

# Effective Response

One of the hardest parts of maintaining healthy, enduring, and supportive relationships with others, is repairing after rupture . Supporting children to work through adversity and cumulative trauma takes time, patience, and commitment. Often when we are limit setting children can struggle to respond in a way that is functional.

## RUPTURE & REPAIR

NOT KNOWING how to repair leads to

**PLAYING IT SAFE**

& to SHALLOW, UNSATISFYING RELATIONSHIPS

REPAIR IS MORE THAN

**I'M SORRY**

IT'S ALSO

- NAMING IT HAPPENED
- OWNING OUR ROLE
- NAMING THE IMPACT (& listening to their version)
- WONDERING HOW IT WAS CO-CREATED
- PLANNING A WAY FORWARD

REPAIR MIGHT FEEL LIKE A MYTH because it's so rare

**BUT IT'S REAL!**

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Often, we see adults becoming involved in power struggles with children to gain control. By providing choice, we can avoid co-escalating with children. By taking the time to assess where the child is at, we can determine whether their resistance is because they are overwhelmed, or whether they are declining engagement as an active choice. If a child is finding a task difficult our job is to break it down.

***Always be aware limits can activate lived relational experiences including abandonment, rejection, punishment, authority, and vulnerability. Meaning, we need to work harder to model functional rupture and repair..***

**We can try and reduce the impacts of limit setting by:**

Naming the **why** we have to set a limit and **linking it to the behaviour** rather than the child

Naming the **boundary** around the limit – how long, when the privilege will return

**Moving on.** We don't need to labour the point or become overly emotional when interacting

Asking the child how they are feeling, and if they are unable to identify this, **help label** what you are seeing gently. 'It looks to me like you might be feeling angry'

**Instead of telling the person all the reasons why their behaviour was not okay, it would be better to start with helping them to regulate their emotions and relating to them by trying to understand their side of the experience.**