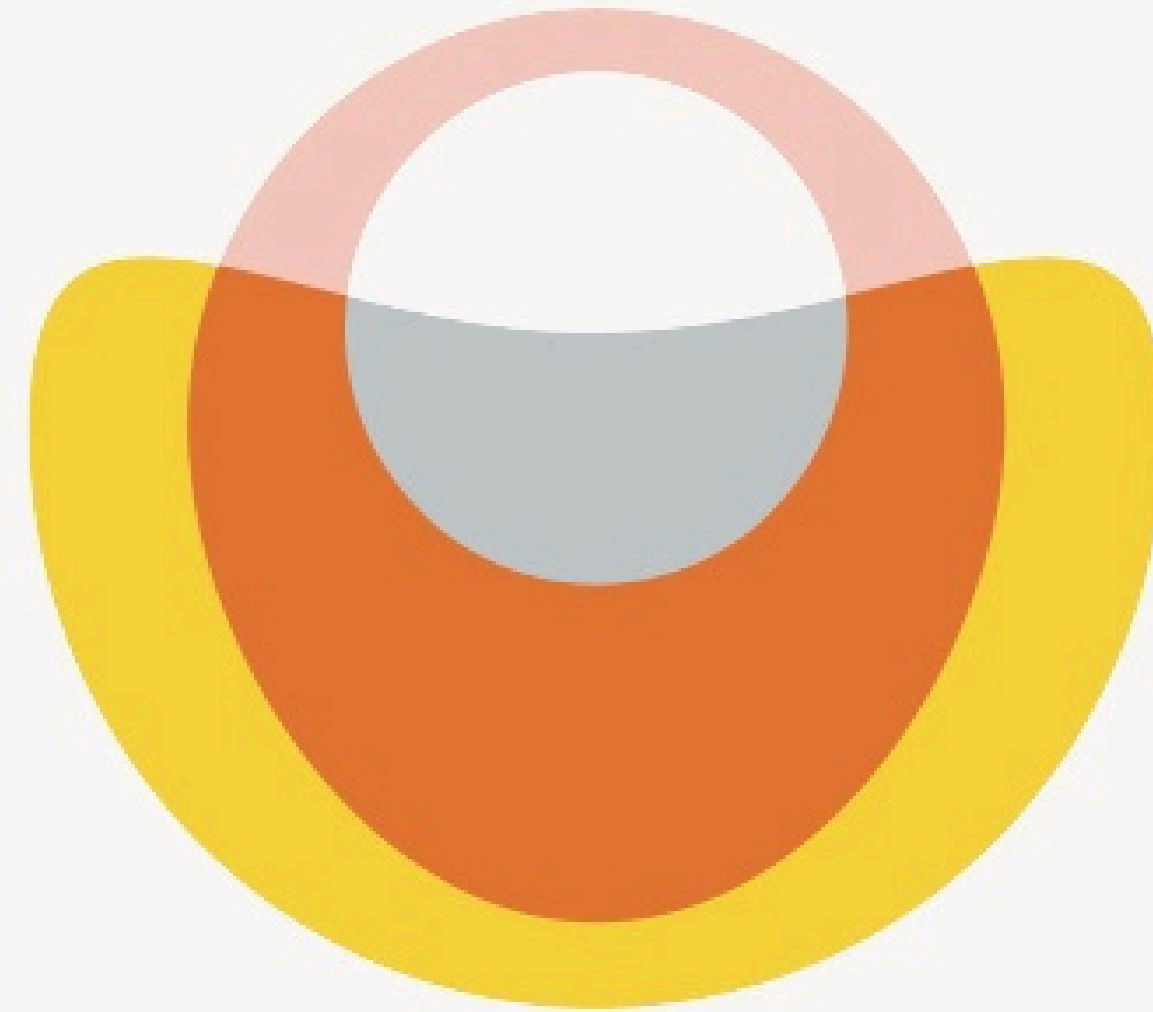


# Positive Minds Australia™



**Children, behaviour and social emotional wellbeing.  
Madhavi Nawana Parker**

# Expert

**Professional**

who has acquired  
through study and practice over  
particular field or subject, to the extent  
opinion may be helpful  
solving, or understanding  
expert evidence.











