



WEEK 7 | YOUR TRANSFORMATIVE PARENTAL JOURNEY

Making Sense of **Emotional Intelligence**

Let's Recap:

1. How are the 10 Pillars of Empowered Parenting showing up in your daily parenting?

- Gaining information and awareness (of our child's development, and ourselves)
- Daily intention and reflection
- Present and committed to showing up "imperfectly"
- Recognize that all feelings are welcome and valid (embracing responsibility as the parent to help our children find their calm by borrowing ours)
- Attuned to the child in front of you, and empathetic to their needs
- Loving kindness and forgiveness (of our children and ourselves)
- Communicate not to be "right," but to understand and connect
- Committed to being our children's safe space (non-violence in thought, word, and deed)
- Establish boundaries from presence, clarity, and agreed family values
- Play! Play is our superpower!

2. **Are you noticing when you find yourself in inner security? How do you parent when you feel self connected, even if temporary?**
3. **Are you practicing your calming sensory tool? What works for you to find your calm? What is your child's sensory calming tool?**
4. **Are you practicing forgiveness of yourself? Are you apologizing to your child when you make a mistake?**
5. **Are you noticing when your mindset is stuck in limiting beliefs? What has it been like for you to imagine a new way of seeing yourself? (Example: Instead of parenting from "no one hears me," choose to parent from "I am secure in my voice.")**

The "HEART" of Empowered Parenting

This represents the emotional intelligence of peaceful parenting strategies and values.

What Is Emotional Intelligence?

According to psychologists Peter Salovey (Yale) and John Mayer (University of New Hampshire), emotional intelligence is:

- The ability to monitor one's own, and other's feelings and emotions.
- The capability of discriminating our feelings to use as information to guide one's thinking and actions.

To understand how to name our emotions and our feelings accurately, we support our body and our mind to push the pause button before reaction.

We are learning the sequence of self-regulation, so we can model and support our children to learn to do the same, in time. Here is our process so far:

4-Step Process of Holistic Regulation:

The Head, Heart and Hands of Finding Our Calm

1. **Notice when your body** is in a state of dysregulation. Remember your Nervous System Thermometer!

Say out loud, or in your head:

- “I feel my nervous system activating. My body believes there is a threat. I am NOT in danger. I AM safe.”

2. **Pay attention to the beliefs** that are alive for you in that moment.

Say out loud, or in your head:

- “I believe that I am not cared about or respected. That is not true. I matter and I belong here.”
- “I believe that my child is lazy and ungrateful. That is not true. My child is enough as is.

3. **Pay attention to the emotions** and feeling that your limiting self-perception or limiting perception of your child is creating within your body.

Say out loud, or in your head:

- “My emotional body is scared. My feeling is anxious.”
- “My child’s emotional body is scared. He is feeling tired and stressed.”

4. **Name the needs** attached to the feeling. A feeling is a unique body sensation attached to a perceived need, met or unmet.

Say out loud, or in your head:

- “I am needing presence, focus, and collaboration.”
- “My child is needing support, playful motivation, and inspiration.”

This sequence of regulation is a LIFETIME of work! We are dedicated to the practice of this process. Self-awareness of our physiology (nervous system), mindset (brain activity and development), and heart center (emotions, feelings, and needs).

Why Does Emotional Intelligence Matter In Parenting?

Why do we need to know how to feel our feelings?

Why do we need to understand how to communicate complex feelings and needs?

According to Lindsay C. Gibson, a psychologist and author of “Adult Children of Emotionally Immature Parents,” emotionally mature people are:

- Willing to work with reality rather than fighting it. Can accept “what is” not what “should be.”
- Able to feel and think at the same time; capable of feeling stressed and exhausted, AND, can remain capable of conscious thought and action.
- Consistent in their emotional body; have agency with their emotional releases and can choose when to release and when to contain.
- Able to not take everything personally; see other people’s feelings and experiences as theirs and can differentiate their feelings from others.
- Are authentically respectful and reciprocal; respect is genuine and not from fear.
- Respectful of other people’s boundaries and can set their own. → Flexible and compromise well.
- Willing to be influenced (not rigid and unwilling to grow and transform in a way that serves).
- Truthful.
- Able to apologize and make amends.
- Responsive and empathetic.
- Capable of being present and to actively listen.
- Willing to reflect on their actions and try to change harmful behavior.
- Able to laugh and be playful at will.
- Willing to ask for help when they need it. Can practice humility and vulnerability.

Those sound great, don't they?

We all want these for our children when they are grown.

How does Emotional Intelligence get us, and our children, here?

Emotional Intelligence is the language we must learn to thrive in intimate, interpersonal relationships.

Understanding our emotions, and the communication between our heart, head, and nervous system supports us, as the parents, to embody the emotionally mature qualities we long for our children to adopt as they grow.

Communicating our feelings, needs, and beliefs supports us to be heard, to be understood, and to see beneath the behavior of our children, and ourselves.

