists relaxed)
- Avoid direct stand-off position
- Neutral, soft facial expression (relax jaw, soften eyes, relaxed brow)
- Allow physical space; Allow for either of you to exit if needing more space
- Control your breathing (match child's breathing first and then slow your own breath)
- Lower your voice, Keep your tone even.
- Distract/divert when possible (look out window, etc.)

De-escalation Strategies (continued)

- Arrange/remove audience depending on the child
- Simple words or calming mantras; broken record
- Say what you want the child TO DO (not what you want them to stop doing) – ("Put the chair down" versus "Quit screaming")
- Give choices
- Acknowledge feelings
- Reflect, agree when possible
- Leave the scene together




STATE	CALM	ALERT	ALARM	FEAR	TERROR
WHAT DE-ESCALATES	Calm sounds, personal space, predictable touch, predictable routine, proximity to trusted adult	Quiet voice, structured choice, simple directions, eye contact, rhythmic movement, distraction, Somato-sensory	Quiet words, simple mantras, invited touch, attunement, reflective listening, reassurance, soothing	Quiet adult presence but allowing space, few words, singing, humming, music,	Safe personal space, no words, reduce lights/sound, adult support, calm adult nearby but disengage as needed
WHAT ESCALATES	Noise, sensory overload, confrontation, angry voice, uninvited touch, unpredictable routine,	Complex directions, anger, threats or ultimatums, directions from distance, public confrontation or correction	Raised voice, confrontational posture, threatening tone, pointing, cornering, shaming, chaos in environment	Chaos, frustration of adult, yelling, collective dysregulation	Grabbing, shaking, screaming, intimidating, threatening


Building Authentic Connection

- PLACE: Playful, loving, accepting, curious, empathic
- We are motivated to please others when we feel closer and valued by others.
- THIS IS NOT THE SAME AS PERMISSIVENESS







Triggers for Dysregulation



- Know Your Parent Triggers
 - Lying, back talk, running late, being ignored, kids fighting
- Know your Child's Triggers
 - Corrections, chores, homework, "no", AM/PM routines
- *What is your plan to manage triggers?*
- See worksheets

End of Lessons 1-6

- Challenges before our next session:
- Identify your child's triggers and your triggers and plan for them
- Notice your stress signs and your child's stress signs
- Practice Attune, Balance, Coach when child is dysregulated
- Practice maintaining PLACE stance for 10 minutes a day
- Bonus: Complete a regulation map for yourself (Deb Dana handout)

Problem Behaviors

- What are the top 3 problem behaviors your child exhibits?
- What would the opposite look like? What do you want to see instead?
- How would you catch efforts or successes with the desired behavior?

Do your detective work and be proactive

- What *are* the problem behaviors?
- What are your child's *triggers and signals*?
- What's *under* the behavior?
What's the need or lagging skill?
- What is *reinforcing* the problem behavior?

• WHAT'S YOUR PLAN?



DOING YOUR DETECTIVE WORK

Problem Behavior	
Desired behavior	
Signs of distress	
Predictable triggers	
Lagging skills	
Need under behavior	
Contributing stressors	
Negative thinking errors	
Reinforcers	
Plan	

What's UNDER the behavior

- Kids do well when they can.
- Challenging kids lack skill, not will.
- What does your child need? Is there a way to meet the need?
- What is making this so hard?





Going deeper to find the need



- Felt safety
- Basic needs
- Sense of control
- Reassurance of worth or good standing
- Inclusion, acceptance, sense of belonging
- Sensory needs (less, more, different)
- Structure, consistency
- Connection
- Validation
- Less stress



Common Lagging Skills

- Language and communication
- Attention, working memory
- Impulse control, frustration tolerance
- Organization and planning
- Time management
- Sensory integration
- Emotional regulation
- Cognitive flexibility
- Social thinking, perspective-taking, reading cues