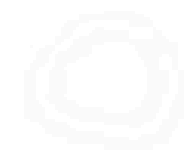




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**When it comes to little people...**

**Effective tools don't make their behaviour perfect.**

**Challenging behaviour must not be taken personally.**

**Families: The perfect storm.**

**Everyone on an ongoing learning curve, all at different life stages, all living together.**

**Scarce resources.**



**Personality, temperament, genetics, environment, developmental factors and experiences, all have a significant impact on how someone interacts in the world.**





**When they do something we don't approve of or behave with oppositionality, it can undermine our confidence and swipe at our ego.**



**As a reaction, we can forget connection and revert to force, dominance, control, pressure, scolding and shaming.**

**Interpersonal neuroscience research reminds us our brains light up and prioritise relational data.**

**When they are off course, we need to prioritise their self-regulation, not the solution.**



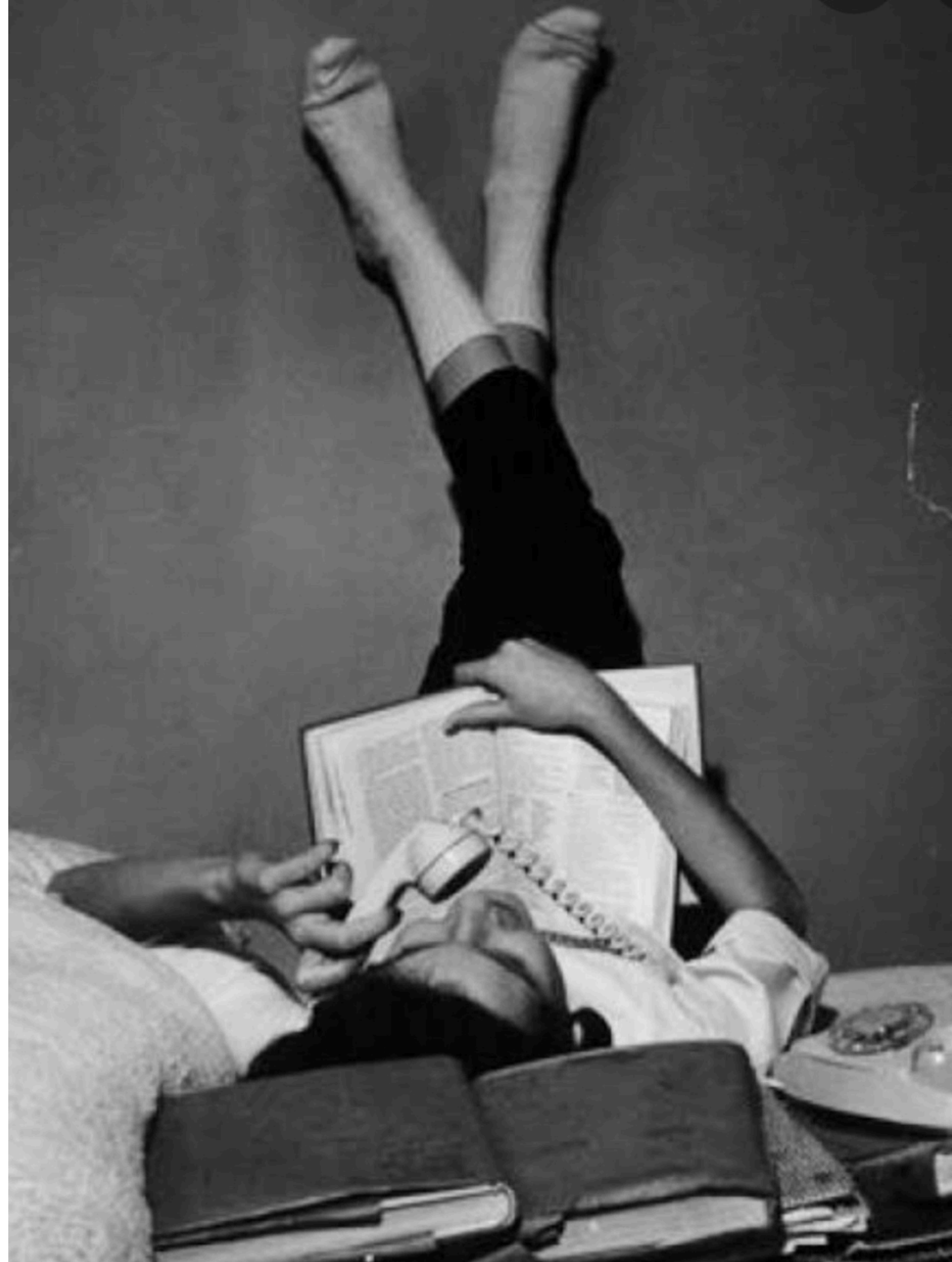
# Parenting.

