



UNLOCK THE

5 *Secret Keys*

TO THEIR

EMOTIONAL NEEDS

**FIGURE OUT THE REAL REASON
BEHIND TEENAGE MELTDOWNS**

Selena Hannagan & Maryanne Perry



Preface

There are **5 secret keys** that underlie any conversation.

Understanding these keys could be the difference between bringing your child closer to you, or *unintentionally* pushing them away.

These keys will allow you to keep conversations from being derailed and even help diffuse an argument.

These 5 secret keys revealed to me what no other parenting book could and believe me, I have read a lot of books. Thanks to what I found within these 5 keys, and after many coaching sessions I enjoyed with Maryanne Perry, co-writer of this book, my conversations improved out of sight not only with my children but infiltrated my entire personal relationships.

It was a complete game-changer for me.

I was thrilled when Maryanne told me **there was a common denominator in arguments**. By knowing this denominator, my children and I could all learn from our disagreements and grow together.

It wasn't the first time I had met Maryanne, I had been a client of hers for the previous couple of years. She had absolutely transformed my life around from heartache and misery to happiness and success.

Maryanne is a trained psychotherapist, primary school teacher, trainer, counselor, wife for 30 + years, mother to 6 of her own children and an international business coach.

She has coached many successful business leaders and significantly impacted not only their business but also their personal life. Their transformation has been nothing short of outstanding.

Each time I enjoy a coffee or a coaching session with Maryanne I walk away feeling elated, happier with my life and my journey.

It was over a coffee one day, that Maryanne told me how to **nip arguing in the bud with my kids.**

BUT...being a parent, I only want to take in *quick fast facts*. I didn't want anything too big and too difficult.

I *didn't want to think too hard* or have trouble remembering them when it was time to use it.

I wanted simple, *easy-to-use golden nuggets* of wisdom that I could access in my busy chaotic parent-life brain.

That I *would* use when a conversation was heating up and falling into an argument.

So together we came up with this book...

Unlock 5 Secret Keys To Their Emotional Needs.

Discovering these keys was an absolute game changer for me and my kids. Even just by using one of the keys in a conversation I could feel me and my child becoming closer.

As autonomous beings we need to feel understood, heard, validated and acknowledged. This is crucial to our emotional well-being. The same goes for our children, and as a parent this needs to be one of my top priorities. The 5 keys acted as practical tools to help me maintain this priority and brought me more laughter, more joy and fewer arguments in my family. Its also helped create an environment that opens up so many opportunities to

have a creative and interesting conversation, you get some random ones as well which I love.

Whether we're discussing chores, planning holidays or just being playful, the learning and understanding you can gain from your children is nothing short of exceptional. ***It makes my heart sing.*** But the more time we spend and dedicate to our kids the more likely it is that we will mess up, and believe me I still do. But once I calm down I can find confidence in knowing that I can reflect on the 5 keys.

These keys give me ideas on how to navigate through the conversation for a much happier outcome for everyone involved.

By considering just one of the keys you'll actually feel your kids' energy move closer towards you.

Quite frankly, I have enjoyed the easiest and the most eye-opening conversations of my life.

Now look before we go any further, I need to make sure you understand something. These 5 keys can be used in any conversation, there's no typical formula or process in the way you use them and you don't need to be a great conversationalist. This is 'the' tool that Maryanne chooses to use with her clients, from business leaders to executives in large organisations. It's been applied in the

workplace to create or improve upon a healthy culture and business success.

We'll be teaching you how to apply these golden nuggets of wisdom so you can have a positively powerful impact on your kids.

When a lot of people think of Maryanne Perry they often think of her as a successful business coach with business leaders and executives.

But my favourite story of hers is from her son.

One day he was asked, "What's it like having a coach as a mother?"

He replied, “Well I don't always like her questions ...
[meaning he has to take responsibility for his actions ;)]

“... but I love the way she listens.”

