



Captain of the Ship: Maintaining Connection While Wetting Limits

Susan Stiffelman

Interviewed by Dr. Laura Markham

Dr Laura Markham ([00:04](#)):

This summit is brought to you with Love by Peaceful Parent, Happy Kids. Welcome. Hi there. I'm Dr. Laura Markham, founder of Peaceful Parent, Happy Kids, and the organizer of the Nurturing Hearts Nurturing Minds Neuroscience at Peaceful Parenting Summit.

([00:21](#)):

I'm so excited to introduce you to my guest, one of the most emotionally generous people I know, Susan Stiffelman. Susan Stiffelman is a licensed marriage, family and child therapist, teacher and parent educator who presents all over the world. She's the author of *Parenting Without Power Struggles* and *Parenting with Presence* published by Eckhart Tolle, and she's the host of the popular *Parenting Without Struggles* podcast.

([00:48](#)):

Susan, I am so glad to be with you here today. So I wanted to speak with you about connection because I think of you as the expert in maintaining connection while you set limits. So parents have to set limits all the time. I would love to have you tell us about being the captain of the ship.

Susan Stiffelman (01:12):

Okay. Yeah. And it's an analogy. You've heard me say it many times. I don't know where it came from. It sort of emerged in a talk I was giving once years ago, but it's resonated with parents because in a very simplistic way, so it's never this simple in real life, but it sort of illustrates these three ways that we can approach our children as we parent them and as we set limits and as we address their disappointments and frustrations.

(01:42):

If you look at my right hand and we say that's going to represent the parent and the left hand's going to represent the child. So in an ideal situation, the dynamic would be parent hand above child hand. Now, this doesn't mean the parent is better, more worthy of respect, any of those things. It means that you're the grownup in the room. You're the one the child can relax and go, "Okay, somebody's in charge here because I'm sure not ready to be."

(02:10):

And the analogy came out as let's call that the captain of the ship. This is the one who you're a passenger on the ship and you have this confidence and trust that the person at the helm knows what they're doing. If there's a storm, they're not going to leap over the side of the ship. They're capable of handling whatever the seas may present. And this is an analogy for life.

(02:34):

So this is the parent. The child says, "I really want to watch the scary nightmare movie and you should let me," and this is your eight-year-old. And the parent wisely says, "Well, sweetheart, it sounds like you really were hoping for a yes, and that's not a movie that I'm comfortable with you watching." "Why not?" says the child. "Because you're too young. Because it's too scary. It'll give you nightmares." "No, it won't. All my friends have seen it. You're so mean. You're so controlling." "No, I'm just looking out for you. If any of your friends have seen it, their parents don't care about their sleep." "Well, yes they do, and you treat me like a baby."

(03:18):

Okay, so you notice no hand is above the other.

Dr Laura Markham (03:21):

Something different happened here.

Susan Stiffelman (03:23):

We went from here, this is the parent as the captain, to the lawyers. We call this the two lawyers, arguing, negotiating, bargaining, justifying, all of those things that we're very familiar with if we're raising children. And then it can get worse, especially if we are not feeling very sturdy, we're dysregulated, we're tired, we feel unappreciated. "If you don't let me watch it, you're just the stupidest parent in the world. I hate you. I wish I could live with grandma." "How dare you? How dare you talk to me that way after all I do for you. Go to your room. No sleepover for you this weekend."

(04:04):

So what happens is now the child has sort of emerged as the most powerful voice. We're down here feeling out of control, disrespected, don't know what to do. And I call this the dictator, because what we know about dictators is that they rule by fear and intimidation. "I'm going to throw you in jail. I'm going to take away your money. I'm going to deny you a sleepover."

(04:27):

We know what it feels like, we know the feeling that happens in our body as we move in that direction. We get flooded. We get overloaded. Maybe old emotions or other emotions from other relationships in present-day time are coming. "Nobody listens to me. Nobody wants to do what I ask. I'm invisible to everybody." And so those emotions inform this sort of descent into this place of dictator. And of course it comes off in our interaction with our child as controlling, as mean, as you're screaming, you're yelling, you're bribing, you're threatening, you're shouting, you're punishing, all those things that you and I have spoken about for so many years that aren't good or bad. It's not like we're not trying to be that calm captain of the ship, but a lot of things can move us from here to here and then to here.

