

# stop talking

[00:00:00] Welcome to the Peaceful Parenting Podcast. I'm your host, Sarah Rosen, sweet mom of three young people, peaceful parenting coach, and your cheerleader and guide on all things parenting. Each week we'll cover the tools, strategies, and support you need to end the yelling and power struggles and encourage your kids to listen and cooperate so that you can enjoy your family time.

I'm happy to say we have a great relationship with our three kids. The teen years have been easy and joyful. Not because we're special unicorns, but because my kids were raised with peaceful parenting. I've also helped so many parents just like you, stop struggling and enjoy their kids. Again, I'm excited to be here with you today and bring you the insight and information you need to make your parenting journey a little more peaceful.

Let's dive into this week's conversation.

Hey everyone. Welcome back to another episode of the Peaceful Parenting Podcast. Today I have Corey with me. I think you all know Corey. Corey is one of the coaches that I trained who works with me, and you see her in the Facebook group and in our membership. [00:01:00] And some of you I have probably even worked with her as a coach.

Welcome, Corey. Thanks for having me back today. Yeah, it's so good to talk to you. Today we are gonna be talking about something that. Actually comes up a lot, but we don't actually talk about it a lot because usually we talk about what parents could or should say. Right? Like what, and you know, even Ned and Ned Johnson has the book, Ned and Bill have the book, what do you say?

Right? Because so many parents wanna know like, what do you say? Or what should I say? Or whatever. And we actually started talking about. When you shouldn't talk, when you should stop talking. And you and I were, I think we were on the phone and we were talking about, like, we started thinking of all these examples of when you should stop talking, which we then I said, let's do a podcast episode about it.

And I keep laughing about this. I'm like, we need to talk about how much parents need to stop talking. Yeah, totally. So

it's kind of like a little bit counterintuitive about stopping talking instead of what you should say. So I thought we could just kind of go back and forth and in no [00:02:00] particular order.

Talk about the times when we should stop talking and just kind of talk about those. So do you wanna, or maybe I'll start us off. And as I said, these are not in order of like most important to least important, but they are in order that I thought of them. So when I was thinking, okay, when is time when we should stop talking?

One of the things that I think we need to stop talking is when kids are really engrossed in play you know, often. Either we interrupt them because we need to tell them. Tell them it's almost time to go. And of course that there are times when we do need to interrupt play. I'm not saying we can never interrupt play, but like maybe watch for a minute and see if you can find like a little bit of a break in the play.

Because play is so fundamental to their development and it's like the work and language of childhood. And if they're really engrossed in something, just like you would an adult, right? Like if you see your partners like really engrossed in something, you might wait for like a. To say like, Hey, you know, it's almost time for dinner.

So I think that's one time when [00:03:00] parents interrupt kids when they're playing. And then I think another time is just to. We see what they're doing and we wanna connect with them so we like, make a comment about it or ask them a question about their play. And if you're playing with them, then that's one thing, but if you're just kind of doing something and then you're interrupting them to make a comment about their play, I think it can just be a little bit a little bit intrusive and like get in the flow.

What's your, what are your thoughts on that?

Yeah, I totally agree with that. I feel like the one that I notice the most with clients I work with is interrupting them because. They're like, you know, we're gonna be eating dinner soon, is like that perfect example. And what I often tell parents too is if you have to interrupt them, try and keep the play going.

I love

that we have to think about if it doesn't have to be talking or coming in with your whole adulthood, it can be kind of sliding in as part of their world to carry

that forward. Right. Right. So I think that's part of it too, is we just always have our [00:04:00] adult talk that comes in and if we do have to intrude, try and stay in their world.

Right. I love that. What's on your list? Okay, so this is a big one, and it's when kids experience a natural consequence, we don't have to make it a teachable moment. One of your first podcasts was actually titled, we don't Have to Make It a Teachable Moment. That was a long time ago though.

We can link to that podcast. Okay, perfect.

But the idea here is we're so tempted when something, you know, you always use this great example of you had a nephew who left out Pokemon cards and they got wet.

And then I think, you know, someone kind of piled on about that, like, oh, if you hadn't left them outside, they wouldn't be ruined now, you know? But the thing is, for that child, just his precious post Pokemon cards getting wrecked. Would teach him the lesson of what he needed to do next time. And when you first taught me that, you know, my kids weren't into [00:05:00] Pokemon, and since I now realize what a huge natural consequence that would've been, right.