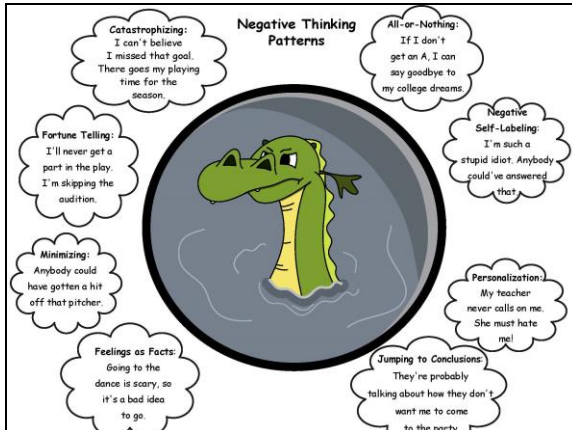


• *Growth occurs when we catch the successes and keep a child's world within the window of tolerance.*

Past events or memories

- Early trauma, attachment disruption leaves its mark
- Acute vs. complex trauma
- Reminders trigger associated thoughts, feelings
- Avoidance prevents resolution, perpetuates reactivity to trauma cues
- *What we can name, we can tame.*
- *What we can share, we can bear.*





What are the stressors impacting your child?

- Internal?
- External?
- Stress Patterns impact our stress response system:
 - Unpredictable, extreme, prolonged stress > Sensitizing, Dysregulation
 - Predictable, moderate, controllable > Resilience-building, growth & healing



Reinforcers



- Do you give in to the tantrums?
- Do you get really upset?
- Does the tantrum allow your child to avoid something unwanted?
- Is it a catharsis or release?
- Does your child get a lot of attention?
- What is your plan to reduce the reinforcers?

Build Authentic Connection – Your power!

- Reduce screens, negative influences that block connection
- Build prosocial village for your family and your child
- Family rituals (thorn-rose, afternoon snack, shared show, family dinner, holiday traditions, prayer, dance/game night)
- PLACE* stance
 - Playful, Loving, Accepting, Curious, Empathic
- Empathize don't personalize
- Attend to your own trauma, attachment history, stress so that it doesn't interfere with how you show up for your child

*Based on PACE attitude by Daniel Hughes

Empathize... don't Personalize

- He tries to get to us by arguing whenever we make him come inside to do chores.
- It's really hard for him to cope when the fun parts of the day have to come to an end.
- She throws a fit whenever she can't be the boss.
- It's scary for her when she loses control over a situation.
- She likes to bring us down with her whenever she doesn't get her way.
- She's still learning to handle frustration and disappointment.
- He has to be the center of attention or else he'll throw a fit.
- It's hard for him to trust that he'll get enough attention when he has to wait.

Explanations Guide Our Actions



DEAD END EXPLANATION:

*He just wants attention
He's just trying to annoy me.*

ACTION: Ignore him



If we've done our detective work:

*He doesn't know how
to control his impulses*

ACTION: Build this skill

Proactive Strategies for Building Skills

- Rehearse, role play before predictable challenging situation
- Insert "stretches" to practice lagging skills when child is motivated
- Game-based skill-building
- Notice target skills/behaviors out loud
- Provide high-intensity attention for target skills/behaviors during shared one-to-one activities
- Collaborative Problem-Solving skills
- Model the skills you want to build!! Empathy drives connection!



Strategies to Reinforce Skill Development



Noticing, labeled praise, positive attention in response to successes with desired behaviors or skills we want to build

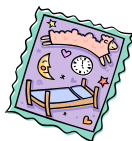
Use moments when child is motivated to stretch them with skill rehearsal (e.g., practice compliance right before watching a movie, practice frustration tolerance right before screen time)

Build skill rehearsal into daily schedule so that it becomes a habit

External or material reinforcers when necessary but try to pair with relationship-based reinforcers and gradually fade out material reinforcers when possible.