Dr Laura Markham (05:22):

And what you're describing that every parent can relate to is the parent gets triggered. You're no longer relating to your child out of your grownup self. You're actually coming from fight, flight or freeze. You're actually triggered and your child starts to look like the enemy. So the dictator is coming from this place of, as you say, powerlessness. Even though they're supposedly taking a strong position and teaching the child a lesson, they're really not coming out of any place of power.

(05:59):

So let me ask you, why is it so essential that parents stay connected when they set boundaries?

Susan Stiffelman (06:07):

Yeah, it's a great question and I love... We were talking a little bit before the interview to the similarity in our sensibility. Another way as we were speaking earlier that I was thinking, in a way setting limits is in service of having connection. It's not only that we want to stay connected while we're setting a limit, it's actually recognizing that setting the limit is a way to deepen connection, because again, it provides this sense of comfort, security, ease, relaxation for the child's nervous system to know, "Oh, that big person over there," or maybe in my case, my son quickly was taller than me even though I was still in a parenting role when he was growing up, "But that person there is capable of steering this ship through all these stormy seas."

(07:05):

And so it's a way to augment or enhance connection when we lovingly, compassionately as the captain of ship, not as the argumentative or negotiating the lawyer or the overpowering controlling dictator, when we say, "Sweetheart, I could see how desperately you were hoping to watch *The Nightmare on Elm Street*. It makes sense to me, especially if a lot of your friends have seen it, that you might be feeling shortchanged about that. You might even feel kind of embarrassed that you might not be able to talk about the movie if some of the other kids are, and I can see that. So you're welcome to tell me that you're really mad or disappointed or even if you want to say other things, I'm here."

(07:52):

Now, you'll notice that I didn't tag onto that, "But you can't watch the movie." I'm not going to rub it in. I've established that she can't watch the movie. I'm confident in my decision. There's clarity and decisiveness there. I'm exuding that kind of, this is not one of those things that's up for debate. Now, there might be other things that we do discuss and negotiate and change our mind about, but if you're clear this is a limit that is best set, I'm going to do it with compassion and from a place of connection. And the other side of it is the child, even though they might be really upset about the limit, also feels a sense of security and safety in the way it was set.

Dr Laura Markham (08:31):

So when we are triggered, they get triggered too. They get scared because we're not setting a clear limit. But when we are calm and centered when we set that limit, which is an ideal world, we can't always [inaudible 00:08:46]. That's our goal. So I noticed when you were setting the limit about the movie to the child, you empathized with her. You understood that it might be hard for her that you weren't saying yes to what she asked. Why does that work as a way to set a limit helpfully to the child?

Susan Stiffelman (09:10):

Yes. I do other things with my hands as well. I call it coming alongside, so we're facing the same direction, versus coming at. I've spoken all over the world in Africa, Israel, Nebraska. Everywhere that I've spoken, I've brought someone onto the stage, I put my hands out and I ask them to put their hands against mine and I start to push. And wherever I've been, they push back. It's an instinct to push against that which pushes against us. It seems to be wired into us.

(09:43):

When you come alongside your child, you're seeing the world from their vantage point. So from her point of view, I could see, "Gosh, I wonder if you're going to feel kind of embarrassed that you won't be able to talk about the movie the way some of your other friends might if they've seen it. And I could see where you might feel like you're being babied a little bit."

(10:03):

So the child, again, going to the nervous system, there's a relaxation like, "Oh, it's not just that you're bossing me around and telling me what I can't do or have. You're acknowledging what the experience of that limit is for me, what the impact might be on me socially, emotionally, intellectually, whatever." And there's this joining this place of connection and attachment that can take the sting out of the limit, that empathy. But the empathy, it's work to get there.

(10:39):

You can't just say, "Well, I'm sorry, but you can't see the movie." First of all, I'm not a big fan and I don't know where you stand on this, but if you're setting a limit, I'm not a big fan of saying, "I'm sorry, but you can't do that." "Well, if you were sorry, you'd let me do it." So it doesn't mean you can't be compassionate. It just means in assessing all the variables here as the captain of the ship, I've determined this is the best course. And again, there might be other times when you go, "Well, listen, give me your best argument. Let's discuss it." But in some cases, that's not going to happen.

Dr Laura Markham (11:17):

So in an ideal world, our child response to that empathy and the clear clarity of our limit and they're fine, but we know that it's very easy, even though we're trying to do this, for the child to be like, "But, but, but," and start the lawyer process, right? So our child may well, strong-willed kids famously will try to have an argument with us. How do we avoid a power struggle at that moment?