A New Communication of Feelings, Needs, and Beliefs

Empowered Parents embrace expansive beliefs that:

- Every behavior of our children is their best attempt to get their needs met.
- As adults, it is our job to help our child learn how to effectively communicate their feelings and needs so they do not have to resort to challenging behavior.
- No child is naughty or bad. The child's behavior is entirely separate from the child and does not reflect their innate value or worthiness.

Meeting our children with empathy and curiosity vs. punishment and shame will:

- Grow our children's brains and nervous systems, so they are more capable of experiencing a strong emotion without reacting from it (all "bad" behavior is our child's inability to cope with a strong and uncomfortable feeling).
- Give our children the tools they need to communicate.
- Expand our child's inner security and decrease cortisol levels, allowing their natural essence to shine through, instead of living from defense, chronic stress, and chronic reactivity.

To understand how we are feeling and interact with these feelings with emotional objectivity and healthy detachment, we can intelligently translate these feelings as:

- Communication of unmet needs.
- Communication of a conversation that needs to take place.
- Indication of a crossed boundary.
- Communication of taking something personally and reacting to another's behavior, and invitation to turn inward and pause before responding.

A Empathy is an Empowered Parent's Super Power!

Empathy is the ability to attune to your inner world and name your feelings and needs. Naming your feelings and needs strengthens the emotional processing centers in your brain. Practicing emotional intelligence builds neural networks between the middle brain and front brain. This means that with lots of practice, you will be able to accurately name your emotional state and sophisticated feelings, and with every rep, you will strengthen your prefrontal cortex.

You will strengthen the foundation of emotionally mature behaviors from the inside out. We cannot "will" ourselves into emotional maturity. We must FEEL ourselves into emotional maturity.

When we meet our children with empathy, we are strengthening the emotional regulators in their brains. If we want our children to be emotionally mature, we must meet them with affirmation, validation, and understanding of their inner world.

1. Learn how to validate the feelings, needs, thoughts, and beliefs beneath the behavior (remember Root to Bloom Process).

Example: A child hits their sister while playing in the sandbox.

Instead of reacting with:	Try this:
"Hey! Stop hitting, we don't hit,"	"oh honey, I see your anger, I'm here to help. Are you needing help being patient?"

2. Affirm the feelings beneath the behavior.

Example: I heard that you were talking back to your teacher today.

Instead of reacting with:	Try this:
“How many times do I need to tell you that you can’t talk like that!”	“I am feeling worried about how you’re feeling at school. I wonder if you’re feeling lonely and longing for respect and understanding with your teacher? I’d love to hear what’s going on for you. You matter to me.”

3. Reflect back.

Example: Child does not want to go to sleep and is struggling to calm.

Instead of reacting with:	Try this:
“Stop complaining, we do this every day. You got to stay up late, you should be grateful!”	“Yes, I hear you. You wish you could stay up later. I wish that too. Maybe one day, you and I will stay up all night and sleep all day!”

4. Connect a feeling to a need.

Example: Child is whining and complaining about how bored they are.

Instead of reacting with:	Try this:
Child is whining and complaining about how bored they are.	“Maybe you’re feeling bored because you’re needing something super-duper new and fun and inspiring? I wonder how we could create that feeling for you.”

How Empathy Strengthens Our Children

- Soothes the fear response in the brain, and floods the child's system with relaxation, allowing them to soften into connection, cooperation, and collaboration.
- Regulates their brain and nervous system. "Name it to tame it."
- Feeling and body connection, allowing our children to feel more safe in their bodies.
- Supports child's self-awareness and self-empathy, encourages expansive beliefs of self and the world.

What Keeps Us From Empathy?

We have been conditioned NOT to feel, and to suppress emotions.

We have been taught to fear our emotions, and to associate emotions with punishment, disconnection, humiliation, and shame.

With the following 6 primal emotions, write down the word(s) that immediately come to your mind. (Example: Anger is dangerous, bad, wrong. Or, happiness is good, safe, wanted.)

1. Anger is _____

2. Grief is _____

3. Fear is _____

4. Joy is _____

5. Shame is _____

6. Surprise is _____

What Beliefs Have You Learned From Your Upbringing And Conditioning About Emotions?

Expressing emotions is: _____

(good, bad, healthy, unhealthy, simple, complicated)

These emotions are good: _____

These emotions are bad: _____

As a child, if I cried when I was disappointed or sad, I would have been met with:

If I was scared and needed consoling as a child, my caregiver would have responded by:

When I was joyful as a child, I was treated with:

When I was feeling ashamed by something as a child, my caregiver would respond by:

- | | | |
|---|------------|-----------|
| Feeling sadness is comfortable for me. | YES | NO |
| Feeling anger is common for me. | YES | NO |
| I saw my caregivers express their emotions in healthy ways. | YES | NO |
| I was taught to stuff my emotions and be “strong.” | YES | NO |
| I was met with empathy and warmth when I was in emotional pain as a child. | YES | NO |
| I know how to contain my emotions in a healthy way, and think before I act, even when mad, sad, or tired. | YES | NO |

What Limiting Beliefs Have You Internalized About Your Child’s Emotions And Emotional Expression?

