

The Peaceful Parent Institute Genevieve Simperingham www.peacefulparent.com



Peaceful Parent Village

support • strategies • self-healing



Extensive Resource Library

Audio, Video & Resource Kits including:

- How do I help my child get in their car seat?
- How to parent when overwhelmed
- Meeting Aggression with Connection

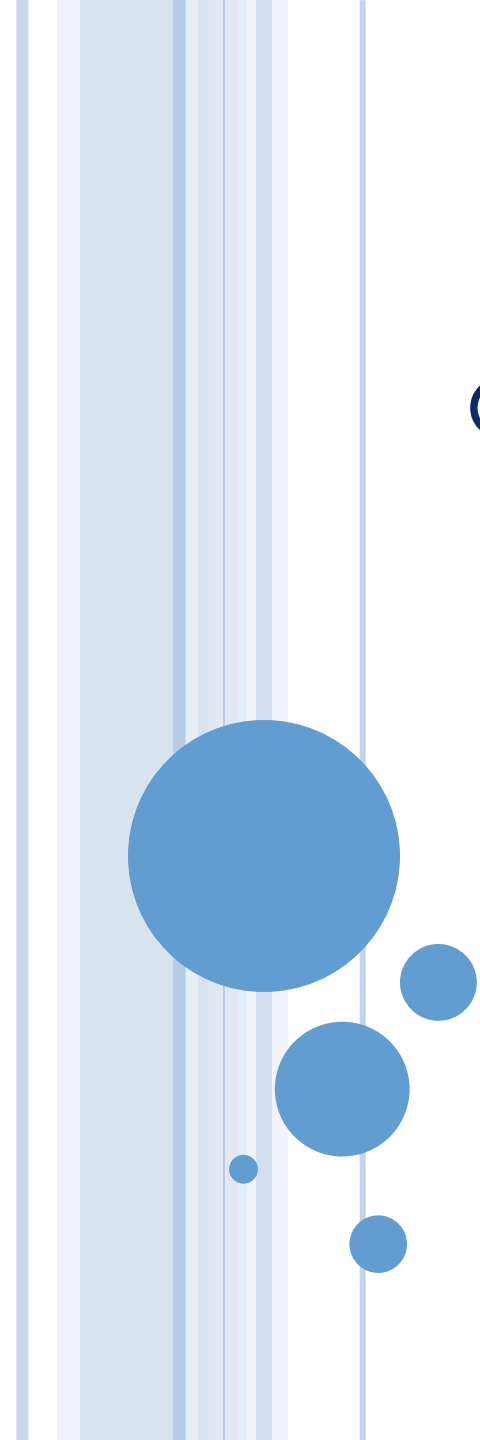
Multimedia Courses

- Step by Step eCourse
- Discipline without Punishment
- Mama Meltdown
- 10 Day Peaceful Parent Challenge

Supportive community & live calls

Topics like:

- Strong Willed Children
- Supporting our Child's Education
- Screens or Self-Directed Play



The peaceful parenting
approach to preventing
and resolving conflict
between children.

By Genevieve Simperingham

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**Why do
children
act out?**