Susan Stiffelman (11:46):

Yeah. So, "Sweetheart, I can see that you're fairly desperate to see the movie. It's not just kind of important. From what you're saying, it looks like it's super important. Do you want to tell me more about that? I've made my decision, but I'm happy to listen."

(12:04):

The next phase of that is going to be for many kids, and I get this a lot in my member calls, where a parent has a child who only says no or their level of frustration goes from zero to 60 to aggression very, very quickly. And oftentimes when I probe a little further, I find out that this is a child who does not regularly cry.

(12:29):

And so part of this is helping children... I love the work of Dr. Gordon Neufeld... talk about softening their hearts and helping them feel the sadness, so when a child keeps hammering at you, a lot of times it's because they haven't dropped into the futility. He calls it the wall of futility. I've borrowed from Dr. Elisabeth Kubler Ross's work where you look at denial, "Oh, she might change her mind," anger, "How dare you set a limit? You treat me like a baby," bargaining, "Please. Can I just watch 20 minutes of it?"

(13:04):

And if you stay the course and you stay the captain of the ship through those first three stages, which are stages of grieving, not linear, but denial, anger, bargaining are part of that process, then you move into, she called it depression. I use disappointment. We help the child, "It looks like you're really, really sad about this," and then they can move toward acceptance. So a child who keeps going at you sometimes needs you to help draw that sadness out and say, "Gosh, honey, I mean, the more I think about it, seeing how upset you are, I'll bet you're not only mad, but maybe you're also feeling quite sad about it. Maybe watching this movie feels like the ticket to getting in with those girls and now you're really feeling sad that maybe they won't bring you in at lunch or invite you to sit with them at lunch, and I can imagine that would be really sad." And you want to move them to a softer place, a place where there's more vulnerability and more sadness.

Dr Laura Markham (14:02):

The process you're describing is so beautiful where the parent creates enough safety for the child to be willing to feel that vulnerability, that disappointment, that grief. And if we're in a struggle with our child, a power struggle or a conflict about it, if they're the adversary, they're not feeling safe, so they can't do that processing.

(14:25):

What you're describing is allowing their nervous system to feel safe so they don't have to fight anymore. And they can, as you say, as Gordon Neufeld says, they hit the wall of futility. If they get that it's real, then the signal goes to the lacrimal glands of the eyes to cry, and there's a whole shift. We can all feel that shift in ourselves when it happens.

Susan Stiffelman ([14:48](#)):

Yeah, yeah, yeah. It's very powerful. And I notice even for myself, if I'm frustrated about something disappointed, mad, if I go deeper and I stay with it and go, "Okay, I'm mad for sure. Is there sadness here too?" And that's when things kind of open up. And strangely, amazingly, oftentimes the anger dissipates, like there's an acceptance on the other side of that.

Dr Laura Markham ([15:15](#)):

Yes. In fact, I think of the anger as a defense against that grief, that disappointment that I'm just unwilling to feel so I stay angry at my parent or the world or whatever it is because I'm not getting that thing that I can't bear to face, that I'm not getting that.

Susan Stiffelman ([15:33](#)):

Exactly. Beautiful.

Dr Laura Markham ([15:35](#)):

So when a parent is in that place where they're setting that limit, but their child unleashes all of that attack because they can't bear those feelings, right, and so they're like, "I hate you. I want to live with grandma. I want a new mom," how can the parent remain decisive in the face of if they're afraid of losing connection with their child? They're hearing you and me say how important the connection is, and they're afraid of losing that connection.

Susan Stiffelman ([16:08](#)):

Yeah, yeah. And this is where my work goes a lot deeper than, "Here's what to say," because we know every single one of us was a child and is still a being living in this world with other relationships that impact our emotional state. We may be having other stressors weighing us down or depleting us so that the version of us that shows up in that moment is not our most sturdy and robust. If you're also dealing with family issues or health issues or money issues or worries or all kinds of... I mean, the sky's the limit, then we want to be realistic, and you may not be that sturdy, calm, regulated, centered captain.

(16:57):

So sometimes it means you check in with yourself. And if you see yourself starting to lose your footing, you go to the bathroom, you step outside, you make a phone call. Now, if the child's stalking you and following you, "Why can't I? Why can't I?" "I'll be back in a minute. I'm going to use the bathroom." And you take a little longer and you do what you need to do. In some cases, it's as simple as rubbing your hands together to ground your body, feeling the warmth and the friction to come back into the moment. Sometimes it's hand on heart, three quiet breaths, just, "This is hard. This is hard."