**Next week**

**Thinking things will  
calm down next week**









**HALF THE DAY, I WONDER  
IF IT'S TOO LATE FOR COFFEE**



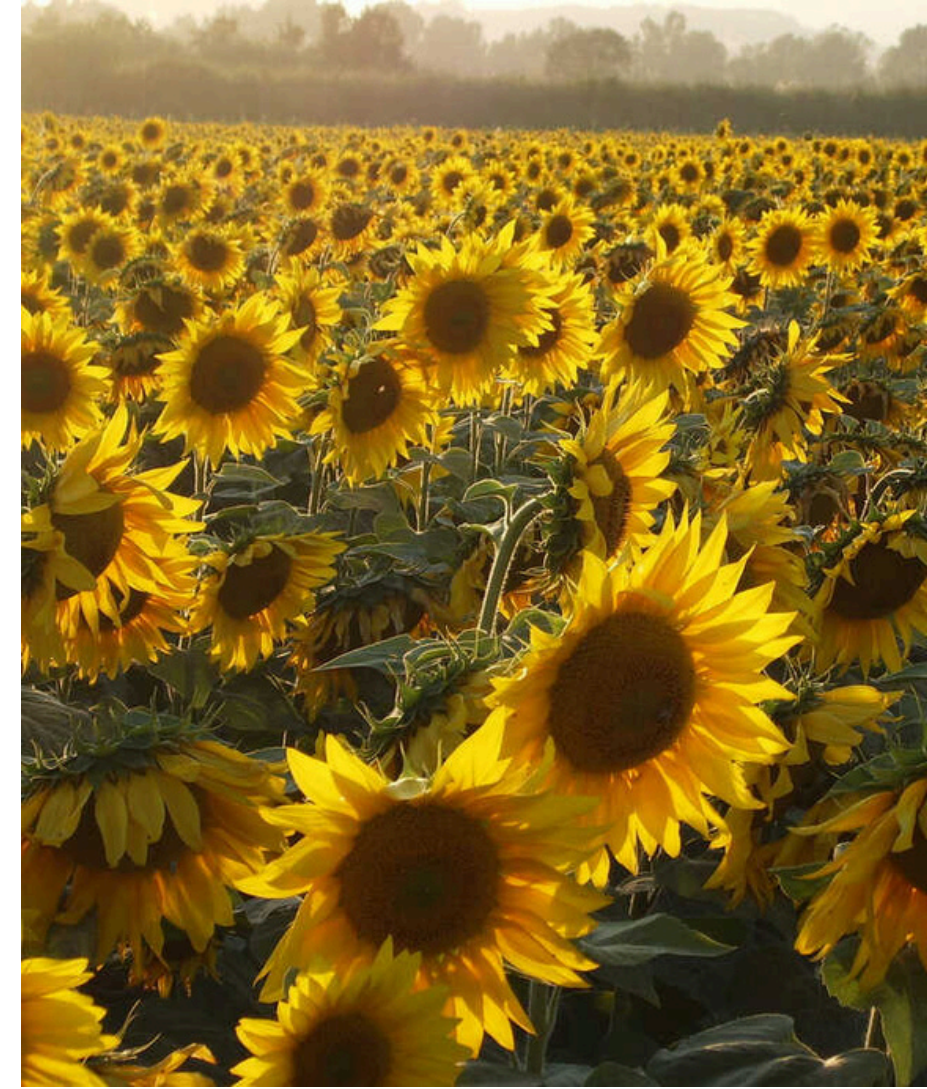
**THE OTHER HALF, I WONDER  
IF IT'S TOO EARLY FOR ALCOHOL**



The first 30 and the last 30  
minutes



**Positive relational energy: enthusiasm, encouragement, gratitude, positive feedback, congratulations, intentional kindness, compassion, honesty, trustworthiness, contribution, helping another person advance without any expectation of return.**



*“The extent to which someone is a positive energizer is four times more important in predicting performance than how much influence or information they have.”*

**Prof Kim Cameron. <https://positiveorgs.bus.umich.edu/>**

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# Keys towards healthy development of positive relationships and emotional wellbeing.

- Enough Adult **Role Models** with healthy and happy relationships.
- **Confidence** in who you are, as you are. Receiving other people's confidence in who you are, as you are.
- **Competence** in areas of importance and interest to you.
- **Empathy, Compassion and Emotional Intelligence.**
- **Connection** with yourself and others.
- A sense of **character** and integrity.
- **Coping** skills. (Self regulation and emotional regulation)
- **Contribution** to something bigger than yourself.
- **Control** in your life and learning.





What are your thoughts driving?

Understand your reticular activating system.

Change the channel, shift the lens, take action.





One ticket...  
Really?



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5-11-16



# Parenting threats

Before kids v  
when you have kids



BUT I'LL  
PHONE YOUR  
MAMA

[https://youtube.com/shorts/6Jpb3w\\_aN1EE?si=g0P10idtqr-4Vllyo](https://youtube.com/shorts/6Jpb3w_aN1EE?si=g0P10idtqr-4Vllyo)

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**There is no way to 'make' a child be more motivated to do something you feel is important if they a) don't see the point b) don't have a meaningful relationship with you c) don't have the skills yet and d) have unresolved problems gathering under the surface.**



## Optimism

Our optimism in their ability to cope with life's ups and downs translates to their optimism in their own ability to cope with life's ups and downs.