That is a true testament to using our tools, children
loving the way that you listen to them.

So here it is...in simple **parent-friendly digestible
chunks.**

- There are only 5 keys that are easy to remember and use
- Super effective - tried and tested on CEOs and business leaders to little toddlers
- It'll help you get back on track and find common ground together again and resolution

- Be able to pivot away from the argument that leads down a rabbit hole
- Do less work, less nagging, more asking

So now that you have a full understanding of the ‘why’ we can begin to get into the good bits, the ‘how’.

Just quickly ...

If you want

immediate support, or

need to vent or have a laugh ... as our valued customer, you're invited to join us and other like-minded parents in our [Facebook Group](#) - Talking With Teens and Tweens.



Unlock 5 Secret Keys

To Their Emotional Needs

By Selena Hannagan & Maryanne Perry

Conversation Toolkit Philosophy	17
How Conversations Can Be A Minefield	21
What This Book Will Teach You	25
The Benefits of following the 5 F.A.C.E.S. Approach	25
How Neuroscience Can Help	27
Threat and Reward States	27
3 Reactions When Feeling Threatened	31
How The 5 F.A.C.E.S. Approach to Conversations Can Trigger A Reward State	33
Fairness	36
Autonomy	38
Connection	40
Esteem	42
Security	44
How Parents Can Trigger A Threat or Reward State	46

What's your child's Dominant Driver?	48
Real Conversation Examples using F.A.C.E.S.	50
Scenario 1: "It's my turn! They've been on it ALLLLL morning."	50
Scenario 2: "It's Mine. I want it."	52
Scenario 3: "Why should I have to help?"	54
Scenario 4: "Why is your room still messy?"	56
Scenario 5: Follow the family 'rules'	58
Scenario 6: Maintaining Connection Even When Being Challenged	61
Scenario 7: Homework Struggles	63
Scenario 8: Battle of homework	65
Scenario 9: Getting Ready for After School Activities	67

How To Put What You've Learnt in this Book Into Action:	73
First - AHA!	73
2nd - What's your child's energy telling you?	74
3rd - Applying the 5 F.A.C.E.S.	75
4th - Other factors	77

Conversation Toolkit Philosophy

Communication at home is a key starting point for how children communicate in their outside world. Strong emotional intelligence transfers to the classroom, playground, with friends and at work.

Conversations at home are the launch pad from which children will enter into all other relationships, including school, friends, work, etc.

So it's imperative we model great communication in our families.

Our aim is to teach you our **Conversational Toolkit** so you can navigate through the endless maze of raising kids.

It will show how to build your relationships on a strong foundation. A foundation where one has the freedom to express feelings, the strength to overcome obstacles and the awareness to nurture everyone's uniqueness and individuality.

We do this by giving you the tools to *tweak* your conversations for much happier results.

By using our Conversation Toolkit, we aim to help build your child's emotional intelligence.

From our experience, children with strong emotional intelligence:

- Have the *confidence* to express themselves
- *Solve* their own *problems* and are accountable for their own actions

- Hold a greater understanding of their own *potential*.

And magically, not only will strong family connections grow over a lifetime, children then *seek* parental guidance. They enjoy the way their parents help them explore their own thinking and perception, whilst gently placing responsibility in their lap.

Unlock your child's potential through the power of great conversations.

Conversations that encourage thinking and acknowledge and celebrate your child's uniqueness.

In this book, you'll learn one of our tools - **the 5 secret keys that children love to hear in any conversation.**

Even if you consider just one of these keys in a conversation, you can immediately notice your child move closer to you emotionally because they are feeling heard and acknowledged.

And these principles can apply to children of all ages, from little ones to bigger ones and even adults.

We hope that you find this helpful and your family moves closer together.



How Conversations Can Be A Minefield

People with the best of intentions can unknowingly trigger a reaction in someone when they're speaking and not realise just how damaging that conversation can be.