(17:34):

I love Kristin Neff's work. We've done some things together, and I love her book *Fierce Self-Compassion*. So one of the things she talks about is acknowledging, "This is hard." Maybe you put your hands on your face or you hug yourself to bring your body down to down-regulate. And sometimes it might even be to imagine other people in the world facing a similar thing so you're not alone. She calls it common humanity. There are other parents in this very moment whose children hate them, and vibrationally connecting with them energetically.

(18:09):

So you have to work on your own regulated state first. If you see that you're tipping over into join your child in this massive blowout, get away, take a moment. If you can't physically exit the room, it can still happen that you say, "I need a minute," but something that you've worked for yourself that helps bring you back out of the storm a little bit so that you can then gather some resources to approach the situation more effectively.

Dr Laura Markham (18:39):

I think I came to the idea of self-compassion through Kristin Neff's work long into my journey as a parenting coach. And I quickly realized as I watched parents using self-compassion that it might be the most valuable tool a parent can use because it helps us recover, right? When we've just blown it with our child, it helps us to move past the response that so many of us feel of self-loathing and regret. It helps us to forgive ourselves and to then do our best in the next moment. So I love that you just brought that in as a way that parents, when they're in that tough moment with their child, can excuse themselves or even in the interaction can be compassionate to themselves.

Susan Stiffelman (19:34):

And the thing is, in that moment, many of us are our children ourselves. We're revisiting the longing we had as children for somebody to understand and to want to hear us, to respect us. And we tend to sort of hope that our child will do that. They're not likely to go, "You know what, Mom? I've been thinking about that limit you set, and I just wanted you to know it must have been very hard for you to do that. I have a lot of admiration and respect for the courage and strength that you've shown." No, you're not going to get it from your kids, so where are you going to get it? Maybe you have a parent living who is that kind of person and you could go ring them up, but otherwise we can give that to ourselves.

Dr Laura Markham ([20:18](#)):

Yes. Beautiful. And it also reminds me of your phrase, your book, Parenting with Presence, because if we can bring... Well, so could you tell us more about how parenting with presence is going to help us in those tough moments?

Susan Stiffelman ([20:36](#)):

Sure. Yeah. It was the second book I wrote, and it kind of grew out of a realization from Parenting Without Power struggles that a lot of what I was evolving my work to become had to do with who we are in the moment. And I was starting to get more involved with Eckhart Tolle's work. And of course he talks about presence. He ended up publishing the book and writing the forward for the book. And so there's a lot of overtones of his work there around being present for what is in front of you and the practices of noticing and compassionate self-awareness as opposed to the judging voice that we bring into... I mean, I don't know a parent, and I've worked with thousands, I don't know a parent who doesn't feel regret and remorse or shame around some of the places where they lose their way, and being present means being present for all of it.

([21:36](#)):

For that part of us, because I love Richard Schwartz's work on the parts language, so there's a part of us that took over. We were possessed and run by the part that was angry and that was kind of aggressive, but that other part, that vulnerable part, that soft part, that scared part, the worried part, all of those parts need to be respected and loved and acknowledged and allowed a voice, and so I think presence is sort of the ticket for making that happen.

Dr Laura Markham ([22:08](#)):

And maybe you could describe what you think happens emotionally with the child. So you've talked about creating the safety and their nervous system settles in that

moment, even if they slam off to their room thinking that there's still something that they're feeling safer and held than having a parent that they can't predict. But how does maintaining the connection with them, even during these tough moments that you're setting a limit and they might disconnect for a moment, how does that influence their emotional development longer term?

Susan Stiffelman (22:47):

I think one of the greatest gifts of childhood, and this is going to sound really, really weird to parents, is the thousands of experiences of getting frustrated that our kids go through, because if you reverse engineer, okay, so every one of you watching now, think about something that happened in the last few days or month that you didn't want to happen. Something happened, something didn't go the way you wanted, and yet here you are, you're still standing, hopefully you're feeling okay, you've come through it. How did you get through it? You got through those frustrating experiences because you have done it thousands and thousands and thousands of times.

(23:27):

So we develop the resources and adaptability and confidence and resilience to cope with frustration by going through frustrating experiences and surviving them. The more we can survive them in the context of loving, caring, support, empathy from a parent who's able to more or less show up with compassion and clarity, then it internally sort of sets us up to be familiar with that path. So it's a neural pathway. We know that the more we have an experience, the more it gets embedded in us to get entrained to that experience.