Opportunities Abound to Address a Lagging Skill

- *Before* a predictable problem situation occurs
- Situations in which *unmet expectations* occur AND not yet in a meltdown



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Game-based skill building examples

- Thought battle (see video)
- Changing the channel (see video)
- Uno game where players do different skill challenges when changing a color such as naming a feeling and when they experienced it, complimenting another family member, or saying/doing a calm-down tool
- Playing HORSE (basketball) where you have to give a compliment if another player makes it and you have to give yourself an encouraging statement if you miss it.
- Playing Red Light-Green Light where you have to demonstrate a calm-down tool when you freeze before the person says green light again



PRIDE SKILLS from Parent Child Interaction Therapy (PCIT)

- Praise (labeled)
 - Nice job keeping your cool...You stuck with it...Nice asking
- Reflect
 - Repeat back child's words to show interest, presence
- Imitate
 - Allow child to lead; avoid corrections, directions, questions
- Describe
 - Narrate what child is doing to show interest, presence
- Enthusiasm
 - Show with your actions and nonverbals that you are 100% engaged and enjoying yourself

Demo and Practice of PRIDE skills

- Demonstration of parent-child role play
 - (video of younger child, live demo of older child)
- Pair up and practice for 5 minutes and then switch
- Avoid commands, criticisms, questions, parent-led play
- Pick activities that don't require a lot of limit-setting or games that are competitive/rule-based
- See how far you can get shaping behavior by giving high-intensity attention to desired behaviors and selectively ignoring problem behaviors.
- This is practice! Be kind to each other and remember to praise your practice partner too.

Parent Response Options to Child Problem Behaviors

from Collaborative Problem Solving (CPS) model

Plan	Strengthen Relationship	Pursue Expectations	Reduce Meltdowns	Teach Lagging Skills
A Impose Adult Will	NO	YES	NO	NO
B Collaborative Problem-Solving	YES	YES	YES	YES
C Drop It	YES	NO	YES	NO

Plan A: Impose Adult Will

No!
You must.
You can't.
1-2-3...
I said so.
You're grounded.
Give me your phone.
No more computer time.
Stop or else.
If you want your allowance, you'll do it.



Plan A: Imposing Will

- Pursues adult expectations
- Does not teach missing skills
- Does not result in a durable solution
- Does not create connection or felt safety



Plan C: Drop it


- Reduces meltdowns or challenging behaviors
- Builds relationship - child feels you understand
- May make sense for low-priority issues or if child has major challenges
- Does not pursue adult expectations
- Does not teach skills
- Does not result in a durable solution



Plan B Collaborative Problem Solving


1. Empathy & Reassurance
2. Define the Problem
3. Invitation





1. Empathy and Reassurance

- Name and validate child's concern
- Reassure, take child concern seriously
- Show curiosity and stay out of judgment
- Your child needs to feel like you "get it"
- This helps your child be capable of cortical reasoning!
 - (remember Attune, Balance, before Coach)
- *"So, you're upset that I keep asking to see your homework? You feel like you're too old for that. You think you're ready to manage schoolwork on your own. Did I get that right?"*



2. Define the Problem

- Sum up child's need and your need
- Frame the problem that needs to be solved

"You want to be the one to manage your schoolwork now that you are in middle school.
AND
I'm worried that I won't know if you're falling behind and need help."



3. Invitation

- *"Let's figure this out together. How can we make it work for you and me?"*
- Encourage brainstorm.
- Let child lead.
- Every idea is a good idea.
- Stay out of judgment!
- It's a process.

Practice CPS skills

- Live demonstration of Plan A, Plan B, and Plan C
- Practice with partner
- CPS demonstrations for brushing teeth and eating veggies
 - <https://thinkkids.org/Parents/>

When and How to Set Limits

Language and Limits

Timing of Limits

Consequences that Teach

Working the R's

Language and Limits

- Simple and clear
- Reasonable (something they can do)
- State what you want to see
- Enforceable (by you)
- Goal is to teach and not to punish
- Positive choices
- Use *What/Where* and not *Why*... What choice are you going to make? Where do you need to be to calm down? *Not Why* are you upset? Why are you acting like that?
- Yes-when..., First-then.... (vs. NO)

Timing of limits

Upstairs tantrum: Calm, firm, consistent boundaries; ignore; warn; follow through. Be rational, stick to topic, redirect or repeat. Ignore the challenge but not the person.

Example: Child: I don't want to take a bath. Why do I have to take a bath?...Parent: You can have bubbles or no bubbles.

