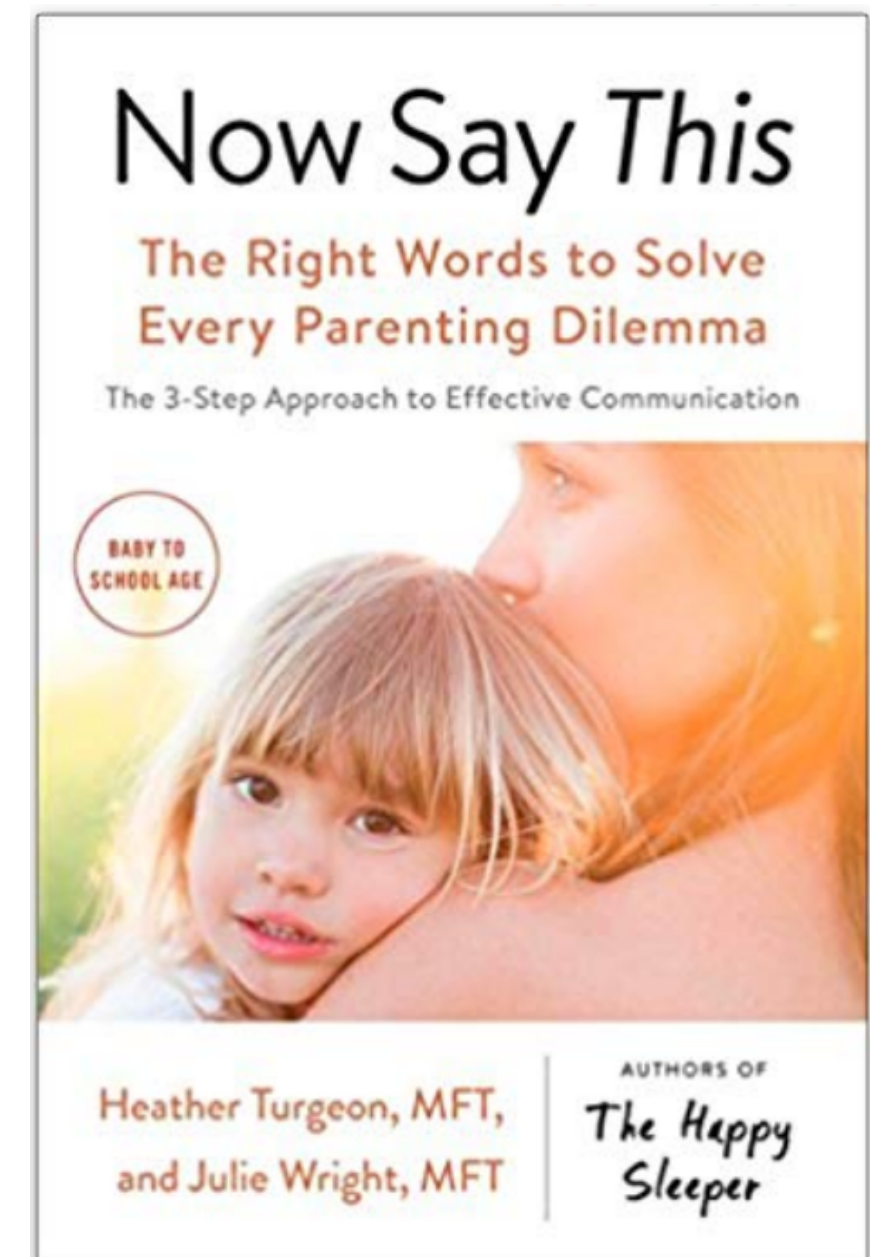


# THE ALP APPROACH

## SETTING LIMITS WITH EMPATHY

### PART TWO

Heather Turgeon, MFT and Julie Wright, MFT



*Based on* **Now Say This: The Right Words to Solve Every Parenting Dilemma**

*Written by* **Heather Turgeon MFT & Julie Wright MFT**

**( Penguin / Random House )**

# ALP OVERVIEW

**Attune:** Let your child know you understand. Put yourself in her shoes.

**Limit Set:** State the limit or reality.

**Problem Solve:** Help your child solve their dilemma or move forward in an acceptable way.

# STEP 1: ATTUNE

**DEFINITION:** Let your child know you understand. Put yourself in her shoes.

## **HOW TO ATTUNE:**

- Use feeling words: “I see that made you sad.”
- Describe what you see: “Wow, your body is moving all over and you have a lot of energy.”
- Get on eye level or put your hand on her shoulder.
- Gather information: “Tell me more about that.”
- Nod and say, “I see,” “I hear you,” or “I get it.”

