



FREE ONLINE CONFERENCE, OCTOBER 14-18

Cecilia and Jason Hilkey

Resilience, Autonomy, and Self-Motivation

Welcome. Hey folks. We are just getting ready to start here. Welcome to Happily Family Conference. I'm Jason Hilkey I'm Cecilia Hilkey. So this is called five steps to be good enough parent and five steps learn to solve any parenting challenge that you have. This came out of a conversation that I was having with another parent where she said, what do I do with my kids when they're both fighting?

And I said, oh, do this and this and this. And she was like, oh, that's good. And I was like, oh yeah, that is good. And I tested it out in a couple of different groups and they said, yes, you need to share that content. So this is brand new content, but what I like is it gives,

I built on all the things that you have already been learning that the conference, and it will give you like a file folder for where to put stuff that you've learned from all the different speakers. So when you get to that next thing that happens with your kids, whether it's fighting, whether it's some sort of meltdown, whether it's a team that's struggling with school,

whatever is happening, you won't be like, ah, what do I do now that this is a step-by-step approach. And we're going to talk about the steps that we have a little, a little abbreviation for each of the steps. But first, before we get into the steps, let's explain a little bit about who we are, how we got to this place,

because you might not know who the heck we are. We have a whole mix of people that are here in the conference. Some are new to us. Some have been with us for years. So yeah, a little bit about us. I'm Jason Hilkey I'm Cecilia Hilkey and we, we started Happily Family about nine years ago. Is that right? Yeah,

something like that. And we're married in case that wasn't obvious To her teenagers. My background is in occupational therapy. We both have worked with children with mild to moderate disabilities. Then after that, we went, when our kids were still young and we taught in the same preschool classroom for a number of years. And then we started Happily Family. So we have been working with parents and families in various capacities for about 20 years.

We've taught parenting classes. We speak at events. We do parent coaching. We do lots of other things. Did I leave anything out? I've worked with people with disabilities are using technology. That was what my background is. And so I've worked with a number of kids in addition to teaching alongside Cecilia in the school. So it's exciting because we get to implement a lot of our experience into how to lay Family.

And a lot of our philosophy is not just from parenting, but also from teaching. And so we've got all this experience in addition to countless books and courses that we've done, we try and distill all this down for you so that you don't have to go do all that stuff and you can just take it. And that's what I like about what we're going to present today is it's about taking all this content that we've had over the years that we've learned and putting it into these nice,

neat compartments. And step-by-step how to implement them. Yeah. Okay. So here's what I want you to do with your piece of paper. I want you on the left-hand side to write one through five, with plenty of space in between them spread them out as much as you can. And next to number one, I want you to write the two letters.

P P K capital P capital B. These are your abbreviations next to number two and three, right? C, C. So PP CC CC Four, four is S S and five is L L We've got PPCC CC S S Okay. You got that? I know. We need to figure out like a little mnemonic. Yeah. So talk to Dan Siegel about that one.

He's always coming up with funding pneumonics Okay. So we are going to start actually with step number two, because step number one is optional. Here's why it's optional. Step number one is to physically protect. That's what you're going to do when your kids are fighting. When your one of your kids is maybe like about to run into the street in front of oncoming traffic,

you're going to physically protect them because that's optional because that doesn't always happen in every situation. We're going to talk about that at the end, when I talk about all step number two through five, or pretty much always like require they're always going to happen. So we're going to start with step number two, which is CC, CC stands for calm and Connect.

And step number two is calling and connecting with yourself. This is basically the foundation of pretty much everything that we talk about. And a lot of the other speakers talk about too. It's when you, whatever is happening for you internally, you're calling and connecting with yourself first, before you do anything with your kid, we know that our kids have regulate off of us.

We co-regulate with our kids. The cool thing about calming and connecting and co-regulating with ourselves is that it means that as you are calming down, it's actually also helping your kid kind of calm down too. So you've done something you've started, like moving a little bit towards a solution, even before you open your mouth. And this is also important because this is what helps us start to be in the thinking part of our brain,

rather than the emotional part of our brain. If we're in the emotional part of our brain, and we're trying to do parenting, we're trying to all these complex things, it's going to fall apart. So it's

important for us to be in the thinking part of our brain. And that happens by us starting to calm ourselves first. Yeah. And this is kind of like when you think of common and connecting with yourself,

it's kind of like a blanket that goes over the entire process. You might come back to this step over and over again. If your kid is continuing to do stuff that is really difficult or hard to hear or whatever. So think of this as just, it's like, I don't know, just like a blanket that goes over all of these steps foundation.

It's kind of like, you know, the first snow in the winter where the snow light covers everything and it's all quiet. I don't know if anyone's ever experienced that, but like, if you've ever been out there when the snow has come down and it's, you know, just over everything, everything is just so quiet and so calm. And that's kind of what we want to be going into the whole situation with is that kind of calm,

cool, collected. And I'm guessing that there are some people that are like, yeah, Jason, Cecilia, that's really nice and everything, but I've got like, you know, no time at all because my kids are hitting and there's stuff happening. And how do I possibly get myself calm and collected in the moment? And I haven't had enough caffeine and I haven't had enough sleep.

And this is really, really tough. So we're going to talk about a couple of different things. There are lots of different ways to calm and Connect, but I wanted to talk about sensory strategies and I wanted to talk about like sayings or mantras that you can have running through your head. And we're going to take a lot of time to talk about this,

but we also acknowledge that in real life, you might have like five seconds. So, so yeah, I just want to be realistic about that. And we, we know that that in real life that you, you might have to respond pretty quickly when things are happening. And so as we go through these, what I'd like you to do is to drop it into the comments,

what you use as strategies for calming yourself. Like what, what do you do when things are kind of hairy, whether it's parenting or other parts of life that helps calm you down, or kind of helps you center helps you connect with people. And we're going to go through some, and if you hear one, that's like, oh yeah, that's that's for me.

Write that in the comments, because sometimes that helps not only for you to acknowledge it for yourself, but for other people to see and think of, oh, that's another idea I hadn't considered that. Yeah. So there's two, two different strategies. We're going to talk about today among the many, many different ways that we can call them and Connect.