Downstairs tantrum: Calm the child's amygdala; nurturing compassion; connect (right brain to right brain) first. Correction, coaching, disciplining comes later. Allow to let off steam; remove audience; state directives when calming; Avoid a hands-on approach b/c they may see this as an invitation

Example: You're okay. You're safe. Put down the chair. Let's get out of here and take a break.

Timing of Response with Child's Sense of Time

STATE	CALM	ALERT	ALARM	FEAR	TERROR
Capacity to Sense Time	Distant past, Extended future	Days/hours	Hours/minutes	Minutes/seconds	Loss of sense of time

You have to time your response with your child's capacity to process time. There's no point in discussing a future consequence if your child is incapable of processing beyond the here and now. This is the same for rewards. If your child is perpetually dysregulated, they will require more immediate rewards.

Why Punishments don't work

- You can't shock a child into learning a skill
- Often driven by emotion of parent and done reactively
- Causes a break in connection with the child
- May seem like it works if child temporarily stops the behavior out of fear, but it often drives the behavior into other places/relationships where the child is less afraid (e.g., child stops doing the behavior with the feared parent but instead does it more with a teacher/coach)
- Child can become numb to certain levels of punishment, resulting in "coercive family cycle" where parent "ups the ante" and keeps increasing severity of the consequence
- Tends to be focused on the problem behavior rather than the need under the behavior

Using Consequences that TEACH

- Consequences
 - Often not necessary if able to re-do or repair in the moment
 - Natural consequences
 - Often delayed, hard to control, not as effective for immediate learning, and may carry too big of a consequence
 - Logical consequences
 - Enforced by parent
 - Arranged consequence if parent sets up natural consequence
 - Time-based if loss of trust (e.g., DWI, stealing) but won't teach unless paired with action-based consequences
 - Action-based for most anything else
 - Won't work unless child is CONNECTED and has the DESIRED SKILL

Action-Based Consequences that TEACH

Reset – Calm to 5 or lower before beginning

Reflect (other, self)– What was this like for the other person (empathy)? What'd I do wrong? What could I have done instead?

Repair – Kind acts, apologies, restitution

Rehearse/Re-Do – Practice it the right way

Reinstate (the privilege)

Practice "working the R's" for the following situations

- 9-year-old child sneaks and accesses porn on the computer with a friend during a sleepover
- 7-year-old child punches and bites parent during a 1-hour meltdown
- 5-year-old child pushes a playmate down and grabs the toy out of his hand
- 14-year-old calls their parent the B-word and knocks the dinner plates off the table when not allowed to go out with friends due to missing work and failing grades

Take-Home Messages



- It starts with you! Stay calm. Don't personalize it. Model the skills you want your child to develop.
- Restore the joy. Kids are much more motivated to please when they feel connected and anticipate joy in the relationship.
- Know your child's needs, signals, triggers, lagging skills, and plan accordingly.
- Create opportunities to build lagging skills and **Notice** successes.
- Stop talking so much! Out shocking your child with your own tantrum will never work.

In times of big waves, be the rock.



Because a big wave trying to subdue a little wave only leads to a tsunami.



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Additional Resources

- ***Parenting from the Inside Out*** by D. Siegel and M. Hartzell
- ***The Explosive Child*** by Ross Greene
- ***What Happened to You?*** By Bruce Perry & Oprah Winfrey
- ***Changeable: How Collaborative Problem Solving Changes Lives at Home, at School, and at Work*** by Stuart Ablon
- ***Think Differently: The Collaborative Problem-Solving Approach***, presentation by Stuart Ablon
 - <https://www.youtube.com/watch?v=gkMMG5Ves0B&list=PLqashape>
- ***The Whole-Brain Child*** by D. Siegel and T. Bryson
- Becky Bailey, Conscious Parenting, Coaching through Anger
 - https://www.youtube.com/watch?v=xs7OWBj_GiE
- CPS worksheet:
 - http://www.thinkkids.org/wp-content/uploads/2013/01/TSI_clinical-9-12.pdf