There's no need to pile on and make them feel more bad. Yeah. And. Instead, we wanna get quiet and just feel empathy for them. Maybe there's something we've all, you know, wrecked our car. Or the other day I knocked an entire smoothie all over my nice cream colored carpet. Oh no. You know, I didn't need anyone coming in and.

And telling me this is why, Corey, you should drink. Well, yeah, Corey, if you hadn't, if you hadn't left it on the table there, then

yeah,

I had it on the ground with me.

Oh.

I've now, since learned, implemented from my own natural consequence, I've since learned, I'm now only having smoothies with a lid on it.

But I didn't need anyone to come in and tell me that I learned that from experiencing the absolute agony of making that big mistake and then spending hours cleaning it, and it's still not looking great anymore. Aw.

Well, and I think sometimes, like, you know, you said we don't need to pile on and make them feel bad.

And I think sometimes there is that, like [00:06:00] we wanna say something to make them feel bad, but most of the time I think it's like, like, oh, well, I've tell him if he had cleaned up his Pokemon when I reminded him, then they wouldn't have been left out in the wet. But the kid already knew that. Right. And for you, like, well, I've gotta tell Corey don't put it on the ground next to you, but you're like duh.

I learned that by spilling it when it was on the ground next to me. So most of the time we don't have to say anything because that, you know, the child already. And of course you could ask yourself, is there an information gap here? And if there is, then you wanna. Be talking and not talking, but if and maybe not at the moment, which I know you're gonna talk about that as one of your points, but really ask yourself like, do they really not know why this thing happened?

Like, do I really need to say anything? Or is it just because I think I need to reinforce the lesson? And I think just as like a little sidebar, the danger of. Trying to reinforce that natural consequence or reinforce the lesson is that they can then turn their regret or remorse or upset [00:07:00] about the thing that's happened against you.

Right. And then that actually can prevent them from learning from the natural consequence because they're like, my mom's so mean. Like, she doesn't understand how important these are to me. And you know, whatever. They can like kind of turn that regret and remorse into something against you. If you've said, if you've piled on after the natural consequence.

Yeah, and we wanna be that person that they come to when they've had big natural consequences as that source of support, that person who's gonna love me and make me feel a good person no matter what mistake I've made. So that's why we really just have to like bite our tongue. And the real big piece in that too, is you need to regulate yourself.

Because often you start feeling like it's an emergency too, because you may have spent money on buying them for them, or you also just. Feel so bad for them too, that you start to get activated.

Totally. Another time. I think that we should stop talking. And actually, I read about this in the Hunt Gather parent book by, oh my gosh, I'm totally blanking on her name.

Mickaline Clef. Yes. [00:08:00] Yes. And she says that often kids, we give them unnecessary direction. Like, we're just always like, do this. Now. It's time for this. Now it's time for this. And she actually challenged I think my sister tried this challenged herself to re note how many times in an hour she was giving a directive to her child.

And she and my sister were sort of both shocked at like how many times you're kind of stepping in and telling them what to do or how to do something, but that's. I mean a annoying and BI think they start to tune you out if you're just always, you know, like this, blah, blah, blah, like the peanuts, cartoon in the background, and CI think taking away some of their autonomy and their self like their self drive, right?

Like you can read in psychology literature about how autonomy as autonomy rises. So does that, that sense of being driven, right? Like they they're related to each other. The more autonomy you have, the more you have independence and drive to, to do something.

[00:09:00] Yes. And I think it was from you, I think this is actually a you thing that I learned and it's.

You can just direct kids to one general thing instead of telling them every single thing they need to do. So being like where are we at on the list? Right. When they're getting ready for bed or getting ready for school, because everyone knows what the list and steps are.

Right? Or maybe they don't. I mean, maybe that's something they go back to, but that's, you're right.

That's something we did when my kids were little. We had the bedtime three, which were, pajamas, last pee and brush teeth. And so I would say are you three for three? Or they would come to me and say, I'm three for three. But instead of like the constant like, you know, have you done this yet? Have you done this yet?

Have you done that? I have time to do this, time to do this. Giving them some of that autonomy, like, where are you on the list? You're just checking in with them.

