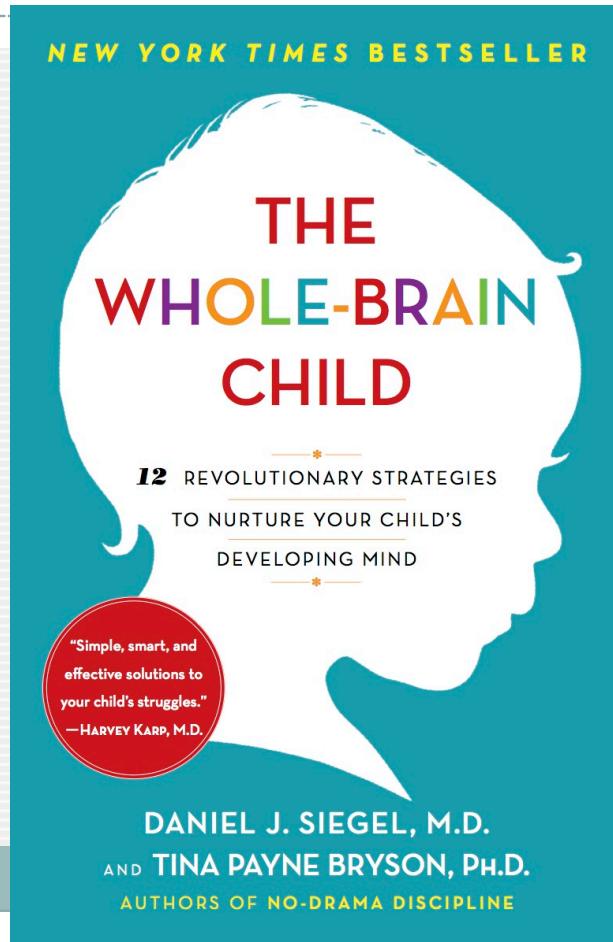


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NEW YORK TIMES BESTSELLER

NO-DRAMA DISCIPLINE

THE WHOLE-BRAIN WAY TO
CALM THE CHAOS AND NURTURE YOUR
CHILD'S DEVELOPING MIND



FROM THE AUTHORS OF
THE WHOLE-BRAIN CHILD

DANIEL J. SIEGEL, M.D.
AND
TINA PAYNE BRYSON, PH.D.

Parenting with the Brain in Mind: Understanding Teen's Emotions, Relationships, and Decisions



HINSDALE
SPEAKER SERIES
OCTOBER 2015

Experience Shapes the Brain



- Brain is shaped by: genes & experience
- Neurons that fire together, wire together
- Where attention goes . . .



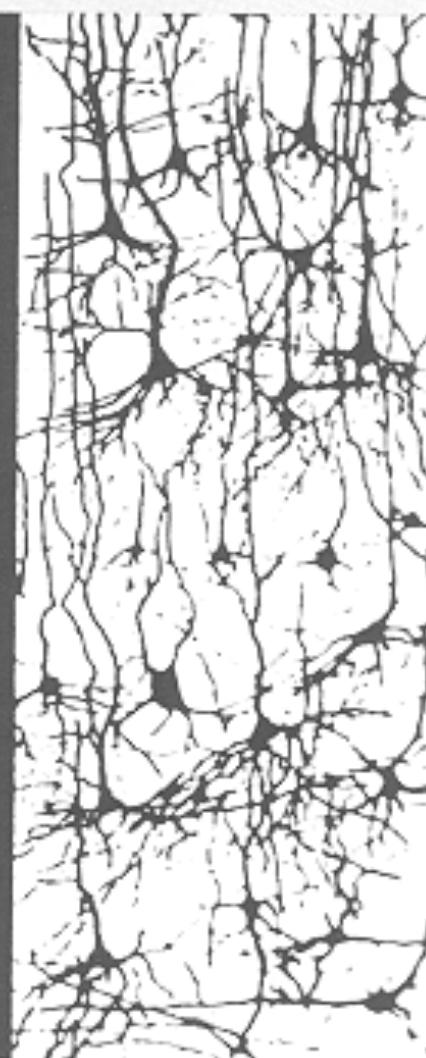
At Birth



6 Years Old



14 Years Old



2 sides of the brain



Left Hemisphere

- Logic
- Linear
- Linguistic
- Literal

Right Hemisphere

- Senses Emotion
- Whole picture-context
- Random
- Non-verbal
- Senses body info.

