



WEEK 9 | YOUR TRANSFORMATIVE PARENTAL JOURNEY

The PEACE Process

Let's Recap:

Ten Pillars of Empowered Parenting

- Informed and Aware
- Intentional and Reflective
- Present, Committed, and Authentic
- All Feelings are Valid and Welcome
- Attuned and Empathetic
- Loving Kindness and Forgiveness
- Communicate to Connect and Understand
- Nonviolence and Safety
- Boundaries from Family Values
- Joy, Play, and Fun!

How are you integrating the following 8 frameworks into your heart, mind, body, and relationship with your child?

Is there anywhere you're getting stuck? (Remember, this is a process and a practice — it takes time!)

ANCHOR for Self-Regulation

- Awareness of body
- Name what is happening in your body
- Connect to your sensory calming tool
- Honor the process
- Open to connection
- Recommit to your child

HARBOR for Co-Regulation

- Hold space
- Accept what is
- Remember sensory calming tools
- Be low, slow and soft
- Open to connection
- Remind child of safety

Sensory Calming Access Tools

- Vision
- Movement
- Sound
- Taste
- Touch

Self-Apology for Inner Safety

- Name what happened.
- Name how you feel about what happened.
- Name what you felt before you reacted.
- Name what need was not being met for you.
- Name how your mistake impacted your child (feelings and needs).
- Make a commitment for next time.
- Forgive. Let yourself know that you deserve forgiveness, and ruptures are an opportunity to reconnect.

Recipe For a Meaningful Repair

- Connect
- Ask consent

- I imagine that you're feeling _____
- Because of my choice to _____
- I regret how I _____, because it caused you to _____
- In the future, I'll do my best to _____
- For now, would it support you if _____

Root-to-Bloom Process

For Peering Beneath the Surface of Behavior

- FLOWER: Outward expression of the child's behavior.
- ROOTS: Everything beneath the surface that the parent must pause and take into consideration.
 - Feelings
 - Unmet needs
 - Thoughts
 - Beliefs
 - Context of situation
 - Brain development
 - Nervous system regulation
 - Quality of secure attachment

FEEL for Embodied Empathy and Emotional Intelligence

- 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)

Empowered Conversation

- Connect
- Consent
- Intention

- Affirmation
- Concern
- Responsibility
- Feelings and needs
- Empathy
- Clear request
- Appreciation

The Essence of Empowered Parenting

Discipline rooted in benevolent leadership, generous assumption, and boundaries created through shared family values.

Thus far in your Empowered Parenting journey, we have laid the foundation of: The basic framework of Empowered Parenting, attachment, nervous system, brain, and emotional science, and nonviolent communication.

We've spent time unpacking and integrating these foundational frameworks, which address the head, heart, and hands of Empowered Parenting in order to move into the essence: the PEACE Process.

What is the PEACE Process?

A five-step framework to replace disciplinary strategies of power over or under parenting. With the PEACE Process, our world no longer needs strategies to achieve harmony in a home such as:

- Threats to control a child's behavior
- Fear-based obedience
 - Manipulation via dangling rewards for wanted behavior
 - Spanking, pinching, swatting, slapping
 - Enforced consequences to "teach our child a lesson"
 - Parenting from fear
 - Parenting with helplessness and despair

- Timeouts or shame corners
- Power struggles out of desperation
- Lying and secrets

Why the PEACE Process?

We use the PEACE process as our main plan of action or response map in any given parenting scenario because we value:

- Connection over correction
- Relationship longevity over immediate gratification
- Equality and mutual respect
- Communication over coercion
- Collaboration over “parent knows best”

When Do We Use The PEACE Process?

As a parent, grandparent, or child-care provider, you can use the PEACE Process in literally every parent-child scenario. Yes, literally every one!

We all need a framework for HOW to respond to challenging moments like:

- Sibling squabbles
- Child not following through with an agreement
- Child struggling to honor the family boundaries
- Behavior from child (or parent!) that results in harm of any kind
- The family struggling to work as a team
- Parent and child disagreeing and getting stuck in power struggle
- Conflict resolution

How Does The PEACE Process Work? The PEACE Process is broken down into five intentional phases. They can be used individually in any given parenting scenario where a response is necessary, or used as an entire formula. This formula, or “recipe,” is rooted in all Ten Pillars of Empowered Parenting, and breathes life into every Empowered Parenting framework you have learned thus far. This is Empowered Parenting brought to actualization. This is Empowered Parenting LIVING its core values, and therefore honoring its boundaries. (More on this soon!)

Let's go step-by-step through this revolutionary process.