Do you accept or reject:	Accept	Reject
“If you give in to a child’s tantrums and act soft, you will teach them they can get whatever they want by pitching a fit.”		
“There are good feelings and there are bad feelings.”		
“Spoiled children are created by a parent validating their child’s emotions.”		
“Letting children feel their feelings is coddling them and not teaching them how to exist in the real world.”		

“If you respond with empathy and validation to a child’s feelings and let them stay in their feelings until they pass, you teach your child to sulk in their sorrow and think depression is normal.”		
“Emotions are fine to feel, but there are acceptable ways of feeling them, and unacceptable ways of feeling them.”		
“My child should be able to control their feelings on their own.”		
“My child being allowed to feel their feelings is unproductive and inconvenient for me.”		
“A child who throws a tantrum is a brat, and should be punished for their behavior.”		

Remembering How to Feel

Most of us were not met with curiosity and empathy when we tried (and inevitably failed) to communicate our feelings and needs as children. Instead, we were met with punishment, invalidation, or dismissal. Others of us were met by caregivers who genuinely wanted to help us, but lacked the adequate emotional tools to do so.

We were not shown how to feel, or how to express our feelings.

According to Marc Brackett, author of “Permission to Feel,” intellectualizing our feelings is not the same as FEELING them, meaning we must feel in our physical bodies, and allow ourselves physical self-empathy, before putting a name to the feeling and need.

Non-verbal self empathy: paying attention to where in the body we are feeling a strong emotional sensation. Putting a hand on that space, and giving it our full awareness. Reminding ourselves that this feeling is temporary, and the more we allow it to flow through us, the more quickly it will pass.

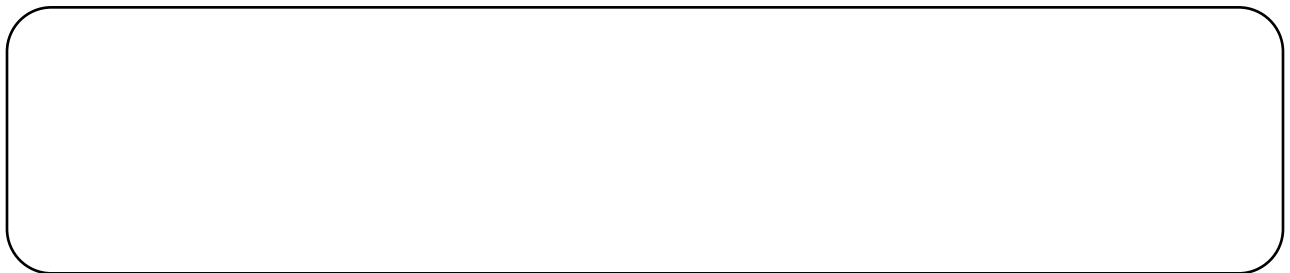
- **F**: Focus on the physical sensation of the feeling.
- **E**: Embrace this moment as a “temporary teacher,” here to communicate.
- **E**: Expand into the left brain: invite 3 feel words.
- **L**: Label the need(s).

Emotion And Body Connection

Where do you feel **anger** in your body?



Where do you feel **grief** in your body?



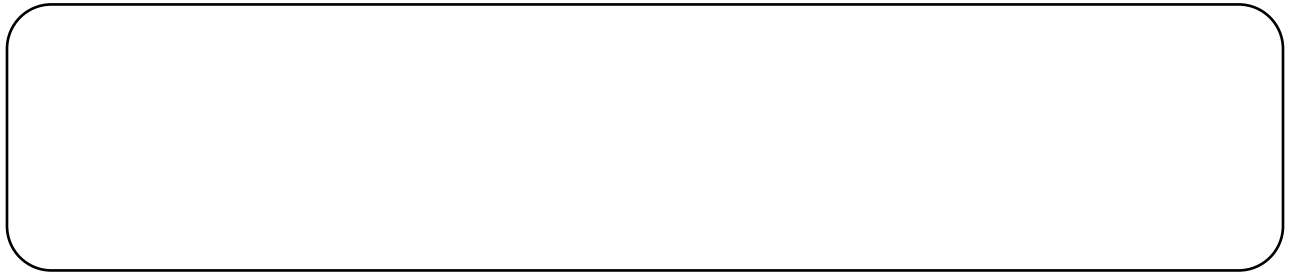
Where do you feel **being overwhelmed** in your body?



Where do you feel **joy** in your body?



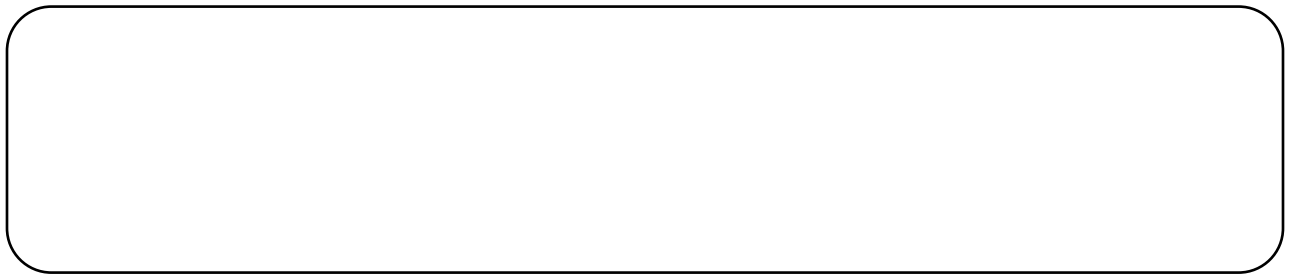
Where do you feel **loneliness** in your body?



