#### Calm, Compassionate Parenting: Keeping Your Cool When Your Child Is Losing Theirs

Nashoba Regional School District
March 27, 2023

Larry Epstein, Ph.D.

South Shore Psychological Services

drlarrye@me.com

www.calmcompassion.com

### Problematic Behaviors

- Tantrums/Meltdowns
- Whining/Crying
- Physical Aggression (hitting, kicking, etc.)
- Verbal Aggression (threatening, cursing, etc.)
- Defiance/Refusal
- Shutting Down
- Running/Bolting
- Reflexive Negativity

2





#### Common Social-Emotional Skills

- Communication
  - Labeling feelings
  - Expressing needs
- Emotion Regulation
  - Thinking rationally when frustrated
  - Managing anxiety, sadness, etc.
- Sensory Processing/Regulation
  - Managing sensory input
  - Adjusting arousal level to meet the demands of the situation

## Common Social-Emotional Skills

4

- Executive Function
  - Working memory
  - Forecasting
  - Planning/Organizing/Sequencing
  - Processing speed
  - Shifting gears
  - Impulse Control

#### Common Social-Emotional Skills

- Social Thinking
  - Reading social cues
  - Taking another's perspective
- Cognitive Flexibility
  - Thinking in specific, rather than "all-ornothing" terms
  - Perceiving information accurately
  - Shifting mental set

Thinking of a child as "behaving badly" disposes you to think of punishment. Thinking of a child as "struggling to handle something difficult" encourages you to help them through their distress.



"My child is not giving me a hard time, my child is having a hard



## What do you want your child to do instead?

- Communication
  - Give your child the words.
- Emotion Regulation
  - Model and facilitate calming strategies.
- Sensory Processing/Regulation
  - Engage proprioceptive input.

10

## What do you want your child to do instead?

9

- Executive Function
  - Provide visual supports, guides, and organizers
- Social Thinking
  - Articulate what others might be thinking
- Cognitive Flexibility
  - Test hypotheses (DON'T tell your child they are
  - Ask questions to move toward specificity.

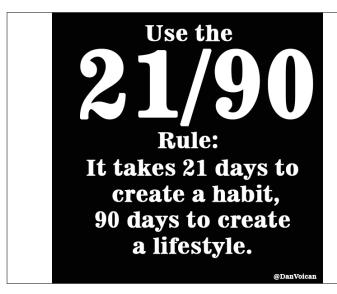
Skill-building takes many, many "reps."

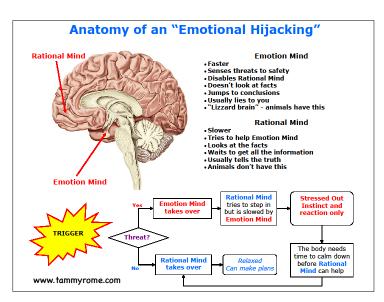


# Salkatory Conduction By Dr. Jana - http://docjana.com/saltatory-conduction/



13 14





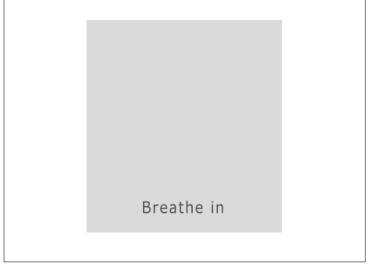
15 16

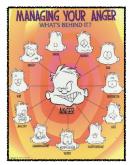
# Responding to the fire...

- Adding fuel to the fire
- Letting the fire die out on it's own
- Pouring water on the fire





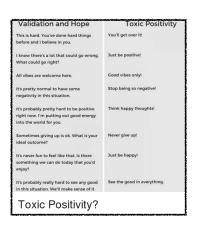


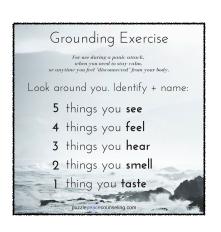


## Articulate the likely underlying emotion

www.creativetherapystore.com

19 20





21 22



A dysregulated adult cannot regulate a dysregulated child.

# Stay calm to help calm (P.O.V.)

- o Pause Take a breath
- Orient My child is not giving me a hard time, my child is having a hard time
- Validate Acknowledge and label your child's emotional experience

#### Using Declaratives to Reduce Problematic Behavioral Responses

- Do make comments/statements
- Don't demand/insist
- I vs. You

Rather than: "You need to put your dishes in the sink!"

Try: "I'm noticing that your dishes are still at the table."

http://www.peerprojectstherapyfromtheheart.com/blog/declarative-language

# Proprioceptive input...

- Heavy work to the muscles and joints
- Bottom-up processing (easier than top-down)
- Can calm when over-aroused, Can engage when under-aroused,

26

#### Dealing with Non-Compliance: Changing the conversation

25



## Things to consider:

- Non-compliance is typically a response to an unmet (and often unstated) need on the part of the child,
- Efforts to force your child to comply often backfire and further agitate him/her.
- In order to change this dynamic, we need to change the goal of the conversation.

27 28

## Moving from Compliance to Competency

## Skills Necessary for Compliance

- Knowing what you need
- Thinking flexibly about how to get what you need
- Forecasting the potential implications of how you get your need met

Remember: Everyone's decisions make perfect sense from their point of view

# How to change the conversation

- Have the conversation before the situation comes up again
- S Listen more than talk (and avoid lecturing)
- Ask questions designed to facilitate thinking
- Provide possible alternatives if your child is unable to think of any
- Remind child that your goal is not to force a specific choice but rather to help them think about ways to get their need met (win-win)

31 32

#### Be curious, not judgmental

- Walt Whitman



#### Resources

- understood.org (All things learning)
- livesinthebalance.org (Collaborative and Proactive Solutions - Originally Collaborative Problem Solving)
- efpractice.com (Sarah Ward Executive Function Resources)
- funandfunction.com (Sensory toys and tools)

33

So often, children are punished for being human. Children are not allowed to have grumpy moods, bad days, disrespectful tones, or bad attitudes, yet we adults have them all the time. None of us are perfect, and we must stop holding our children to a higher standard of perfection than we can attain ourselves.



-Rebecca Eanes The Newbie's Guide to Positive Parenting finish each day and be done with it. you have done what you could. some blunders and absurdities have crept in; forget them as soon as you can. tomorrow is a new day. you shall begin it serenely and with too high a spirit to be encumbered with your old nonsense.

-emerson