Yes. So, and I know I, when I've told that to clients and even in my own home, that's so much less stressful than micromanaging each step. Step and having to tell them everything they're doing.

Yeah. And so I guess like a part of the not talking or [00:10:00] stop talking is ask questions instead of giving the directions. Right. Yes. Or just be quiet and observe and see where they're at. And you know, with that whole thing with Michael Clef and how many directives we are giving children that, you know, I think I heard somewhere that the average child is given a command like 200 times a day.

Oh my gosh. Yeah.

Can you imagine? No wonder they're exhausted. Yeah. Yeah. So, and another thing I have on my list is something I learned from Alfie Cohen when, you know, he talks a lot about why we shouldn't praise children. And one of the things that he talks about, he has, we can, maybe we can link to this in the show notes too.

His article called Five Reasons to Stop Saying Good Job, which talks about this. And I think it's really, it's a great introduction into that idea of not praising. And one thing that he says is that sometimes when kids say they are trying to make it to the top of the monkey bars themselves and they are not the top, make it across the monkey bars themselves [00:11:00] and.

If they do it, and of course we're excited for them and they do it, but we make a big deal about it. Like, oh my gosh, you did it blah, blah, blah, and we're like so excited and talking a lot. It can actually take away from their own pleasure for having made the accomplishment, like, we're making it too much about us by talking too much.

Right? Yes. So just like he calls it stealing children's pleasure. So if your child is doing something that, you know, they accomplish something or they're doing something that they love or they're good at, sometimes we just and of course I don't. I'm not saying that we never wanna be like, yeah, you did it, but I wanna, I want us to be conscious of, if we're talking too much in those moments, it can shift the focus from them to us.

Right. So we wanna always keep it about them and not about us. And so sometimes just like, not saying anything, but like, just having a smile on your face when they accomplish something or they have a success.

It's, it strikes me that in many of these cases, we're also not saying, don't talk at all. We're saying pause.

Yeah. [00:12:00]

Right. We're saying because be more thoughtful. Yeah.

So in that case I know I just watched my son do this the other day. We were in this like really cool park and he was working away on, on the monkey bars, and I just sat back and waited and I watched him do it and come down and just be like,

yes.

You know, like he did the actual arms waving. He was so excited and I just paused sitting there, and then all of a sudden after he had his moment, he looked at me and we both just gave each other big smiles and then off he went again. So by pausing and not getting right in there, he just like bask in his own glory.

And then we still connected and he could see I was watching and paying attention, and then off he went again. So it's. I don't know. There's something special about those quiet engagements together without having to fill it up with noise.

Love that. And he just got to experience his own pleasure of, yeah.

Getting it. So I think the next thing on your list is probably the biggest, like, you know, a lot of the things that we've been talking about. Are a little bit kind of tweaks, you know what I mean? Yes. Like kind of tweaks. But I think that the one that I [00:13:00] know, your biggest one that we talk about all the time is probably the one that's the most sort of crucial of any of the sort of stop talking points that we're gonna make in this podcast.

Do you wanna take that one away?

Is the zones of regulation. Okay. So, I find the zones of regulation really helpful for being a guide of knowing. When we should be talking and when we should not be talking for anyone who doesn't know. They were one of the early people I think, who it's a company by themselves.

Occupational therapists use them a lot, but

they, early school schools use them. Schools use them too. Like your kids might know about the zones from glare classroom. And it really is, it's really polyvagal theory, right? Yes.

It's polyvagal theory that they've then put into almost like traffic lights for helping parents better understand what regulation looks like.

It's nervous system

regulation.

Yeah. Yeah. And what's really cool is they talk about it as in all zones are [00:14:00] neutral because your body needs to experience every zone, you know, in order to get through life. But they're necessary at different times. And by getting tuned into knowing your child's zones, it's easier for you to know how to attune to them.

And also help them. So, very quickly, for people who don't know, there's green zone, which means you're re your child's regulated and ready to learn. There's blue zone. Blue zone would be like low energy.

Blue Zone is super appropriate at bedtime and often, actually my kids have a really excited zone before they get to Blue Zone, but Blue Zone's appropriate for like when you wanna sleep or that type of thing.

But it's not appropriate when you're in gym class. Green Zone, ready to learn. Then we have the other zones, and this is what we actually end up talking about a lot more is Yellow Zone is when you're often in a state of excitement. And then Red Zone is like. You're in a state of an emergency?

