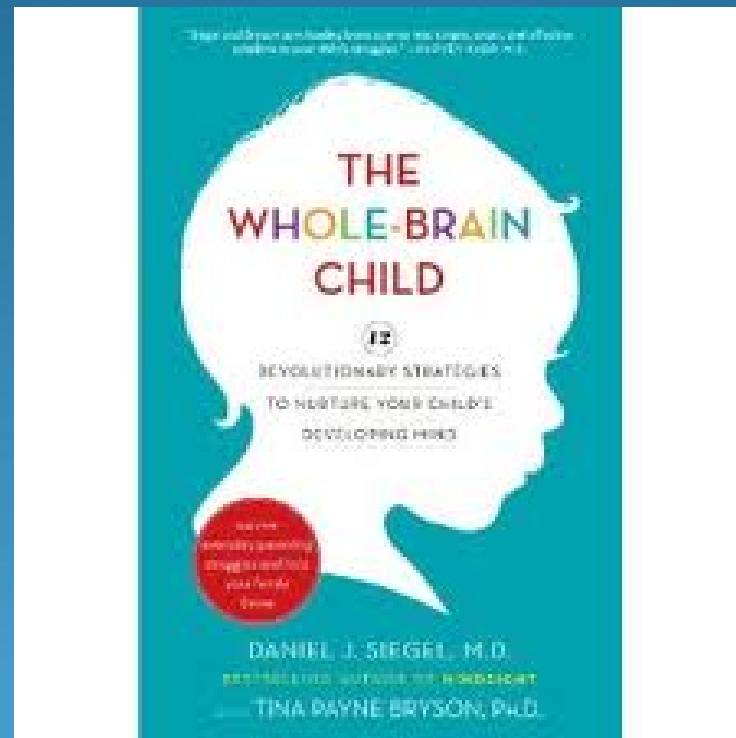


# *The Whole Brain Child*



Parent Workshop  
December 5<sup>th</sup>, 2012

# Why are you here?

- Better understand the wiring of your child's brain and how it will mature.
- Learn strategies that will help turn outbursts, arguments, and fears into chances to integrate the brain and foster growth.



**"Be the  
change  
you wish  
to see  
in the world."**

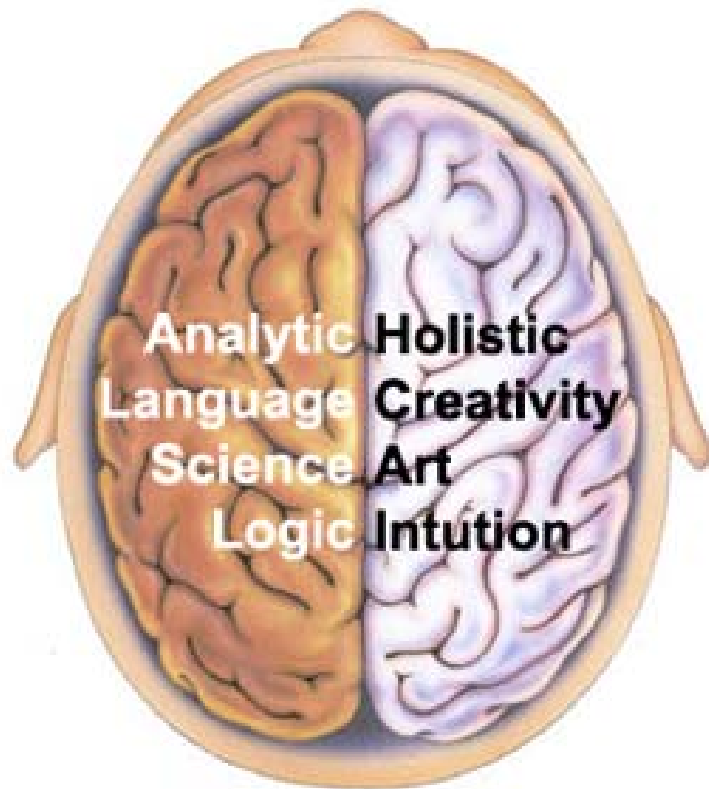
**~ Mahatma Gandhi**



Reflect on your "discipline"

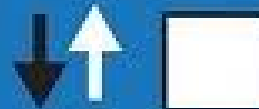
"Too often we forget that 'discipline' really means 'to teach'- not 'to punish'. A disciple is a student, not a recipient of behavioral consequences."