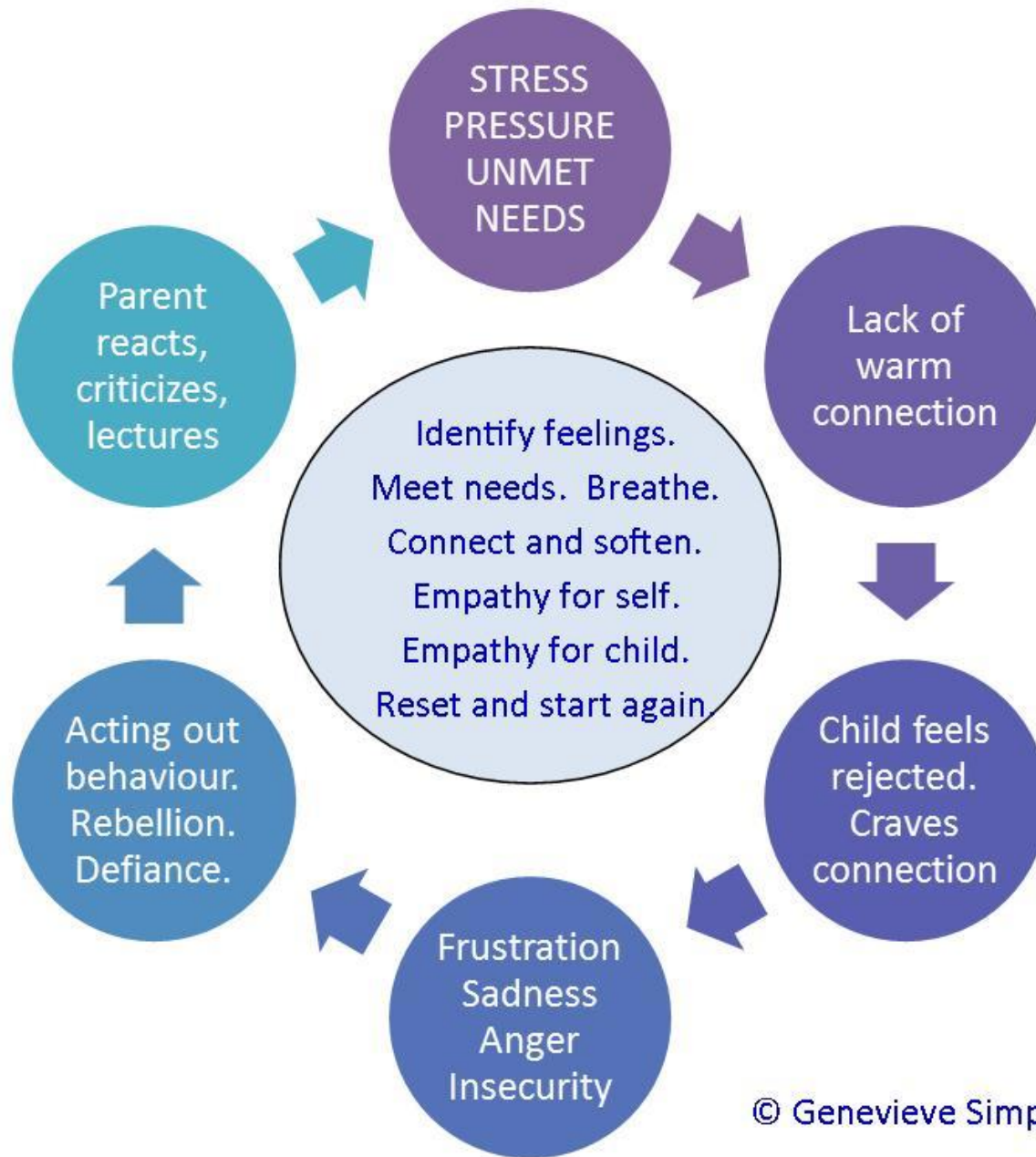
**What drives
anti-social
behaviour?**

**How to
prevent
bullying?**

**How to
intervene
effectively?**

Reasons for undesirable behaviour

1. The child is attempting to fill a legitimate need.
2. The child lacks information
3. The child is stressed or harbouring painful emotions



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Effects of stress or trauma on behaviour

Hyperarousal response

Aggression, violence, impulsivity, distractibility

Fears, exaggerated startle response

Frequent tantrums, hyperactivity, Sleep disturbances

Dissociation (numbing, shutting down)

Withdrawal, isolation, passivity, non-responsive

Resistance to taking action, indecisive

What motivates thinking & behaviour?

Fear:

Avoiding
getting in
trouble

Desire:

Rewards, gold
stars, awards

Logic:

Because it's
fair / the rule

Belonging:

Engagement,
fun &
connection

Empathy:

Care &
Consideration
(self & others)

Integrity:

Values,
conscience,
contribution

**AVOID LABELLING,
AVOID FAVOURITES,
AVOID COMPARISONS**

SELFISH

NAUGHTY

DEFJANT

GOOD

OBEDIENT

CLEVER

INCONSIDERATE

REBEL

Bully 

Jane Elliot's Blue Eyes Brown Eyes Social Experiment

During the rest of the day, both in and out of class, Elliott points out

- how much time brown-eyed students take to complete tasks
- how ill-prepared they are
- how they don't take things seriously and
- are generally disruptive and badly behaved

She initiates the blue-eyed children to back her up and give examples of these supposed behavioral deficiencies

- **The blue-eyed children easily and quickly slip into the roles of bully, informer and bigot**
- **One child suggests that Elliott should keep the yardstick close by so that she can deal with unruly brown-eyed kids. Some children call others "brown eyes" in a way that one explicitly compares the African Americans**



**Who started
it??
What now!!**

**Oh dear! I'm
concerned. Let me
help.**

**YOU'RE BEING SUCH A
BULLY. SELFISH.
DIFFICULT. RUDE.**



RESENTMENTS BUILD!