**Empathy, the cherry on top.**

# Listen more than you talk.



**3c's – *CONNECTING, CONTRIBUTING and feeling CAPABLE***



**“We all look bad sometimes – especially when we have expectations we’re struggling to meet...**


**Kids do well, when they can.”**

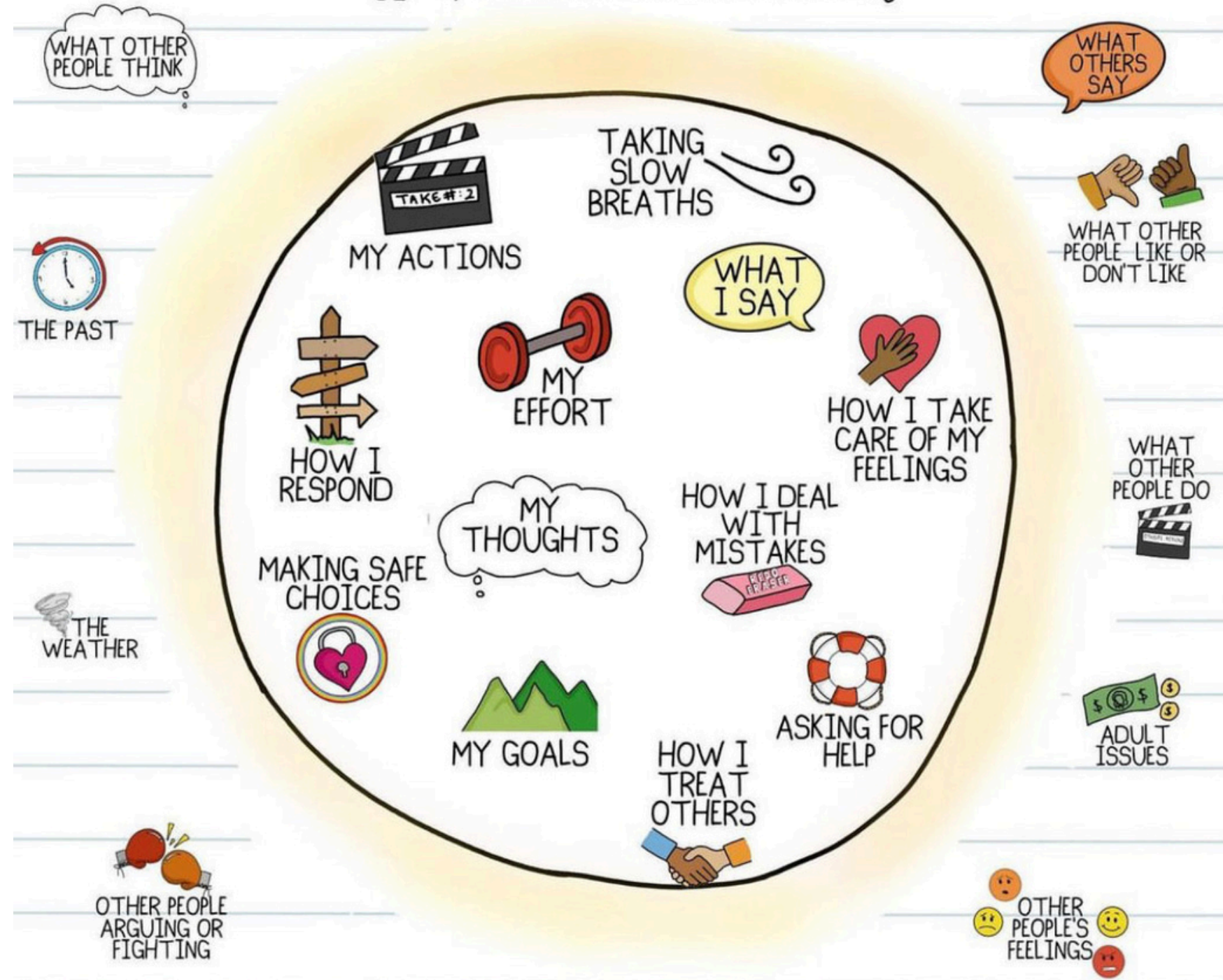
**Ros Greene.**





# FOCUS ON THE THINGS YOU CAN CONTROL for kids!

 by WholeHearted School Counseling

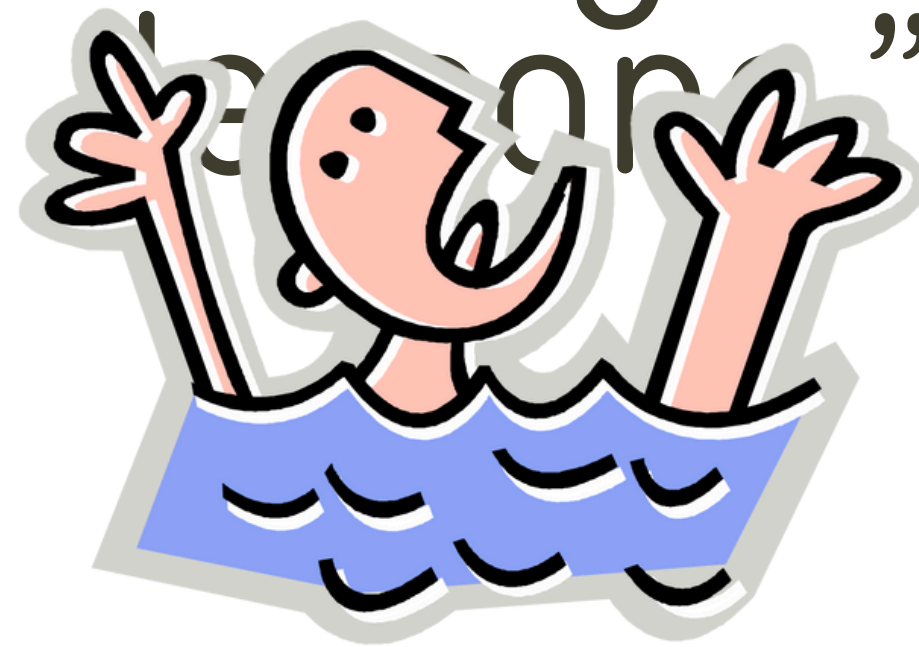


**IF YOU ONLY  
FOCUS ON THE PROBLEM**



**YOU MIGHT  
MISS THE EASY SOLUTION**

“When a person is drowning, is not the time to give swimming





# **Acceptance.**

**Meeting their alarm with your alarm and their resistance with your resistance is just a bit silly.**

**You can do this, folks and it starts with acceptance.**





# Wait it out for 90 seconds

Neuroscience research by Dr Jill Bolte Taylor and others, has proven that anger for external circumstances lasts for only 90 seconds.

The moment parents are triggered, they are flooded with stress hormones, and react.

These hormones either get constructively or destructively flushed out. The stress cycle is often repeated through the irrational brain, which can very quickly reinforce the reason to get mad again.

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- Quieten your mind and listen.
- Don't interrupt, listen to the end.
- Empathic awareness: Seeing your own and their own special, meaningful value as a human being.
- Empathic listening: What is in their heart? Look through the words.
- Empathic speaking: Honest, authentic communication with a gentle opening.
- Take turns to listen fully to each other until it's all out.





- Apologising matters and open doors to deeper connection
- Listen to understand, to make sure you get it right and right to the end.



# Collaboration.

‘I can see you’re having trouble with...Can you tell me more about that?’ ... ‘Let’s work together on a solution that helps us both.’