# Right Brain vs. Left Brain



## Left:

Speech  
Logic  
Reasoning  
Linear  
Time  
Objectivity  
Rhythm



## Right:

Tone  
Emotion  
Intuition  
Spatial  
Present  
Subjectivity  
Melody



# “The River of Well-Being”



# Connect and Redirect: Surfing the Emotional Waves

- "When a child is upset, logic often won't work until we have responded to the right brain's emotional needs."
- Logic is not/cannot be the primary vehicle for bringing some sort of sanity to the conversation.
- Attunement- "feel felt"
- Step 1: Connect with the right brain (nonverbal)
- Step 2: Redirect with the left

# Name It to Tame It:

## Telling Stories to Calm Big Emotions

- "The drive to understand why things happen to us is so strong that the brain will continue until it succeeds." (phobias vs. growth)
- helps bring the left brain and right brain together to make sense of what happened
- pressuring a child to share if they don't want to will backfire
- talk while something else is happening (building, playing, cooking)
- possibly draw a picture, write about it





# Activity

Use "Name It to Tame It"  
& "Connect and Redirect"  
strategies to categorize the  
statements.

# Use The Remote of the Mind: Replaying Memories

- Implicit and Explicit Memory
  - Explicit: active recall
  - Implicit: not knowing you're remembering (walking, talking, riding a bike)
  - Read story from Whole Brain Child.

# Use The Remote of the Mind: Replaying Memories

- Implicit Memory: not knowing you're remembering
  - For the first 18 months, that is all babies can encode
  - Encodes perception, emotions, bodily sensations, behaviors (riding a bike)
  - Cause us to form expectations about the way the world works
  - Evolutionary process that keeps us safe and out of danger
  - Negative experiences can become buried landmines (why we react so strongly without knowing why)

# Use The Remote of the Mind: Replaying Memories

DVD player in the  
mind- has a remote, can  
rewind, fast-forward,  
and pause

Instead of fast forward  
and forget, try rewind  
and remember

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"I'd like a wake-up call for 6:30 and a  
bedtime story at 10:00."

# Hand Model of the Brain

- <http://www.youtube.com/watch?v=DD-lfP1FBFk>
- **Downstairs:** basic necessities or functions (Fight vs flight)
- **Upstairs:** controls higher order and analytical thinking (morality, empathy, self-understanding, control over emotions and body, sound decision making)
  - The upstairs brain is not fully developed until the mid-twenties

# Engage, Don't Enrage: Appealing to the Upstairs Brain

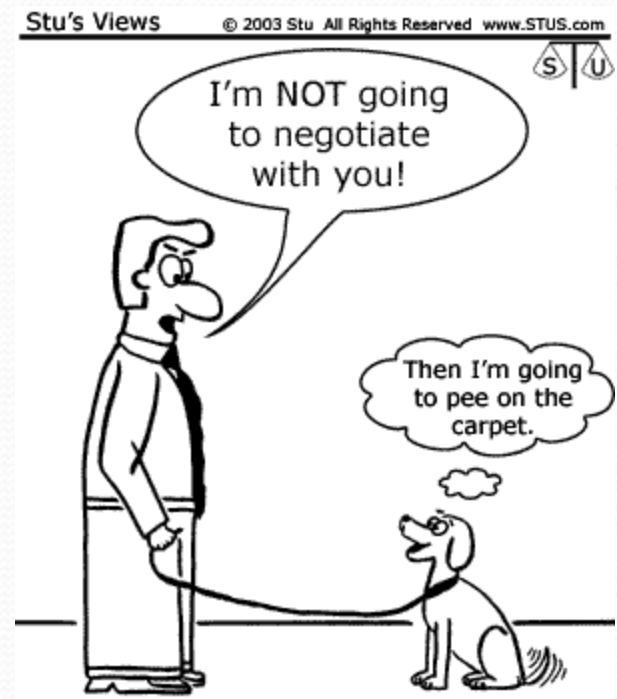
"Which part of the brain do you want to appeal to?"

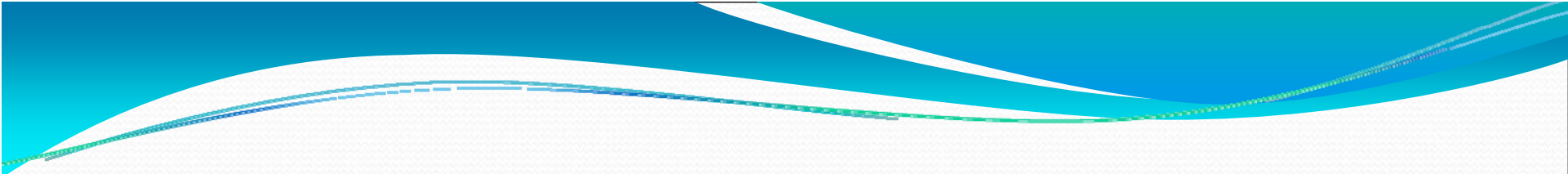


Engage the upstairs brain, instead of enraging the downstairs brain.