So one of them is going to be just focusing on sensory strategies and the reason why we focus on our sensory system, it's because of my background is the occupational therapist. I know that our senses are really closely linked neurologically with our emotional system of our brain. So

that's one way to like go in through your senses to make change in another system. So here's an example.

If you think of how we call them a baby, this might not work for every baby, but for a lot of babies, you can take them at swaddle them and you can shush them in their ear and you can rock them. So that's three different sensations that you get. You're shushing them sh in their ear, they're getting some auditory input, you're rocking them,

that's movement, and they're swaddled up really tight. That's another one of our senses that since this deep pressure, so that's a way that probably most of us have already used those sensory systems in order to create change in the feelings that another person is having in this case, an infant. So same thing for you think of the different senses. Think of what you like to hear when you are really triggered.

Are you a kind of person that likes to hear like calm yoga music, or do you find calm, yoga music really grading? And you like to hear like heavy metal when you are out of sorts. These are going to be very personal because it's going to be different between me and Jason Cecilia really likes calm, classical music, calm classical music kind of,

kind of gets me going, kind of gets my brain spinning and it's not calm for me at all. But music is lots of different kinds of music will really call me. And I enjoy that quite a bit. And that's from my background of being in technical theater. And I did a lot of concerts. I did a lot of theater work with sound and music.

And so it really brings me back to feeling though that that calm, collected time in my life. I see a number of people putting in comments about Paula and Louis and deep breaths. So when we put in silence, silence, and, and sometimes those were difficult to get, right? Like how it's sometimes hard to find silence in the midst of a child screaming.

And we're trying to figure out what to deal with the situation. So it's, it's really great to have a few different strategies. Yeah. Although I do know a mom who puts in earplugs when her child screams, because she's so sensitive and then she calms herself and then she can take her earplugs out and go be awesome with our kids. So that is a strategy to find some silence.

Okay. So we talked about auditory movement. Let's talk about movement. So for some people going and running around the block might not be applicable and all strategies giving yourself a big bear hug, doing some jumping jacks in place, taking the pillows off the couch or off of your bed, slamming them down, getting a big bear hug from a spouse or from a child are all different ways that we can kind of incorporate Putting our hand on our heart,

maybe on our heart and our stomach. It can help us call them, putting it on our face is these are all strategies that we've heard from other speakers about the they that they use for helping calm. Okay. We can also think of things to look at that could be calming and connecting, just

looking outside or going outside and seeing what's what's they're doing like a visual inventory of the room.

Oh, I see a clock. I see a notebook. I see a cup. I'm looking at the aquarium. Things like that could be visual strategies to calm and Connect. We talked about sometimes we can't really go taste stuff, but certainly getting a glass of water when we're upset could be a way to, to use a sensory strategy. What else am I leaving out?

You were talking about looking at things. You can also, maybe if you have a fish tank nearby or a plant, sometimes that can be very calming. Just the fish thing actually kind of works in a few different ways because there's a visual calming of it, but also the running of the water. If you can hear it, that also can help in calming Tactical.

I love to attack. You can go pet your cat, put on like a nice fuzzy sweater. You can brush your hair, you can wash your face. Those are different tactical ways that you can get to call me and connecting. So like Jason said, I'd like you to choose one sensory strategy that you know is pretty reliable that you like to go to put that in the comments,

The number of people have already put things in. Barbra's pulling her hair into a ponytail. I can't relate to that, but I can totally get that. That's obviously that's the first time I've ever heard that one. Shawna's talking about movement that she learned that from Carrie Conti yes. Low and slow Kerry county has inspired us with these number of times and pausing and sitting on the floor.

You know, that's very funny. That was something I did a lot when our kids were young. And also when we were teachers, cause we were in the preschool and these kids were small and I'm tall. And I often was on the floor with them. And that just really helped me help me ground and help me get down to their, to their level and to be looking at them.

Candice loaves here, w orange essential oil you have. Yeah. I didn't talk about scent, but that's another way to get that. Even just going outside and like smelling the fresh air, sticking your nose in a candle, different ways to get at different sites, Alina going out for a walk. Absolutely. You know, we recently moved, we're now in a place where there's a lot of greenery around us and I go for walks often and that's when I really call myself.

So when I do some of my big thinking and walk down to the river, I love that just being outside helps so much, but also that physical movement helps me. Yeah. Being in nature, Rebecca. Absolutely. It does. It does wonders for us. Apparently there's actually something that happens. It's not some research about this, that like when we are actually in nature and we're seeing what's happening in nature,

the mathematical formulas that are happening in nature, the fractals actually help calm us and actually help us with creativity. Both. So being in nature has a lot of benefits. Stress over eating

is common. Yes. I hear that. Yes. Never thought of it as unhealthy sensory coping. Yeah. It totally can be. But finding that comfort food can kind of result in,

in that. Yeah. And you'll notice that some of these strategies that people are saying, they work well in the moment, like deep breaths, wherever you are, you always have your breath. You doesn't require any special equipment. It doesn't require any like lots of extra time. You're already breathing automatically. There's some other strategies like going for a walk might not work in the heat of the moment.

So noticing like star one that works really well or two or three that work really well in the heat of the moment and one that works well for when things are not an emergency. So think of it in both those different ways. I can read a couple of others real quick. I know we're, we're moving through this content, but there's some great ones here.

Dinah's talking about a wooden necklace that she had that she holds onto to help calm down. That reminded me of, I used to have a river rock. They used to carry in my pocket, the feeling of that river rock, that smoothness. And also the memories that it brought back also helped me to ground and also calm. So having that little,

that little reminder is awesome for me and Meg, putting her hand on her heart, reminding yourself, she can try to accept how unperfect and hard the situation is. I think that's a great way to be giving yourself some compassion and really taking care of yourself and in the process of also calming. Those are fantastic. Okay. Another thing that works really well with sensory strategies,

in addition to, or instead of it's just thinking of a mantra or a saying that you can go to, that helps like quiet those little voices in my head. So here are a couple of my favorites. The first two are from Dr. Laura Markham. She says, this is not an emergency. She also says, this is the most important thing I'm going to do all day.