## **Emotionally confident minds know they...**

Can think for themselves, negotiate, compromise, make decisions, take healthy risks, connect positively with others, contribute and more.

Feel confident they are loveable, likeable, noticeable and authentic.

Can handle uncomfortable feelings most of the time.

This happens best in a connected relationship.



**Problem solving skills are developed over time, through supportive guidance and practice..**



**Don't throw the baby out with the bath water.**



**A 'working with' approach instead of a 'doing to' approach.**

**Children and teenagers need to know, 'I am liked for who I am, not for what I do.'**

**(Alfie Kohn 2022).**



**The Expectation Gap.** (Sometimes the problem is with our expectations, not the student).

**Hidden 'under the surface' problems and missing skills, make it hard for us to know a student needs our help. What looks like a student not cooperating is often a student having trouble meeting expectations.**



**Behaviour is only a signal. We need to look *behind* the signal, to see what's causing the behaviour.**

**What do we usually find behind the behaviour? It's communicating one (or more) of the following:**

An unsolved problem.

A missing or lagging skill. (e.g empathy, meeting expectations, managing difficult feelings when things don't go your way, knowing how to get along with others, compromise, emotional regulation, problem solving, self awareness etc).

Unmet emotional needs (love, connection, enough healthy relationships).





# What is often going under the surface?

- **Attention** “I need you to notice me, any way will do.”
- **Power** To show ‘you can’t make me.’
- **Revenge** To say, “I think you think my grades are more important than me so I am going to hurt you back.
- **Avoidance** Because “I don’t think I can do this.”