# Upstairs or Downstairs Tantrum?

- "A parent who recognizes and upstairs tantrum is left with one clear response: never negotiate with a terrorist."
- Set firm boundaries, explain why the behavior is unacceptable, and hold to consequences



- 
- Downstairs Tantrum: child loses the ability to use their upstairs brain
    - connect and redirect



# Use it or Lose it:

## Exercising the Upstairs Brain

- “A strong upstairs brain balances out the downstairs brain, and is essential for social and emotional intelligence. It’s the foundation of solid mental health.”
- Avoid solving and resist rescuing
- Kids need to wrestle with their decisions and live with the consequences
- The goal is not perfection, but a well-developed brain down the road
- (morality, empathy, self-understanding, control over emotions and body, sound decision making)

# **Move It or Lose It:**

## **Moving the Body to Avoid Losing the Mind**

- Read story from Whole Brain Child
- Yoga breathing
- Stretching

# SIFT & Feelings Come and Go

- Sensations, Images, Feelings, Thoughts (SIFT)
  - Paying attention to what's going on inside
- Feelings are states, not traits!
  - Activity: "I am" vs. "I feel" sentences

# Remember to Remember:

## Making Recollection a Part of Your Family's Daily Life

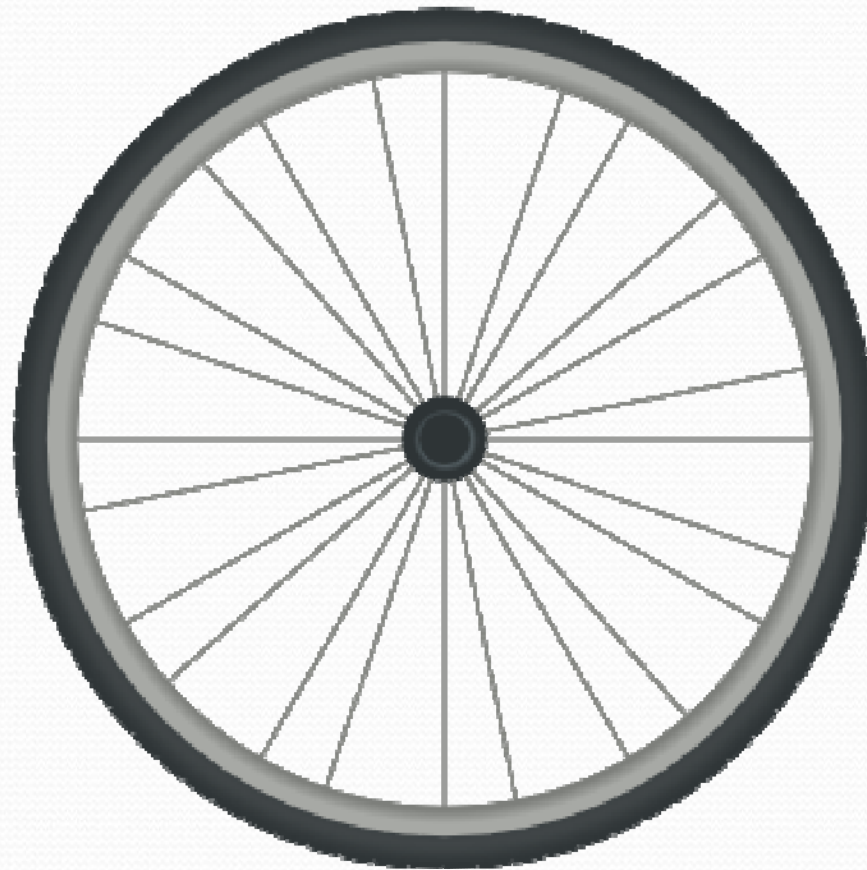
- Help your kids to talk about experiences- especially the important ones
- Makes meaning of past experiences
- "one high, one low, one act of kindness"
- Encourage journaling: can improve immune and heart function (less stress)
- Let your child create their own memory books

# Connection Through Conflict:

## Teach Kids To Argue With a “We” In Mind

- see through the other person's eyes
- listen to what's not being said
- repair

# Exercise Mindsight: Getting Back to the Hub



# Increase the Family Fun Factory: Making a Point to Enjoy Each Other

- These experiences provide positive reinforcement about what it means to be in loving relationships with others.
  - Relationships can be affirming, rewarding, and fulfilling
- Developing Long Term Relationships Between Siblings
  - The amount of enjoyment they share together should be greater than the conflict they experience
- Your state of mind will influence your child's state of mind.

"Too often we forget that 'discipline' really means 'to teach'- not 'to punish'. A disciple is a student, not a recipient of behavioral consequences."