Well, I think, I mean, I [00:15:00] think

Red Zone, I think so. The way I learned it was Yellow Zone was more just like you're not quite at Red Zone, but you're also not a Green Zone. It's that sort of on the way to getting dysregulated and I. I learned that like you can be in the red zone from upset or excitement, like you can be totally dis, you know, think of kids at a birthday party, like just totally like bouncing off the walls.

So do you think, is that, do you think that's fair to think of it that way? Or do you think it really is more just yellow is excited, upset, excited. Dysregulation in red is. Upset dysregulation.

I saw it more as red zone is the emergency state of like your body is like fully hijacked. Okay. So that totally can come from being excited or any emotion.

Yeah. It just means that you're kind of fully hijacked. Right. You're no longer, you're in fight or flight at that point.

Yeah. So, so Yellow, I think is fair to say is kind of, you know, you're not quite fully hijacked, but you're also not fully regulated.

Yeah. And it's, we need yellow zone for when we're playing sports [00:16:00] or you know, when we're writing a test almost.

You're almost kind of somewhere between green and yellow. Right. 'cause you have to be like really in that heightened state so it Right. That makes sense.

Yeah, so this, they're fluid. You kind of go back and forth and you can be in different layers of them. But basically with a client recently I was saying, what we've realized the biggest problem is people are always trying to talk to their kids when they're in late stage, like yellow zone or red zone, right?

And that is the time more than ever where you need to stop talking, right. And I think that's the hardest thing for parents because when they're, this is often their kids are maybe argue like really arguing with them or having a meltdown or getting aggressive. There's all the things on that continuum of what it looks like when they're in fight or flight.

I. Parents often are trying to talk them outta their feelings to get them to calm down or trying to do all sorts of different things. And what we've realized is that is the [00:17:00] time more than ever when we need to actually stop talking and focus on our own regulation. And, you know, whatever we need to do to keep everyone safe and things like that.

But the real big thing is that's more than ever when we have to stop talking and focus actually on just being the calm

Yeah. Or taking a break. 'cause you're, they're, when you're in red zone or your child's in red zone, your thinking brain is actually like offline. Right? Like, you can't, like I think about any fights my husband and I have ever gotten in when we're dysregulated.

We never, ever have solved a fight. Like we've never, ever come to like something like a solution when we're upset. Like it always takes taking a break, calming down and then talking about it later because we're both just so, like, if

we get in a fight, we're both so hijacked that your, like you, your brain can't access.

That you can't access that part of your brain that is rational and logical and thinking of solutions. And so often parents are like their kids having a total meltdown and they're trying to talk to them about why we're [00:18:00] not gonna buy a toy or why we're not gonna. You know, do this thing or why they should be doing something else instead And trying to explain things.

Yes.

Or trying to use strategies like regulation strategies. So like, you just need to take a deep breath. Right. Right. You know? Or why don't we go to our calming corner? Like, you're kind of like trying to suggest, or we need to talk to our worry brain. All of the really great strategies that we know help with regulation.

Actually only work when you're in a like, early yellow zone

right? Or coming back out of the red. Yes, and I think, you know, I often say the only thing that makes a person wanna calm down is feeling understood. And sometimes the best way to make feel somebody feel understood is just to be quiet and just be with them.

And that's not. Yeah, and I wanna talk about empathy a little bit more afterwards, but really just focusing on like being with somebody and calming yourself and radiating some compassion towards them [00:19:00] is the only thing that helps them get out of that red zone.

It's true, and it's I think I've said this before on the podcast, but in case I haven't, when my son was really in the red zone, sometimes he couldn't even look at my face.

Like my face would trigger him. Like, you're making that face, like my empathy on my face. I remember that face would be too much even 'cause it, whether or not I was speaking or he could see it on my face. It had the same effect. So I had to learn to like look away from him and send the calm. 'cause he, not only could I not talk, I couldn't let him see my face right.

It was too intense.

It's too intense. Yeah. Yeah. So that's why we have to really think about, and this is so hard for parents because a child who's really in the red zone, it's scary for

you. It's really scary for you really, honestly, this all you have is make them stop is going on in your head.

You're like, I just want this to stop. Right. I want them to calm down. I want them to be okay, this needs to be over.