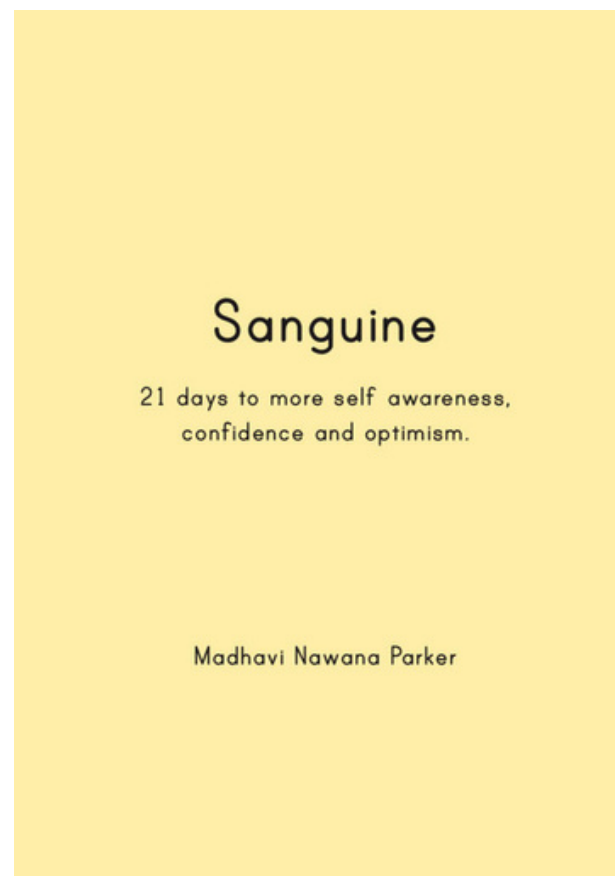
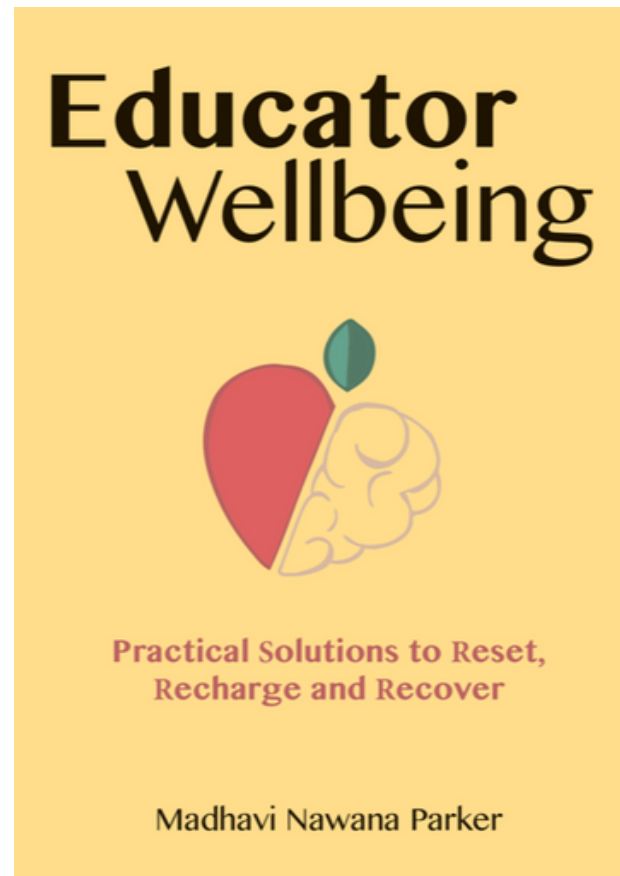
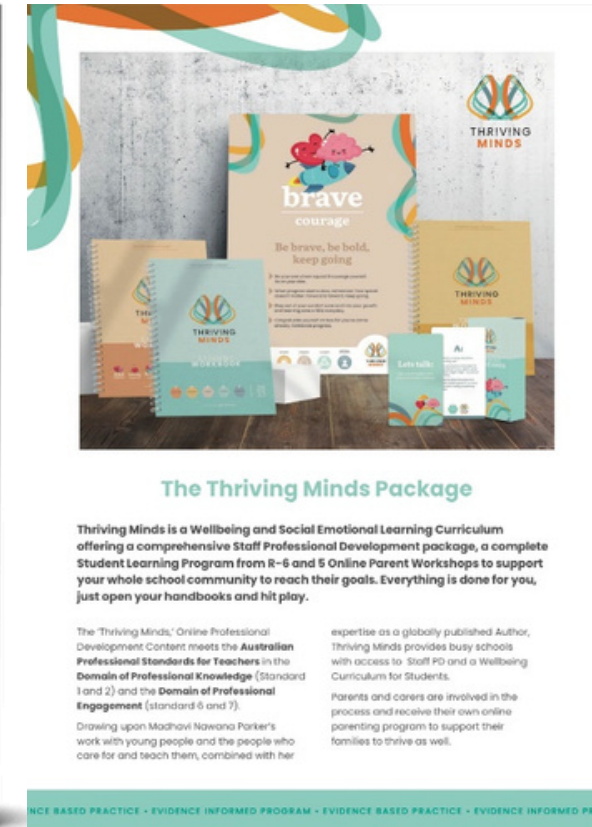
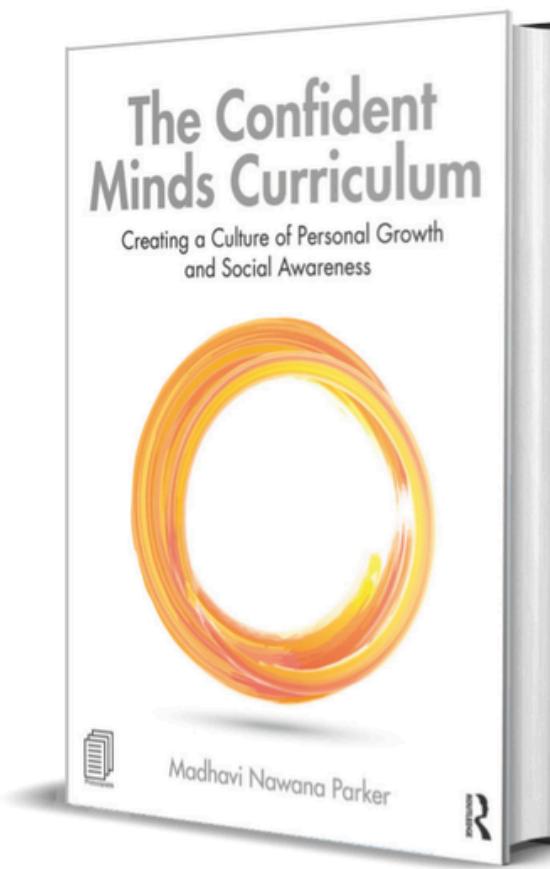
