

Repairing Harm Age 12 Summary

Why Repairing Harm?

12-year-olds are working on understanding and applying rules in various situations. They are seeking independence and will naturally test limits and break rules. When they do, they require guidance on how to repair harm caused to a relationship or item. This is a normal part of their development and necessary for their learning. Research confirms that children/teens develop higher-order thinking skills like consequential thinking and linking cause to effect. This directly impacts their school success and ability to take responsibility for their actions as they grow. Children/Teens need the guidance and support of caring adults to learn these skills.

STEP

1



GET INPUT

Get Your Child/Teen Thinking by Getting Their Input

- You can ask them about how they are feeling.
 - *“I noticed your face got red. So, when you said unkind things to your sister, were you frustrated?”*
 - *“I saw your friend leave you after school to talk with someone else. I wonder if you are feeling sad?”*
- You can also ask them about how they think others might be feeling.
 - *“When your friend walked away, how do you think they felt?”*
 - *“When you said that to me, how do you think that made me feel?”*

Trap: Avoid letting the question turn into an accusation. Remember to stay calm and that the goal of the question is to help the child/teen uncover feelings.

STEP

2



TEACH

Teach New Skills

- Understanding your feelings and behaviors when your child/teen misbehaves is a great way to start. It will help you know what they are learning to do.
- Model behaviors (and your children/teens will notice and learn!).
- Teach positive behaviors. Children/Teens need to learn the positive behavior that can replace inappropriate behavior.
- Establish logical consequences when expectations are not met.
- Practice deep breathing to calm down.
- Brainstorm coping strategies and make a list together, such as hugging a pillow, reading a favorite book, walking outside or riding a bike, getting a glass of water, talking to a friend, writing in a journal, or listening to music.

- Work on your family feelings vocabulary. Use specific feelings words to describe your state of mind and help your child/teen describe theirs.
- Teach assertive communication through I-messages such as “I feel _____ (insert feeling word) when you _____ (name the words or actions that upset you) because _____.” “I feel sad when you say hurtful things to your brother because it hurts his feelings.”

Tip: Deep breathing removes the chemicals that have flowed over your brain, allowing you to regain access to your creativity, language, and logic rather than staying stuck in your primal brain. Practicing deep breathing with your child/teen can offer them a powerful tool to use anytime, anywhere, when they feel overcome with heated emotions.

Trap: Though it can sometimes feel like it, there are no “bad” emotions. Every feeling is a vital message from ourselves. Because feelings are instant, we always have the opportunity to reinterpret our response.

STEP
3



Practice to Grow Skills and Develop Habits

- Use “Show me...” statements like “*Show me how you can heal your relationship with your sister.*”
- Accept feelings (even ones you don’t like!): “*I hear you’re upset. What can you do to help yourself feel better? Would your calm down space help you feel better?*”
- Offer limited and authentic choices. “*Do you want to talk to her directly or write her a note?*”
- Recognize effort: “*I notice how you went back to your sister to talk to her after you fought to make things better. That’s how you heal the relationship.*”
- Proactively remind: “*Remember what helps you feel better? What can you do?*”

Tip: After a tough day, your child/teen may internally beat themselves up for what they did and said earlier. So, end the day with love. They need to hear that you love them NO MATTER WHAT on those days.

Trap: Don’t constantly repeat yourself when children/teens are angry or upset. Children/teens often need more time to calm down, regain perspective, and move on. Be sure to wait long enough for your child/teen to show you they can take steps to self-manage. Your waiting could make all the difference in whether they can do what you need.

STEP
4



Support Your Child’s/Teen’s Development and Success

- Ask key questions to support their skills: *“You will see Julie today. How will you tell her you are sorry for your words yesterday?”*
- Learn about development. Each new age and stage will present differing challenges, including stress, frustration, and anger.
- Promote an “I can” belief. Children/Teens need to hear that you believe in their ability to mend their relationships.
- Foster friendships. Close friends can be a source of empathy and support for your child/teen.
- Follow through on logical consequences to repair harm when needed.

STEP
5



Recognize Efforts

- Notice even small successes: *“I noticed you made up with your sister before I said anything. That’s the way to be a big sister.”*
- Recognize small steps along the way.
- Build celebrations into your routine. Consider a hug when an effort to repair harm has been made.

Tip: Be specific. “Good job” does not carry much meaning. However, a specific compliment about a pointed behavior—*“You took some deep breaths when you got frustrated. I love seeing that!”*—can promote more of the same.

Trap: If you focus only on outcomes—*“You didn’t argue with your sister today,”* for example — you miss the chance to influence the process. It’s better to say, *“You were helpful today. I appreciate that.”*

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