Yeah. Yeah. And I, and the urge to do something. Yes. Because that also happens too when we're, [00:20:00] when we get a little dysregulated, you wanna do something right and you wanna do something, you wanna say something, you wanna, like, make it better get them to stop melting down and just really that, that, that urge is the opposite of what you need to do in that moment.

Yeah. And just know, like, like we said, that urge is actually our own fight or flight asking us to take action most of the time too.

So, yes, that's why we have to like, really that's our sign to just, we have to regulate ourselves and wait.

Yeah. And the weight that, that's actually the acronym. People sometimes say, wait is stands for?

Why am I talking? So, yeah. Yeah. Why am I talking WAIT. So I think that can be like a really good thing for all of these things, right? Like, 'cause you said what we were just talking about is often it's a pause in all of these situations, right? So pause, wait, why am I talking? And a lot of times it's like, you know, don't talk, don't say anything right now.

I have never heard that. No. And that is the [00:21:00] absolute best.

Yeah. Yes. So why am I talking? And you know, I think that sometimes when our kids are upset like that, this will, and this actually is another thing that we were gonna talk about, is sometimes kids will say like, stop talking or shut up, or whatever.

And that actually came up. In today's office hours and in last week's office hours in our membership, one of our members was saying last week that her child they were like on their way home from school and he was having a big meltdown on the street and she. She did a good job of just like, you know, kind of staying calm and stuff.

And then he finally was like, you know, I'll only come with you if you don't talk. Don't talk to me. Don't say anything. And she did it. But then she asked me, she was like, is that okay? I felt like he was like, like bossing me around or something. Like, it made her a little uncomfortable.

Like she felt like maybe I shouldn't have agreed to that. And I was like, no, that sounds totally fine. Like, like he was telling you what he needed, which was. For you to not talk. Right. And that, that came up again today [00:22:00] with another person, with a smaller child whose kid was saying, you know, shut up. Which is, you know, not the most polite way to say, stop talking.

But I said to that member, I was like, you know, maybe that's a sign to you that you are talking too much when he's upset and he's telling you like, I can't take this in. I don't, you know, I, there's too much, it's too intense. I can't take it in. I need you to stop talking. Right. So maybe just start. Start, stop talking earlier in the

process.

Yes. Well, and that's kind, that's, so that's kind of like with the zones, right? Is we can teach them and talk to them in the green zone. We can a bit in the yellow zone, but we can't in the red zone at all. Yeah. So it's kind of whatever parents need to know for like what are these little tricks that will help them to remember.

What their child needs in the moment.

Yeah. Yeah. So, and I think you know, just it that we always just to remind ourselves. 'cause it can be hard to wait and stop talking and pause if there's anything you need to teach them. It re if it really is a teachable moment, and [00:23:00] again, most of the time it's not and they already know what they did was wrong or what the problem was with whatever.

But if it really is teachable moment. You can address it in an hour, you can address it that night. You can address it the next day, right? Like, and in fact, that's when the learning will happen, is after the child is calm and after you're, if you weren't calm, also after you're calm.

Yes,

exactly. I think a lot of the times when people are wanting kids to, when we're talking too much, when they're upset is 'cause we're hoping if we can just explain it to them, they'll understand and they'll stop being upset.

Like, so if we can explain well enough why we're not gonna go to the park after school, then they'll be like, oh, great mom or dad, I get it. I'm not upset anymore. But that pretty much never happens. Like it's not that they don't understand why, they're just upset about not being able to go to the park.

Yes.

Okay. That's the perfect segue to the one that I was gonna talk about, and this is we overexplain ourselves when we're [00:24:00] setting limits.

We overexplain ourselves. And so basically, you and I have talked a lot about this, about how we need to think long and hard. A lot of parenting happens before we're in these situations, and so this is a perfect example of.

We need to not be just sending arbitrary limits. We wanna make sure that we've thought long and hard about what limits we're actually setting. And that in general, our default is that we collaborate with our kids instead of telling them what to do all the time. Yeah. And that philosophy is all about talk less really when you think about it.

Sometimes we do have to set limits and. That's the thing we really need to stop doing is thinking if I just explain this well enough to them, they're gonna like that limit and accept it and they won't be upset anymore. Well

share your example. You just shared to me, you shared with me from yesterday.