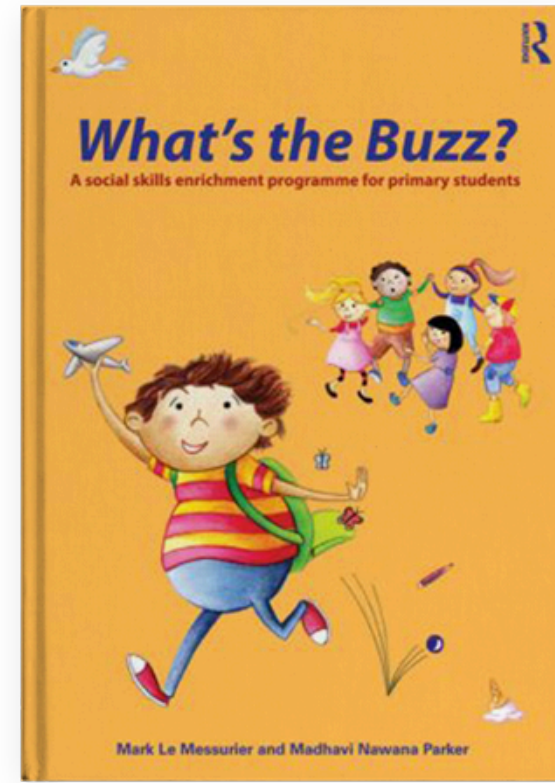
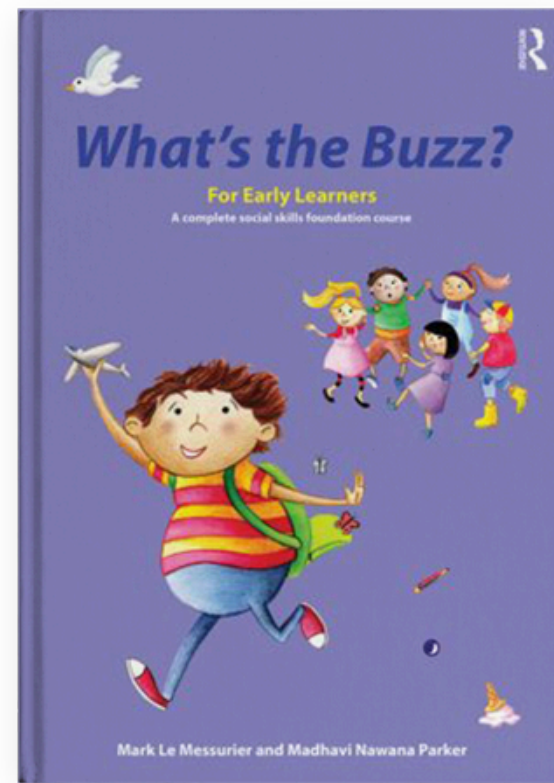
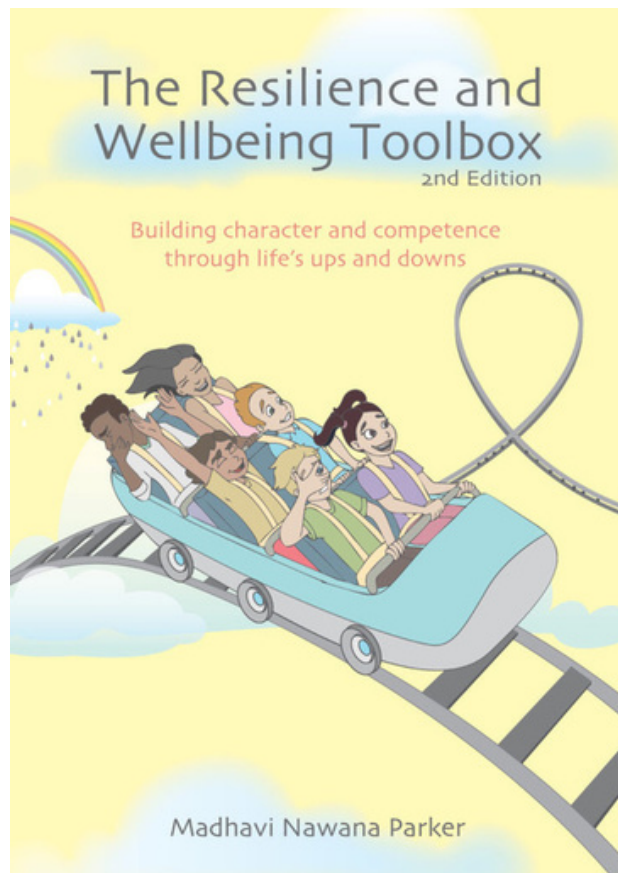
**FEMALE FROGS FAKE DEATH  
TO AVOID UNWANTED  
MALE ATTENTION**

