

COMMON WAYS WE UNINTENTIONALLY BREAK OUR CHILD'S SPIRIT

★ WE UNINTENTIONALLY *SHAME* TO GET COMPLIANCE:

"Why can't you behave? All the other children are sitting quietly."



★ INSTEAD, ADDRESS WHAT'S CAUSING THE BEHAVIOR:

"I see you are having a hard time sitting still. Let's think about what we can do to keep your mind busy."

★ WE *LABEL* AND CREATE A FIXED IDEA OF WHO THEY ARE:

"He's so shy, he probably won't play with them."



★ INSTEAD, DESCRIBE BEHAVIORS AND GIVE THEM A NEW PERSPECTIVE ON THEMSELVES:

"He is observing what's going on first."

★ WE *CONFUSE* THEM BY ENCOURAGING BOUNDARIES BUT THEN PUSHING THEM:

"I know you want to sit here but he's asking you to move next to him. Don't make him sad."



★ INSTEAD, RESPECT BOUNDARIES TO BUILD A STRONG PERSONAL VOICE AND THE ABILITY TO SAY "NO":

"She said she wants to sit here. Perhaps she can sit by you another time."

★ WE *DISMISS OR AVOID* SOME OF THEIR BIGGER EMOTIONS:

"You are unreasonable. Go to your room until you can control yourself."



★ INSTEAD, BE PRESENT AND AVAILABLE FOR ALL EMOTIONS TO ENCOURAGE THEM TO SHARE THEIR TRUE SELVES WITH YOU:

"I see you are frustrated and mad. I'm here to help."

★ WE *SUGGEST* THAT OUR CHILDREN ARE RESPONSIBLE FOR OUR EMOTIONS:

"You are making me so mad. Just pick up the shoes."



★ INSTEAD, ACKNOWLEDGE THAT EACH PERSON IS RESPONSIBLE FOR THEIR OWN EMOTIONS, TEACHING ACCOUNTABILITY:

"I am feeling upset right now. While I calm myself down, please take care of your shoes."

★ WE *EXPECT* OUR CHILDREN TO ACT LIKE ADULTS AND THEN GETTING FRUSTRATED WHEN THEY DON'T:

"Act your age. Stop doing that."



★ INSTEAD, REMEMBER THAT THEIR DEVELOPING BRAINS STILL NEED GUIDANCE ON ACCEPTABLE BEHAVIORS:

"You are having difficulty sitting still. I know your body wants to move but I need you to calm your body and focus your attention."

WHEN WE ENCOURAGE: SELF-CONTROL, SELF-EXPRESSION, FLEXIBLE THINKING,
ACCEPTANCE OF ALL EMOTIONS, BOUNDARIES, ACCOUNTABILITY.
WE NURTURE OUR CHILD'S SPIRIT AND AUTHENTICITY.

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★★★★★

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