Yes. Okay. So yesterday we went to the zoo and we have, it was my first time as a family going to the zoo and it is really expensive. [00:25:00] So we told our kids ahead of time that in order to meet our budget, we are gonna bring a packed lunch. And we would buy them. It was really cold. So we would buy them a hot chocolate while we were there to warm up.

While we were walking around. But other than that, we were not gonna be buying anything else.

And can I just say the fact that it's, today is June 2nd and yesterday was June 1st. And you were, it was really cold at, we have had such a cold spring so far. You had to buy hot chocolate at the zoo on June 1st.

We did. Yeah. We, and we were all holding it to like try and warm up as we were shivering.

My

goodness.

Okay. Sorry, go ahead. That was just funny 'cause I was like, people are gonna think we are tap this in the winter. But No, I know today's June 2nd.

I know. It was really strange. So we, that was our agreement ahead of time was, that was the only thing.

And I warned them that when we were there, the zoo was gonna try and get us to spend money at every turn. There was gonna be food vendors and stuffies and everything. And respectfully the answer is no 'cause it's not in the budget. And when we got there. [00:26:00] We had a, they found that really hard throughout the day.

They wanted everything. And first of all, your voice was in my head totally normal for kids to want everything.

Yeah. It doesn't mean that they're, it doesn't mean that they're oh my gosh, what's the word? Brain fog entitled. Just 'cause they're asking for everything. Yeah. It is normal. Just

normal kids and everything smelled amazing and the stuffies did look great, so I totally understand why they wanted everything.

And we had to just keep being like, I know that is the cutest stuff, you of all time, but sorry sweetie. Not today. I know that ice cream looks amazing, but not today. And that was just our line. And there were times when they got really upset. A lot of very dramatic, like, you never buy us anything. I'm never gonna have experienced the taste of cotton candy and like just, you know, and I so badly wanted to keep talking and just be like, I, you're holding your hand.

The hot chocolate. I just. Spot you right?

Or

we

already

agreed to this and now you're complaining, right? Yep, exactly. We're not gonna come [00:27:00] back if you're just gonna complain the whole time. Like all of these words were just like playing in my head and I had to just keep like taking deep breaths and being like, I know that looks amazing today.

Well, and this is a perfect example of that, cultivating nonchalance when they're upset that I. I sent a newsletter about a couple weeks ago and just not, you know, getting, I think part of the explaining too much was like what I said, that you want them to not be upset, right. Which is kind of acting like their feelings are an emergency, which teaches them that their feelings are, teaches them that their feelings are an emergency.

So just like, you know, you're empathetic, but you're also like not making a huge deal about it and trying to get them to remember what they agreed to or see that they had the hot chocolate or whatever.

Yes. And let's refer listeners back. You just did an amazing coaching call about this too. I think it might have even last week's episode about cultivating nonchalance.

Yes, that's right. And I realize how important that is because like I have such a deep well of empathy. That sometimes I can have too much empathy for my kids.

[00:28:00] Whereas my husband is so much better just kind of being like, not today. Yeah. Off we go. Right. Right. So I had to really channel him and just like, close my mouth and keep on walking and just kind of casually let them know like, I get it, but not today and Right.

That, that can be hard for me too. So for any parents who do find that hard, like the overdo the empathy I had to really work at that. Not saying too much and just being a bit nonchalant about the whole thing. Totally. You know, another thing that just occurred to me,

About for stopping talking is what Lynn Lyons calls the safety chatter.

About like, be careful, don't step there. Like she has this story where she talks about going hiking and with her family and there was another family that was like just ahead of them and she said that for the entire hike she could hear one of the parents telling the child to be careful over and over again.

And that safety chatter is. A Lynn talks about it making kids anxious and BI think that they would tune you out also, right? I [00:29:00] mean, I think those are probably opposite ends of. The continuum of what could happen. Either they're listening to you too much and they're like seeing the world as a dangerous place, or they're ignoring you because you're telling 'em to be careful when there's nothing to be careful about.

So I think that's another time to stop talking. Is really like ask yourself you know, a. If they like tripped over a route on this hiking trail, are they really gonna get super hurt? Or can we just like be quiet and let them learn, you know, how to put their feet and B, if there really is something that is dangerous, how can we say in a much more specific way that's more helpful instead of just like the be careful thing.