Have you ever been talking to someone and...

- they're getting agitated and you don't know why they're feeling provoked?
- thought how inconsiderate and annoying a person is because they're not thinking of anyone but themselves?

You're not alone, this happens to most of us.

The quality of our conversations directly impacts all our relationships and this is especially true for the parent-child relationship.

So often, strained relationships have been instigated by an off-hand or throw away comment that the child took personally.

If the child doesn't have the freedom to express their feelings, or check-out what their parent really meant, the child is left to their own interpretation which may not be what was intended.

Over time other comments and experiences can be taken on by the child through this new 'lens'. Beliefs, limited or expansive, are formed around these conversations and experiences.

If a limiting belief is embedded, it can take years for this to resolve and maybe never at all.

The ripple effect can expand far beyond the parent-child relationship, it can also affect their self-worth, confidence and all other relationships.

So as a parent how do you ensure your conversations with your children build strong connections?

To build a strong connection with your child you need patience, presence (not perfection) and knowledge about how best to guide conversations towards positive outcomes.

Neuroscience research provides useful and relevant evidence for *parents to use to guide their conversations*. This knowledge provides an understanding of what

could be happening in your child's brain during your conversations and *how to work with it*, rather than against it.

Whilst you're hearing silence there is a lot going on in their brain.



What This Book Will Teach You

1. **What's happening in your child's brain** when their responses are triggered during conversations.
2. The **5 F.A.C.E.S.** that can trigger a response or a reaction in your child because of your conversation.
3. To **identify** which driver(s) is/are the most *dominant* for your child.
4. **How to apply this knowledge in your conversations** for much *happier* outcomes and a better relationship with your child.

The Benefits of following the 5 F.A.C.E.S.

Approach

By following the tips in this book, you will learn how to recognise some common drivers that cause your child to ‘shut down’, and learn how to positively respond. This provides numerous benefits in relating to your child:

1. Your child feels heard and acknowledged.
2. A pathway is created for a more engaging conversation.
3. Your child learns to do the thinking and come up with their own solutions.
4. Your conversations will flow more easily with much happier results.

How Neuroscience Can Help

Neuroscience is the study of how the nervous system works, how it is structured and how it develops. The large majority of neuroscientists focus their research on the brain and how it influences cognitive function and behaviour.

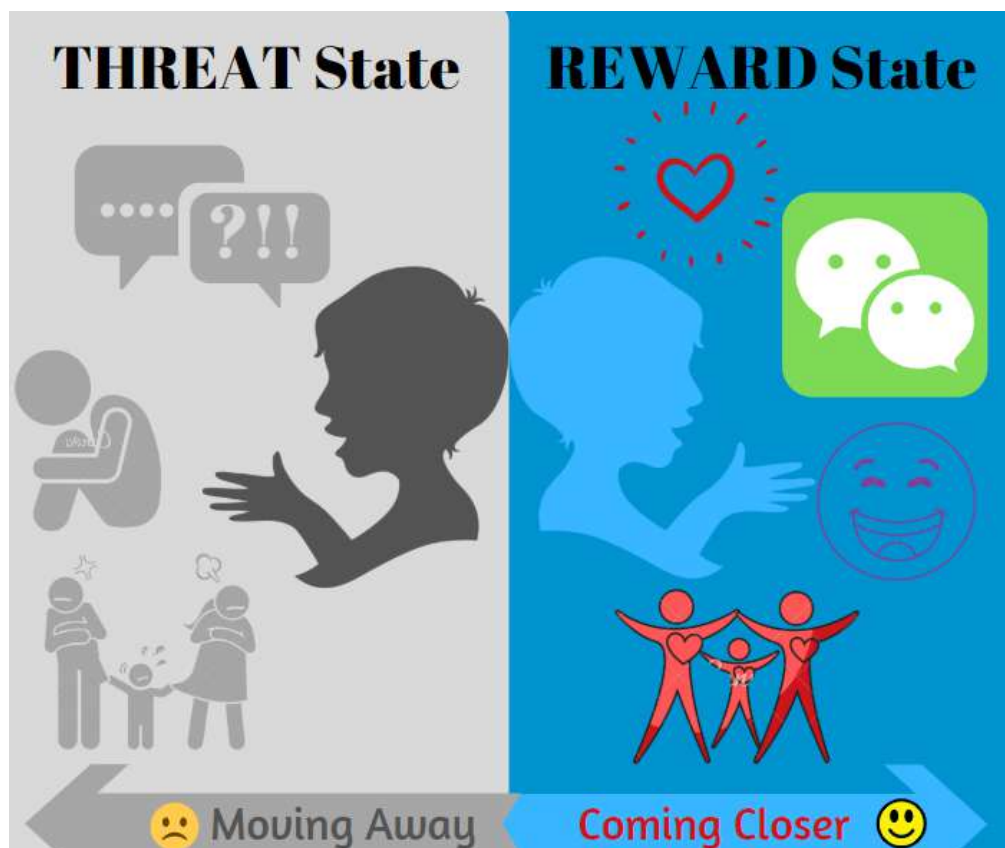
Neuroscience research is ongoing and can reveal a lot about what is happening in your child's brain.