# STEP 1: ATTUNE



# EMPATHY FOR SELF

**“Intra-A Step”** - Pause, breathe, count to 10, say something empathic to yourself.  
The A-step is contagious!

“You’re doing the best job you can right now.”

“I am a good parent.”

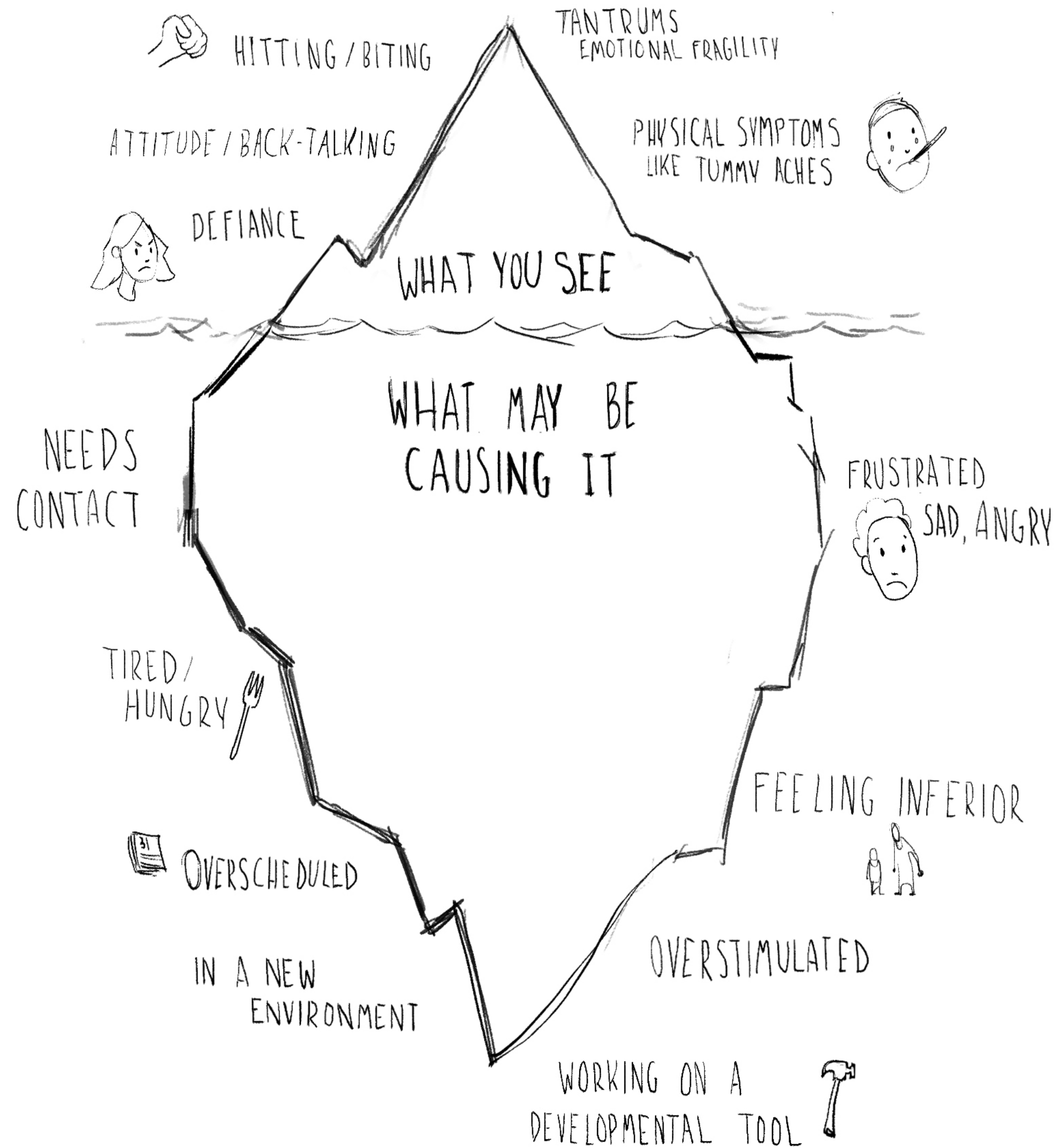
“I can’t fix all of this right now.”