Yes. That's a perfect example. I actually observed that a lot at the zoo yesterday too, right?

Yeah. Like we might say,

like

there are a lot of roots you know, tree roots on this trail. So as you're walking, I. Keep an eye out for the roots and try not to trip on them, right? You might say that in the beginning and then, you know, you might say like, oh, lots of roots coming [00:30:00] up or something.

If there really is something that you need to draw their attention to. But just like, be careful is like gonna make them anxious or ignore you.

Yeah, I remember Lynn saying too. I used her advice yesterday where I told each of the kids what their plan was before, if they got separated from us, like who the people were.

And then I gave them the freedom of like, you need to be able to see me at all times, but you don't have to be locked by me. We don't have to be terrified, right? And so they had the freedom to kind of explore without me constantly kind of. Come closer, watch out, blah, blah. Like all of that stuff.

So for sure yesterday I bit my tongue a lot yesterday. Yeah. Good, good. That's, I mean, I

think that's good for us, right? So that leads me to the last thing on my list. I don't know if you had anything else on your list. No, that's

it.

Yeah. The last thing on my list was to stop talking when kids have a problem.

Or you know, have an issue or a problem or something that they're either something they're upset about or something that they're, that happened, that they're trying to figure out what to do and I, what I see commonly [00:31:00] are two. Areas, like two different reasons why we talk too much in those situations.

So say your kid's really upset about something, often we like talk too much. We go because we're going into fix it mode of like what they could do or you know. How to make it better because we're anxious about them being upset, right? So we're talking a lot and trying to fix it to like, take care of our own feelings of our child.

You know, say somebody like said that they couldn't sit with them at lunch or something like that, and we might be like so worried about their feelings that were talking too much, either trying to like, excuse it, like, oh, you know, they probably didn't mean it or. Or whatever we're like just trying to fix the feelings by talking too much.

Or you know, that, well, I don't know. Do you have anything to say about that before I say the second? The second way parents talk too much when there's a problem.

Oh, I just agree with you. That comes up a lot and I feel like, especially with friend Dynamics. 'cause parents [00:32:00] have all their own anxieties about their own experiences with friends and those kinds of drama going up and you just wrapped up your team course.

I'm sure that this becomes bigger and bigger as they have bigger problems.

Yeah, totally. And that sort of was what I was gonna say too, but also we've mentioned the membership a lot. If anyone wants to join us in the membership. It is both of our, I think we can both say it's one of our favorite things about the business is the membership and how much we love the community and inside of our membership.

So if anyone wants to check it out, you can go to [reimagine peaceful parenting.com/membership](https://parenting.com/membership). We'll also put that in the show notes, but it's really special place and and yeah, that, that. One of the parents actually today was talking about her daughter and some friend troubles, and she said that she was sharing a win, and she said that she was, she didn't jump in with the fixing it, of trying to like, make her daughter feel better.

She just listened instead. Right. And I was like, that is so awesome, because we do wanna go in and like, make them feel better and we [00:33:00] end up talking too much because we're trying to make them feel better. But I remember one time my daughter she said, well, I often would go in with a. Trying to see it from the other person's perspective, you know, oh, well so and so probably did that because you know, her parents are getting divorced and she's having a hard time or whatever.

And I would always, 'cause I wanted to try to make my daughter be able to have empathy for the other person. But one time she said to me. When you do that, it really makes me feel like you're not on my team. And it made me realize I just had to listen more. So I wasn't trying to fix it, but I was trying to get her to see from a different perspective, but it just made me realize like, I just need to listen.

Like, stop talking. Don't say anything. Just listen. Whether it's, you know, makes you have to sit with your own anxiety or makes you have to just, you know, quote, be on your child's team. And just listen to their point of view so much when they're upset. We just have to listen.

Yeah. That's such good advice.

Yeah. The other big, the other [00:34:00] big area where I see parents talking too much when a kid has a problem is jumping in with solutions. And this is something we definitely talked about a lot in the teen course, which is asking yourself, okay, whose problem is it? Right? And as kids get older. Less and less.

You wanna jump in with any, I mean, I would say you never wanna jump in with solutions, but when they're older they're, it's even more important because we want them to be developing those problem solving skills as they're getting older. And, you know, not, we're not the, we're the consultant, not the manager anymore.