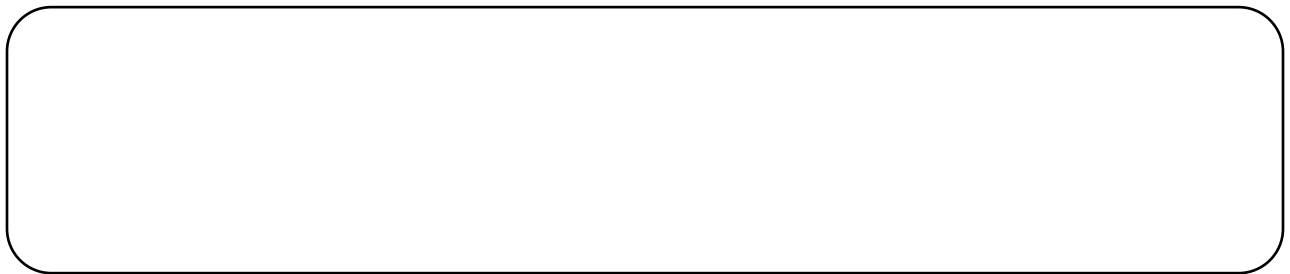
Where do you feel **compassion** in your body?



Where do you feel **excitement** in your body?



Where do you feel **anticipation** in your body?



Where do you feel **anxiety** in your body?

Where do you feel **curiosity** in your body?

Where do you feel **confusion** in your body?

NOTE: if this exercise was difficult for you, pay attention throughout your week to how you're feeling. While you're driving, or cooking dinner, ask yourself, how do I feel right now? Where do I feel that in my body?

Breaking Through Old Stories by Learning the Language of the Heart

We are in an overly exciting time in humanity. Science is showing us how intricately connected our nervous system, brain, and emotions are in creating a healthy, vibrant, secure attachment within ourselves and our children.

We are learning how modeling these skills to our children and being WITH them as they learn these skills, gives us everything we need to raise children who are secure, confident, resilient, compassionate, and visionary.

Most of us were not prepared with a language of feelings and needs. Knowing, feeling, and embodying the abilities to name, affirm, and differentiate between the emotional/heart intelligences is a core pillar in our ability to express, receive, and experience love and belonging.

We can genuinely give our children empathy when we are rooted in self-empathy.

Self-Empathy:

The willingness to accept, without judgement, how you feel.

The willingness to allow yourself to feel those feelings in your body without running away, pushing against, or stuffing down.

The willingness to name the feelings and the needs, in order for you to contain the feelings and allow them to pass, and to take initiative on getting your needs met.

Verbal Self-Empathy:

The willingness to accept, without judgement, how you feel.

I feel _____ because I am needing, I am longing for, or I deeply value _____.

Examples:

1. A parent yells at their child to get in the car.

This parent is not able to communicate:

- “I feel hopeless because I am longing for ease. Are you willing to work as a team with me? I believe that you and I are capable of this.”

2. A parent grabs his son’s arm after the son “back talks” him in front of other parents at the park, and tells the child “we are leaving right now.”

This parent is not able to communicate:

- “I feel very hurt hearing those words. I really value kind speech. You must be really struggling inside for you to talk to me that way. Let’s push the pause button and reconnect for a few minutes. I am worried you are going to say something you will regret.”

3. A parent grabs the video game console and rips it out of the TV because their child did not turn it off when the parent asked.

This parent was struggling to understand and accept that:

- “I am feeling so stressed right now. I am confused. I do not know why I feel so intensely. But I accept that this is how I feel. I am needing some support right now. I am going to ask someone I trust for help with my son and the TV so I don’t do anything I regret”

Self-Empathy Pushes the Pause Button In Our Patterned Reactivity.

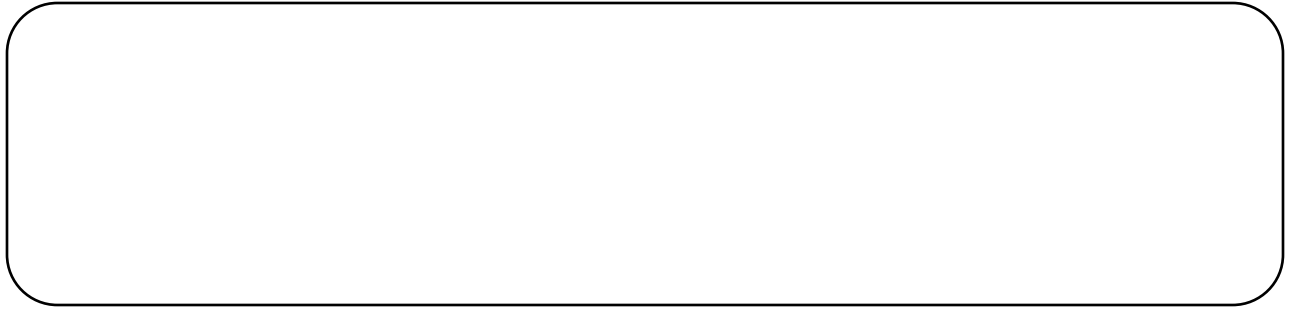
Can you recall a time this week when you reacted instead of responded? In self-reflection, can you give yourself empathy?