Threat and Reward States

The latest research shows that social pain activates the same regions in the brain as physical pain. Just as someone who is physically threatening a child could trigger a fear response in them, inconsiderate or harsh

words to a child could trigger the same reactions in their brain.

If your child is triggered during a conversation their thinking and behaviour will be impacted.





When a child perceives a **threat** in their environment their view of the world narrows, they become reactive, push back or resist on instinct. They are unable to take in information, reflect, evaluate and weigh up options.

They are in an unconscious mode of ‘threat’ and react as if they’ve experienced a physical threat (pain or hurt).

You’ll be able to feel your child ***moving away*** from you.



When your child experiences a sense of **reward** in their social environment they are in a place where they can flourish.

Their world looks more colourful as they take in a rich array of information. They are open to ideas, creativity is possible, making decisions and solving problems becomes easier.

Communication and understanding flow more easily.
They get along well with others and you feel your child is *close* to you.

3 Reactions When Feeling Threatened

When our children (or any adult) feel *triggered*, their brain is in a *threat* state, the limbic brain has taken over.

The child (or adult) will then respond in either of the following ways: they will either **fight** and argue the situation; run away or leave (**flight**) or **freeze** where they cannot think or respond.

When a child feels threatened, limbic system takes over and child will respond one of three ways:



Fight



Argue - verbally, raised voice

Body - quick shallow breaths or held breath, increased heart rate, "hot and bothered"

May be passive aggressive.

Flight



Exit, disappear, "run" away

Freeze



Physically present but shut down, unable to talk or engage.

Give in, surrender out of fear of the repercussions

How The 5 F.A.C.E.S. Approach to Conversations Can Trigger A Reward State

To communicate effectively with your child you need to understand the 5 drivers of your teenager that drive their behaviour and our own. These are summarised using the acronym **5 F.A.C.E.S.**



By considering the 5 F.A.C.E.S. you create a “reward” experience that builds confidence, commitment, and cooperation with your child.

Ignoring the 5 F.A.C.E.S. can unconsciously trigger a “threat” response in your child which diminishes their learning and memory and distracts them from being present. No one, especially children, can think creatively, cooperate well with others, or make informed decisions when their threat responses are on high alert.

The 5 F.A.C.E.S. describes the 5 social drivers of all people and it can be a powerful tool when dealing with children.

- **Fairness** is a perception of things being equal
- **Autonomy** provides a sense of control over events
- **Connection** is a sense of safety with others so we are able to trust and bond well
- **Esteem** is our relative importance to others, the ranking or status we give ourselves
- **Security** is a sense of certainty, being able to predict what is likely to happen

Understanding how our social brain operates, including its response to (perceived) threats and rewards, carries great potential for parents. We can improve collaboration

and connection by being aware of what underpins our child's behaviour.