But what I see is that parents. We often have our own great ideas for what they should do. Well, you know, what you really need to do is go back into that store

and tell the person, blah, blah, blah and instead the why am I talking? Ask your child, what do you think you should do in this situation? Right?

And if they really don't have any ideas. Then we, you could say something like, well, I have some thoughts. Do you wanna hear them? Right? So asking, they're always gonna be more receptive to your [00:35:00] ideas of what they should do if you ask for permission first to share your ideas. So just that, like being cautious about when they have a problem.

Jumping in with solutions, because we do have more life experience, more perspective you know, we do often have good ideas, but if we're always jumping in with them. It's gonna make them feel like they're not competent and it's gonna rob them of the experience of their own problem solving experience.

Yes. And I love how you said like asking like, I have some thoughts. Do you wanna hear them? And they can learn to say no.

Yeah. Yeah. And they might say no. Okay. And then you really have to shut up

if they say no. And I think that's really great. Like, 'cause like I think the epitome of a safe relationship is that.

If they, if someone says no and you listen. And so that's something I've been really inspired by. Vivek Patel is always encouraging your kids to say no to you. But I think if we actually wait. Sometimes they don't have to say no, you just give them that pause where they can, you know, like really think about what they wanna ask [00:36:00] you or say there.

Yeah, totally. And also, this is kind of a little bit of a sidebar point, but if they if you aren't giving your solutions and then their ideas, you can see how they might be quite problematic and you can say something like, well, what do you think would happen if you did that? Or what do you think would happen if you said that?

So you can always like still asking good questions instead of talking at them about, oh no, you shouldn't do that because blah, blah, blah. Right. So it's like a version of, you know, asking instead of talking.

So the big themes that have emerged here are, we're actually not saying a lot of the time.

It's not just don't say anything. It's actually pause or ask more questions than give. You know, just say what to do instead of giving commands. You're asking more questions? Yeah.

Or think about timing. I think those are like the, those are sort of like the three things of like, do I really need to say anything here?

So that pause, and it might be that you do, but at a different time. Right.  
[00:37:00] So yeah. Or you can ask a question instead of saying something. Or maybe it's that you don't have to talk at all and you can just let them, you know, let them be in the moment.

I know you love Venn diagrams, but I feel like we really need to make a flow chart here.

No, I think that's a good point. You can do that. And it always ends with

stop

talking.

Yeah. No, totally. A flow chart would be fun. If anyone listening is like a, you know, a someone who likes to do illustrations or charts and you wanna make a, you wanna make a flow chart of our stop talking episode, we would love to see it.

Yes.

Well, thanks Corey. So for anyone, check out our membership [peacefulparenting.com/membership](https://peacefulparenting.com/membership). Corey and I also both have availability for coaching. If you think that you wanna get some coaching, you can reach out and we can do a free short consult. All of that is available. On our website, [peacefulparenting.com](https://peacefulparenting.com) and if you thought this was a helpful episode and you [00:38:00] would like to share it with a friend, we would super appreciate that.

And as always make sure that you're following the show. Wherever you get your podcast, you don't miss an episode. And we would love to love it if you gave us a five, five star rating and reviewed us on Apple Podcast. I think Apple's the. Still that you can leave reviews, but maybe I should check that because I always say Apple, but maybe you can leave reviews on other platforms now too.

I'm not sure. I'm not sure either. Alright. But we wanna know how you feel about the show. So find a way to, to let us know and it always helps us to find more listeners and we can reach more people and make more change in the world, the more families that are practicing peaceful parenting. So thank you Corey, and thank you parents and caregivers for being with us today.

We'll stop talking now. Okay.

Okay. Bye. Stop talking. Sorry, one more thing and not stop talking yet. When my sister and I were little, we used to talk and we, at some point we would realize that we really need to go to sleep. So we would say 1, 2, 3. Stop talking. [00:39:00] Okay. So maybe you and I should do that.

Okay. Ready? 1, 2, 3. Stop Talking.

Thanks for listening to this week's episode. I hope you found this conversation insightful and exactly what you needed in this moment. Be sure to subscribe to the show on your favorite podcast platform and leave us a rating and review on Apple Podcasts. Remember that I'm rooting for you. I see you out there showing up for your kids and doing the best you can.

Sending hugs over the airwaves today. Hang in there. You've got this.