Remember, as you go, get comfortable, anchor yourself into inner safety, and engage an expansive belief like: "Anything is possible" or "I am capable of learning new things."

The Five-Step Process for Responding to ANY Parenting Scenario:

- Presence
- Empathy
- Acknowledge what is true
- Conscious communication
- Exploring solutions together

Let's work through each of the five steps below.

STEP ONE : **Presence**

We live in a disconnected world, even on occasion disconnected from ourselves. Most of us spend most of the time in a reverie of our thoughts, feelings and distractions.

The practice (and it is a practice!) of PRESENCE allows us to be with our children FULLY, so we can meet them in the now, and create new ways of relating, problem-solving and cooperation.

Before responding to ANY parenting situation, take as little as three seconds (if the response requires immediate attention) to ground into your Anchor. Get as present as possible. When you approach a parenting scenario NOT present, rooted in your body and internal safety, you could easily escalate the entire scenario.

You can communicate to your child that, "I am coming to help you, but I need to get a drink of water first." If that is not possible and an IMMEDIATE response is required, in instances of threatened safety or real danger, then you can

communicate to your child that “I am not fully present to help you this moment, but I am going to work on becoming present while I’m here.”

You are NOT expected to be perfectly present every time you are needed to respond in your parenting. You don’t have to model perfection, you get to model process. You get to show your child that “even I struggle getting present sometimes, yet I am committed to my process.”

Check in:

What is your sensory calming tool? How do you become present in times of stress?

What is your child’s sensory calming tool (in addition to your safe presence)?

Can you recall a time when you were needed to respond to a sibling, or a parenting scenario, when you allowed yourself time to pause and gain presence before responding?

STEP TWO :

Empathy and Emotional Connection

After presence has been established, we get to connect our right brain to our child's right brain. We get to connect to feelings and needs.

No need to FIX, CHANGE, or SAVE our children from their feelings, their conflicts, or their growth moments. From presence and inner safety, we can simply BE with our children, and ourselves in our emotions, feelings, and needs.

Practice the FEEL framework.

We can name and identify feelings and needs without jumping into solutions. “Feel it to heal it” and “name it to tame it.”

There are so many benefits of cultivating empathy in your relationships.

When you can give and receive empathy, each person you show up for feels a deep sense of being heard. When one knows that they can be heard, defensiveness ceases and connection becomes possible.

Empathy contributes to healthy differentiation, as well as emotional security. With empathy, you can be a true companion and support another without taking on their struggles as your own.

However, when we mistake empathy with methods of communication that do not come from a place of empathy, communicating in that way prevents us from feeling heard, understood, and supported.

What Is Not Empathy?

The following responses are what you might offer in response to someone's expression of emotion or difficulty. Although they will meet an individual's needs, they are not examples of true empathy, which is what an individual seeks before

their needs are met. Ideally, we can practice being conscious of the following habitual responses and instead of following through with them, we can ask the speaker how they would like to be supported when they share something.

<p>SYMPATHY: Bring attention back to yourself. “Oh, I am so sorry, I feel terrible for you”</p> <p>This may meet the need for caring, but isn’t true empathy.</p>	<p>ADVICE: You assume the other person wants to know what you think they should do. “Well, what you could do is...”</p> <p>This may meet a need for support after empathy is received.</p>
<p>EXPLAIN/ANALYZE: You believe that if you tell someone why they feel the way they do, they will feel better. “You just feel bad because ... “</p> <p>This may meet a need for clarity after the need for empathy is met.</p>	<p>CORRECT: You try to point out someone’s mistake in interpreting. “He didn’t do that to hurt you, it was an accident.”</p> <p>This may meet a need for groundedness after the need for empathy is met.</p>
<p>CONSOLE: “It will be okay. You’re okay, everything will work out.”</p> <p>This may meet a need for emotional regulation.</p>	<p>TELL A STORY: “The same thing happened to me. This one time ...”</p> <p>This may meet a need for acceptance or belonging.</p>
<p>PUSH AWAY FEELINGS: You might be uncomfortable so you tell others not to feel what they feel. “Come on smile, don’t be sad.”; “Just calm down and take a deep breath.”; “It’s not that big of a deal, just let it go.”</p> <p>This typically does not meet any needs.</p>	<p>INVESTIGATE/INTERROGATE: “Why did you do that? What made you feel that way?”</p> <p>This may meet a need for clarity after the need for empathy is met, but typically is about the listener’s need for clarity and information and arises out of anxiety.</p>