Refer to the feelings and needs list below.

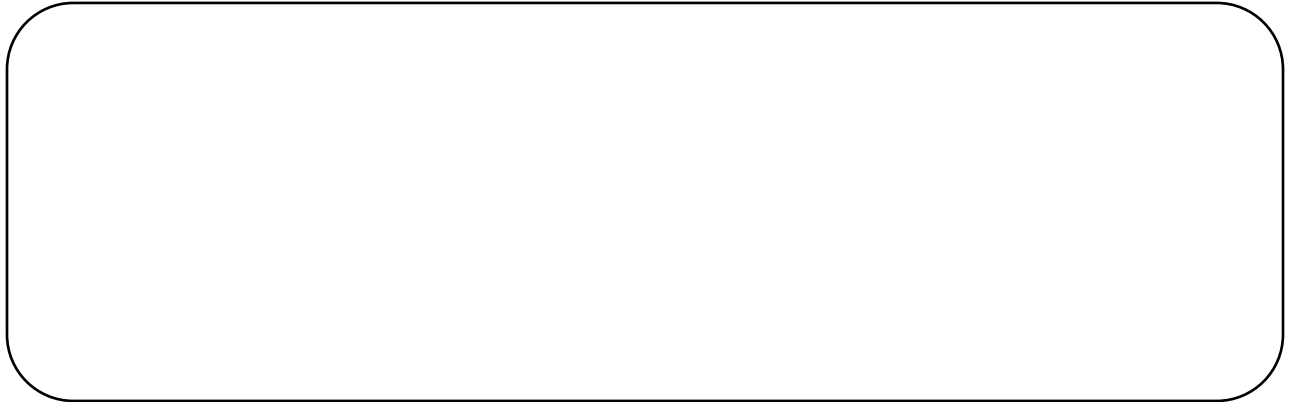
This was the scenario:

This is how I felt witnessing the scenario:

These are the unmet needs I was having in that moment:



These were the judgments I was having:



These were the fears I was attached to:



These were the beliefs that I didn't realize I was believing:



Feelings When Needs Go Unfulfilled or When Limiting Belief is Present

Angry Embarrassed	Vulnerable Fatigued	Sad Confused
<p>Livid Ashamed Irate Flustered Resentful Mortified Enraged Self Conscious Furious</p>	<p>Insecure Burned out Reserved Depleted Wary Exhausted Unsure Lethargic Fragile Listless Guarded Wiped out Shaky Worn Out</p>	<p>Disappointed Ambivalent Depressed Baffled Dejected Bewildered Disheartened Conflicted Discouraged Lost</p>
Pain	Tense	Afraid
<p>Agony Anguish Devastated Grieving Heartbroken Hurt Regretful</p>	<p>Anxious Cranky Frazzled Irritable Nervous Overwhelmed Stressed</p>	<p>Apprehensive Dread Mistrustful Panicked Scared</p>
Annoyed	Distressed	Disconnected
<p>Aggravated Bothered Displeased Exasperated Frustrated</p>	<p>Distraught Restless Troubled Agitated Unsettled</p>	<p>Apathetic Bored Detached Distant Indifferent</p>

Feelings When Needs are Fulfilled or Expansive Belief is Present

Peaceful Inspired	Engaged Confident	Affectionate Hopeful
Blissful Amazed Astonished Centered Awed Clear Rapturous Ecstatic Serene Uplifted Tranquil Wonder	Absorbed Empowered Curious Proud Engrossed Safe Enchanted Self-Assured Involved	Closeness Expectant Compassionate Encouraged Friendly Optimistic Tender Open Loving Trusting
Curious	Joyful	Excited
Adventurous Alert Interested Intrigued Mellow Surprised Spellbound Stimulated	Amused Buoyant Delighted Elated Fascinated Jubilant Radiant	Alive Amazed Eager Enthusiastic Invigorated Lively Passionate
Grateful	Relaxed	Refreshed
Appreciative Moved Thankful Touched	At ease Carefree Comfortable Content	Enlivened Rejuvenated Rested Restored Energetic

8 Basic Human Needs of a Child

Reminder: Every behavior a child exhibits is the child's best attempt at fulfilling a need.

= Unconditional love

= Affection

= Connection

= Appreciation

= Attention

= Growth

= Empathy

= Independence

How is your child's need for unconditional love being met daily?