Fairness

Humans, even at a young age, seem to have an innate sense of fairness. Experiences of injustice trigger a threat response and lessen one's ability to cooperate and connect.

When children perceive they have been treated unfairly they experience a threat response and become distressed, demotivated and disengaged.

Conversely, when children perceive they have been treated fairly they experience emotions such as joy, happiness, motivation, and commitment.

Ensuring Fairness:

1. Gaining agreements with your child and regularly revisiting the agreements (eg. Who does what chore or the time allowed on screen in the afternoon)
2. Ensuring everyone gets a turn at speaking and listening
3. Listening to your child as much (or more) than speaking to them

Autonomy

The brain likes to have control. Autonomy relates to our decision making authority, what we can choose to say yes or no to. Autonomy, especially for children who often feel like they have little power, is about being offered choices.

The experience of control, whether real or imagined, reduces stress levels and affects mood.

Providing Autonomy:

1. Explaining the set of chores that need to be done and the children deciding which chores will be their responsibility

2. Setting a task/chore and giving your child the choice of when the task will be completed
3. Identifying a goal and allowing your child to work out how they will achieve it

Connection

Humans have a *fundamental need to connect*, to belong and be accepted. In the parent-child relationship, the release of oxytocin when babies are born ensures connection and bonding. The baby relies on this connection for their survival.

As children grow and develop and become more independent, family members can feel disconnected.

When a parent feels this, it's important to find ways to build and maintain a connection in a way that is accepted and appreciated by the child.

Establishing Connection:

1. Finding other ways of expressing love even when faced with a challenging conversation

2. Being curious and respectful about any differences

3. Following through on what was promised

Esteem

Everyone automatically gives themselves (and others give us) a ranking which will elevate or lower our sense of esteem.

Esteem comes into play when it is about being right/wrong. Parents hold high status in the household. Most of the time we have the over-ruling authority and the power to enforce the family 'law'.

However, we must be careful because of this imbalance of power. We need to ensure we continually build our children's self-esteem.

Increasing Esteem:

1. Acknowledging your child for their strengths, contributions, qualities and/or skills
2. Asking your child for their opinions and considering their suggestions
3. Providing appropriate challenge to encourage growth

Security

The brain likes to predict the future and hence seeks certainty.

When feeling certain, it preserves the prefrontal cortex for thinking and making decisions by running a large part of human behaviour on autopilot.

Uncertainty arouses the limbic system and generates a threat response.

Parents are usually very adept at providing security in order to get co-operation. There is often a need to repeat or revisit what has been explained and agreed upon.

By informing children of what is happening, when it's happening, with whom, at what time, provides children with a great sense of security.

Teachers also do this often by specifying the events of the school day so the day runs more smoothly.

Giving Security:

1. Summarising what's happened and likely to happen, being honest and positive
2. Breaking complex tasks down into bite-sized steps



How Parents Can Trigger A Threat or Reward State

F.A.C.E.S.	Threat	Reward
Fairness	Not doing what you say you'll do Favouring others Being inconsistent	Considering all sides Asking what would make it fair for everyone
Autonomy	Constantly telling your child what to do Giving orders Nagging	Offering a choice Encouraging a ' <i>have a go</i> ' attitude
Connection	Shouting Being too busy, being distracted Being self-absorbed	Being mindful Being loving Being patient
Esteem	Criticising Noticing the negative Comparing with others	Acknowledging effort, strengths, qualities
Security	Expecting without explaining Continually changing arrangements and agreements	Explaining what is expected, what is going to happen, what is required Providing and respecting boundaries

As you become more mindful, curious, and observant in your conversations with your children, you will notice the impact on your child's experience. You will recognise their threat and reward drivers and be better equipped to know what to do.