<p>EVALUATE: You decide if another’s emotional response is appropriate or not. “You are overreacting. This is no big deal.”</p> <p>This typically doesn’t meet any needs. All emotional responses are inherently valid because they exist and are simply a part of the flow of experience.</p>	<p>EDUCATE: “What I see about the situation is ... The reason you feel like that is... “</p> <p>This may meet a need for learning and support after the need for empathy is met.</p>
<p>ONE-UP: “That’s awful, but something even worse happened to me and I was devastated.”</p> <p>This typically doesn’t meet any needs.</p>	<p>DIAGNOSE: “Sounds like you just need more sleep. Let’s have you go to bed early tonight.</p> <p>This may meet a need for learning and support if it is consent based and offered after the need for empathy is met.</p>
<p>DEMAND: “If you don’t get control of your emotions, I’m leaving!”</p> <p>This typically doesn’t meet any needs.</p>	<p>DENIAL OF CHOICE: “It’s a hard thing, but we all have to do it.”</p> <p>This typically doesn’t meet any needs.</p>
<p>NOD & SMILE: You feel uncomfortable and just want to get out of the situation. Or you lose track of yourself and become completely lost in the experience of the other person.</p> <p>This typically doesn’t meet any needs.</p>	<p>COLLUSION: You agree and add to judgments and blame.“You’re right he really is a jerk!”</p> <p>This may meet a need for support or being seen/heard in the moment, but then escalates or entrenches reactivity.</p>
<p>SILVER LINING: Move past what’s happening toward some possible positive outcome. “You will learn so much from this experience!”; “That person wasn’t a good friend for you anyway.”</p> <p>This may meet a need for encouragement or hope, after the need for empathy is met.</p>	<p>CHEERLEADING: You assume the need is for hope or reassurance. “You’re a strong person, you can get through this.”; “You’ve been through worse and made it.”; “I believe in you.”</p> <p>This may meet a need for encouragement or hope, after the need for empathy is met.</p>

STEP THREE :

Acknowledge What Is True

From presence and right-brain connection, we then get to connect to the left brain. We get to ignite our thinking brain and practice mindsight, in both ourselves and in service to our child

Acknowledge what is true in your emotional, physical, and mental body.

Part of giving empathy to yourself is being very honest with yourself about your feelings at that moment. They may not be those thoughts or feelings that you want to act on like, “This kid is driving my crazy! I just want to leave!”

** Don't edit these thoughts or feelings. It's important to acknowledge them, no matter the situation.

** If you judge or try to suppress your thoughts or feelings, they could emerge later, possibly in not the healthiest ways.

Telling yourself “I shouldn't be this angry” makes your emotion STRONGER! What we resist persists and strengthens.

Separate Your Feelings From Your Interpretations.

On the next page you will find a list of words that we often mistakenly categorize as feelings when in fact, they would be more accurately described as interpretations.

For example, if someone forgets your birthday, you could say that you felt unloved, more accurately you may have felt angry, sad, or even disappointed. But to say that you felt unloved makes an assumption about the other person's feelings behind that action, i.e not loving you. When we use this language, it can often trigger defensiveness and digress from a genuine feeling, and become more of a mental projection.

Regardless of these interpretations being accurate or inaccurate, conditioning ourselves to use this language can make the distinctions between feelings and interpretations blurred.

This habit can remove us from a place of empathy and bring us into a place of emotionally-fueled inaccuracy, causing us to create conclusions based upon assumptions.

Interpretations often...

- Have an “un” or “mis” at the beginning or an “ed” at the end
- Require the action of someone else
- Trigger defensiveness in your listener

Behind each of these words are precious feelings and needs.

YOUR TASK: Circle three words you have used recently and name the feelings and needs present for you while you have used each word.

Abandoned	Overpowered	Criticized
Belittled	Put down	Dumped on
Confined	Taken advantage of	Interrupted
Discounted	Coerced	Isolated
Harassed	Disrespected	Misunderstood
Intimidated	Insulted	Pressured
Judged	Invisible	Threatened
Neglected	Manipulated	Unheard
Provoked	Patronized	Unwanted
Smothered	Rejected	Wronged
Trampled	Unappreciated	Victimized
Unloved	Unsupported	Tricked
Used	Violated	Unseen
Left out	Attacked	Alienated
Bullied		Blame

Learn To Make A Neutral Observation Vs. An Evaluation

Observations:

Through the lens of a video recorder, or a sportscaster. Name only what you see and hear in an objective way.

- “I see your clothes are on the floor.”
- “You are on your phone past our agreed upon time.”
- “I found your shoes outside in the yard.”

Evaluations, interpretations, and criticism:

These are statements made with a very thick filter on what is actually true. It typically puts you into a “my child is doing this TO ME” place, and puts the child into a “THEY are doing this to me.” It’s inherently separating.

