



Connection Centered Discipline Nanny Certification

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Lesson 3, Topic 1

video of Dan Segal

Lesson 3, Topic 2

What do we ask kids to do when they've flipped their lid?

- calm down
- stop crying
- think of alternatives or solutions
- make a good choice
- apologize

all things they need their upstairs brain to do

Nine Functions of the Upstairs Brain

1. Body regulation: Balance of the sympathetic (accelerator) and parasympathetic (brakes) branches of the autonomic nervous system. **Body revs up or calms down.**
2. Attuned communication: Enables us to tune into others' states and link minds. **Compassion and empathy.**
3. Emotional balance: Permits the lower limbic regions to become aroused enough so life has meaning, but not too aroused that we become flooded. **Balance between rigidity and chaos.**

4. Response flexibility: The opposite of a “knee-jerk” reaction, this capacity enables us to pause before acting and inhibit impulses giving us enough time to reflect on our various options for response. [Space between impulse and action.](#)
5. Fear extinction: GABA (an inhibitory neurotransmitter) fibers project down to the amygdala and enable fearful responses to be calmed. [Teach your upstairs brain to decode context and tell your downstairs brain there’s nothing to fear.](#)
6. Empathy: Considering the mental perspective of another person.
7. Insight: Self-knowing awareness, the gateway to our autobiographical narratives and self-understanding.
8. Intuition: Being aware of the input of our body, especially information from the neural networks surrounding intestines (a “gut feeling”) and our heart (“heartfelt feelings”) enables us to be open to the wisdom of our non-conceptual selves.
9. Morality. The capacity to think of the larger good, and to act on these pro-social ideas, even when alone, appears to depend on an intact middle prefrontal region.

It is relevant to note that these nine middle prefrontal functions can be seen to emerge not only with mindful awareness practices, but at least the first seven are also associated with the outcome of secure attachment between child and caregiver.

Fluttering: the window of opportunity you have to keep kids (and you!) from flipping your lid. (You’re holding onto the ledge but your shaking more and more.)

How Do You Get Kids Back Online?

- physical touch
- eye contact
- validate feelings, “name it to tame it”
- curiosity questions, engage the thinking brain
- deep listening
- active listening
- body language
- empathy and compassion

Lesson 3, Topic 3

Dealing with Temper Tantrums

Beliefs That Can Be Stumbling Blocks

- the child needs to be punished to learn a lesson
- being supportive reinforces the negative behavior
- if you don't come down hard, the behavior will continue to get worse
- not punishing a child means you're a doormat and have no spine

A CHILD MISBEHAVES BECAUSE THEY'RE TRYING TO GET THEIR NEEDS MET, ALTHOUGH THEY'RE DOING IT IN AN INAPPROPRIATE AND INEFFECTIVE WAY.

DO

- teach a feeling vocabulary
"It looks like your frustrated that you have to wait until Tommy finishes playing with that super cool truck before you can get a turn."
- validate feelings
"I know you're feeling very angry right now."
- "wouldn't it be great if..." exaggerated fantasy dialogue
"Wouldn't it be great if we could have cake for breakfast, cookies for lunch and pie for dinner every single day?!"
- provide physical comfort
- develop calm down routines WITH child (alternative to time out)
- enforce limits (e.g. it's not OK to hit people, when you throw your food it means lunch is over, I expect for you to talk to me respectfully even when you're angry)
- remember different children need different things and the same child may need different things in different circumstances

DON'TS

- trying to talk your child out of his feelings
"Oh, you're not really mad at Jenny. She's your best friend!"
- trying to negate the strength of your child's feelings
"You don't even like that toy. You can't be that sad it's broken."
- trying to rush your child through his feelings
"OK, this is getting ridiculous. It's time to quit throwing this fit."

- being fake in your tone of voice or body language, be calm (as possible) but real
- automatically providing solutions for your child to move him past the problem, ask curiosity questions first and problem solve together

Opportunities to Learn Rather Than Punish

- the goal is “How can you do it differently the next time?”
- brainstorm solutions in when child is calm
- triad of respect: respect for the child, the adult and the situation
- “Let me know when you’re ready to try again.”
- “I’ll let you know when I’m ready to try again.”
- use visual reminders



Setting Personal Boundaries

physical hurting you or another child is never OK

“It’s not OK to hit (kick, bite, whatever) me.”

“No, do not hit.”

- stop child by gently but firmly physically stopping the action (e.g. biting, hitting, kicking)
- balance between connection and safety; can be hard to do

- lather, rinse, repeat; this can be a long learning lesson for children so be patient and consistent
- offer sensory alternatives

disrespectful language or tone

- “When you raise your voice, I get frustrated and can’t hear what you’re trying to tell me. I want to talk with you about this but only when you can speak to me in your regular voice.”
- “When you talk to me disrespectfully, I’ll leave the room until we both calm down and can communicate clearly and with respect.”
- make sure you’re giving real world examples of disrespectful language and tone to your child so he understands what you mean when you use those terms