



Winnetka Rotary July 19, 2018

(Keynote from Parents in Partnership)



**Well-intended parents, unintended consequences:
Context and considerations for raising emotionally
healthy children in a competitive, high achieving,
and digitally driven world**

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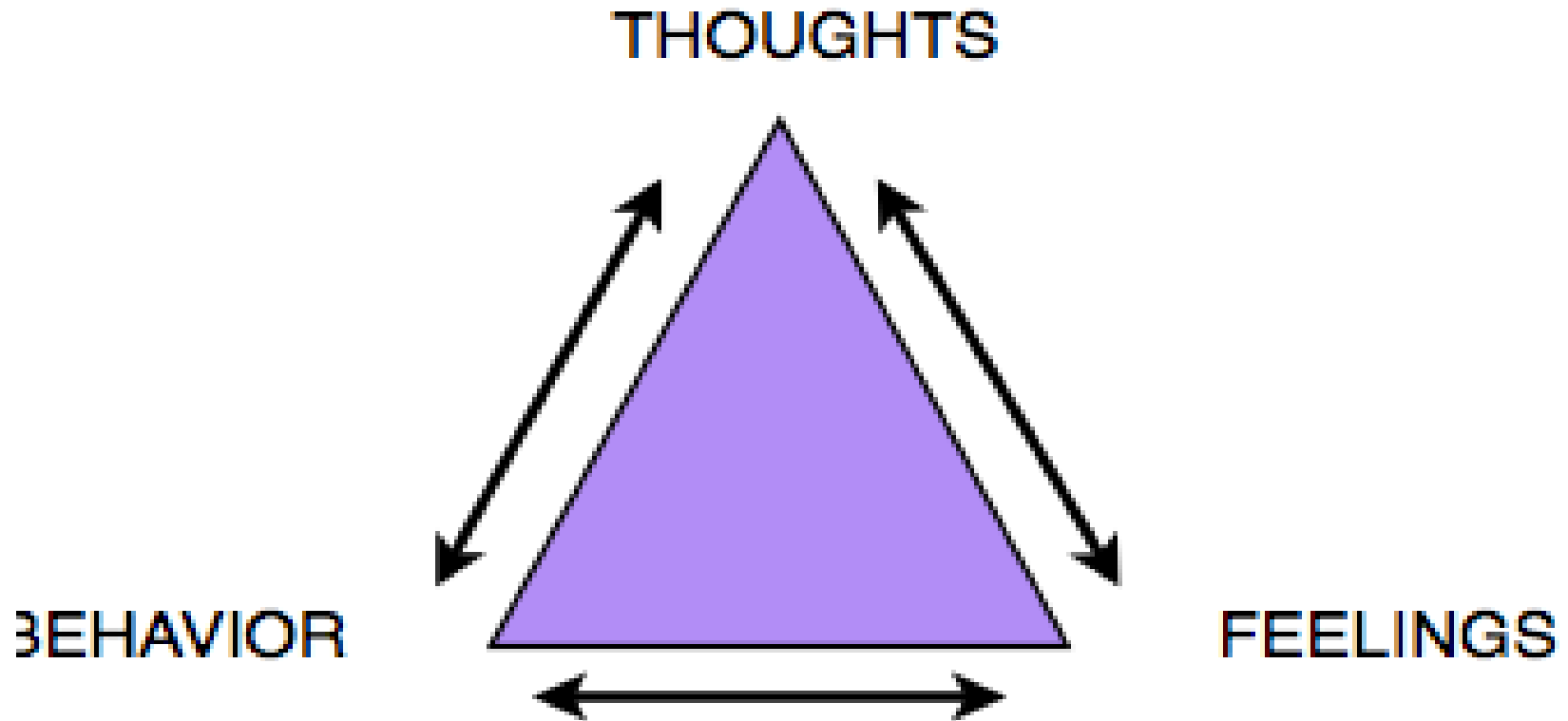


Objectives



- ▶ Increase awareness about ways to support healthy development in children
- ▶ Increase awareness about what factors are motivating your parenting choices
- ▶ Learn the risks of “overparenting”
- ▶ Be able to differentiate between growth and fixed mindsets
- ▶ Describe at least three ways to support the development of a growth mindset
- ▶ Identify your own fixed mindset triggers
- ▶ Learn ways to support your child’s use of technology

Thoughts, Feelings, and Behavior are related and influence each other





"YES, MOTHER, I TOLD YOU, I'M DOING FINE ON MY OWN AT COLLEGE HEY, COULD YOU LOG ON AND FIND MY SCHEDULE, ORDER MY BOOKS AND CALL ME WHEN IT'S TIME FOR CLASS?"