I love both of those. Some others that I like, this is a classic one. My child is not giving me a hard time. He's having a hard time. This is one from Dr. DRS, Harville Hendrix and Helen Hunt. They say that growth. So conflict is growth trying to happen. That's another one that I go to, but think of your favorite saying It's a lot of growth happening in our families.

At least there was, they were younger growing a lot. There's even growth happening today. Okay. So think of a thing that you can go to. That's inspirational, like a little bit inspiring and is also true. If we go to something like I'm the best mom ever like that doesn't really ring true for us, especially in a tough moment. So go to something that really feels true to you,

but still is uplifting. And it gives you a different way to look at the situations for personal Believable is one of the other ways it's been termed as what can you say to yourself? That's believable. I would love to hear people's sayings put those in the comments too. Do you have any favorite sayings that you like to go to? And things are kind of tough.

I'm putting you on the spot. I don't use sayings very much. I'm, I'm more of someone that connects with music like auditory I'm, I'm sensitive. Like my hearing is also sensitive so that if they're screaming, it's hard for me. So I really try to deal with that. But also with my meditation, I, I breathe and I feel my breath and I really focus on that.

Those are two of the biggest things that happened that I use, like in the moment, if I have the time and go for a walk, that's helpful. I take a drink of water. I saw someone Carrie or Carla had mentioned that. Yeah. Getting a drink of water. Those are things that I use. But I like also at Carla said,

one of her sayings is we will get through this. That's a great one. Julie says, ah, I've got this. I have the skills. Awesome. And then Mary asked if you could just repeat what that last saying was So Laura Markham's one is, she says, this is not an emergency. And she also says, this is the most important thing I'm going to do all day.

And I want to talk about breathing too, because I liked what you said about like, let's remember breathing. It's a great way to kind of hack our brains too, because if we are breathing slowly and we're getting deep, full breaths, it's signals to our brain that we must be calm because if we're not calm, then we're gonna breathe shorter, quicker,

more shallow breaths. So it's, that's a really nice kind of brain hack to purposefully kind of force yourself. If you're not already breathing nice, deep, full breaths to give your brain a message. Like this is not an emergency. I'm gonna breathe nice and deep and full right now. Okay. So that is step two. I feel free to Connect,

continue to put other ideas or that the strategies that worked for you in the comments, it's helpful for other folks to see what, what you use. So, so that's the first CC that's step two common clinic, common connect with yourself. So step three is common connect with your child. What does this look like? Usually it looks like empathy. A couple of the things that I think about when I'm calling,

connecting with my child, I like to go to Dan Siegel's motto slogan, saying name it to frame it. So, And name it to tame it. And he has recently, if you've watched the video, actually I think from this conference, we actually were talking to him about that. He's reframed that to the name, it, to frame it.

So yeah, What this is referring to is when we name our emotions or help our kids name theirs, then it automatically tells our brain that we can calm down. It like calms the amygdala, the emotional part of our brain. When we get up in the higher part of our brain where we're thinking like, what am I feeling? What is my child feeling?

So sometimes that's a nice way to help our child calm and it can be very connecting and our child can be like, oh mom and dad, they get it. They understand I'm mad right now. Or I'm sad or

I'm disappointed, or I'm frustrated if we name their feelings. Now of course, if our child is really out of sorts, they're probably not going to hear any sort of words we,

we are saying, we should probably talk a little bit about the brain as we're going through this. So some people are familiar with Dr. Dancey Gold's little brain model. So this is as if the brain we're in my head right now. This is like where my forehead is my tool eyes. So this is like the higher cortical areas of our brain.

But underneath we have our Olympic system or amygdala, the emotional centers of our brain, that deepest part kind of, this is like the back of my head is going to be the brainstem brands. I miss the most primitive part. It's responsible for things like breathing, respiration, digestion, sexuality, it's like really kind of automatic things. So that's the reptilian kind of brainstem.

Then we have the mammalian emotional part of our brain, the limbic system, where all of our feelings are. And then we have the cerebral cortex, kind of the most human part of our brain, the most advanced part of our brain and the prefrontal cortex. And those are in charge of the thinking, the creative problem, solving the humor, the language,

all these kinds of planning and previewing. It kind of more complicated things. And what happens when we flip our lid is that the emotional center is so lit up, that we lose touch and our kids lose touch with their ability to process language. So if our kid has flipped their lid, we need to know, oh, they can't understand what we're saying.

We need to connect with the language of that thinking, sorry, feeling brain is non-verbal it's body language. It's tone of voice. So even though your kids might not hear and understand what you're saying, if they flip their lid, they will still connect with you, your presence, even just your silence, you being communi communicating that you're right there. You're open.

You're available. Yeah. I think it's important to remember who we're talking to in those times and those points we're talking to our kids, they're the feeling part of their brain. And that's the part that we should be thinking about is how do I connect with their feeling part? One of the ways that I often will, depending on the kiddo, but I often will.

I get down low to their level and I sometimes will put my hand on their, on their arm or on their shoulder, on their back. And I may say nothing at all, but that is a way that I can connect with them. And then that is the first part of me being able to then proceed down through these other steps. But if I'm not connected and if they're not calling,

it's very difficult for them to be hearing what we have to say and how we're going to process all this, because they're not in touch with the language part of their brain. Yeah. I know your kid, this is going to be different. Some kids really respond to touch some kids. You don't want to touch them at all when they're upset, just like us.

And we will go to a specific sensory strategies when we're trying to call me Connect. It's really different between me and Jason and between all of the people listening here. So know your kid and know what is calming and connecting for their specific nervous. And I know some parents that have said their kids do not want to be told how they're feeling and some of that's because we've kind of overdone it as a parent.