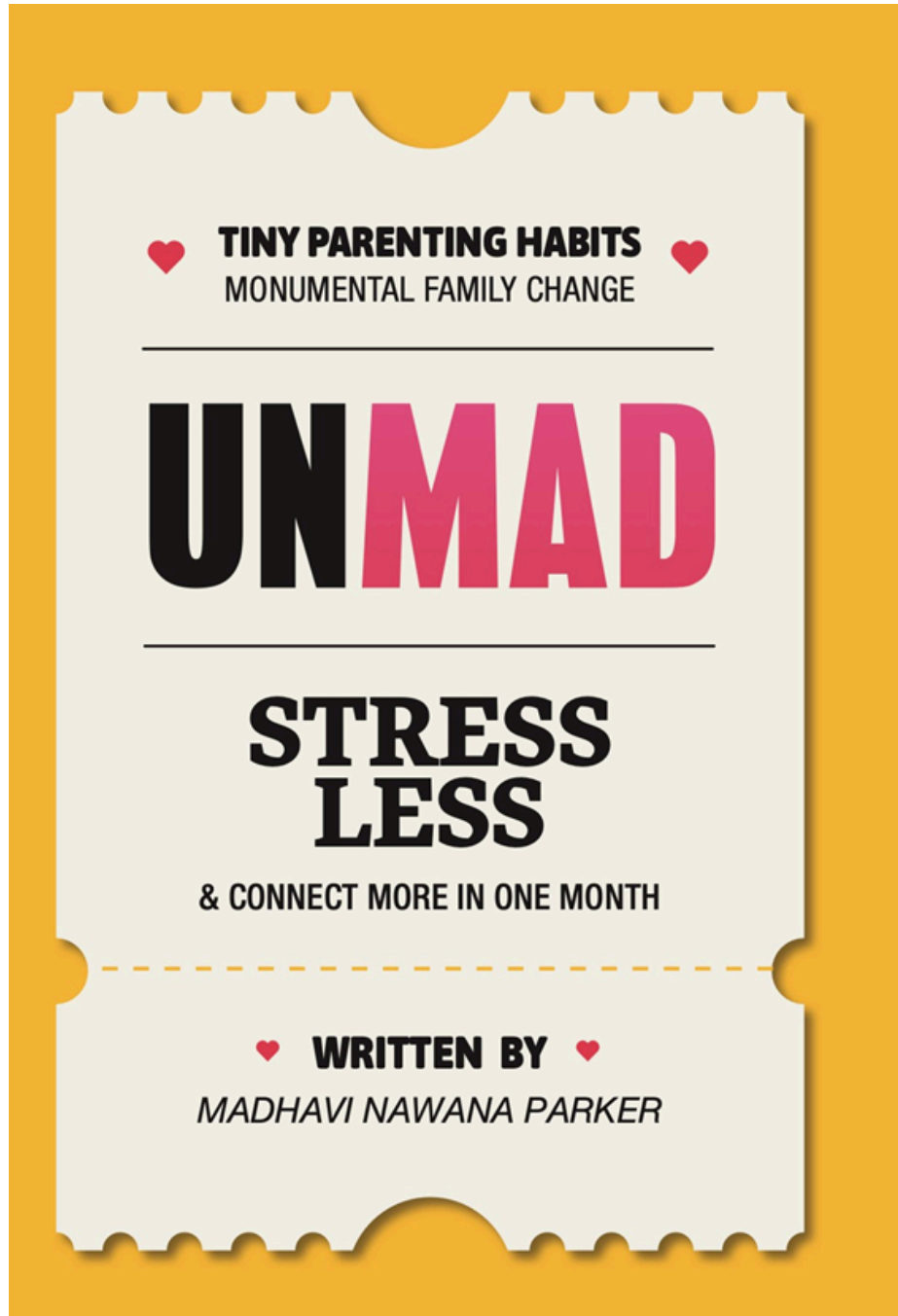
**THE PROJECT**



## Family meetings

1. Compliments.
2. Gather agenda during the week.
3. Brainstorm solutions.
4. Test out one idea at a time.
5. Talk about how it went in the following meeting.





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