“This is not in my control and it’s okay to make mistakes.”



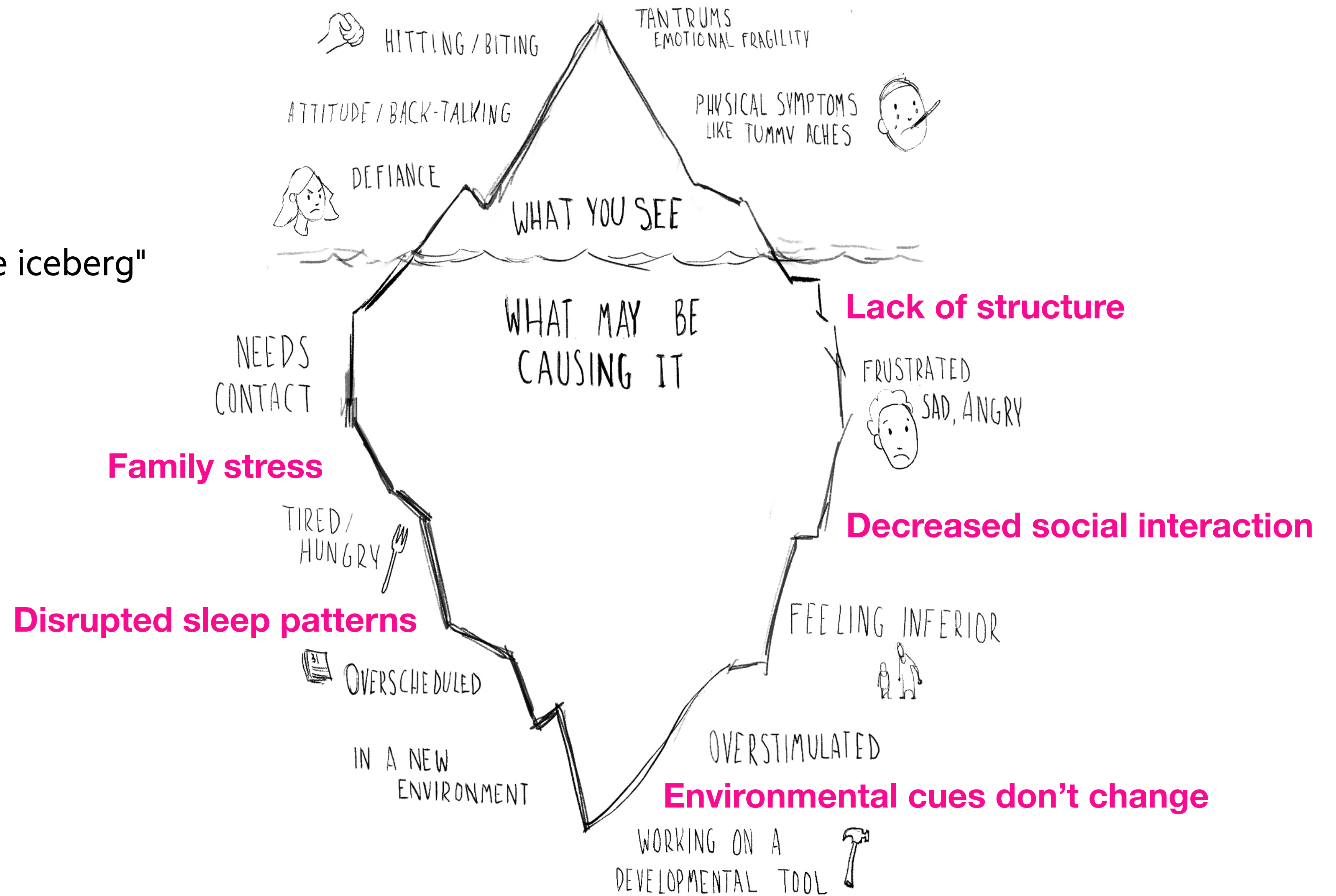
# THE ICEBERG ANALOGY

Behaviors are the “tip of the iceberg”