What's your child's Dominant Driver?

Considering the drivers for threat and reward in each of the 5 F.A.C.E.S., will help you understand your child's dominant driver. You will notice these may change as they grow and mature.

You will be able to cater to the uniqueness of your child's needs and better accommodate the changes. Your child might have a dominant driver, something that is really important to them and possibly a second one.



Action Point - Pause and reflect on your child for a moment. *Does one of the drivers of their behaviour come to mind?*

With older children, you can *have a conversation* with them about the 5 F.A.C.E.S. and ask them which one is the most important to them.

Consider the last time you had a communication challenge and try to work out which of the drivers it reveals.

Real Conversation Examples using F.A.C.E.S.

Scenario 1: “It’s my turn! They’ve been on it ALLLLL morning.”

Your older child has been using the Playstation all morning and your younger child thinks it is their turn and becomes upset when the older child will not let them.



They start arguing with the older child claiming they “had it first” so the younger child should do something else. You notice the primary driver is *fairness* so address

this with both children by structuring your conversation around that social need.

Ask them: “*What is fair and what is not? What would make it fair for both of them?*”

The bonus is they do the thinking and they come up with their own solution. They are doing the problem solving and you are addressing their driver. This shows you understand what is of concern for them. It acknowledges and validates them, whilst showing them you are really paying attention..

Best of all they are in control by coming up with the solution.

Scenario 2: “It’s Mine. I want it.”

For younger children, their fairness needs may be triggered when a new sibling arrives and their ‘things’ are being passed on. The parent may need to handle this situation carefully.

Please remember, your decisions need to be centered around at least one of the 5 F.A.C.E.S. An option could be offering them their own new things or asking the older child to pass on their things themselves. This will be difficult for the older child at first but by recognising the importance of it and reassuring them that it's OK for them to have treasured possessions you can then begin encouraging them to hand down their ‘things’ to the sibling when they are ready.

Encouraging sharing will ensure many of the drivers are considered.

These options are being *fair* and considerate to both children ensuring a *connection* is built, giving *autonomy* to the older child and ensuring the older sibling feels *secure* in their new situation.

Scenario 3: “Why should I have to help?”



You tell your teenagers they need to contribute and help with the household chores, and they forget or choose to do something else.

By telling them to do the chores detailing the what, when and how you have inadvertently triggered a sense of loss of *autonomy*.

Instead of telling them all the details, provide a list of the chores and a deadline, and ask them to negotiate amongst themselves who will do what and when it will be done.

They get to preserve their autonomy and you get the chores done.

Scenario 4: “Why is your room still messy?”

Asking a child to clean their room is one thing, getting them to follow through is another. When a child forgets, gets distracted and doesn’t complete the chore, parents need to follow through with the agreement, rather than the parent doing the chore for the child or the parent going “limbic”.

Asking a question starting with “Why...” can trigger a threat response because the child feels attacked or blamed. It is more effective for parents to change their approach and

encourage the child to resolve the issue. This ensures the



child takes responsibility for their action and completes the task.

Asking questions encourages reflection and still provides *autonomy*

- How are you going with the agreement we made?
- What still needs improving/doing?
- What are you going to do differently now?
- When will it be completed?

Scenario 5: Follow the family ‘rules’

All families need to have guidelines and behaviours that are clearly stated, understood and agreed upon. The ‘rules’ are designed to provide *security* and *fairness* for the whole family. The guidelines need to be adjusted as a child matures and develops.

The initial rules may be “Hold my hand when you’re crossing the road” “Pack up your toys when you finish playing”. The expectations will reflect the level of responsibility the child is capable of which ensures *fairness* and increases *esteem*.

The rules may change to “You can ride your bike to your friend’s house and be home by 5.00 pm” being specific on what friend and what address.

As they mature and continue to live at home, there will still be a need to set expectations. “Be home by midnight and make sure you travel home with a driver who has not been drinking.”