We've tried really hard at doing all of it. And now they kind of caught onto the, this game that we're playing. So really know your kid and know what helps them with you. What helps them calm down and use those as strategies. Yeah. So during this stage, this step three, I'm also thinking, okay, my child behaved in this way,

they did this thing. They said, this thing, what are they feeling? What are they needing? Like what's underneath the behavior. What were they trying to accomplish? And when I'm trying to figure out what to say to them, and that's where I go, I say something like, oh, you were really wanting to do this, or, oh,

you were trying to do that. And that didn't work out so that, and it might even require a little bit of guesswork so that they know that I understand what they were trying to do. The other thing that sometimes parents run into in this step, step three, is matching the intensity of the child. If they're really upset about something, it didn't go their way.

And they're super mad. And I come in and I'm like, oh, it sounds like you're really mad right now. That is like totally disconnected. And the kids going to think that sounds patronizing. Even if they don't know that word, they're going to be like, Ugh. So matching their intensity could be like, wow, you're really mad right now.

You're really trying to do this. And it didn't work out. And for some kids that really really work. So that's another thing that I kind of play with during step three. So what I'd like to hear is from you, I'd like to, we'd like to hear, what are the things that you use with your kids or what things do your kids use to calm and to Connect,

put some of the strategies into the comments that helps us see things and come up with ideas and other people that do the same. So what do you use and what do your kids use? Okay. Step four, step two was common Connect for yourself. Step three was calm and Connect for your kiddo. Step four. Okay. It's a situational solution.

Now, if you follow the work of Dr. Ross green, he talks a lot about solving problems outside the heat of the moment. That's one of the things that we have gotten, you know, struggled with lots of parents that would, that we work with struggle. Like it's natural to want to like solve all the problems in the moment itself. But oftentimes,

especially if you flip your lid and your kids flip their lid, that it's really tough to figure out how to solve that problem in the heat of the moment. So what we talk about is finding Fs is your

situational solution. That's like, how do you get through this moment? And we're going to circle back around to it later, we're going to solve the problem.

We're still going to do that, but we're just not going to do it right now. So we're going to just figure out a situational solution. So an example of this could be, you don't have a lot of time. You're trying to get your kids out the door. Somebody can't find their shoes and somebody hits somebody else. And the oatmeal hits the fan as we call it in our house.

So yeah, maybe some kids need help with organization and maybe they need some help with communication. So didn't, they're not hitting there's, there's some stuff we need to solve, but it's not going to work. Maybe for me to get all those problems solved. I might just say something as simple as what can I do to help let's get your shoes.

And I'm just trying to kind of survive. Sometimes it might mean that I'm setting a limit. Sometimes it might mean that we're just, you know, doing what we, whatever we can do. I'm not trying to teach like organization. I'm not trying to teach a lesson. My child, isn't probably in a mindset where they can really learn. And I'm probably not in a mindset where I can really teach.

So, so that's what, that's what that's about. Do you want to add anything? Nope. Okay. If I get stuck and I'm trying to set a limit, it might sound like this. It might sound like I'm not willing for you to hit your brother, but I am willing for you to choose what kind of music you listened to on the way to school,

or I am willing for you to choose, pick out a toy real quick for you to play with in the car. I'm willing for us to have a race and see who gets to the car fastest. I'm willing for you to, you know, we could do piggyback ride to get you to the car. I can talk about when I'm setting that limit.

I can talk about what I'm not willing to do, but I can also sometimes talk about what I am willing to do. So that's what it might sound like to do a situational solution. And I think this is the thing that we do for those situations, like you were saying, when you got to solve the problem. And that's one of the things we hear from parents often is like,

this is all fine and good. And the reality is I gotta get out the door. I need to get to work. I need to get them to school. I need to like, like I don't have the time to do all of these things. And that makes total sense. Sometimes you really do need to deal with the situation and that's what we're doing here.

But to keep in mind that, that there is another time, a better time to actually be doing the bigger problem solving. And sometimes that's not in the heat of the moment. Yeah. When I'm not using for my situational solution, as much as possible in the philosophy that we teach, we're not using threats, we're not using bribes. We're not using rewards.

We're not getting stuck in any of those kinds of power, over methods of parenting. We're trying to really come together with a child, figure out a solution that's gonna work for me. And for, and

for them, It's a win-win solutions is what we're trying to find. And usually this also happens through empathy. And so being able to really give empathy and really put yourself in their,

in their shoes and to be able to see the world through them and figure out how to solve that problem in the moment. Okay. So that is step By step four<inaudible> solution. Yeah. Step five is L L this is stands for long-term learning. This is when we circle it back around to our kids and we say, Hey was really tough.

Getting out of the door this morning, everybody's calm. Maybe this is later in the afternoon. Maybe it's even the next day. We're circling it back around to them. When, when it's a time that I'm, I'm more available to teach, they're more available to learn and we're doing some problem solving. Now, when I talk about long-term learning, some parents are like,

no, that's the last thing I want to do when everybody is called and I'm going to be like, okay, kids, Let's go back to the difficult thing that we just don't think about anymore. But this is actually the, these, we call them proactive conversations. This is where the learning really happens. And this is the, this is the place where we talk so that it's not hard in the future.

Like this is the time to really be able to bring up stuff. Maybe that was a little uncomfortable or maybe a lot uncomfortable and, and address it so that in the future, it doesn't happen like that. It maybe it's not as difficult next time. I may not completely get rid of it, but at least there's something that can be worked on next time,

rather than, than just dealing with the situation. Yeah. And this is for us, especially when we were our parents or kids were younger. And for the other parents that we work with, this is often one of the things that gets forgotten the most, because it's easy to forget to go back around and to say, Hey, how can we make that easier?

What happened? You know, when we're trying to tuck you in, in last night and it seemed like things kind of fell apart. So this is actually following the model again, Dr. Ross Greene, who has pro active and collaborative and proactive solutions, CPS like his model, like, let's go back when people are calm, we might for a younger child,

or even an older child, we might like write out a little plan of how bedtime is going to work. We might write out a little plan of how we're going to get to the door in the morning and get in the car. We might write out a little plan of what homework time is going to look like. Now are these plans, silver bullets?