# THE COVID ICEBERG ANALOGY

Behaviors are the “tip of the iceberg”



# STEP 1: ATTUNE

**Scenario:** Your family members want to have a big get together and you don't feel safe about it.

A - I know you miss everyone and I get it. It's so hard that we're apart like this. And I could understand if this seems a little strict on our part.

**Scenario:** Your child wants nothing to do with the Zoom school. They keep wandering away or getting on video games.

A - Doing school this way is really strange, I know. You have to sit by yourself in front of a screen, and it's really hard to pay attention.



# STEP 2: LIMIT SET

- State the limit, family agreement, rule, or reality
- Stay calm, do not yell
- Give a brief reason
- Avoid simply saying “no”
- Hold reasonable limits consistently
- Tolerate unhappiness
- Hold the “win-win”

# STEP 2: LIMIT SET

## SCHOOL CALENDAR

	MON	TUE	WED	THU	FRI	Assignments
9-10:10	1	2	1	2	9-10	
10:15-11:25	3	4	3	4	10:05-11:05	Define 46 words   Wed   Science
11:55-1:05	5	6	5	6	11:10-12:10	
HOMEROOM						
Homeroom: 1:10 1:45 ✓						
Periods this Fri: 2,4,6 1,3,5 ✓						
PER 1	PER 2	PER 3	PER 4	PER 5	PER 6	
P.E.	MATH	ENGLISH	SCIENCE	HISTORY	ELECTIVE	
Repeating Assignments						

# STEP 2: LIMIT SET

## Our Family Agreements

We are safe with each other's bodies

We speak kindly to each other and don't name-call  
At the dinner table we eat and talk. Toys and devices  
are parked.

Everyone helps get dinner on the table and clean up  
after

We help each other

When someone spills something, we all do our best to  
help clean it up

When one person is hurt (even if it's not our fault), we  
check in



# STEP 2: LIMIT SET





# STEP 2: LIMIT SET

**Scenario:** Your family members want to have a big get together and you don't feel safe about it.

A - I know you miss everyone and I get it. It's so hard that we're apart like this. And I could understand if this seems a little strict on our part.

L - For now, we're not going to have family gatherings, to keep everyone safe.

**Scenario:** Your child wants nothing to do with the Zoom school. They keep wandering away or getting on video games.

A - Doing school this way is really strange, I know. You have to sit by yourself in front of a screen, and it's really hard to pay attention.

L - School is something you have to do. It will make a difference for your whole life.



# STEP 3: PROBLEM SOLVE

- Help your child solve their dilemma and move forward in an acceptable way
- Think together, now what can y
- Collaborate
- Think creatively
- Give choices
- Scaffold your help
- Use humor
- Bumbling parent



# STEP 3: PROBLEM SOLVE

**Scenario:** Your family members want to have a big get together and you don't feel safe about it.

A - I know you miss everyone and I get it. It's so hard that we're apart like this. And I could understand if this seems a little strict on our part.

L - For now, we're not going to have family gatherings, to keep everyone safe.

P - Can we plan an outdoor picnic where we each bring our own food?

**Scenario:** Your child wants nothing to do with the Zoom school. They keep wandering away or getting on video games.

A - Doing school this way is really strange, I know. You have to sit by yourself in front of a screen, and it's really hard to pay attention.

L - School is something you have to do. It will make a difference for your whole life.

P - Let's make a list of ideas. I was wondering if a standing desk, and breaks every 15 minutes to do jumping jacks or dance to your favorite music might help?