- “You are so messy and disorganized. I wish you would clean your room for once in your life.”
- “You’re being so disrespectful right now. Give that phone to me. I give an inch and you take a mile.”
- “I found your shoes outside AGAIN. Why can’t you simply pick up your shoes and bring them inside?”

Remember the root-to-bloom process and look UNDER the behavior of your child.

What is true is that your child’s behavior and capacity for conflict resolution is an expression of several things: the state of their nervous system, the quality of security within their attachment to you as their care provider, their brain development, their emotional intelligence, and their capacity to communicate while stressed.

Keep In Mind The Ages And Stages

Excerpt from “The Soul of Discipline” by Kim John Payne

Around 2 years old: The little emperor

They are waking up to the world around them and discovering their own willpower and feeling a sense of “I am almighty and the only one in the universe.”

Around 5 years old: “You’re no boss of me!”

They push away from the motherly fold, wanting to do things their own way, yet still needing a lot of help.

Around 9 years old: On the cusp

They are leaving early childhood behind but are not yet fully in middle childhood. This phase is characterized by insecurities and pushback against family rules.

Around 13 years old: The Huck Finn and Pippi Longstocking years

They are experiencing all the well-known hormonal changes, but it is also the age of breakout and discovery.

Around 16 years old: Closed for reconstruction

A lot of energy goes inward as they try to work out who they are.

While they are hypersensitive and emotionally raw, they are also capable of spectacular intensity toward others. They have so many decisions to make, and new responsibilities to consider, yet still want to have fun and be free.

They may seem to “regress” to needing co-regulation like they did as toddlers or in early childhood, but may seem confused by their longing to be close, and a simultaneous longing to push away.

STEP FOUR :

Conscious Communication

“When your internal dialogue is centered in a language of life, you will be able to focus your attention on the actions you could take to manifest a situation that meets your needs along with those of others.” - Dr. Marshall B. Rosenberg, PhD.

So far in the PEACE Process, we have mindfully named and consciously communicated:

- Our feelings and needs with clarity and self-responsibility.
- The child’s feelings and needs with compassion and empathy (remember, this comes AFTER safety has been established and the communication brain is back “online”).

- What is true about the current circumstances based on an objective viewpoint. (The parent says: “I walked into the room and Drey was grabbing Lana’s iPad out of her hands.”)
- The need to give space to each child to tell their version of the story. (“Drey, you tell me your side first, Lana then you tell me your side. Remember, in our family we respect each other’s voices by not interrupting. I will help remind you of that if you forget”).
- The importance of reflecting what you hear your child saying and asking clarifying questions without judgment. We want to help our children learn how to speak from self-responsibility and how to make neutral observations instead of interpretations. We must do this gracefully, so it does not appear that we, as the adult, are invalidating our child’s perception, but rather, longing for greater understanding.

Magical phrases during conflict resolution:

- **Tell me more:** “Drey, I hear you say that Lana was being mean and calling you rude names, and your body felt so angry, that your hands grabbed her iPad. Tell me more about that.”
- **Is it true that...?:** “Lana, is it true that you called Drey names? I wonder what you must have been feeling to say those words to him?”
- **Am I getting this right?:** “So, it sounds like you two were struggling with big strong feelings and you were not sure how to navigate this in a safe way, is that right?”

Next, we shift into addressing the situation at hand by naming and facilitating mutually beneficial outcomes for all parties involved.

STEP FIVE:

Exploring Solutions Together

These are the concrete actions you'd like taken. Invite your child to explore a solution TOGETHER with you.

These solutions are rooted:

- Shared and previously agreed upon family values
- A belief that everyone's needs in the family are equal
- A belief that anything is possible
- A belief that the parent is a safe space and here to guide the child through conflict with capability

These solutions are:

- Reminders of what the family values most
- Flexible when possible, non-negotiable when safety is concerned
- Consistent without rigidity
- NOT stuck on strategies (See below)

Exploring Solutions With Children Under 7:

The parent may have the solution in mind and is facilitating the child to find their way there on their own. They stand sturdy in the family value, while supporting the child through their resistance or rejection of boundary or solution.

Examples:

"I would love to see us working together as a team here. How do you think we could make this happen? We could all play outside on the trampoline, or we could nestle in for some book reading."

Meeting potential objection:

Child:

- "I don't want to do either of those! I don't want to work as a team!"

Parent:

- "Ok." (Silence, presence. Maybe a hug, or getting low to the ground.)
"Sounds like you may not be ready to work as a team right now. Let's relax here for a bit until your body feels ready enough. Take your time."