In order to maintain *security* and *fairness* for all parties, including the parents, there need to be consequences if the ‘rules’ aren’t followed. The rules and the consequences need to be *fair* and connection needs to be maintained.

Statements like “You’re very naughty.” “You never do what you’re told.” “You can’t be trusted.” will impact the connection. If you lose your cool and yell these statements or other labeling comments the *connection*, *security* and child’s *esteem* will all be impacted. It’s important to first, regulate emotions, restate the

expectations, explain the consequences and then follow through.

Scenario 6: Maintaining Connection Even When Being Challenged

Often there is behaviour that can linger over time which hasn't been resolved, such as a child who might be sulking or a teenager withdrawing because they didn't get their way.



The unresolved issue can keep continuing to re-emerge. Even when the road is bumpy and their behaviour is still challenging, it's good if you can find a way to seize a moment and an opportunity to connect.

For example, if the child leaves home without a kiss goodbye, you can acknowledge to the child

“Hey I know we’re not getting along so well at the moment, but I’d love a hug if you’re up for it”.

Sensing an opportunity and asking for permission can really help to rebuild the connection. If you’re rejected, you can leave it and be careful of manipulating their feelings in order to connect.

It might be more advantageous to give them time and space to move back towards you. When a connection is low, we can try using the other F.A.C.E.S. to try to build rapport again.

Scenario 7: Homework Struggles

You learn from the school that your child is struggling to get their homework done, and they haven't said anything to you or asked for help.



This child may already struggle with *esteem* and doesn't want to admit they might need help.

It is important to acknowledge they are trying to do the work independently and are doing quite well, and then mention you have noticed they might like some support. The conversation might go like this:

“I heard from your teacher that they have been giving the class some quite hard homework lately. It's really

good that you are trying to do it and I'm impressed that you are trying so hard. Just let me know if you need some help.” Building *esteem* builds resilience.

Scenario 8: Battle of homework

Often the *battle* of homework is when a child is in a threatened state. If a child feels completely overwhelmed with homework tasks, this will cause their brain to go into a threat state. As previously mentioned, when the child is in such a state their brain doesn't function well and can't compute.

If your child is struggling with homework, it may be best to give them some to relax, go for a walk around the house/yard/street to allow the brain and the body to relax. This can take



5-10mins. When they are calm again, they may be able to go back to the homework.

Additionally, setting out bite-sized chunks of work-load gives the child a sense of *security*. Once they accomplish one step, acknowledge them for their hard effort and build their *esteem*.

It is unhelpful to insist that a child accomplishes a huge task while they are in a threat state. If you recognise this, support them and find a way to move them into a reward state to help ease the tension and stress of completing homework.

Scenario 9: Getting Ready for After School Activities

Your child is rarely ready despite them knowing they have sport on certain days and times. We know the brain likes



certainty so you can provide this. You can provide that *security* by setting out the plans:

“This afternoon we are going to soccer training so you need to have your homework done before we leave. You have 2 hours and when you finish your homework, you will have some time to play before we leave.”