# ALP EXAMPLES

**Scenario:** Your toddler is throwing books and screaming

Instead of: No, stop it or you're going to time out!

Safety Step: I'm going to hold these books to keep you safe for a sec.

A - It's really hard to stay inside, I know!"

L - It's not okay to throw books, because it can hurt the books, or someone else.

P - Let's put on some music and dance a bit until we feel better. Then I'll help you clean up.

**Scenario:** Your teen is grazing on junk food all day long.

A - I totally get it. This staying home all day seems to make us all feel hungry and want to snack more. Everyone I know says the same thing!

L - It's pretty much my job to make sure you eat good food that your body needs.

Believe it or not, we have more energy and feel better when we eat less junk food.

P - At our next family meeting, let's all think of foods we can snack on during the day that will still be delicious but better choices for all of us.

# ALP EXAMPLES

**Scenario:** Your toddler hits you. It's been a long day for everyone.

Safety step - Mommy/Daddy's going to move your body a little away to keep us both safe.

A - I know you're hungry and mad because your sister hid your dinosaurs.

L - It's never ok to hit because that hurts people.

P - Can I help you tell your sister that made you angry and ask her to help you find them? What could you say to her? Then, we'll have dinner!

**Scenario:** Your kindergartener is weepy and saying she misses her friends.

A - Oh honey, I know you miss your friends. You never imagined we would have to stay away from each other like this. It's really hard to understand!

L - I know you know that the best way to keep everyone safe from Covid is to stay at a distance for now and wear our masks when we go out. By doing this, you're part of something bigger that helps the people we know and love and the ones we don't.

P - Do you want to plan a picnic lunch in the park with one of your friends? What else could we think of that is outside and not too close to each other?



# ALP EXAMPLES

**Scenario:** Zoom isn't working. You're having technical difficulties and your child isn't able to get into class. You have to be at work.

A - Wow, this is really frustrating isn't it? You look worried, I get it!

L - This is one of those "it is what it is" things. We just can't get you into your Zoom class if it's not working.

P - Do you know how to email your teacher to let him know you're not able to get Zoom to work? Maybe he can email you the assignment for today. This way, your teacher will

**Scenario:** Your child is sitting on the couch all day and watching TV.

A - Oh, here's my little couch potato! That sneaky TV can really suck us in, can't it? It's really hard to leave the couch, I know!

L - Do you remember the family agreement we made about screen time? We did it to help all of us not have all our time captured by the sneaky screens.

P - Do you want to turn it off or I will? Then, what do you want to do to get our bodies moving before you get to your chores or schoolwork and I get back to my work?



# THE COVID ICEBERG ANALOGY

Behaviors are the “tip of the iceberg”



# SLEEP AFFECTS...

- Mood
- Self-regulation
- Can look like ADHD
- Immunity
- Ability to learn, consolidate memory

# SLEEP NEEDS

- Newborns: 16 to 18 hours
- Infants (3 - 11 months): 14 to 15 hours
- Toddlers (1 - 3 years): 12 to 14 hours
- Preschoolers (3 - 5 years): 11 to 13 hours
- School age children (5 - 10 years): 10 to 12 hours
- Teens (10 - 17): 9.25 - 10 hours
- Adults: 7 to 9 hours

# SIGNS OF A SLEEP DEPRIVED CHILD

- Needs to be woken up in the morning
- Hyperactive, inattentive, moody, impulsive, or aggressive
- Falls asleep before scheduled naps if taken on a walk or car ride
- Sleeps in on the weekends or has schedules that vary and move around
- Falls asleep in school
- Becomes clumsy, irritable, easily frustrated

# SLEEP TIPS

- Children are built to sleep. Sleep is natural. No such thing as “sleep training”
- Handing over the role of self-soothing to your capable child
- Children need 11-12 hours of night time sleep through elementary school
- At 3-4 years old, it’s often better to eliminate nap and get all 12 hours at night
- Room environment: dark, cool, simple
- Routine: predictable, but also clear and ends with clean “hand off” of responsibility
- Reverse Sleep Wave
- Parent Wean
- Sleep information and solutions in *The Happy Sleeper* (Penguin 2014)





**THANK YOU!**