(24:07):

So if you have an experience as a child, you get frustrated, somebody shows up, your parent, your guardian, your auntie with love, compassion, tenderness, you cry about it, you feel sad, you move on, you don't get the thing you wanted, but you've survived. Doesn't mean you don't always. Sometimes you get what you want, but not always. And if you have tens of thousands of those experiences, then your nervous system, your brain is all wired to see a frustrating experience here, "I'm not going to get the house, my boyfriend's not going to stay with me," and rather than being crushed to the ground and incapacitated by these disappointments or losses, there is already something in you designed that knows, "Oh, this is really hard. And I, like all the other times, will find my way to the other side of it. I know how to do that."

Dr Laura Markham (24:57):

This is the process of developing resilience. Every parent wants their child to be resilient, but no parent wants their child to ever suffer.

Susan Stiffelman ([25:06](#)):

Exactly.

Dr Laura Markham ([25:07](#)):

In fact, what you're describing is a process where the child does confront disappointment, but we're not visiting the disappointment on them. It is the disappointment of life. And sometimes we are setting a limit, "No, you can't have that cookie or that movie," but we're doing it in a way that it's more likely to keep the prefrontal cortex engaged so that part of the brain stays online. That's the part of the brain responsible for self-regulation and for problem-solving. So the child is actually more capable of learning from the situation and of processing the disappointment, right? So staying connected with kids allows the prefrontal cortex to stay engaged.

Susan Stiffelman ([25:52](#)):

Yes. That's excellent. Absolutely, because if the child isn't moving into fight or flight where you've got much more subterranean mechanisms at play that are much more fierce and dramatic and more about survival, then they have access to their rational thinking. And at that point, you might be able to say, "You know, sweetheart, when you feel calm and ready, if you really want to know what my thinking was about the movie, I'm happy to share that with you." And they might, they might not, but you certainly don't do that when they're fully activated because there's no capacity for processing that.

Dr Laura Markham ([26:27](#)):

Right. As we think about how the brain is handling all this, it also reminds me that polyvagal theory would say, when there's connection, there's safety. The ventral vagal system is involved with the social engagement. So if we can stay connected during the moments of tough anything, the child has so much more inner resource to deal with it, right?

Susan Stiffelman ([26:54](#)):

Yeah. Yes. And we know that in the absence of that, they'll move toward either the aggressive self, fighting their way through, or the shutdown where they just pull away, give up.

Dr Laura Markham ([27:07](#)):

Exactly. Dorsal, vagal, either way. Either way it's not... And people do tell me, parents do say to me, "My child doesn't get aggressive, but she just shuts down. She seems to withdraw." And that can be scary for a parent, and that's a symptom of not feeling connected when you're setting the limit.

Susan Stiffelman ([27:26](#)):

Yeah.

Dr Laura Markham ([27:27](#)):

Yeah. So we do need to wrap up, but I wonder if maybe the last thing that we could talk about is if parents are struggling, we've talked about some tools they can use if they're struggling to do this. We've talked about empathy. Are there any other tools that you would advise parents to use in the moment when they're setting limits with their kids?

Susan Stiffelman ([27:52](#)):

Right. For themselves or with the child or either?

Dr Laura Markham ([27:57](#)):

I think both are important. You talked about self-compassion for ourselves. But either way, as you think about parents going through the process, how would you coach them?

Susan Stiffelman ([28:04](#)):

Well, the first would be to get clear. I think a lot of parents miss this step. So should your four-year-old get to sleep in your bed? No, absolutely not. But maybe at two in the morning, you've changed your mind. So it's not even fair to the child because where do you stand tonight? So as much as possible to get clear about what the limit needs to be and why so that you're congruent with what you're going to be expressing.

([28:33](#)):

The next would be to check in with yourself to make sure that there's enough to work with because if you're at odds, if you've already been in conflict with your child over five other things, then you're going to approach it differently. So any type of connection, I like even physical, putting your hand on the child's shoulder, making eye contact, getting down to their level and maybe rubbing the top of their head a

little bit so that there's some warmth that you've conveyed, "Sweetie, I see that you were really hoping for a yes on this," and sometimes even humor can be kind of lighten the mood, so for parents who have a silly streak that they could speak in a different accent.