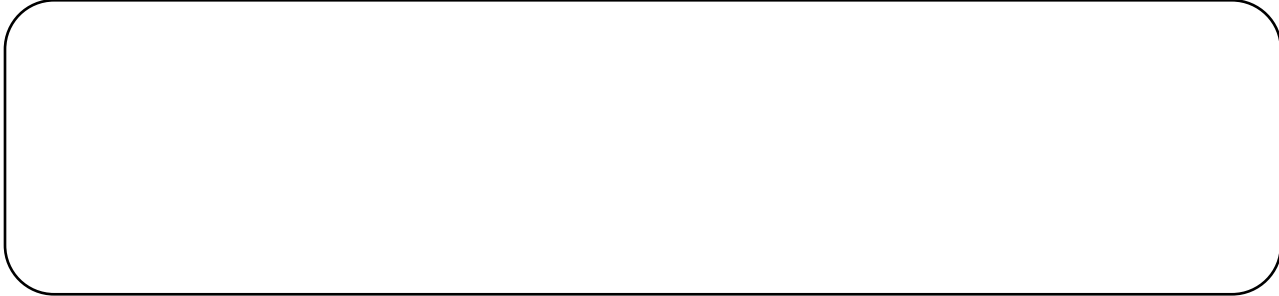
How about connection?

Attention?

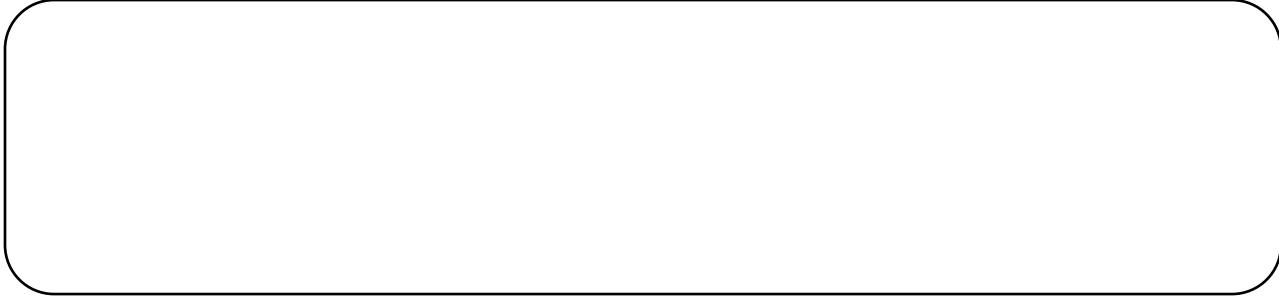
Empathy?




Affection?



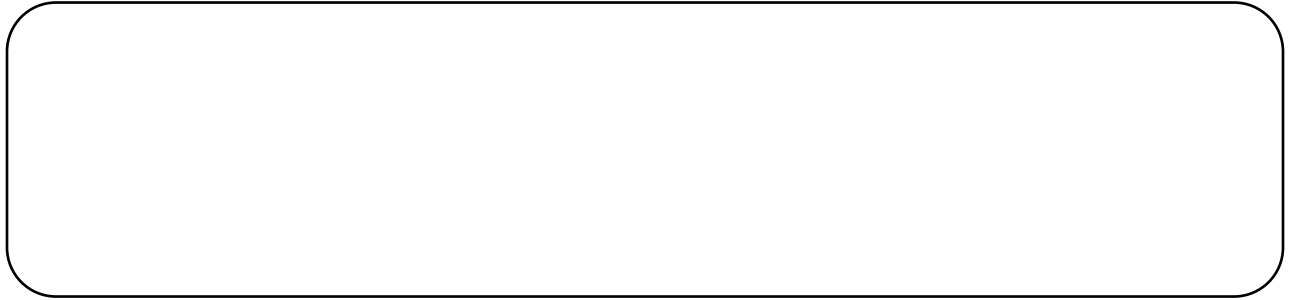
Appreciation?



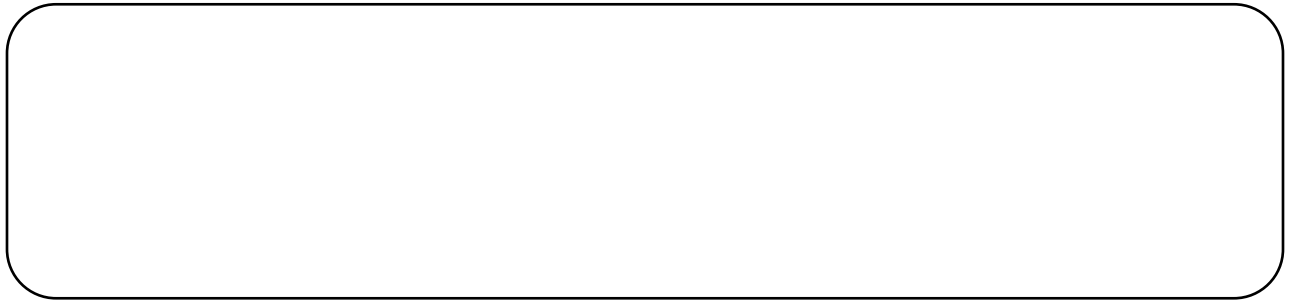
Growth?