No, they oftentimes, they won't work the first time, but this is sending a really powerful message to the kids like, Hey, we can problem solve together. You, you have power. You have, you are a problem-solver, you have agency in this situation. We can do this together. We're going to work this thing out. And we continue to have long-term learning proactive conversations over and over again,

tweaking and modifying our plans until we get something that's going to work. Long-term This can look different for young kids versus older kids. And I personally, I really struggled with this with the different ages, because when they're younger, yeah, it makes sense. Like they're, they're, you know, they flip their lid. They're kind of like a little bit nutty.

They're like a little crazy person. And it makes sense. Like they're not really understanding logic or a lot of language, but when they're older in their teens, it seems like they have so much more and I should be able to talk to them so much more analytical and be able to work things out when the reality is they flip their lid and they're really are still very emotional,

same thing with plans. When we are talking about coming up with this long time, learning with them with younger kids, it really sometimes looks like I'm trying to figure out something that's going to work for this little kiddo and we're really going to make this happen. And it may seem like it's not really worth it. But the reality is that there's so many good messages that we're giving to them,

especially when they're younger, that like their, what their ideas are matter that they have, you know, real, like you were saying, agency, they have real power in this, that they're a collaborator. Those are sometimes difficult messages for us as parents to keep in mind. But especially when they're older, is it important to be able to be working with them and coming up with that long time,

learning, recognizing like we're in this together, like this is the relationship. And we're figuring this out together so much easier when they're older. And I just want to acknowledge that like, as a parent it's sometimes, sometimes can be difficult to be seeing how it, how it plays out for the younger versus the older kids and what our expectations can be.

Yeah. Okay. So we might ask questions of our kids, Hold on. Someone had asked them, Ray Ray had asked, and I want to address this. What would the plan look like visually or for the child? So that's great. Yeah. Especially because it looks different for younger versus older kids. So you wanna start. Sure. So kids that are pre reading,

it would just be like stick figures or symbols to kind of represent what the plan would be for a kid that's reading. It might be actual words for a teen. Sometimes it's like text messaging back and forth, like, okay, this is what we're agreeing to. Right. And there you're getting like a commitment, like, yeah, that'll work. We're putting it in the calendar.

Like maybe, maybe you have a shared calendar or they have a calendar on their device that they're using, working with them and whatever it is that they use to organize their life. Yeah. It could be the plan is agreements that you have come up with in your family of how you're going to work together. That maybe you're like, oh, Hey,

there's lots of hitting in my family. And you go to the kids, Hey, do we want to be a hitting family? And the kids are like, no, we don't want to be a hitting Family. So you're like, okay, let's draw up

an agreement about how we're going to be a talking Family instead of hitting and Family. And they can drop their own agreement and everybody signs it.

And it goes in a notebook now, like a three ring binder. Maybe it lives in your living room now. Okay. Let's be real here because we're talking about kids that are like three, six, like younger kids. They developmentally, we were talking about that. This isn't going to be like a magic bullet kind of situation. It's going to take them a while to develop the skills,

to control their impulses, not to hit and to come up with the language of what they can do instead of hitting. They're still going to struggle with that. But the fact that you've spent some time talking about what they can do instead, and what they really ultimately want to do as a family helps, helps them come up with what they might want to do in the heat of the moment.

So that's part of that. Long-term learning is you talking about alternatives? Okay. What are you going to do instead of hitting, you're going to say stop, and you're going to put up your stop sign. I don't like that. Whatever it is. Important problem solving. Yeah. I just want to just briefly say what we've already said that coming up with a plan as part of the long-term learning,

isn't a silver bullet. Some people think, oh, all we need to do is say, I want to come up with a plan and then there's a solution and this won't happen again. And if it happens again, then I can enforce this. What I would say instead is look at the plan as a stepping stone, as part of that, long-term learning.

So you make a plan, try and do the plan. If it works great acknowledge, Hey, that work, that plan. We came up with that work. If it doesn't work, come back and revisit it and plan on revisiting it. And I would say that consider a plan as a stepping stone in the long-term learning so that it gives you something to go back to,

to be talking about and to be working on and constantly revising rather than thinking it's the solution, the living document. Yeah. Yeah. Oh yeah. Sometime we should talk about like, we had no rules in our classroom in preschool, and that may just be boggling people's minds when I say that. But what happened is every year we created agreements as a class of 20 plus three to five-year-olds and just like Cecilia was describing,

we created agreements and they went into this agreement notebook, and we created a classroom together as a, as a community. And that's what created and shaped that class every year. So that's, yeah, that's a whole different topic, but it's really possible to be able to use plans as learning opportunities. And so I would have you consider that as you're creating plans with your young kids,

as well as your older kids, because it's, again, like I get stuck with this when I think like with older kids, like with teens that we come up with a plan and then they break the plan and then I'm just like, I want to throw it out the window. Like I have this expectation. They're never gonna get broken. Like the plan is just going to work.

If I have the expectation of like, the plan is just part of the learning, then it kind of shapes my expectation quite a bit. So like the plan is the learning. Yeah, it is. Yeah. It's the tool for the learning. I like that. Okay. So number five, circle back around to step one now. Okay. Real quick.

Let's go through this again. So step two was calm and Connect for yourself for three was calm and connect with your kiddo step. Oops. Yeah. Step before I started counting before with situational solutions, step five, long-term Learning. And now we're going to go back to step one, because this, sometimes you got to use it Physically protect is what the P P stands for for step one.

So this is optional is what you do when your kid is running into oncoming traffic, or they are kids are fighting Or they're taking the knife to the, or scissors to the table or to the wall or the marker. Yeah. So you're physically protecting them or maybe some other objects in the environment. You don't always have to do this, but if you do need to,

you're not asking consent necessarily. You're using absolutely the least amount of force possible, but I'm not going to ask my kid. If they're running into oncoming traffic, can I pick up your body and bring you back onto the sidewalk? No, I'm not going to do that. I am going to as quickly, but as gently as I can swoop them up and bring them back to the sidewalk,

I'm not going to ask permission. Stainless kids that are, that are physically fighting. I'm probably going to stick my body in between them say, I'm not willing for you guys to fight. I might like put an arm in front of them to kind of block their arms or whatever, doing that so that it can calm the situation down. Or I might put my hands on whatever they're fighting for.