LEFT
MODE



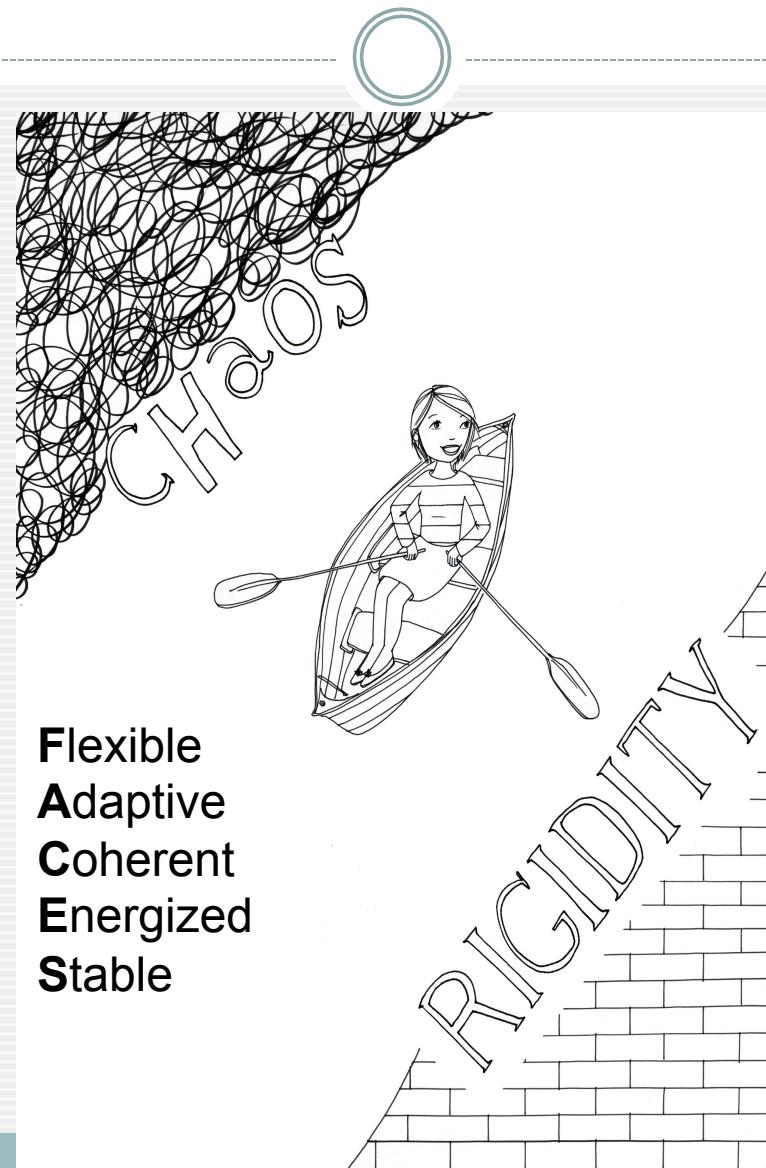
Right
Mode

Integration



- Separate things → working together as a functional whole.
 - DIFFERENTIATED (Separate—distinct properties)
 - LINKED (Whole—working together as a coordinated team – HARMONY)

Integration & MENTAL HEALTH



**Flexible
Adaptive
Coherent
Energized
Stable**

*The Whole-
Brain Child*

Promoting Left/Right Integration:



**CONNECT AND
REDIRECT**

Connect and Redirect

Connect with emotions before redirecting behavior

**CONNECT with the right:
nonverbal comfort**

- touch
- tone of voice
- facial expressions
- Empathy
- pausing

COMFORT

Then **REDIRECT** with the left:

- solutions
- words
- planning
- logical explanations
- boundaries

**ADDRESS
BEHAVIOR**

Building the Staircase of the Mind: Integrating the Upstairs and Downstairs Brain