Avoid the Overparenting Trap

Madeline Levine, PhD

- ▶ Don't do for your child what your child can do
- ▶ Don't do for your child what your child can almost do
- ▶ Don't do what is just about your own ego

Not to suggest neglectful parenting.



Important time to take the Pause– why am I doing my child's project, writing his/her paper, calling him/her in sick?

When we “do for” our child...

- ▶ It communicates that your child is not able to do this on his/her own. Undermines a sense of competency, confidence, and self-efficacy.
- ▶ Child does not develop basic self-management skills, life skills.
- ▶ Overparenting interferes with developing self advocacy skills.
- ▶ Child does not have the opportunity to learn how to tolerate distress and discomfort. Child is not learning how to manage negative feelings.
- ▶ Associated with increased anxiety in children and adolescents

Instead of “do for”...

- ▶ Give your child an opportunity to fail, struggle, and be uncomfortable
- ▶ Give your child an opportunity to develop life skills

And, remember: As your child moves through struggles, discomfort, and “failure” – emotional regulation skills, confidence, and independence have an opportunity to emerge

Fixed Mindset– Carol Dweck, PhD

“In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort.”

- Dumb or Smart
- Good at Math or Not a Math Person
- Good Parent or Bad Parent

Growth Mindset–Carol Dweck, PhD

“In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.”

–Failures are viewed as opportunities to learn

Growth Mindset vs. Fixed Mindset



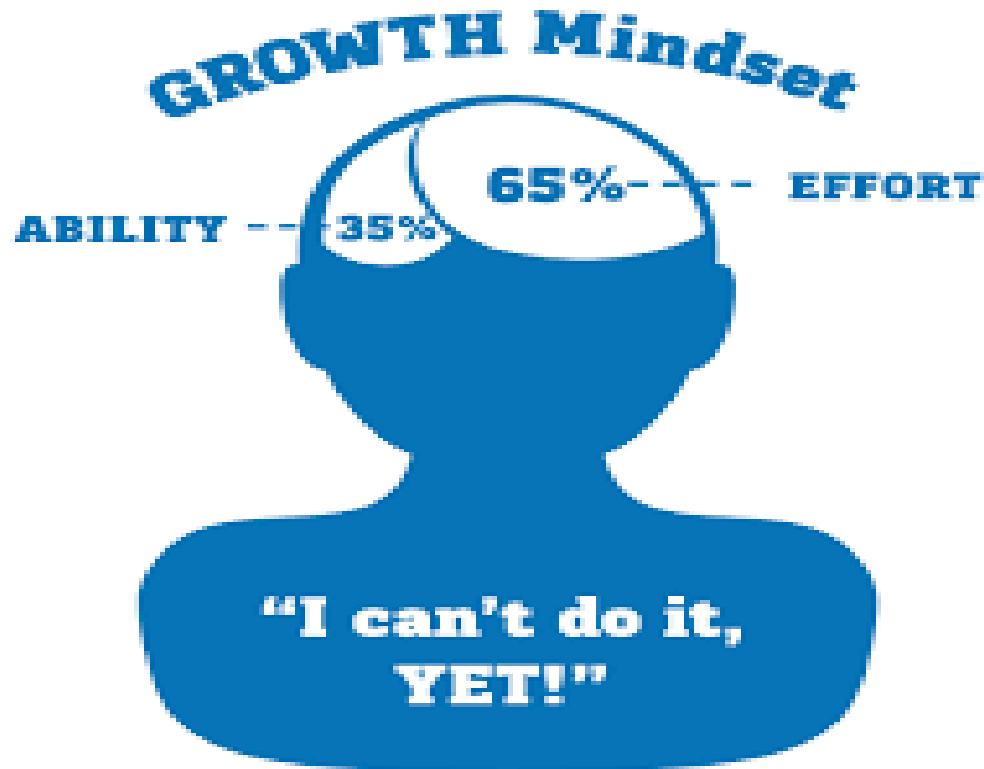
I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.



I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.