If they're fighting over a toy or a tricycle or whatever, I might just say, oh, I'm going to keep my hands on this so that we can figure out how this is all gonna work out again. They're not going to be able to process all of my words probably, but at least they'll get my tone of voice. And I'm gonna maybe physically intervene for a short period of time to calm things down.

I'll say that this is usually with younger kids. I'll also say that this is Not always, not always True. That's true. Sometimes older kids can get into a physical fight as well. And then we really do need to like step into that. But typically we're talking about younger kids and I also want to acknowledge that as a parent, sometimes it can be more triggering for us to see something happening,

whether it's an emergency that they're running out into the street or that they're, you know, taking scissors to your prize to table or that they're hitting each other. And it may get us triggered immediately. And we don't have time to do that. Calm and Connect piece for ourselves. We really need to be able to step in and be able to physically protect someone or something and to acknowledge and to figure out a way for us to be able to do it as the parent,

without actually doing anything that is going to require us to calm down. So one of the things I do is I make sure I use my open hands. I don't, I, unless there's someone running out in the street, I'm going to grab them and hold them. But if two kids are fighting or if something's happening, I'm using my hands open as much as I can.

And like Cecilia describe I'm stepping in between them. So that's something where I know that I may be triggered. I know that I may be kind of emotional. And so I don't want to use my grip or my hands. I'm going to just use my body to be the thing that intervenes. So just recognize that for yourself. And you could be thinking about like the common connect with yourself as like the blanket that goes over all these steps.

So I'm probably, even though my kid is running into oncoming traffic, I'm probably also thinking of calming things and deeper as I'm doing that at the same time, I might not have time to go into like, oh, I'm going to take a walk in nature, but there are things I can do in the moment. Ideally if I, if I have the brain space for it to like calm and connect with myself,

as I'm doing these things with my kids, and I know that that's possible because remember when we were teaching preschool and it was other people's kids and kids were physically fighting and we will both have this experience of like, huh, I wonder how this is going to turn out. I'm really curious that we could be calm. I want to explain, we didn't let them physically hit each other.

And we're wondering, huh? I wonder how this is gonna turn out. We, And as you're walking over to intervene, we could be in a place where we're not actually triggered because there's that thing, you know, that it's like other people's kids that are not quite as emotionally. We're not quite as emotionally connected to them. We loved all those kids.

And they're amazing. And they're, they're older now, but because they weren't our own children, it was not nearly as triggering. And so it was, it was a lot easier to calm and Connect and we could, we could actually go into those situations with curiosity and with wonder, okay, okay. There's one additional step that this is what happens when it all falls apart.

You might want to do this. It's also got a double continent. It's called RR. It stands for redo and reconnect. Sometimes you're going to try these steps and it's all going to fall apart. So you want to do a redo and you want to reconnect. We talk about like good enough parenting. That's what this session is about. I think it was Dr.

Joseph Lee that related to us the research of what good enough parenting is. There's actually that, that, that term comes from research and how they defined it. I'm pretty sure I'm getting this percentage. Right. Good enough. Parenting in the research was defined as being emotionally attuned with your child. 30% of the time when I heard him say that I was like 30%.

Like I can do that. Like that, that seems manageable. So good enough parenting being attuned with your child 30% of the time. Sometimes that means that we're going to do a redo.

Sometimes it's, we're going to do something. I'm going to do something. I regret. I'm going to say something. It's not going to work out very well.

I might go back to my child and say, huh, I wish I hadn't said this thing. I wish I hadn't done this thing. I wish I had done with this other thing instead. And then we can maybe ask her child, how was that for you? Do you want to tell me anything that could be a reconnection or maybe in the middle of it?

The words are coming out of my mouth and I'm like, and I want to grab them and put them back in. I might just press my redo button. Did you know that you have a redo button in your body? That's what that is. It's my radio button. And I might just say, Hey, can I start over? Let me start that over.

So it can be either redoing in the moment or it can be reconnecting and kind of repairing outside the moment. But that's what you can do when it all falls apart, The kids to see this as well, it humanizes you for one thing, but it also models for them how to reconnect. When things go in a way that maybe you didn't really want them to go,

rather than forcing a child to apologize, this is a way for them to actually see modeled for them, how to reconnect after doing something that maybe we didn't really do the way we would have ideally wanted it. Yeah. And what I really like about this is just a little side note about going back to our child and saying, Hey, I wish I'd done this.

Is it, it not only models like what Jason was saying, normally models for our kids. Like, Hey, this is a way that you could reconnect, but it also is a way that we can start teaching ourselves. Oh, we do have other choices of things that we can do in the moment and remembering kind of re-presenting ourselves to what we could do.

Yeah. Because sometimes in the moment, it's hard to think of what actually could do. It's not, and it, it's not as we don't learn as much if we just go back to our childhood and say, I'm really sorry, I yelled, but we could learn a little bit more if we say I regret that I yelled. Here's what I wish I had said instead.

Then we're kind of like pre-programming ourselves or primary ourselves for the next time that we might remember. Oh yeah, I wish I'd said this. So I'm going to do that this time. Okay. So yeah. Throw questions that you have into comments. I will take questions for a few minutes and something that we're going to give to you is a strategy plan for calming and calming,

not just for yourself, but for your kids. We have something called the calming plan. It's free. It'll be linked in the, in the show notes, the speaker notes for this talk. You can also go to Happily Family dot com slash calm, C a L M. So Happily Family dot com slash calm. We'll get you there as well.

And there's a plan there where it lists even more than what we've talked about here. Lots of different strategies. And then it also talks about how to implement them. Like, how do you create a plan? Where do you put that plan? And not just for the kiddos, but for the adults as well. So if you're like, yeah, you know,

I really don't know what is a good calming strategy. There's a ton of ideas in there, and they're all broken down into the same categories that we just talked about. And it's, you know, we spend a bit of time talking about calming and connecting because it is so important. And so I would say that if you do nothing else out of this talk is actually come up with a calming and connecting plan for yourself and also for your kids and work with them so that they can find things that work for them.