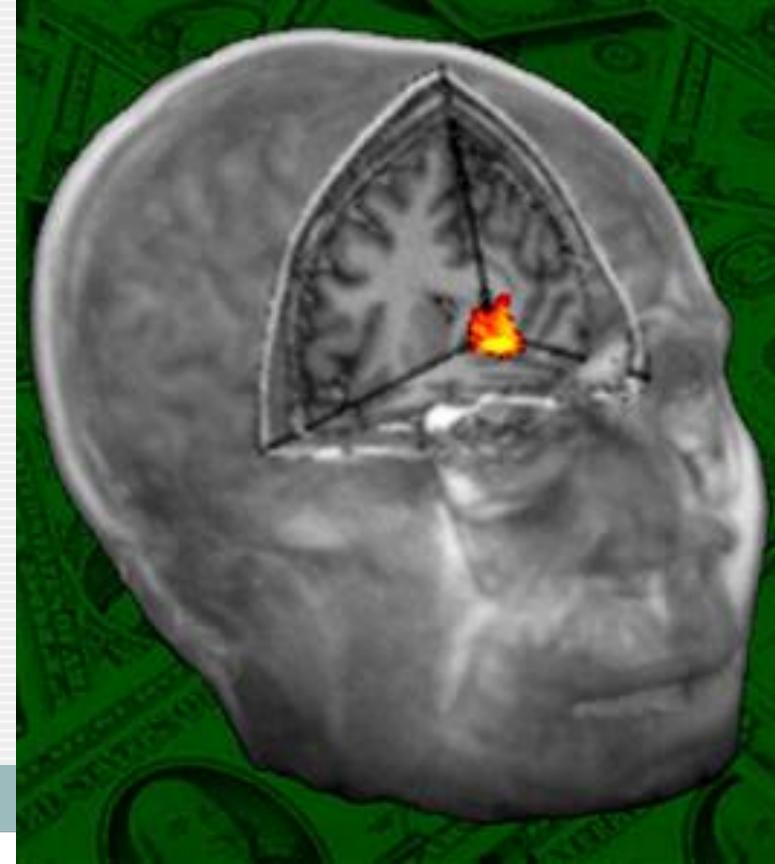


Middle Prefrontal Cortex



- Regulates body (autonomic nervous system)
- Regulates emotions
- Sound decision making
- Impulse control
- Empathy
- Flexibility
- Personal Insight
- Overcoming fear
- Executive function
- Intuition
- Morality

So what does this have to do with behavior?





Where
attention
goes,
neurons
fire.

Where
neurons
fire, they
wire.

What can we do to develop the upstairs brain—to integrate it?

- USE IT
 - MINDSIGHT TOOLS
 - Discipline!
 - Relationships

Building the upstairs brain



MINDSIGHT TOOLS

The Marshmallow “Sentence”



Marshmallow Video

- 1972—preschoolers asked to wait 15 minutes
- 1988—(teenagers) the delayers=greater academic, emotional, & social competence, higher SAT scores
- 2011—four decades later—still differences in resisting temptation, mental health, competence, success
- 2011—significant brain differences found (mPFC)

