



Raising Self Sufficient Children

Health and Hospitals
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Our Work

Research



We are **at the forefront of neuroscience efforts** to find objective biological measures of mental illness that will lead to **earlier diagnosis, more individualized treatment methods, and new and better interventions.**

Clinical Care



We provide **world-class clinical care** to children struggling with mental health and learning disorders. We have helped **thousands of children get the help they need** in our offices and in their communities.

Public Education



We equip **millions of parents, educators and policymakers** with the information they need to **end the stigma and misinformation** that cause so many children to miss out on life-changing treatment.

Outline

- Social-Emotional Developmental Norms
 - What to Expect
 - Common Social/Emotional Issues
- Teaching Problem Solving and Social Skills
 - Problem Solving Steps
 - Promoting Grit
 - Teaching and Modeling a “Growth” Mindset
 - Targeting Social Skill Deficits
- Questions are welcome throughout the presentation!

First and Foremost

Even if it does not feel like it

- You are doing a lot!
 - Taking care of your family
 - Supporting your kids' online learning
 - Trying to keep your kids occupied over the long & hot summer
 - Managing your own emotions
 - Helping your kids manage theirs
 - Working from home or going into work
 - Maybe taking care of sick family members
 - Dealing with changes to income, job status, finances
 - Trying to raise self sufficient children

What To Expect

Age	Developmental Norm	Examples
Infants	Cannot moralize; Sense of right and wrong depends on needs being met	Cries to obtain cuddling which meets basic needs
Toddlers (2-3)	Realizes others have needs but yet to grasp right and wrong; Understands obedience is the norm	Child knows it is wrong to take a toy from sibling because of the punishment
Preschoolers (3-5)	Rewards > Punishments	Child gives toy back to sibling while parent is watching anticipating praise or treat
School Age (6-12)	Develop sense of right and wrong rapidly	Child shares in school to make friend and build community
Teens (13+)	Develop their own moral values while questioning and analyzing parents values	Teen questions laws and tests boundaries

Age	What it can look like...
By 12 months	<ul style="list-style-type: none"> • Play favorites with familiar people • Play feels more interactive • Enjoys games like “patty cake” or “peekaboo”
18 months-2 years	<ul style="list-style-type: none"> • Begin simple pretend play, often by imitating • Interested in peer interactions but mostly parallel play • May notice an increase in tantrums as attempts at independence and communication increase
Ages 3-4 years	<ul style="list-style-type: none"> • Start to show and verbalize wider range of emotions • Interested in pretend play, but confuse real and “fantasy” • Start engaging in cooperative play and separate from caregivers more easily
Ages 5-6 years	<ul style="list-style-type: none"> • Enjoy playing cooperatively and display more conversation and independence • Test boundaries but are typically still eager to please • Begin to understand embarrassment
Between 9-10 years	<ul style="list-style-type: none"> • Start narrowing peer group, sharing secrets/jokes • May withdraw from family activities in order to focus on developing peer relationships
Between 11-15 years	<ul style="list-style-type: none"> • Increase in logical thinking • Often “moody” and seeking privacy • Value friends’ and others’ opinions • May test out new styles/mannerisms to find where they fit
Between 16-18 years	<ul style="list-style-type: none"> • Strive to be independent • Better at self assessing strengths and limitations

Common Issues in Social Development

Inattention

Talks too much

Doesn't respect personal space

Doesn't tune into social cues

Trouble taking turns

Interrupts or blurts out

Gives up easily on tasks/low frustration tolerance

Constantly moving or fidgeting



Common Issues in Social Development

Perspective Taking

Shares inappropriate information or in inappropriate ways

Doesn't understand facial cues/expressions

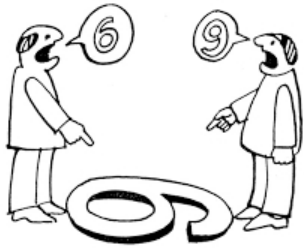
Is overly literal and/or doesn't understand sarcasm

Prefers to talk to adults

Withdraws from peer conversations

Doesn't adapt language to different situations or audience

Goes off-topic or monopolizes conversation



Seeking Help?