Independence?



When your child's need for unconditional love is met, how do they feel?



What about their need for connection, how do they feel?



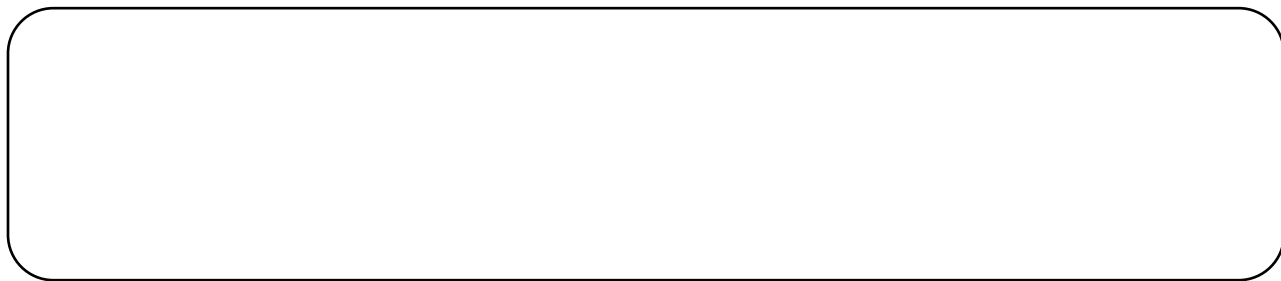
Need for attention?



Empathy?



Affection?



Appreciation?



Growth?



Independence?



Universal Human Needs and Values

Play Community/Belonging	Understanding Autonomy/Authenticity	Sustenance/Health Meaning/Contribution
<p>Adventure Cooperation Fun Fellowship Humor Generosity Joy Inclusion Laughter Interdependence Relaxation Harmony, Peace Spontaneity Solidary Aliveness Hospitality/Welcoming</p>	<p>Empathy Choice Awareness Privacy Acceptance Power Acknowledgement Honesty Communication Congruence Consideration Consistency Hear, be heard Continuity Know, be known Dignity Respect, equality Freedom See, be seen Integrity Sensitivity Empowerment</p>	<p>Abundance Appreciation/Gratitude Exercise Achievement/Productivity Food, nutrition Celebration/Mourning Rest, sleep Effectiveness/Feedback Shelter Growth/Learning Sustainability Participation Support, help Purpose, Value</p>
Safety/Security	Rest	Love/Caring
<p>Comfort Confidence Familiarity Rhythm Structure Protection Trust/Faith</p>	<p>Balance Ease Relaxation Rejuvenated Simplicity Space Tranquility Wholeness Wonder</p>	<p>Affection, Warmth Closeness, Touch Companionship Compassion, Kindness Intimacy Mattering, Importance Respect, Honoring</p>

Understanding Faux Feelings

Faux feelings imply that someone is doing something to you and often connote wrongness or blame. When they are used, they are often preceded by the phrase "I feel...." The table below lists these faux feelings in the left-hand column. The middle column suggests the feelings the speaker may be experiencing when using this faux-feeling word. The third column suggests the needs of the speaker that are not being met.

Emotional Awareness: I feel sad and lonely. I am in need of comfort, care, and warmth.

This is NOT emotional awareness:

1. I feel like you're not listening to me
2. I feel you don't care about me.
3. I feel my child is disrespectful.
4. I feel not good enough.
5. I feel you are rejecting me.

Faux feelings	Feelings	Needs
Abandoned	Terrified, Hurt, Bewildered, Sad, Frightened, Lonely	Nurturing, Connection, Belonging, Support, Caring
Abused	Angry, Frustrated, Frightened	Caring, Nurturing, Support, Well-being
(Not) accepted	Upset, Scared, Lonely	Inclusion, Connection, Community, Belonging
Attacked	Scared, Angry	Safety
Belittled	Angry, Frustrated, Tense, Distressed	Respect, Autonomy, To Be Seen, Acknowledgment
Betrayed	Angry, Hurt, Disappointed, Enraged	Trust, Dependability, Honesty, Honor
Blamed	Angry, Scared, Confused, Antagonistic, Hostile	Accountability, Causality, Fairness, Justice
Bullied	Angry, Scared, Pressured	Autonomy, Choice, Safety, Consideration
Cheated	Resentful, Hurt, Angry	Honesty, Fairness, Justice, Trust, Reliability
Coerced	Angry, Frustrated, Frightened, Thwarted, Scared	Choice, Autonomy, Freedom, Act Freely

Complete list can be found at www.compassionateinteractions.com

Emotional Intelligence Strengthens Expansive Beliefs

Every time we respond with empathy and genuine curiosity to understand our child's feelings and needs beneath a behavior, we strengthen their connection to expansive beliefs.

Your child's basic human needs and core belief patterns.

Every feeling that your child has comes from:

- An attempt to get a basic human need met.
- A core belief about whether that human need will be met or not met.