I'm here as your safe place. (Pause) I am ready to help you work as a team when you are."

OR

- "We need to get this playroom tidied up before dinner. I'm really glad we were able to hear each other. Suz, what would you like to clean up, the dolls or the blocks? Lily, would you like to help daddy tidy up the cars, or the play kitchen?"

Meeting potential objection:

Suz:

- "NO! I hate cleaning up blocks. I always have to clean up the blocks and Lily gets to do whatever she wants to!"

Parent:

- "Mmmm." (Soft face, soft gaze, warm tone) "It's hard to feel stuck in one job. Sounds like you'd like something new and different? How about...(silence)...hmmm...do you have any ideas? I believe we can work this out in a way that feels right for you."

This allows the children to be a part of the process, while rooted in the safety and sturdiness of a benevolent leader.

Exploring Solutions For Children Between 7 And 12:

Ideally, the family has crystal clear values that the child has witnessed being modeled for years now. The parent is still the benevolent leader, with a lot more spaciousness as to how the family value is honored. The boundaries and solutions are more flexible and creative. The parent can present more than 2 options at a time and invite the child to expand upon the options. The parent remains the "safe space" and will let the child know if their strategy misaligns with family values or does not consider the needs of the entire family. Remember, the brain here is still learning how to create solutions that involve an extensive amount of thought and understanding of natural consequence.

If family values are just being introduced, and they have been raised in the "power over" solution process, then they may be in the 0-7 solution process category.

Examples:

Parent:

- “It sounds like you two need to come to an agreement around this.”

OR

- “It sounds like we need to figure out a solution to this problem together.”
Remember our family values of integrity and communication. I trust you to be creative and I’ll be here to facilitate.”

Exploring Solutions For Children 13 And Older:

At this age, they are coming into their own values, and may sway between embracing the family values and rebelling against them. Even in the most secure of attachments, this age is learning what **their person** cares for and exploring whether they personally feel in integrity with the family values that have been modeled and practiced with them.

If family values are just now being introduced, they may be more in the phase of the 0-7 year old, who need very grounded and supported modeling from the parent with only a couple of choices that work well for the whole family.

Examples:

Parent:

- “I am deeply longing for your safety. When you don’t answer your phone after dark (talking to a 13 -15 year old), I am super uncomfortable. My idea of a solution is for you to be home before dark while we work on an agreement we both trust will work for us. What’s your idea?”

Child:

- “I seriously forget to turn my ringer up. I promise I’m safe. My idea is that before I leave the house, we make sure my ringer is up as loud as it can be.”

Parent:

- “I am willing to try that once, and if you do not answer your phone after that idea, and then we need to re-work this”.

Child:

- “Okay, that sounds good for me”.

Your Personal Values

In order to successfully explore solutions with a child of any age, we must be rooted in our family values. We must have a secure attachment to these values.

It's time to define the things that are important to you. Here is a list of common values that are widely held. You may hold some values that are not on this list. Feel free to add more if you care deeply about something that is not on the list.

This exercise gives you a framework for identifying your personal core and present life values. Review the list of values on the attached list. Circle or mark 10 values that you feel are most important in your life today. You don't have to think about this too much. It is usually fairly accurate to quickly identify the values that resonate with you, move you, and jump out at you.

BE HONEST!

Don't select something (or not) because you feel it is something that you "should" or "shouldn't" value. Circle all of the values that resonate with YOU now:

Accomplishment,	Commitment,	Decisiveness,
Accountability,	Communication,	Determination,
Accuracy,	Community,	Delight of Being,
Adventure,	Competence,	Democracy,
All for One and One for	Competition,	Discipline,
All,	Concern for Others,	Discovery,
Beauty,	Connection,	Diversity,
Calm,	Continuous	Dynamism,
Challenge,	Improvement,	Efficiency,
Change,	Cooperation,	Enjoyment,
Charity,	Coordination,	Equality,
Cleanliness,	Creativity,	Excellence,
Collaboration,	Loyalty,	Fairness,
Faith,		Safety,
Faithfulness,	Maximum Utilization	Satisfying Others,
Family,	(of time, resources),	Security,
Family Feeling,	Meaning,	Self-givingness,
Flair,	Merit,	Self-Thinking,
Freedom,	Money,	Sensitivity,

Friendship,
Fun,
Generosity,
Gentleness,
Global View,
Goodwill,
Goodness,
Gratitude,
Hard Work,
Happiness,
Harmony,
Health,
Honor,
Human-Centered,
Improvement,
Independence,
Individuality,
Inner Peace,
Innovation,
Integrity,
Intelligence,
Intensity,
Justice,
Kindness,
Knowledge,
Leadership,
Love,