They might need a better strategy

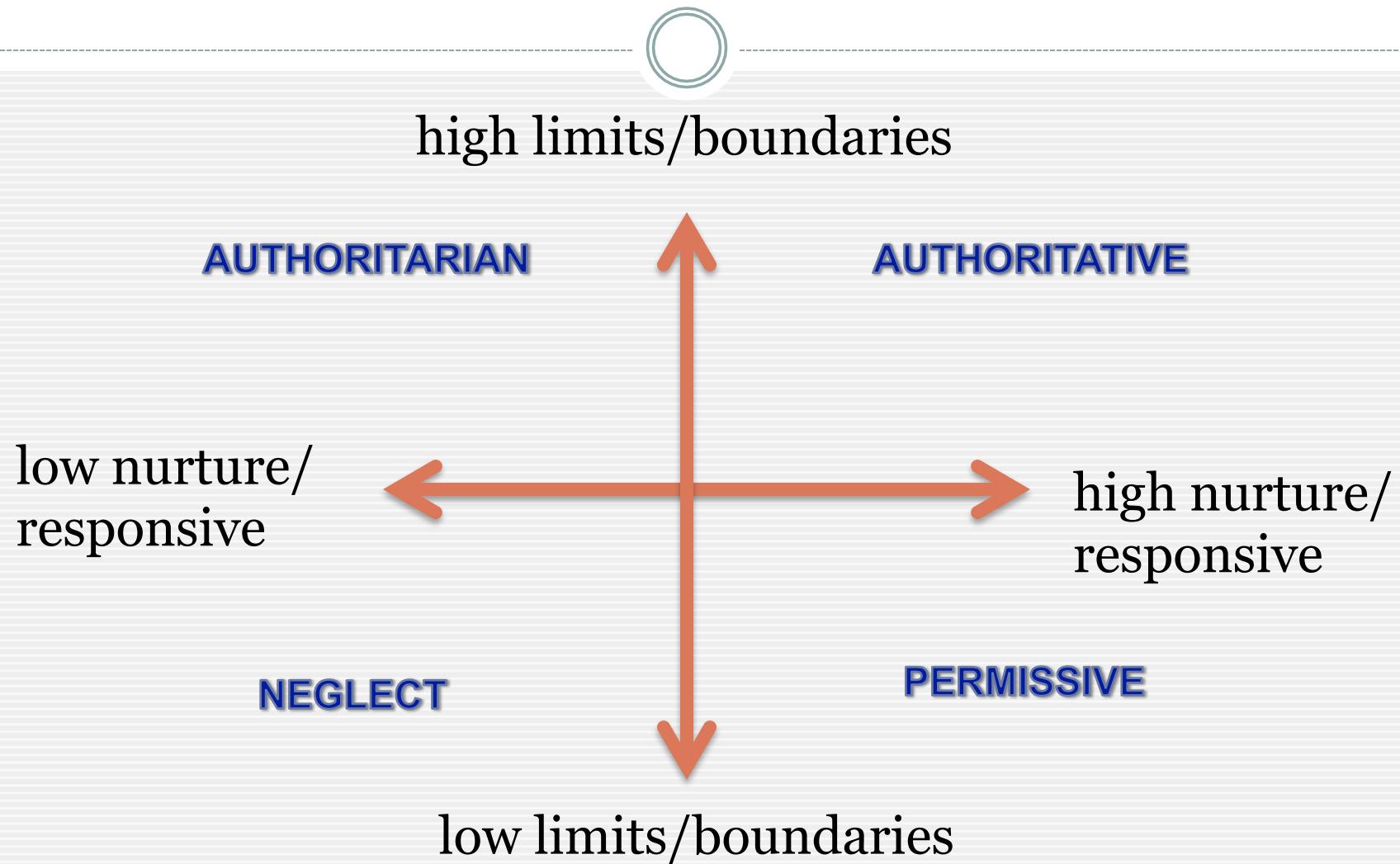


Building the upstairs brain



DISCIPLINE

Two Most Studied Dimensions



THE TYPICAL APPROACH=



“extinction thinking”
How do I stop this?

So we ask:

WHAT CONSEQUENCE DO I GIVE?
WHAT PUNISHMENT WILL BE MOST EFFECTIVE?

What is Discipline?



Discipline

=

Teaching
(skill-building)

Replace OUR assumptions with curiosity



- **The purpose behind behavior?**
- **Reinterpret problem behavior as an adaptation**
- → What is the meaning of the behavior?

STRUGGLES → OPPORTUNITIES



TOTALLY SHIFT OUR LENS:

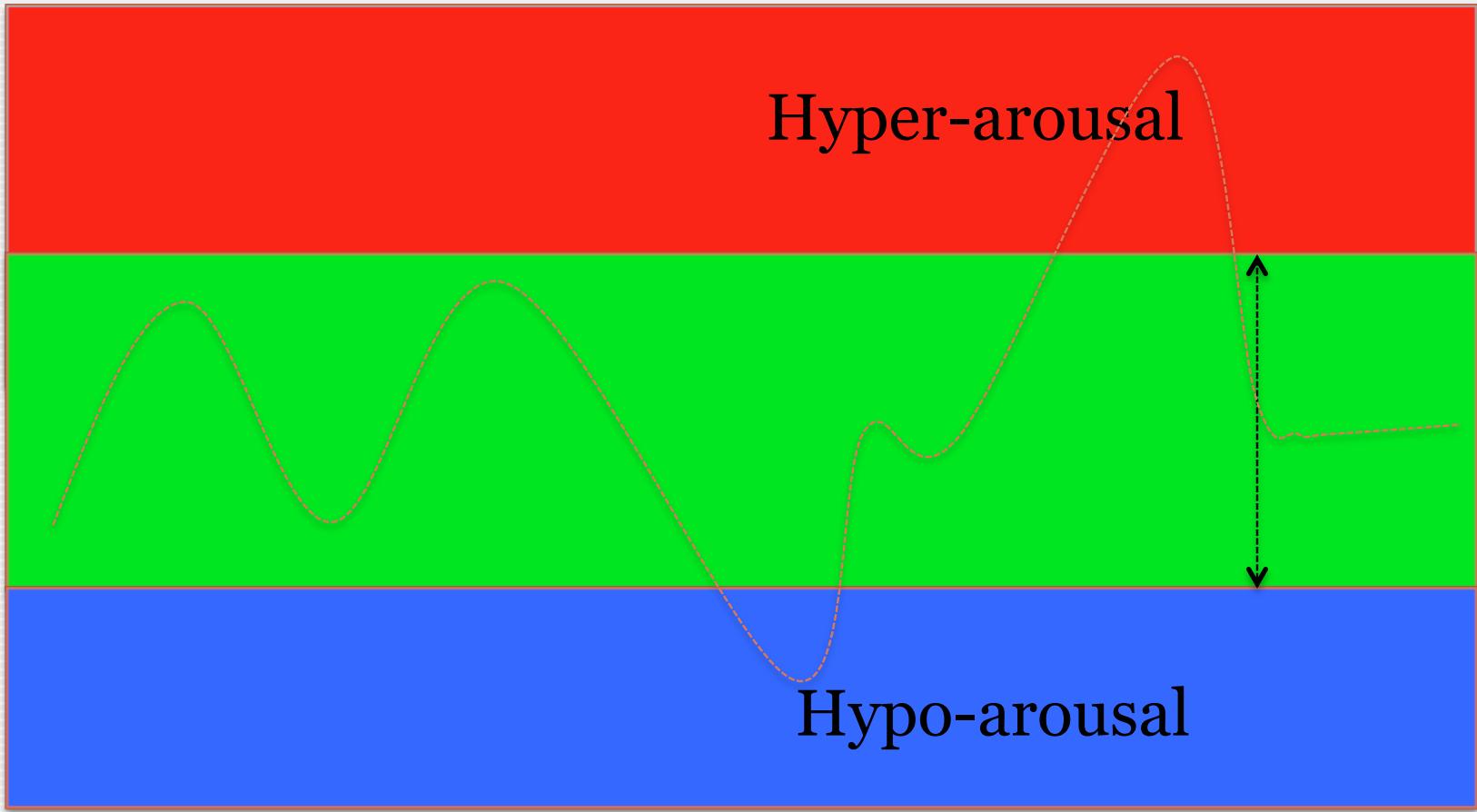
Behavior is COMMUNICATION.

And, it leads to “discipline”.

The brain is either receptive or reactive



A
R
O
U
S
A
L



discipline approaches



Is the response counter-productive?

Is the response building skills?

*can't vs. won't

Common Discipline Practices through a new lens



- Punishment
- Threatening
- Shaming
- Yelling
- Lecturing/Arguing
- Fear-based control
- What else?

The overall approach:



CONNECT AND REDIRECT

WITH KIDS
WITH PARENTS

Why Connect and Redirect?



- It moves people from reactive → receptive
- It works in the moment—
 - Gets them back into green zone
- It works in the long run –building the upstairs brain
 - Widens their green zone

Reactive vs. Receptive



- Try getting below eye-level.
 - Really.
- One of our most important discipline/behavior/brain-changing tools is connection/relationship.

SOOTHE

How do we build skills?



- The role of guilt in reflective dialogues
 - Insight and empathy
- Redirecting/SKILL-BUILDING
 - Reflective dialogues
 - “How can I help?”
 - “I know you know. . . ”

Ideas for reflection:



- **DOES YOUR CHILD NEED HELP?**

- HOW DO YOU KNOW?

Is your child in the red or blue too much?

- DURATION
 - INTENSITY
 - FREQUENCY

- Do they feel like you're on their side?

- Your relationship with them is your most powerful tool.