(29:18):

I mean, there's times when you just have to stand as yourself and say, "Sweetheart, I love you. I see that you've really made a case for watching this movie and I've made a decision and it's not the decision that you were hoping for," so that you're clear, you've checked in with yourself, you're relatively stable. Maybe you've made some warm contact with the child and then breathe, and then maybe put your hand on your chest if you know that you feel kind of wobbly before it's even started.

(29:50):

I did something with Kim Eng once, who's Eckhart's wife, and she was talking about standing on one foot. So you and your child both stand on one foot while you're having this exchange, a challenging exchange, it can again mitigate with a little bit of laughter and humor in some cases. Now, not always. We don't want to minimize a child the seriousness of their feelings, so I don't want you to try and laugh it up when this is something very near and dear to their heart. Some kids just do better with humor. Others, they're not going to want to see you crack a smile, so don't. Be respectful of the child.

(30:26):

And again, acknowledging, really thinking... This is the question I often ask parents to ask, why does their point of view or their behavior make its own kind of sense? So you can lead with that. "I can imagine that if all your friends or most of your friends have seen this movie and if it feels important to you to be able to talk about it that this is not the answer you were hoping for," so in the moment to do that. Now of course, then we're talking about how can you stay regulated if the storm erupts. And again, self-compassion, physical touch. For some parents reciting a word, "This too shall pass. This too shall pass."

(31:05):

It might be that in advance, and I've done a lot of work with Mona Delhooke on this, I love her work so much, and she talks about at a calm moment with your child saying, "What kinds of things would help you when those storms hit?" It might be a certain fragrance, it might be certain music, it might be going out to the backyard and sitting outside in nature, it might be running their hands under warm water, depending of course on the age of child, but to ask the child in a calm moment, "What are some of the things that kind of help you come back to yourself?"

Dr Laura Markham ([31:36](#)):

And I think those ideas are so important with a kid who goes from zero to 60 just like that, right, because we do know there are kids who just get more dysregulated more quickly, and parents who are listening might be saying, sure, she can have a reasonable discussion and touse the kid's hair, but my kid, when I say no, is going to be screaming at me immediately. So I love that you're saying it doesn't all happen in that moment. You're always working on the connection and asking your child, "What does help?" In a good moment, you're asking what could help in the other moments.

Susan Stiffelman ([32:20](#)):

Yeah, absolutely. You have so much kindness and compassion that comes through, and this is what our kids feel, sort of the meta message of, "I care. I'm with you. I know this is hard." That in itself, all the non-verbal bits of communication that happen in these tough moments are as, if not more important, I think, to settling the child down.

Dr Laura Markham ([32:45](#)):

I agree with you. I think that parents so often are stressed and they're having to make these decisions on the fly, the movie, the party, the whatever, and so it can feel like maybe they're not clear in themselves. And so I think with my takeaway from this whole conversation is that the parent needs the opportunity on a regular basis to just get a little clarity themselves, to just give themselves some love and compassion and recognition and appreciation, because otherwise it's pretty hard to stick to your limit in the face of the child's disappointment.

Susan Stiffelman ([33:35](#)):

And this is why I think we form community. I think that we have our people, whether it's a close friend, a membership, it's a neighborhood, the people that you can be somewhat honest and vulnerable with and say, "I'm finding this quite difficult, this stage."

Dr Laura Markham ([33:49](#)):

Yes, yes, because every parent goes through times when it's just super hard.

Susan Stiffelman ([33:56](#)):

Yeah.

Dr Laura Markham ([33:57](#)):

Well, and I love your very specific tools that you've shared throughout this interview of how to connect physically and how to connect verbally and how to soften, but allow all of the feelings. And I love all of that.

(34:17):

Susan, this has been such a pleasure to talk with you today. Tell us how parents can find out more about you.

Susan Stiffelman (34:25):

Oh, sure. Well, all parents are welcome in our community, and I know there's a lot of overlap with the work we do, so I love working with the parents who find you as well. SusanStiffelman.com, I've got a lot of free material there for parents. I've got a podcast we haven't actively recorded recently, but there's a lot of great interviews there. A class almost every month with people like you and Dan Siegel and [inaudible 00:34:51] and Byron Katie. And then I have my membership Parenting Without Power Struggles, which meets twice a month, and Co-parenting With a Narcissist, which is a support group for people who need that kind of support with Wendy Behary. Mostly, I've got the books and everything is on my website. People can find out more there.

Dr Laura Markham (35:11):

Wonderful. As always, pleasure to speak with you. Thank you so much for the work you do.

Susan Stiffelman (35:17):

Thank you for your beautiful work, Laura.