Oneness,
Openness,
Other's Point of View,
Patriotism,
Peace,
Nonviolence,
Perfection,
Personal Growth,
Perseverance,
Pleasure,
Power,
Preservation,
Privacy,
Progress,
Prosperity,
Punctuality,
Quality of Work,
Quiet,
Regularity,
Reliability,
Resourcefulness,
Respect for
Others,
Responsiveness,
Results-Oriented,
Romance,
Rule of Law,

Service (to others,
society),
Simplicity,
Skill Solving,
Speed,
Spirit,
Spirituality,
Stability,
Standardization,
Status,
Strength,
Success,
Failing forward
Systemization
Teamwork,
Timeliness,
Tolerance,
Tradition,
Tranquility,
Trust,
Truth,
Unity,
Variety,
Wealth,
Well-Being

After you've got your list of everything that you personally value, you'll want to simplify! Pare it down to 10-12 of your top values, and highlight your top three. Write each of these below, starting with the three that are most important to you:

1. _____
2. _____
3. _____
4. _____
5. _____

6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Your Personal Strengths

Understanding your personal strengths will give you more clarity around your authentic values, and the values that you want to model to your children. This will also allow you to understand your child’s authentic values and have more awareness if YOU, as the parent, are honoring their boundaries as well.

Take a moment to go through this list of personal strengths. As you read, make a note about which personal strengths stand out as being yours and which ones are your child’s strengths. (This is based on research by psychologists Christopher Peterson and Martin Seligman in their book, “Character Strengths and Virtues.”)

Personal Strengths of Courage

Bravery

Do you readily go where angels fear to tread? When everyone is holding back, are you the one who stands up to volunteer with words like “what the heck” or “you never know until you try?”

Persistence

When others are ready to quit, are you the one who encourages them to try just one more time? Have you doggedly worked at a problem until you find the solution instead of giving up or passing the problem on to someone else?

Integrity

Have you ever told the truth knowing that it would cost you money, friends, and perhaps your reputation? Do you do the “right” thing all the time, even when no one is watching?

Vitality

Do you inject energy into the projects you’re involved in? Do things seem to somehow pick up speed when you are around? Do people give more of themselves when you are working alongside them?

Personal Strengths of Humanity**Love**

When you look at people, do you see what they look like or do you see who they really are? Do you feel a deep appreciation for everyone you meet because each is unique and special?

Kindness

Are you incapable of walking past a street busker without dropping a few notes or coins into his box? Have you done good deeds for strangers on a regular basis because you saw the difficult situations they were in?

Social intelligence

Can you sense the mood of people in the room the moment you walk into it? Are you able to tell who gets along and who does not after a quick observation? Do people readily “click” with you even when they don’t get along with each other?

Personal Strengths of Justice**Citizenship**

Are you proud to be a member of an organization or nation? Are you an ambassador for your company or country? Is loyalty to this group very important to you?

Fairness

Were you the child who kept saying “that’s not fair?” Have you given up your share of something because you felt it was not right that other people didn’t have the same privilege? Do you see everyone as having equal rights?

Leadership

Do people look to you for guidance in chaos or in general? Does a group seem to gel only when you're there to hold it together? Do those in your group excel under your tutelage when they weren't making it elsewhere?

Personal Strengths of Temperance

Forgiveness

Are you able to let go when people have repeatedly hurt you? Do you understand that harboring a grudge hurts you more than it hurts them? Do you accept the frailty of human nature and allow people space to make mistakes?

Humility.

Do you constantly learn from other people, even those who are younger or less educated or experienced than you? Can you accept praise graciously while not taking personal credit and walking on air immediately after?

Prudence

When given two options, do you usually choose the less risky, less expensive, less high-profile one? Do you tend to view others' excesses as flamboyant or extravagant, and often advise people to tone things down?

Personal Strengths of Wisdom and Knowledge

Creativity

Do people come to you for novel solutions to tricky problems? Do you enjoy seeking alternative ways of doing things? Is your mind constantly challenging the status quo and looking for a better way?

Curiosity

Do you ask lots of questions and stop only when the other person is obviously tired of answering? Have you had your fair share of accidents and injuries because you just had to try something out?

Open-mindedness

Are you able to hold two contradictory thoughts at the same time while others are taking sides? When presented with a radical idea, do you consider it a possibility instead of judging it right away?

Love of learning

Is there always a book in your bag so you can pull it out to read when you have a few spare minutes? Do you get an adrenaline rush from learning new skills or attending classes or seminars?

Perspective

Can you see things from different points of view without making a conscious effort to? Do people tend to respond to your thoughtful comments with “I never saw things that way...”?