Building the upstairs brain



RELATIONSHIPS

What is Attachment?



- Organizational system activated by fear/threat.
 - Child → *seeks proximity (safe haven.)*
- SAFE
- SECURE
- SEEN
- SOOTHED
 - CONNECTED AND PROTECTED.
 - Secure base to explore the world.



Research of HOPE



- IT'S NEVER TOO LATE TO CREATE POSITIVE CHANGE IN YOUR RELATIONSHIP WITH YOUR CHILD.
- **Attachment is not fixed: we know brain is influenced by experience—these parts are still open to change by experience.**
- IT ONLY TAKES ONE!!!!

What you do matters.



One last point to remember:

Neuroplasticity

Experience changes the brain

(Hope for kids, and for ourselves.)

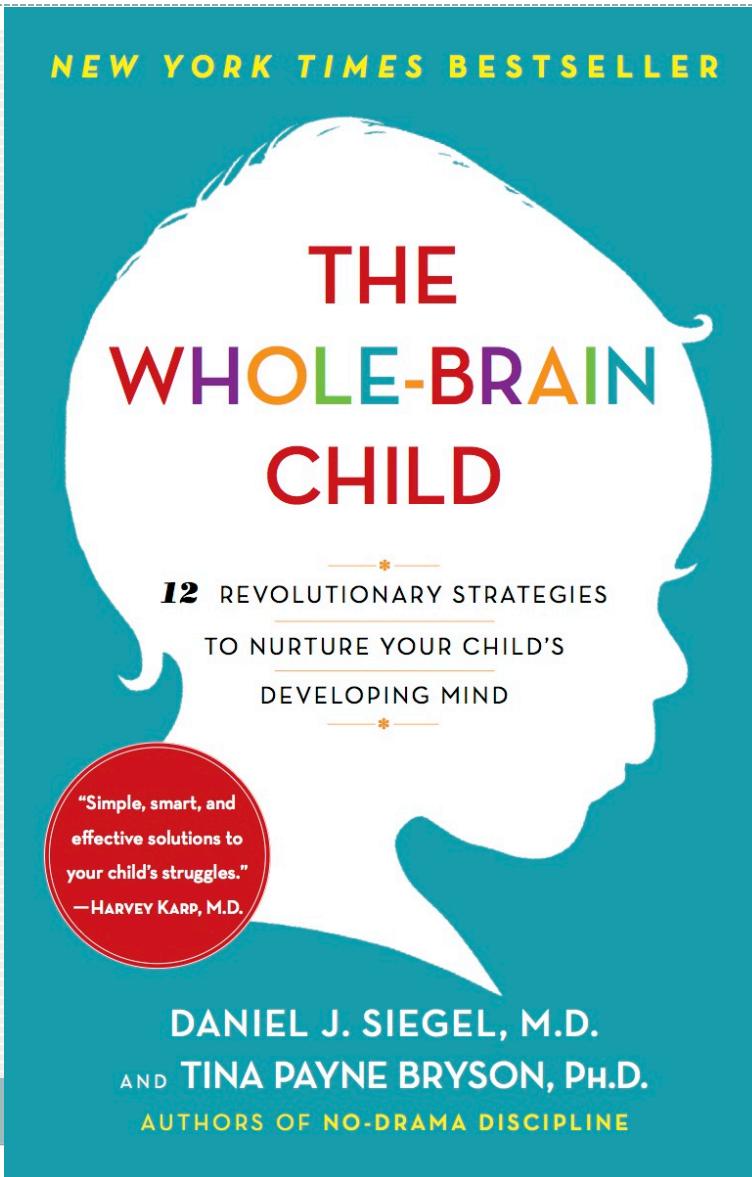
Resources



- *No-Drama Discipline* and *The Whole-Brain Child* by Siegel and Bryson
- *Brainstorm* and *Parenting from the Inside Out* by Siegel
- *Why do They Act That Way* by Walsh
- *The Primal Teen* by Strauch
- *The Brain that Changes Itself* by Doidge
- <http://www.pbs.org/frontline> “teen brain”
- *Lost at School* or *The Explosive Child* by Greene
- <http://www.pbs.org>thisemotionallife/blogs/if-i-had-bad-parents-will-i-be-bad-parent-too>

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