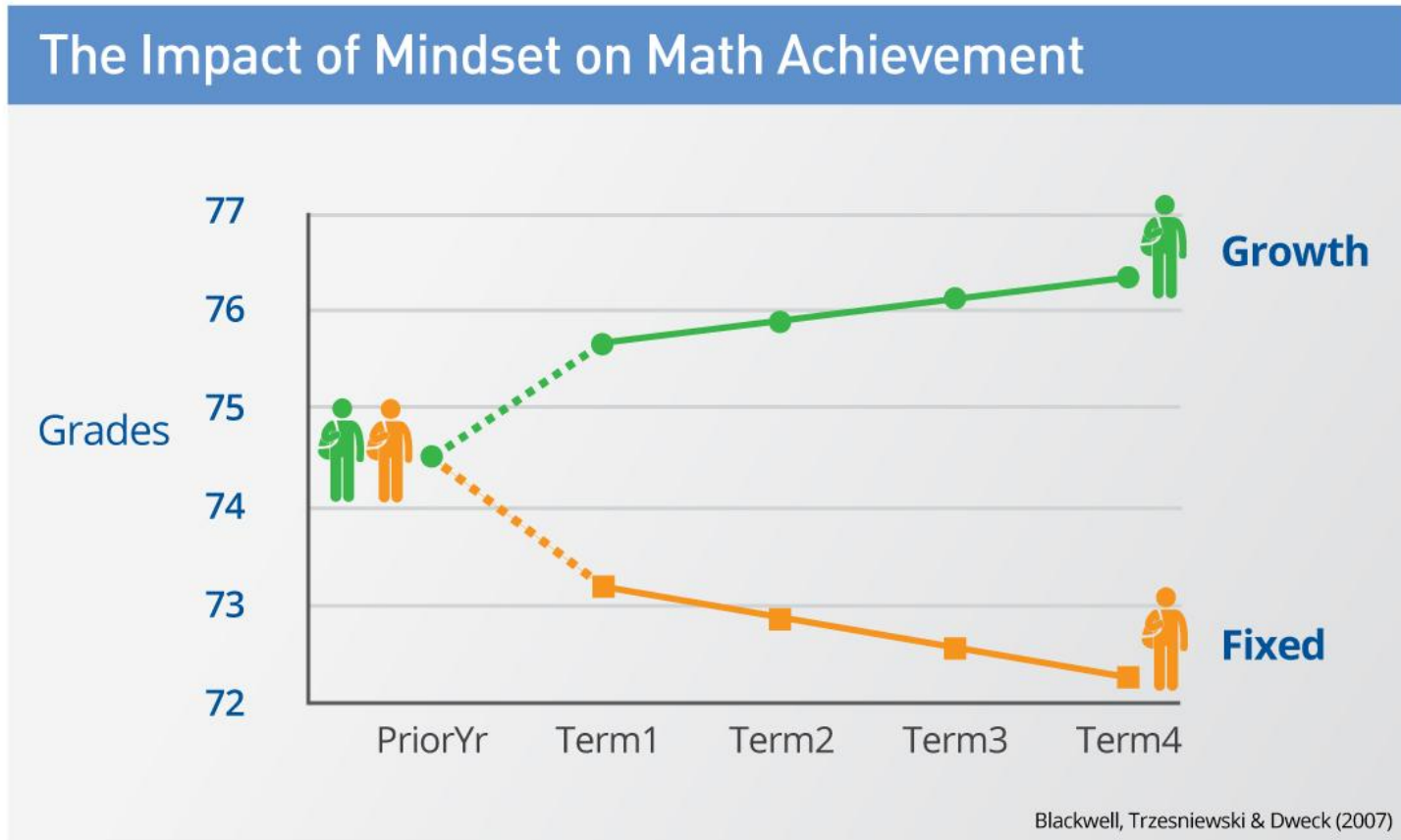
Created by: Reid Wilson @wayfaringpath © ⓘ ⓘ ⓘ ⓘ Icon from: thenounproject.com

YET, YET, YET



https://www.google.com/search?q=growth+mindset&source=lnms&tbm=isch&sa=X&ved=0ahUKEwj09qqyi_3WAhWI5oMKHUbGDCQQ_AUICigB&biw=1920&bih=780#imgsrc=OFZbC54wpo1a4M

Impact of Mindset on Math Achievement



Impact of Growth Mindset on Achievement

- ▶ Randomly divided kids up into 2 groups
- ▶ Mindset Intervention vs. No Intervention

“We found that students’ mindsets, how they perceive their abilities, played a key role in their motivation and achievement, and we found that if we changed the students’ mindsets, we could boost their achievement.”

Students who believed their intelligence could be developed (a growth mindset) outperformed those who believed their intelligence was fixed (fixed mindset).

Ways to Support the Development of a Growth Mindset



- ▶ Provide Process Praise/Feedback
 - Growth Mindset: Working so hard really paid off. You went further than you thought you could!
 - Fixed Mindset: You are so smart and gifted.
- ▶ Teach basic neuroscience—brain works like a muscle and grows and gets stronger with hard work
- ▶ Tell them they are demonstrating a growth mindset

Ways to Support the Development of a Growth Mindset

- ✓ Embrace failures and missteps– they often learn the most when they fail. And when they push through and succeed, they develop a sense of competency, self-efficacy, and confidence.
- ✓ Support independence and reflection
- ✓ Model lifelong learning—start with yourself and embody the growth mindset
 - Share your stories and let your children know when you are trying something new
 - Share your setbacks

DEVELOPING A **GROWTH MINDSET**

INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

<http://www.halfwayhouses.kent.sch.uk/UserFiles/image/Growth%20Mindset/Growth%20Mindset%20Poster.png>

Consider Your Own Fixed Mindset Triggers

Dr. Dweck also offers the following advice for educators and parents when considering our OWN fixed mindset triggers. *Requires Self-Reflection.