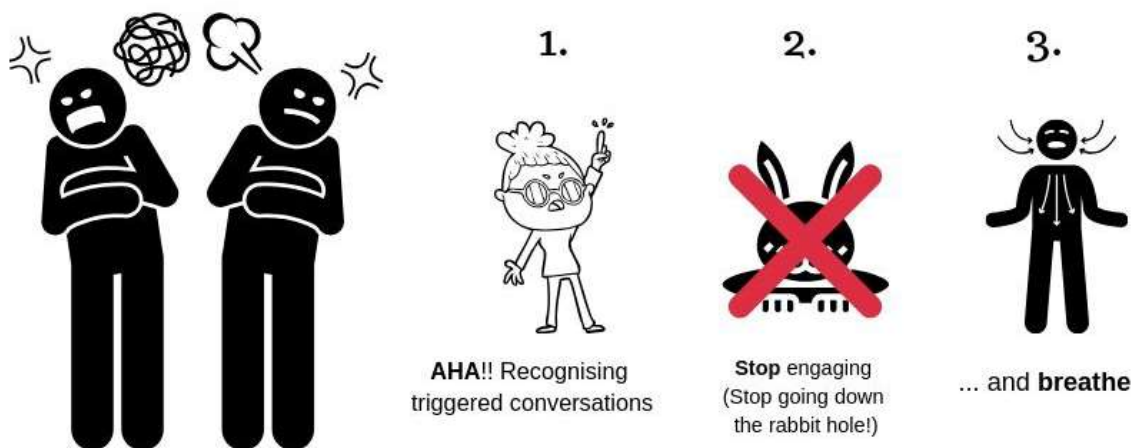
Children like to have a really good understanding of what they are doing now, what's going to happen next and know the boundaries they need to work within.

How To Put What You've Learnt in this Book Into Action:

First - AHA!

As a parent, when you notice the situation is starting to get prickly (simply acknowledging this is critical). Stop engaging in the conversation and breathe, using your mindfulness techniques to flood your brain with calming chemicals...

Aha! Stop & Breathe...



2nd - What's your child's energy telling you?

Once you tune in as a parent you need to observe your child's energy by asking yourself questions:

- Does it feel like they are *close to me* or are they resisting and *moving away* from me?
- Are they in *flight, fight or freeze mode*?
- Is this conversation *working well or is it working against me or them*?
- Are they *resisting* what I'm saying to them?
- Are they *argumentative*?
- Are they *shutting down*?
- Do they *not want to talk* to me at all?

Tuning into your intuition and gaining a sense of the overall big picture won't tell you what the answer is but will help you towards calmly and mindfully resolving the situation.

3rd - Applying the 5 F.A.C.E.S.

If you are talking to your kids and sense they're not coming on board, take a moment to reflect on which one of the 5 F.A.C.E.S. you are **not** addressing. Try to factor these into your conversation to make it more effective.

Use the F.A.C.E.S. as a mental checklist for self-reflection using these simple questions.

Am I being **FAIR**?

Have I given them **AUTONOMY**/a choice?

Am I consciously **CONNECTING**?

Have I considered their self **ESTEEM**?

Have I provided enough **SECURITY**/certainty?

4th - Other factors

When your having a challenging time conversing with your child, or they're having a problem with what is being said, take a moment to be mindful and take in the big picture:

- Is this the right time to talk?
- What else is happening in their life that could be the prime reason for being upset?
- Consider their primary driver - is it being met?
- What other of the 5 F.A.C.E.S. could you accommodate in your conversation?

The benefit is in the simplicity of this process.

There are only **5 F.A.C.E.S.** to consider and even
addressing one of these triggers
can **improve** the *trajectory of your conversation*.

Don't forget ...

You can continue this conversation in our free Facebook group for parents of teens and tweens.



If you need to vent or have a laugh ... join us and other like-minded parents [Talking With Teens and Tweens](#)

Printable Sheet



Appendix:

Table 1: Resources

1. The overarching principle of the brain is to minimise ‘threat’ and maximise ‘reward’. These states affect ours and your child’s ability to function. (Evian Gordon, 2009).
2. Our ability to collaborate and get along well with others is generally reduced by a threat response and increased under a reward response (Vanessa Elliot, 2008).
3. The brain experiences social threats and rewards with the same intensity as physical threats and rewards (Matt Lieberman, & Naomi Eisenberger, 2009).
4. The threat response is more intense and more common and often needs to be carefully minimized in social interactions (Baumeister et al, 2001).
5. There are five domains of human social experience that trigger a threat response or create a toward response: Fairness, Autonomy, Relatedness, Status and Certainty. (David Rock, 2008)

Acknowledgements: Images supplied via <https://unsplash.com/>