And you can talk to them about like, what would help you to connect? Let's look at this, let's come up with ideas. And if it requires maybe, you know, different pieces of equipment, like a toy or a brush or a feather or something, or a book, have them all together, have them in a calming basket. So they know where to go and get them.

And then most importantly, take those plans, put them on the fridge, put them somewhere where they can go and get access to them without needing you to be there. Okay. We got one question. There's more coming in here. Any tips on If I am by nature, a high control mom. Great question. So, as I understand what you're saying is,

as a mom, you really want to control things and that helps probably helps you feel more calm. So any tips on how to shift that? So you're not feeling like you have to control so much. Yeah. I, our kids often act. We have like the, they have kind of the same problem spots in fairly predictable patterns. I didn't always think this,

but, but I do know after reading Ross, screen's explosive child, like seeing the patterns of where our kids want control, where we want control, like where those typical spots are. That would be, I think part number one is figuring out those problem spots. And then I would recommend doing kind of a, long-term learning a part of conversation about what are we going to do in this time,

in this situation and figuring out some sort of win-win for your child. Like, how can they get their needs met at the same time that you can? So I demonstrate that that a little bit, or tried to, when I said like, I'm not willing for, for you to hit your sister, but I am willing for you to do this.

So I'll, I'll share a little story. There's one mom that I worked with, she went into the kitchen and her child who was about five, was really into like sensory play. And she had taken a bag of flour and like made it explode all over the kitchen floor and like play it around in it. And so she said to her daughter,

oh, you're really, after she took some deep breaths, oh, you're really wanting to play without flour. I'm not willing for you to do it here, but let's, we can take that outside and you can play with

it outside. So bickering out where that play could work, what is it that, that child is really wanting and needing, or maybe I'm not willing for you to play with flour,

but I am really free to play with water and sand, or I am willing for you to go jump on the trampoline, like figuring out the win-win and just gradually kind of looking at those patterns during the day of where you can create a little more ease for yourself to meet your needs and to meet theirs. I know This is a little bit out of the box in as far as ideas for someone who maybe is highly controlling and wants to shift that.

Cause I can relate to that a little bit, just a little bit. I use humor, playful parenting. It's a book that is written by TRIBE in front of me, Lawrence Cohen. And I find it helps shift me health shift me a lot of situations. And sometimes what it does is a little playful parenting. A little bit of humor helps shift me so that I have that moment to recognize,

oh, this is one of those times when I'm being controlling and I can let it go or I can find a win-win solution or I can do something different. So maybe, maybe it's just another way of being helped a tool or a strategy to help shift you. Just my idea. Yeah. This kind of goes along with the second question that we got.

I'm really overwhelmed right now and wondered if there's a quick tip to make me stop and think before I act That's actually, what made me think about it also was playful parenting humor helps me, let me also say that I have a meditation practice that I do and regularly I'm trying to meditate to get into a practice so that I have those opportunities to recognize when I am flooded,

when I am making choices in. But the most important thing is I've got to be able to recognize it before I can do anything else. So that's more of a long-term strategy is developing some kind of a meditation practice or some kind of a practice so that you can be more present and mindful of what's actually happening in the moment. And I think what different calming practices done outside the moment really teach us is that they teach us what it feels like to get back to home base,

to get back to center. We need to know what that feels like outside the moment before we try to get that in the moment, like that's going to be, the hard part is getting that in the moment when the flower is all over the floor. And we're trying to calm. That's really hard, but let's practice that outside the moment in the same way that we practice your kids practice.

If they're in schools probably, or even if they're out of schools, they practice maybe an earthquake drill or tornado drill or fire alarm. We might even have active shooter drills, but what we don't practice as much in schools and in homes, we don't practice emergency calming plans. Like what is going to be our emergency calming plan for when stuff happens, let's practice that let's run a little drill so that I know I'm going to go to this corner of the house and my kid's going to go to that corner of their bedroom.

And I've got my things there. Like Jason was talking about, I got my tools, got my sensory stuff. They've got their things. Or maybe we have like some of those things in the car, or we also have some strategies that don't even require anything at all. We can just breathe and tell ourselves or calming sayings on our mantras. Let's practice those so that when we're in the moment,

we know what calm and centered feels like. And we can access that a lot more easily. And for the mom that says she's really overwhelmed. And doesn't remember to do that in the moment. I think one of the most important things is what Jason said earlier about having physical things. Maybe it's a post-it note. That's going to be on your mirror in the,

the dashboard of your car, in your purse, in your pocket. Maybe it's a little Riverstone. Maybe it's a bracelet that you put on your wrist, something having something physical in the environment to help kind of trigger us and help us remember. Oh yeah. I want to do that thing instead. A few more questions I'd like to get to Dina asked what if a child's resistant to talk about the difficult moment or making a plan like saying,

I want to talk about it another, I don't remember who it was. Someone else that also said the same thing that when they talk about making a plan, their kids run for the Hills. So a couple of things I would consider is I would ask yourself, are you trying to talk about it too soon? Are they still embarrassed? Are they still,

do they still have feelings about it so that they don't want to talk about it? Or they don't want to make a plan? Or maybe they just don't want to go back to that difficult situation? I mean, that's somewhat our nature as well. And sometimes it helps for us to explain why we want to go do it while we want to talk about it again so that they don't think cause they,

maybe they think we, that you want to talk about it because it's time for us to discipline you or it's time to tell you how you're bad or it's time to embarrass you. Like they have all these negative connotations around it where it may take a little bit of training and a little bit of conversation to let them know like, Hey, I'd like to talk about it so that I can do something different.

Next time I'd like to do something different. I'd like to talk about it. So that together we don't run into the situation as difficult as it was. And we can find out what works for you. And I can figure out something that works for me. And you can tell me how I could do something different for you, like talking to them.

So they know that they have some say in it and that they can help and making that plan that may help in them being willing to talk about it. And for them to be willing to make a plan, it's, it's difficult without really knowing why it is that they don't want to talk about it or why they don't want to make a plan. That will really be what I would get down to the bottom of.