- ✓ Watch for a fixed-mindset reaction when you face challenges. Do you feel overly anxious, or does a voice in your head warn you away?
- ✓ Watch for it when you face a setback in your parenting, or when children aren't listening or learning. Do you feel incompetent or defeated? Do you look for an excuse?

Consider Your Own Fixed Mindset Triggers

- ✓ Watch to see whether criticism or complaints brings out your fixed mindset. Do you become defensive, angry, or crushed instead of interested in learning from the feedback?
- ✓ Watch what happens when you see another parent who's better than you at something you value. Do you feel envious and threatened, or do you feel eager to learn?
- ✓ Accept those thoughts and feelings and work with and through them. And keep working with and through them.
- ✓ Remember, you're on a growth-mindset journey, too.



“We aren’t held captive for the rest of our lives by the way the brain works in this moment—we can actually rewire it so that we can be healthier and happier. This is true not only for children and adolescents, but also for each of us across the life span.”

The Whole–Brain Child

Daniel Siegal, MD & Tina Payne Bryson, PhD

Digital Native vs. Digital Immigrant

Digital Native: A person born or brought up during the age of digital technology and therefore familiar with computers and the Internet from an early age

Digital Immigrant: A person born or brought up before the age of digital technology. PARENTS & GRANDPARENTS

Digital Natives

- ▶ Average Age of getting first smart phone is 10.3 years old
- ▶ 39% of 11.4 year olds have a social media account
- ▶ 70% of social communication in adolescence occurs digitally



Some Social Media Issues

Social media use, at the exclusion of face to face contact, can interfere with empathy development. 40% decrease in the last 20 years.

The social media medium makes it easier to say things and do things that are more hurtful, than if they were face to face.

Children and adolescents use social media to avoid uncomfortable feelings. It provides them an opportunity to avoid anxiety provoking situations and interferes with skill building (e.g., social skill development, anxiety management, etc.).

Excessive use of social media, especially when coupled with limited face to face relationship time, has been linked to poor mental health outcomes (e.g., depression, anxiety, etc).

Digital Natives: Considerations

- ▶ First Devices: Consider digital training wheels
- ▶ Concrete Expectation Considerations, Co–Create
 - Hours of use, designated unplugged time?
 - Texting rules (group chats? pictures? permission to share?)
 - Types of use (Surfing the Web? Netflix? social media?)
 - Social Media (texting? Insta/Finsta? Snapchat? Twitter?)
 - Use with peers (“playdates?” sleepovers?)
 - Privacy expectations
 - Contract
 - Consequences if expectations not met

Mentoring in the Digital Age

(Devorah Heitner, Ph.D.)

Mentoring involves purposefully communicating about social media issues, identifying specific problems, and co-creating solutions

- Children may be tech savvy, but parents are wise
 - Have been through difficult social situations
 - Things last forever on internet
 - Know the value of privacy
- No app to raise our kids in digital age for us
- Be curious about what their challenges are

Empathy is the App

(Devorah Heitner, Ph.D., Tedx)

What problems do 10–12 year olds report that they experience with social media? What solutions did they generate?

- 1) If I text a friend and they don't text me back
- 2) Sending a text that may have been hurtful

Mentoring involves purposefully communicating about social media issues, identifying specific problems, and co-creating solutions

Empathy is the App continued...

Highlights the importance of:

- 1) Mentoring, Mentoring, Mentoring
- 2) Identifying roadblocks together
- 3) Co-Creating solutions
- 4) Helps them to develop empathy

Take Away Considerations

Focus more on effort and less on outcomes and Performance.

Praise the process and encourage reflection, revision, and trial and error instead of outcome.

Give your child opportunities to fail.

Be mindful of your own agenda & your fixed mindset triggers.

Mentor you child in social media use.

Take Aways continued

Basic abilities can be developed through dedication and hard work—brains and talent are just the starting point.

Growth mindset is REAL and provides a roadmap for next steps.

Reassure yourself that:

It is important for your child to struggle at times and to be uncomfortable at times;

As your child moves through struggles, discomfort, and “failure” – emotional regulation skills, confidence, and independence have an opportunity to emerge;