If social behaviors are causing a problem for the child or family it may be time to seek intervention, consider:

Frequency

Severity

Intensity

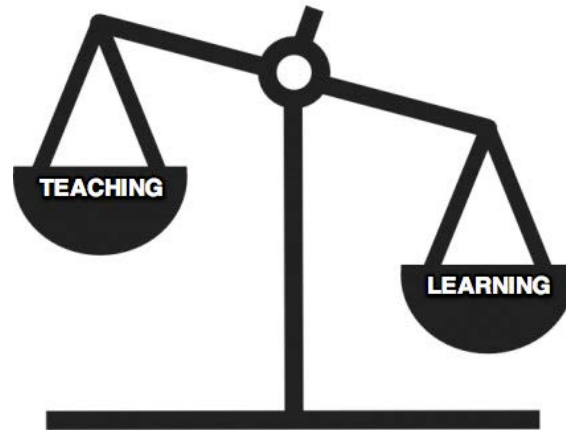
Function



COVID-19

Providing Psychoeducation and Promoting Prosocial Behaviors

- Teach and Model Prosocial Behaviors
 - Getting Targeted
- Praise and Reward Prosocial Behaviors
 - Staying Targeted
- Teach/Model/Reward Use of Appropriate Problem Solving Steps



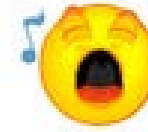
Teach and Model Prosocial Behaviors

- Can your child identify emotions accurately in themselves?
- Can they determine the intensity of that emotion?
- Can they recognize emotions in others?
- Can we help kids become social detectives?
 - Think about others' thoughts?
 - Feelings/Emoji charts
 - Feelings charades
 - Using thought bubbles when watching TV/videos

How are you feeling?



Happy



Joyful



Content



Silly



Sad



Angry



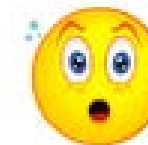
Scared



Worried



Confused



Surprised



Hurt



Embarrassed

Teach and Model Prosocial Behaviors

- Remember that social skills may feel obvious, but some individuals need specific teaching and coaching
 - E.g. how do you know when someone is finished with a conversation?
- Give social explanations
 - “I could tell she was happy because she smiled big and then clapped her hands.”
 - “I could tell the waiter wasn’t ready to take our order yet because he was walking quickly and didn’t stop to talk but waved to indicate he was coming back.”

Praise and Reward Prosocial Behaviors

- Identify areas of strength and limitation to set goals
- Target one or two skills at a time
 - Teach and practice the skill before your outing
 - Provide reinforcement throughout the outing when skills is displayed
 - Debrief/reward after the outing
 - Repeat until “mastered”
 - Identify a new skill and resume the process



Ways to Reinforce and Reward

Labeled Praise

Social skills
“brag book”