Personal Strengths of Transcendence**Appreciation of beauty**

Do you pause often to take in a view, gaze skywards, or observe animals in motion? Does a sense of awe sweep over you often when you contemplate the vastness of nature and the intimate details of life?

Gratitude

Are the words “thank you” on your lips and in your heart practically every day? Is your reaction to people, events, and things one of appreciation and gladness that this wonderful thing came your way?

Hope

Can you always see the silver lining when others see only a dark cloud? Is your mantra “tomorrow will be better than today” or “don’t worry, everything will be ok” or “things will work out, you’ll see?”

Humor

Can you see the lighter side of almost every situation? Do you see the folly of human self-importance? Do people relax around you because you help them take themselves and life less seriously?

Spirituality

Do you feel connected to a source that is higher and deeper than yourself? Are you detached from things of this world? Do you feel that the “real” world is inside you rather than outside?

Shortlist Your Personal Strengths

You may feel that many of these strengths apply to you.

You will want to take some time with them. Ask your friends and family what they see as your strengths.

Take a moment now to list 3 to 5 of yours and your child's personal strengths below.

My top FIVE individual strengths are:

1. _____
2. _____
3. _____
4. _____
5. _____

My child's top FIVE individual strengths are:

1. _____
2. _____
3. _____
4. _____
5. _____

Establishing Boundaries or Limits from Family Values

The whole energy around establishing boundaries is to connect and cooperate WITH your child. We're not ENFORCING anything, we are providing a STRUCTURE.

We are trusting that our children WILL learn our family limits over time, with lots and lots of practice and empathy.

Your child may not like the boundary or you set and will need to release feelings. Your job is to be the emotional coach, to be there and support your child with empathy. This does not mean to change your boundary in any way if you are confident, clear, and secure in it's expression, especially in regard to your child's safety.

You can shift HOW you're going to HONOR this boundary, but not the actual boundary.

Example: The boundary is "Our family eats dinner together every weeknight."

The value it's rooted in: Connection

The possible strategies to honor this value and uphold the boundary:

- Dinner on a picnic blanket in the living room.
- Eating around the table while one person reads aloud a story to keep young children's attention.
- Young child can stand and move around during dinner in order to tend to their sensory needs and stay focused.
- Dinner happens and the child can choose to EAT or, they can choose to simply be in the room, and wait to eat until their body says they are hungry
- The family eats at a time that works for everyone's hunger, not just the parents.
- The family prioritizes NO evening activities or playdates so the children are not too tired to engage in a family activity.
- The parent makes sure the meal consists of foods that appeal to the child, while also providing new options (many children who struggle with limited food options would greatly benefit from an occupational therapist, this is usually sensory-processing related.)

- Dinner happens at the family table while some kids chat and some kids work on homework.

See how this works? As adults, we want to show our children that our boundaries are precious, even sacred.

AND, that we are not stuck on the strategy as to how this boundary occurs.

As the adult, you may believe YOU should determine how a boundary is followed, especially if you were not allowed to participate in negotiations or collaboration around family boundaries and limits as a kid.

The value BENEATH the boundary or limit is the REASON WHY you are committed to this boundary, and committed to the negotiation process. Children need to feel safe and protected as they grow. And they need to feel that they have the container of safety.

Clear boundaries create an environment of support around a child within which they can explore and engage with themselves, others and the world.

Your environment of support includes:

- Daily routines
- Supportive belief systems
- Clear boundaries according to family values
- Conscious and connected communication

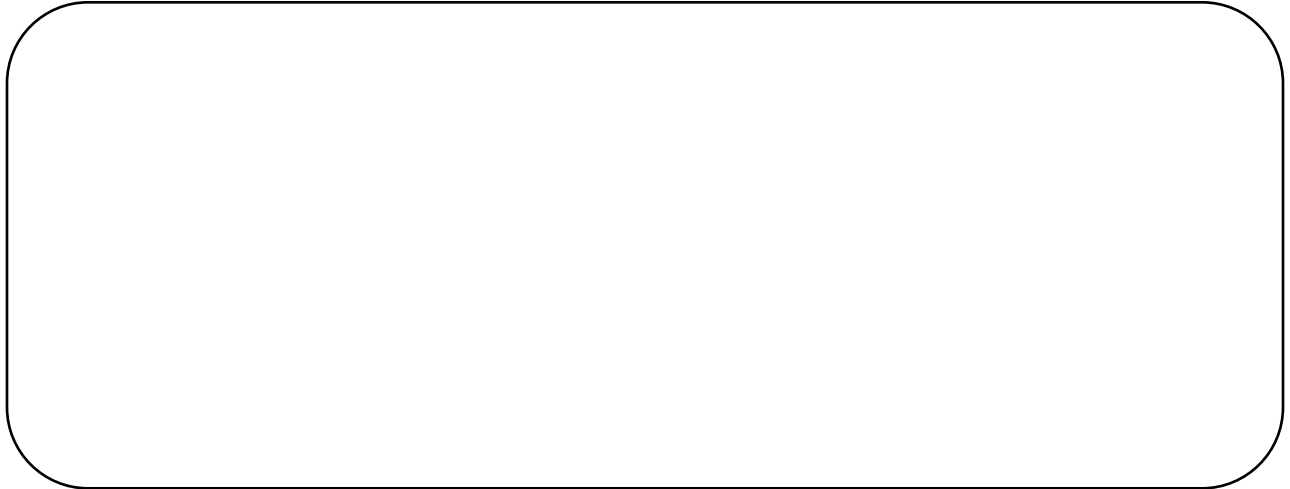
What are boundaries? Boundaries are:

- Consciously planned with family values in mind.
- Consciously established with an understanding of developmentally appropriate expectations of a child's mental, physical, and spiritual development.

Check In

What are your “non-negotiable family boundaries?”

(Example: In our home, we respect each other’s bodies and we do not hit.)



How do you typically respond when your child crosses this boundary?

If your child is under the age of 7, do you set boundaries and have expectations for your child to follow said boundaries while maintaining an awareness that these children are still very undeveloped in their ability to think about the consequences of their actions, before acting?



How can you imagine responding to a conflict, sibling squabble or dishonoring of family boundary/limit with the PEACE Process?

Example: Child hits their sister.

P	<p>Parent eliminates distractions if possible and goes immediately to the child in need.</p> <p>A conscious presence is in the parent’s mind, even if they are not perfectly regulated and calm. While you stand or kneel in front of the child, you are focusing on slowing down your heart rate by deep exhalations.</p> <p>The child feels this, too, and their nervous system mirrors yours and begins to find calm again.</p>
E	<p>Parent notices their body, and their feelings. Maybe they can connect these to a need as well, but maybe not.</p> <p>The parent chooses to voice these out loud:</p> <ul style="list-style-type: none">• “I am here to help you two. And, I’m feeling rather tense in my body and frustrated in my heart because I was really hoping to focus on fixing dinner. Help me understand what’s going on. Dani, you seem pretty upset and stressed, and Dean, you seem pretty angry. Who wants to go first?”

A	<p>The parent accepts that the child needs them in this moment and trusts that whatever is on the to-do list will be accomplished. Parent checks any judgments, fear-based thoughts, or limiting beliefs coming up about themselves or their children.</p> <p>They ground into what IS true: We are safe, we are capable, we can get through this together.</p>
C	<p>Parent communicates consciously and compassionately, understanding that their words “become their child’s inner voice.”</p> <ul style="list-style-type: none"> ● Parent: “Sarah, I imagine that you are very frustrated by mama’s decision to pick you up from the birthday party before the other kids?If I were you, I’d be super frustrated, too!” (Shows empathy with face, pays attention to child’s body language, checks in with self: should I keep talking, or should I pause and allow the child to verbally process?)” ● Sarah: “It’s so not fair! You always talk about us having family time, but you get to go out with your friends, and daddy goes fishing with his friends, but when it’s ME wanting to have friend time, then suddenly family is what is more important. You’re a hypocrite!” ● Parent: “Ohhh, ouch. I feel that. From your perspective, that is really not fair, is it? Can we get curious about how to support you? I’m going to stand firm in this boundary, because you’ve got a big day tomorrow, and my job as your parent is to keep you safe--and that means, to me, making sure you get enough rest.” ● Sarah: “I don’t know mom. Whatever. It doesn’t matter.” ● Parent: Checks in with self: Would words be helpful here? Or co-regulation through deep breathing in

	<p>silence? Would letting Sarah be in her anger and frustration be enough for right now? If the parent DOES decide to speak, they might say “I see you, Sarah. We’re going to get through this. Full permission to be upset and frustrated. I’m capable of holding space for you.”</p>
<p>E</p>	<p>Explore solutions together.</p> <ul style="list-style-type: none"> • When Sarah is feeling better, sit down and make a plan for the next time, and make sure that Sarah’s social needs are being honored, and her needs for autonomy are being respected.

Your Turn!

Recall a parenting scenario with your child that required a peaceful, non-confrontive response:

Scenario:

What was the boundary?

What was the value?

P	
E	
A	
C	
E	