But it may be because they have some history of how this has gone in the past and they don't want to go through that again. Maybe it's just the words. Maybe we don't want to make a plan.

Maybe we want to do this. Like, Hey, you know, that thing that happened, let's figure out a different way to do that rather than saying let's sit down and make a plan together for the next time.

I, so I get that sometimes just the words can be a little bit triggering. So I would consider that. Yeah. I Like what you said, make sure kids know that they're not in trouble. If they are resistant. I like what you said about saying like, say I want to figure out what I can do differently, make it be about you and your kid can give you feedback on what they could have used a reminder about in that moment or what you could have done differently.

And that could be your, your doorway really understanding, asking some open-ended questions about what, what were you feeling? What, what were you trying to do? How was, what were you really needing in that moment? If we are coming at it from an open-ended, I'm not attached to the Results. I want to hear your experience perspective. Most kids are willing to talk about that.

Most of the time in my experience, kids are not willing to talk if they're just not ready or if they secretly sense that I've got an agenda because I'm so good at coming up with plans and they're going to solve everything. That would be so great. If you just do my plan, if you're like me and you have an agenda and you're naturally like a problem solver kind of person,

I have to like put my little agenda to the side, put it on a Hawk. It's okay, it'll stay there and I can go and get it after the conversation. But I really have to like separate myself from that, be present with my kid and be open-minded to whatever it is that they're going to say, Because the kids know, they know us pretty well.

They've known us for a number of years and they sense what we have as a plan. Like what our alternative motive is. So consider that someone had asked us here, this, I think Maria had asked, she's a single parent and it doesn't really have a lot of support. And she's concerned that her frustration, her feelings, they may be too visible for her kiddo and how that might be affecting them.

So I would say one thing I would do is I would start being explicit with what you're actually feeling. So if you're feeling overwhelmed, actually, I mean, it's hard to know how old your child is, but with your kids, you know, it doesn't hurt to let them know like what's going on for you. Because sometimes what may look like anger could be confusion or frustration or something else.

So talking to them and saying, Hey, I'm, I'm feeling so fill in the blank and letting them know. And the other thing you can do is redo and reconnect afterwards if something happened and you're concerned that the feelings really showed up on your face and there were feelings that came up that you didn't want come back afterwards when everyone's calm and say, Hey,

you know, and that was going on earlier. I was feeling really, and I wish I would have done something different. I wish I would have said this, or I wish I wish I could have been more calm.

I'm working on being more calm. And that was just a difficult time for me, but really like talking to them and connecting with them.

And I would say this probably it goes to almost everyone's question is the more you can connect with your kiddos, the more, the difference it's going to make this goes right along with all that, you go and say something and then I'll want to just touch on something. Oh, another question someone had. Okay. What Jason was saying about explaining to kids,

what our feelings are. I think it's really important because in the absence of that, our kids might take on, oh, mom's upset. And it's my fault. It's because of me where it might just be a bad day at work. So I do think we need to share with our kids, our feelings so that they don't make it mean something about them.

And we also need to be careful with this too, because we don't want our kids to think that they're responsible for our feelings or that they have to make it better or that they have to take care of our feelings. So as we're explaining, Hey, I'm feeling this way. This is the reason why it's not going to anything to do with you.

Even if it kind of does. I think we also need to explain, oh, and this is what I'm going to do, or this is what I am doing. Or this is what I did do I, man, I'm going to go for a walk with a friend. I'm going to go call my therapist. I'm going to go journal. I'm going to take some really deep cleansing breaths to make sure that that I can get back to my center.

So helping kids know that they don't have to take care of those feelings, I think is also an important part, right? We need to wrap up. And I know there's questions that are coming in. I do want to touch on one though, that somebody had said they, they put it in earlier and we just hadn't gotten to it yet. And from Heather about how to deal with social media and with teens,

especially talking a lot or chatting a lot, how can parents help? So that could be a whole talk in itself. The one thing, well, just a couple of things I would say is connect with your team, figure out and have them show you like what is going on, show interest in actually what's happening with their social media find out like,

yeah, I'd be curious about what you're seeing. You know, what's the show that you're watching or what's the, what's the video, what's the stream. What's the, what's the post. If they're willing to share it with you. And also I would consider, have you consider that we're in a world right now that it's very different than what we all grew up in,

especially on social media and that, you know, many of us grew up in a world that had phones and we were calling and talking to our friends on the phones and that social media is replacing that. And so w if we look at how our teens are connecting with other teens that might help us in reframing the situation and to recognize that this is the work of the teams right now is connecting and social connections.

So this is exactly what we would expect them to be doing and finding also that's how they're connecting and how can we find something that works for you and works for them. So looking at win-win solutions. So I should, I threw out a bunch of things there, because this is a complex situation for many parents, I think dealing with social media and in particular,

how kids still can connect socially with each other, but still do it in a way that works for the family. And a lot of has to do with connecting with the team and really being able to develop the relationship with them whenever We could talk for a long time about this topic. So I'm going to hold myself back, but I will say this,

I wonder with, with teens that are connecting on social media or using computers or whatever, you have a kid that plays a lot of video games. I start getting really curious about the purpose, what need it's meeting for them. And if it's meeting that need, if it's about connection, do you feel like that brings you closer to your friends or does a phone call,

or does being in person with them, or does taking a class with your friend or having a sleepover, does that meet the need differently? How do you feel after you've been on social media? Is it accomplishing what you're hoping for it to accomplish? I start getting really curious with my, with my kid about those things. Is it really doing what they're hoping to do?

What is there a different strategy that might really meet that deeper need that they're having, and also might work better for you? So anyway, we could talk a lot about kind of an incomplete answer, but it gives you hopefully a little bit of a step down the road. And I just want to acknowledge, thank you, Hector. I thank you,

Marie, for your kind words. We love doing this conference. We love bringing these experts, these authors to you, giving you free access to them. And I hope you've enjoyed that. I hope you'll be able to take this, put this into your life, make a difference in the lives of your family, of your kids and of the world as a result of that.

Thank you for being here. Thanks everyone. And we'll talk to you all later. Okay. Bye. Bye.