Our child's needs are vast and often layered, just like ours. As your child's needs are met, then your child may experience feelings, such as happiness, delight, amusement, security, and comfort. However, when these needs are not met, your child may experience feelings of sadness, confusion, fear, frustration, and anger.

Yet, there is another level to this explanation of basic human needs getting met or not met. Sometimes, your child will have the feeling of anger and if we take a look underneath that feeling of anger, we see that your child has a need for connection. Seems simple, huh? Just provide your child with some connection and his feeling of anger shifts, right?

Yes, just the simple act of connecting with your child may shift your child's anger. However, when you assist your child in getting a basic need met, such as connection, your child's anger may remain. If your child's anger remains even after your child has had this basic human need met, then your child may have a core-limiting belief around connection that is not allowing the connection to take effect, to be FELT.

We are interested here in identifying two states for your child:

- What your child is needing so you can better understand their feelings.
- What your child is believing about their needs so your child can establish positive belief patterns about their needs.

Your Child's Basic Human Needs and Belief Patterns

Acceptance

“Treat me with dignity and respect. Treat me with the same respect you would treat any adult.”

Example of a core-belief pattern around acceptance:

- **Negative:** “Nobody cares about who I really am.”
- **Positive:** “I love and accept myself.”

Accomplishment

“I am a curious adventurer and explorer of the world around me. Everything is new and looks like an awesome challenge.”

Example of a core-belief pattern around accomplishment:

- **Negative:** I can't do it!
- **Positive:** I can learn to do anything.

Affection

“I love being close to you and feel your hugs and affection towards me.”

Example of a core-belief pattern around affection:

- **Negative:** “Nobody wants to touch me.”
- **Positive:** “I am lovable.”

Appreciation and Belonging

“I need to feel like I am welcome and that I belong here. I feel fulfilled when I am appreciated for who I am and not only for something that I accomplish.”

Example of a core-belief pattern around appreciation:

- **Negative:** “I have to do what you say so you love me.”
- **Positive:** “I am appreciated for just being me.”

Autonomy

“I need to feel the space to explore and grow on my own. I love knowing that I am a valuable contribution to our family.”

Example of a core-belief pattern around autonomy:

- **Negative:** “I hate people around me.”
- **Positive:** “I need my space, and that’s okay.”

Beauty

“I create my view of the world by what I see around me. I love to see beautiful things with all of my senses. And I love to know that I am intrinsically beautiful on the inside.”

Example of a core-belief pattern around beauty:

- **Negative:** “I am ugly.”
- **Positive:** “I am beautiful.”

Creative Expression

“My creations may not be the way that you would create. Yet, I need for you to recognize and acknowledge my unique creativity, even if that’s when I’m just a baby and I express through gurgles and giggles.”

Example of a core-belief pattern around creative expression:

- **Negative:** “I can’t create anything.”
- **Positive:** “I am open and creative.”

Fun and Play

“This is how I express myself. I live in a world of fun and play. Sometimes, I think it’s my job as a kid to remind the adults of how to do this! Encourage me to play and join me here, it’s one of the best ways for us to connect. Play is a child’s “work.”

Example of a core-belief pattern around fun and play

- **Negative:** “My purpose doesn’t matter.”
- **Positive:** “My instincts make sense. What I have to offer to the world matters.”

Harmony

“My environment is everything. The energy that you create in the home, including how you express your emotions and your anger, deeply affects me. Create a peaceful and harmonious environment for us in the home. That way I feel safe, loved, and peaceful inside.”

Example of a core-belief pattern around harmony

- **Negative:** “Chaos is everywhere.”
- **Positive:** “I am peaceful.”

Rhythm

“I appreciate having a rhythm to my day. I like to know when things are coming, this makes me feel safe.”

Example of a core-belief pattern around rhythm.

- **Negative:** “My life is out of control.”
- **Positive:** “I trust in the natural order of the day.”

Respect

“I’m learning about myself, what it means to be human and this incredible world around me. Show me respect for my entire being--for my body, my mind and my soul. I need respect and I learn respect from how you respect me.”

Example of a core-belief pattern around respect.

- **Negative:** “I’m stupid.”
- **Positive:** “I respect myself.”

Rest

“I need rest because I am growing rapidly. Be aware of when I may need rest and plan ahead. I need you to support me by allowing unplanned spaces in my day to just rest. Resting my body and mind allows me the space to rejuvenate and regulate emotions before they get heated.”

Example of a core-belief pattern around rest.

- **Negative:** “I am always overwhelmed.”
- **Positive:** “I rest when I need it.”

Safety and Protection

“Safety is very important for me. I need to feel safe. I need for you to watch out for me and guide me to what’s safe and what is not safe. Remember, I’m younger than you are and don’t have the life experience that you do.”

Example of a core-belief pattern around safety.

- **Negative:** “I am not safe.”
- **Positive:** “I am safe and protected.”

Trust

“I need your trust in me and my abilities. As I grow, I need to feel that you trust who I am as a person and my choices.”

Example of a core-belief pattern around trust.

- **Negative:** “Nobody trusts me. I don’t trust me.”
- **Positive:** : “I am trustworthy.”