



LÉMAN CHENGDU  
INTERNATIONAL SCHOOL  
A NORD ANGLIA EDUCATION SCHOOL

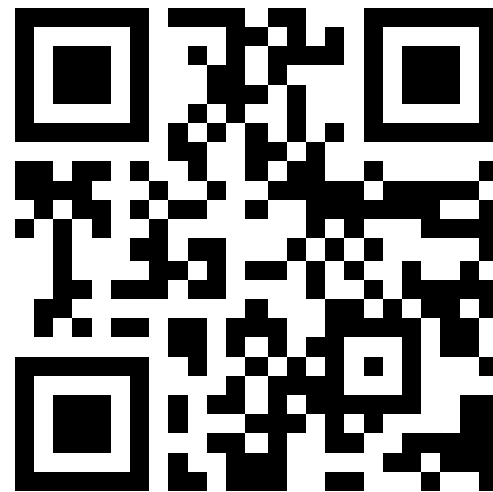
# Parent Workshop

## Developing Good Habits at Home



# 讲座中文版内容

请扫描二维码查看讲座中文内容

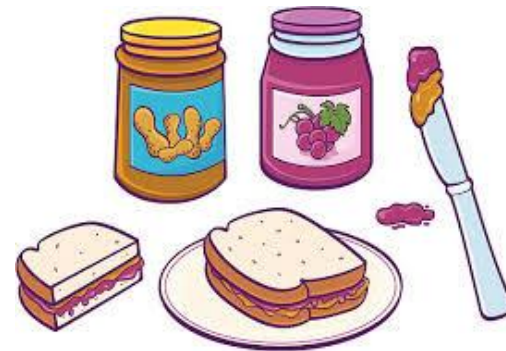
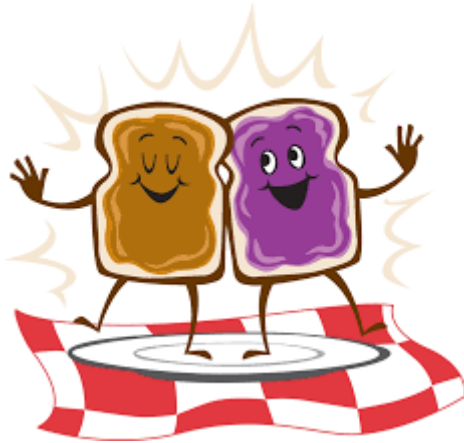


**The only person you can  
make change is...  
YOURSELF!**

*-- Conscious Discipline 2014*

# Developing Good Habits at Home

## How to make a peanut butter and jelly sandwich...





# Brain State of the Early Years Child



## Survival State

### BRAIN STEM

The Survival State represents the primal brain and asks the question, "Am I safe?" The only way to soothe the Survival State is through the creation of *Safety*.



## Emotional State

### LIMBIC SYSTEM

This Brain State represents mid-level functionality and asks the question, "Am I loved?" The only way to soothe an upset emotional state is through *Connection*.



## Executive State

### PREFRONTAL LOBES

The Executive State represents the optimal state for problem-solving and learning. This Brain State asks the question, "What can I learn from this?"

# Group Questions

1. What are some of the things your child does in the survival state?
2. What are some of the things your child does in the emotional state?



**Discipline is not something  
you do to children; it is  
something you develop within  
them.**

*-Dr. Becky Bailey*

# Child Development

## Task:

- Each poster has a child at a particular age
- Complete the poster by:
  1. Drawing a child at that age
  2. List their likes and dislikes
  3. List how they are socially and emotionally
  4. Give examples of things they say
  5. List observable behaviours they display
  4. Describe milestones you would see at this age





# The Survival State

- The reactive state where we choose to fight, flight, and freeze.
- Common behaviours include physical aggressiveness, tantrums, or withdrawing.
- What to do at home:
  1. Stay calm and ensure your child is safe.
  2. Notice what caused your child to have the behaviour.
  3. Be assertive not aggressive with responding to the behavior.
  4. Create a breathing routine to help your child when the trigger occurs.
  5. Ignore attention seeking behaviour.
  6. After the behaviour ends, discuss with your child what happened.

# Breathing Techniques

Drain, Pretzel, and Balloon are relaxation techniques to reduce stress.

S.T.A.R. is a tension reducing breathing activity to use when upset



## Drain

Extend arms out, pretending your arms are faucets. Tighten arm, shoulder, and face muscles. Exhale slowly making a "sssshhh" sound and release all your muscles, draining out the stress.



## S.T.A.R.

**S**mile, **T**ake a deep breath **A**nd **R**elax. Encourage belly breathing where the tummy goes out when the air goes in, and in when the air goes out. Also help children learn to exhale slower than they inhale.



## Pretzel

Standing up, cross your ankles. Now cross your right wrist over left, turn your hands so your thumbs are facing the floor, put palms together and interlace fingers. Bend your elbows out and gently turn your hands down and toward your body until they rest on the center of your chest. Put your tongue on the roof of your mouth. Relax and breathe.



## Balloon

Place your hands on top of your head and interlace your fingers. Breathe in through your nose as you raise your arms, inflating an imaginary balloon. Release the air in the balloon by pursing your lips, exhaling slowly, lowering your arms and making a "pbbpbbpbb" sound.

# The Emotional State

- The state where children want to feel loved.
- During the first three years of life, children learn how to be in relationships through the attachments of caregivers.
- Common behaviours include attention seeking, relationship resistance, clinginess, perfectionism, name calling, social exclusion
- What to do at home:
  1. Stay calm and ensure your child is safe.
  2. Look for “false messages” that your child is saying and feeling.
  3. What occurred to make your child feel that he or she is being excluded or unloved?
  4. If a child feels unloved by a caregiver, the caregiver would need to create a new secure bond.
  5. Listen to your child when your child feels uncomfortable around someone.
  6. Show attunement to promote secure attachments.

# Two Positive Choices

1. Breathe deeply and make a conscious decision to focus on what you want your child to do.
2. Tell your child “You have a choice!” in a upbeat tone.
3. Clearly state two choices that will achieve the goal.
4. Complete the process by asking your child to make a commitment.
5. Notice your child’s choice.





# Assertive, Passive, and Aggressive Voices

|             | Assertive                    | Passive                            | Aggressive                         |
|-------------|------------------------------|------------------------------------|------------------------------------|
| Intent      | Clarity and success          | Avoids conflict through pleasing   | Avoids conflict through dominating |
| Tone        | No doubt.                    | Asking permission?                 | Or else!                           |
| Power       | Within                       | Given away                         | Taken from others                  |
| Feelings    | Owned with direct expression | Projected with indirect expression | Projected with indirect expression |
| Information | Usable, what to do           | Unusable, confusing                | Usable, attacking                  |



# Tips for Parents to use Assertive Voice

1. Name, verb, paint all the assertive commands
2. The voice of no doubt
3. Tell and show if your child resist
4. Redirection
5. I-Messages







# Resources for Parents

---

- <https://consciousdiscipline.com/>
- <https://iitway.com/mod/book/view.php?id=670>
- <https://www.today.com/parenting-guides>
- <https://www.babycenter.com/>
- <https://www.fatherly.com/>
- <https://raisingchildren.net.au/>
- <https://allfortheboys.com/>



Thank you

## Follow us on *WeChat*

Please scan the QR code and get to know more about Léman.  
请扫描如下二维码关注我们的微信公众号，了解乐盟更多信息



订阅号 *Official Account*

视频号 *Channels*