Reward Menu

Tangibles

Opportunities
for preferred
social time



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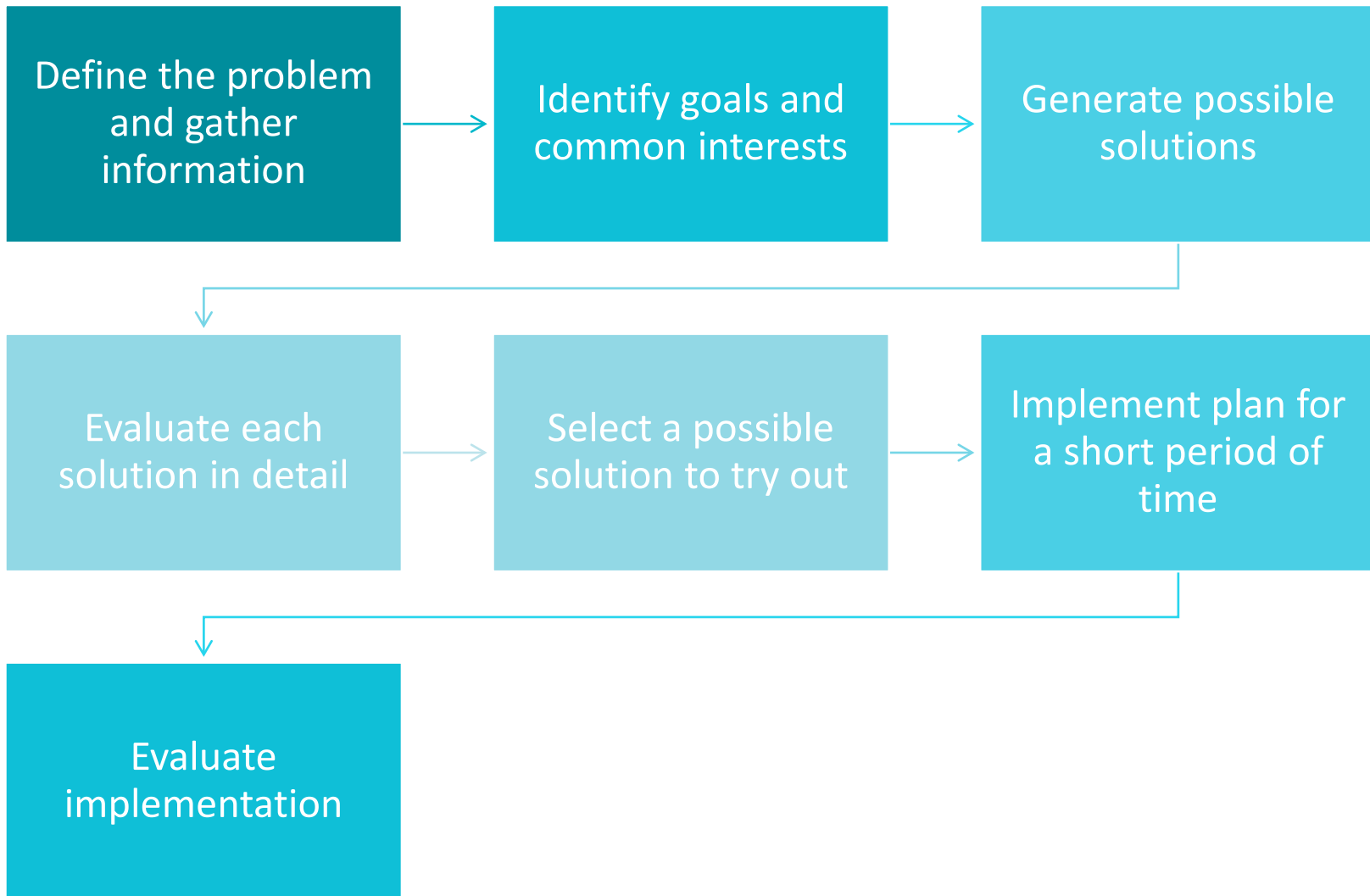
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Opportunities
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Remember: It may take a long time for these interactions to become internally-reinforcing. We cannot control the responses of others. It is important to reward your child's efforts and progress.

Problem-Solving Process



Ways to Promote Problem Solving

- Get “meta” and model appropriate problem solving
- Share stories of personal challenges and feelings
- Read stories with prosocial themes and creating your own (or alternative endings)
- Watch shows or movies together and discuss what the characters are experiencing
- Create opportunities to practice with family game night

Setting Goals Together to become “Grittier”

Grit is defined as **passion and perseverance toward long-term goals** and also one of the most important indicators of later success

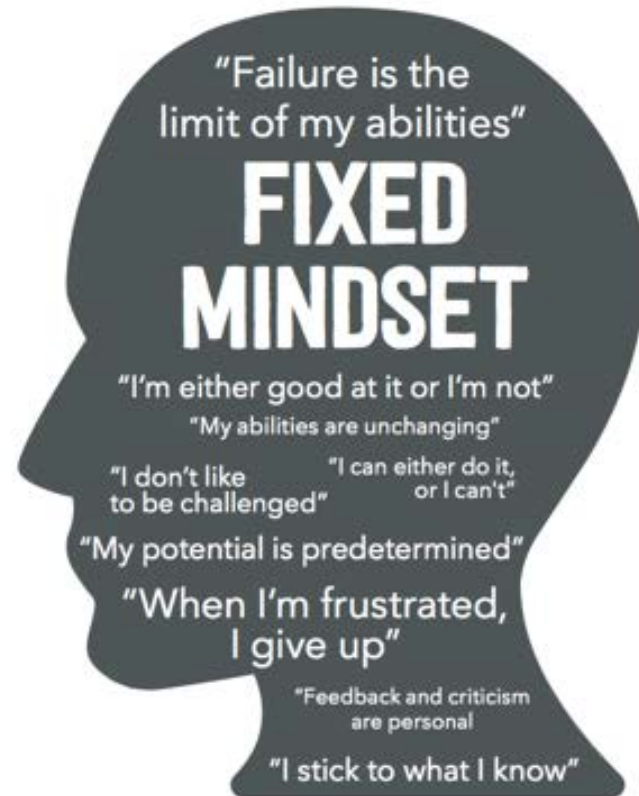
GOOD News: Grit can be taught!



