

# BOUNDARIES: SETTING THE BOUNDARIES

## PASSIVE

It's very common to go from being passive & then flipping to being aggressive when setting the boundaries. Being passive means, we don't want to say "no", we don't want to hurt our child's feelings & we are also afraid that our child won't love us, it's going to ruin our relationship. We ask our child things in a pleading kind of way, "please can you do this?" Hoping that we won't need to scream & our child will want to do what we are asking of them.

When children see that we are asking, pleading then that means there's a way out of it & when there's a will there's a way. Understandably, children will push back for what they want. When this happens, we flip into being aggressive. Suddenly, we start to yell, our tone of voice changes along with our facial expression & our words might even be aggressive. Then child sees how serious we are about our request. This is why many parents feel that their child only cooperates when they are being yelled at.

## AGGRESSIVE

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Passive (permissive) parenting is based on the parent's fear of losing the child's love.

Authoritarian (Aggressive) is based on the child's fear of losing the parent's love.

Parenting through emotional connection is based on love not fear.

## ASSERTIVE

- Tone of voice practice: state the colour of our shirt ("my shirt is blue"). We are sure of this colour, we state it with **confidence & clearly**. This is the tone we can use when setting boundaries.
- Don't wait till things get out of control to set the boundary because then our boundary comes from a place of reactivity rather than **calm**.
- We need to be **comfortable** with our boundary. We believe it is the right thing & for the best interest of our child. Example: child requests to come into our room, we say "no" & then they start screaming & kicking our room & suddenly we are hesitant if we should let our child in or not. We didn't properly think it through & it's an invitation to do so.
- **When we know we can handle our child's disappointment we are empowered to set boundaries.**

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### ASSERTIVE

- Our role is to set the boundaries & our child's role is to feel whatever it is they are feeling.
- Don't feel threatened by emotions that follow. Sometimes a child's emotions that follow is a sign that they have accepted the reality of our boundary. With acceptance comes disappointment.
- **ALWAYS SPLIT EMOTIONS FROM ACTIONS AS TWO SEPARATE THINGS.**

Examples:

"**I get how upset you are about this** & I can't let you throw it"

"**I see how much you want to stay longer at your friend's house** & we are leaving now."

"**I know how hard it is to end the day** & it's also bedtime."

- Offer **empathy** for our child's emotions & continue with the action part of our boundary.

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Set boundary + offer empathy

Set boundary + offer empathy, until our child expresses all their emotions around the boundary.

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