When labelled

“You’re a bully. Selfish. Difficult. Rude.”

=> **Child believes;** “I’m selfish. I’m difficult. I’m bad, I never learn, adults blame & punish me.”

Connect before you correct

“Oh dear, I’m concerned. Let me help, what do you need?”

=> **Child believes:** “Even when I do something wrong, I’m learning, I’m good, adults can help, my feelings and needs are important.”

Centre, Connect, Communicate

Centre yourself. Slow down and become present.

Make a loving connection with your child.

"I'm here, I care, I'm listening".

"I" statements, "Because you grabbed my hot cup, I got scared"

If it is a shared problem "We can work this out. What's needed?"

If problem amongst kids "Let me help you kids work it out".

Communicate & Problem Solve

When your child's frustration is lessened, they can again cope, think clearly and be reasonable. You can now problem solve or explore what might have worked better or might work better next time.

Or hold Loving Limits when needed.



Mediation

- 1. Allow each child to tell his or her version:**
- 2. Reflect back each child's feelings and needs. Be objective.**
- 3. Problem solve: Describe problem in simple terms, and invite the children to think of a solution.**

**Instead
of ...**

You should know better

**Look how much you've
upset him**

Say sorry

**Next time there'll be
consequences**

I know it's hard ..

**Sportscast what
happened**

**What do you wish you'd
done instead?**

**What will work better
next time?**

PP methods;

encouragement, meeting needs,
listening to feelings, loving limits
natural consequences, problem
solving, family meetings.

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Problem solving or repair can only happen when the child feels cared for.

“Are you ready to problem solve or still too upset?”

When still angry/ upset: Active listening, empathy, healthy outlets, breathing.

When calm: “What would have worked better in that situation?” Help child see both sides. Talk about next time ...

When a child is aggressive. Resentful.
Competitive. Rejecting

What are they feeling?

What are they needing?

Use my child's feelings and needs
chart (pdf on website)

Supporting cries reduces a child's out of balance behaviour and builds emotional resilience.

Children can bounce back to balance again and again **IF** they are allowed and supported to heal in the most natural way, through feeling heard, releasing cries and laughter release.

Meeting aggression with connection

When we express our limits “I can’t let you .. “
it’s our empathy and understanding of the big
feelings that are driving their behaviour which
allows them to move through their frustrations
and be able to hear and care about other’s
feelings and boundaries.

When a child feels secure in their relationship,

being guided to work through differences with other kids is

- overall received as loving support.



Maintaining Trust & Security

Learning how to repair the connection and re-build trust after conflicts with your child teaches your child how to repair the connection with their sibling/ friends.

And having the security of the loving bonds at home gives them the strength to say no to unhealthy relationships.



Modelling Sincere Apology

Avoid “I’m sorry BUT YOU ”

Create space for their feelings “That must have been so scary when I got angry, did you feel ?”

Avoid forcing kids to say sorry (it teaches insincere apologies)

Express what you regret



Authoritarian; yelling, criticizing,
blaming, punishments, rewards.

Permissive; pleading, bribing, nagging,
yielding, lecturing, waiting, self
sacrificing, rescuing and neglecting.



Authoritarian and permissive parenting result in a lot of heart-breaking conflict and power struggles for parent and child alike. They have a strong need for some autonomy over decisions that affect them and crave to be treated fairly and respectfully.

Strong Willed Children are equally **intense and sensitive**, they can dig their heels in or bend over backwards to help and care. They need as much freedom as they can safely deal with, yet, they equally need to feel held and guided and grounded.

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STRONG WILLED CHILDREN

Peaceful Parenting is **especially important** for the very strong-willed spirited children. Strong willed children are especially at risk of enduring very conflicted relationships with their parents, their siblings, with peers and with themselves. They are at risk of being labelled difficult and evoking the wrath of teachers and relatives.

All children are emotionally sensitive and vulnerable, yet the strong-willed child can feel so very deeply and passionately.



What is bullying?

Ongoing pattern of harmful behaviour
(physical/ verbal/ social)

Hurting is deliberate and intentional

Involves a misuse of power

Target is helpless to stop the
behaviour