3 Part “Hard Thing Rule” by Angela Duckworth

1. Each family member must choose a “hard thing” to pursue (an instrument, a sport, an activity)
2. Everyone must finish what they start
3. No one gets to pick the “Hard thing” for anyone else

Modeling the Right Mindset



Modeling the Right Mindset

Start with yourself! Do you have a fixed or growth mindset?

Fixed Mindset Parents

- Convey they value talent/intelligence above all
- Spend less time with those who seem less talented
- Are less open to feedback
- Have children who are eager to impress with their talent/intelligence
- Failure as permanent

Growth Mindset Parents

- Foster teamwork and team spirit
- Place value on passion, learning, and improvement
- Have children who want to work together to improve
- Failure as an opportunity to learn

Practical Tips

- Model confidence...even if you don't feel it, you set the example!
 - Tackle new tasks with optimism and preparation
 - Don't pretend to be perfect
 - Do acknowledge anxiety, but don't dwell on it. Focus on things you can do to prepare
- Don't get upset about mistakes
 - Let kids to see people, including YOU, makes mistakes and learn from them
 - Don't let fear or failure get in the way...take setbacks in stride
- Encourage them to try new things
 - Do let kids diversify, don't focus energy just on what they are already good at
 - New skills make kids feel capable and confident they can tackle what comes next
- Allow kids to fail
 - Trial and error is how kids learn: walk before run
 - Falling short on goals both spurs effort and teaches it's not the end of the world
- Praise perseverance
 - Prevents giving up in face of frustration
 - Teaches the difference between trying your best and being the best
- Help kids find their passion
 - Enable them to explore their interests
 - Helps kids develop sense of identity...this is essential to building confidence
 - Let them see their talents grow, boosts self-esteem

Practical Tips

- **Set goals, large and small**
 - Achieving goals makes kids feel strong
 - Convert their dreams into reality by encouraging kids to make a list of things they want to accomplish
 - Break-down long-term goals into realistic benchmarks
 - Validates interest and teaches a life skill
- **Celebrate effort**
 - Praise achievements and also for efforts regardless of outcome – new skills take time
 - Value hard work at every age (building blocks or playing guitar)
- **Expect them to pitch in**
 - Even if they are whining, kids feel valued and connected when they are counted on to do age-appropriate jobs/tasks
 - Being needed by your family is invaluable
- **Embrace imperfection**
 - Perfection is unrealistic, need to learn that ASAP
 - Idea others are always happy, successful etc. is destructive
- **Set them up for success**
 - Challenges are good and so are opportunities where you know kids will find success
 - Involvement in activities that make kids feel comfortable provides confidence to tackle bigger challenges
- **Show your love**
 - Let kids know you love them no matter what...win...lose...good grades and bad
 - Especially when you are mad
 - Bolsters self-worth for kids when they are feeling bad

MY GROWTH MINDSET STATEMENTS

I can CHANGE my MINDSET with my WORDS!



INSTEAD OF:

I am not good at this.

I am great at this.

This is too hard.

This is too easy.

I am afraid I will make a mistake.

I give up.

I can't do this.

This is good enough.

I won't try because I might fail.

I am not as smart as my friend.



I am not good at this YET, but I will learn.

I practiced and learned how to do this.

This will require effort and finding the right strategy.

How can I make this more challenging?

When I make a mistake, I will learn from it and get better.

I will succeed if I put forth effort and find a better strategy.

I need some feedback and help from others.

Is it my best work? Can I improve it?

If I fail I can try again until I succeed!

I am in charge of how smart I am because I can grow my brain by learning hard things!



I CAN SAY:

Q&A?

Thank you for listening!



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