

How to effectively support your child's behaviour and emotions at school and at home

Thursday the 16th of May 2019

Fintan O'Regan

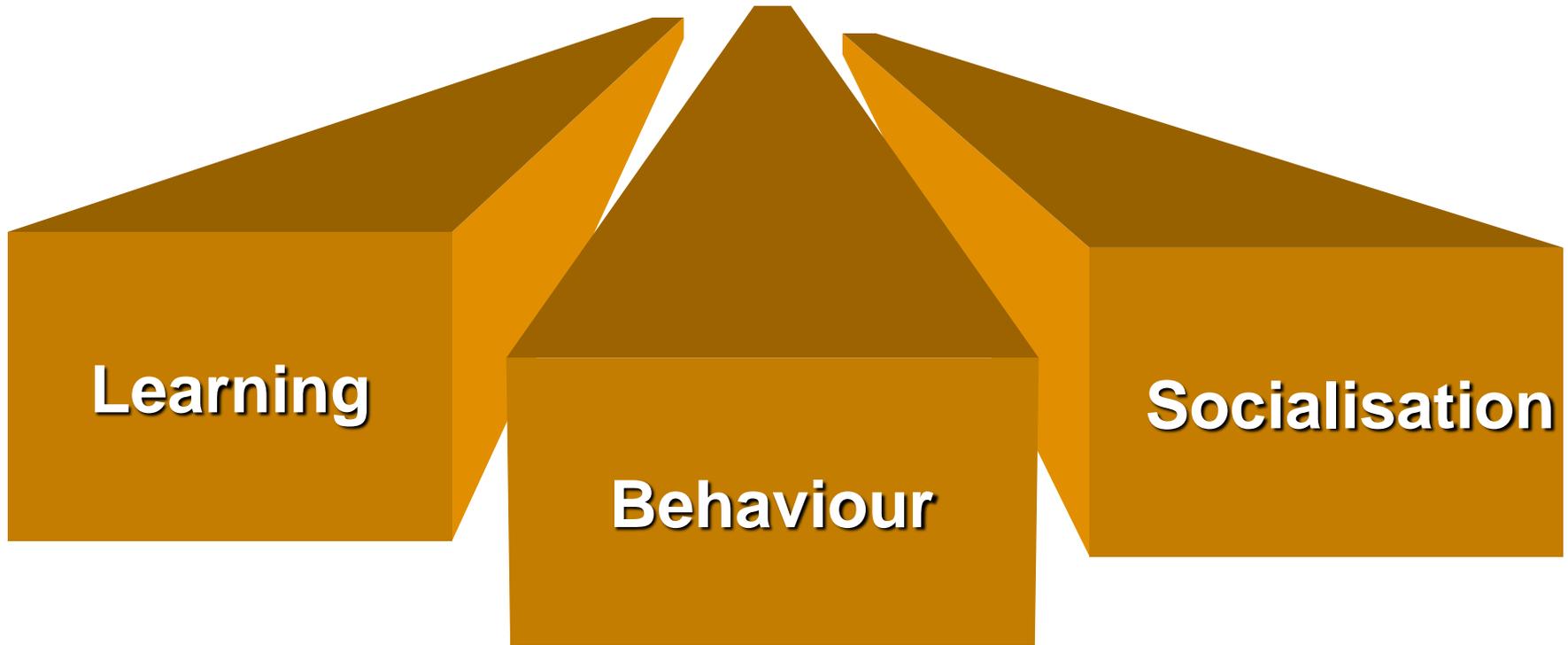
www.fintanoregan.com

Fjmoregan@aol.com

Publications

- Cooper P and O'Regan F (2001) EDUCATING children with ADHD: Routledge Falmer Press
- O'Regan F (2002) How to teach and manage children with ADHD: LDA a division of McGraw- Hill
- O'Regan F (2005) ADHD : Continuum International
- O'Regan F (2005) Surviving and Succeeding in SEN Continuum International
- O'Regan F (2006) Challenging Behaviours Teachers Pocketbooks
- O'Regan F (2006) Troubleshooting Challenging Behaviours Continuum International
- O'Regan F (2008) The Small Change 2 BIG DIFFERENCE series Hyperactive, Inattentive and Disorganised, Special Direct
- O'Regan F (2014) Successfully Managing ADHD Routledge Falmer Press

Key issues to consider



Learning

- 10% of what you read
- 20% of what you hear
- 30% of what you see
- 50% of what you both see and hear
- 70% of what you hear, see and do
- 90% of what your peers tell you!

Behaviour

- Behaviour is learned
- Behaviour is purposeful in a social setting
- Behaviour is chosen
- Behaviour communicates information about needs
- Behaviour can be the result of BDS
- Behaviour can be changed
- Behaviour can be taught

Mental health and behaviour

9.8% of children and young people aged 5 to 16 have a clinically diagnosed mental disorder. Within this group, 5.8% of all children have a conduct disorder, 3.7% have emotional disorders, and a further 1.3% have other less common disorders including autistic spectrum disorder, tic disorders, eating disorders and mutism.

1.9% of all children (approximately one fifth of those with a clinically diagnosed mental disorder) are diagnosed with more than one of the main categories of mental disorder.

Beyond the 10% discussed above, approximately a further 15% have less severe problems that put them at increased risk of developing mental health problems in the future

Nature vs. Nurture



Risk factors in the child

- **Specific learning difficulties/neurological difficulties**
- **Difficult temperament**
- **Levels of intelligence, IQ and EI**
- **Socialisation difficulties**
- **Physiological issues of levels of self esteem, depression, stress**
- **Other health factors**

Risk factors in the family

- **Overt parental conflict**
- **Family breakdown**
- **Sibling rivalry**
- **Inconsistent or unclear discipline**
- **Hostile or rejecting relationships**
- **Health of parents**
- **Failure to adapt to a child's changing needs**
- **Physical, sexual or emotional abuse**
- **Parental criminality, alcoholism or personality disorder**
- **Death and loss-including loss of friendship**

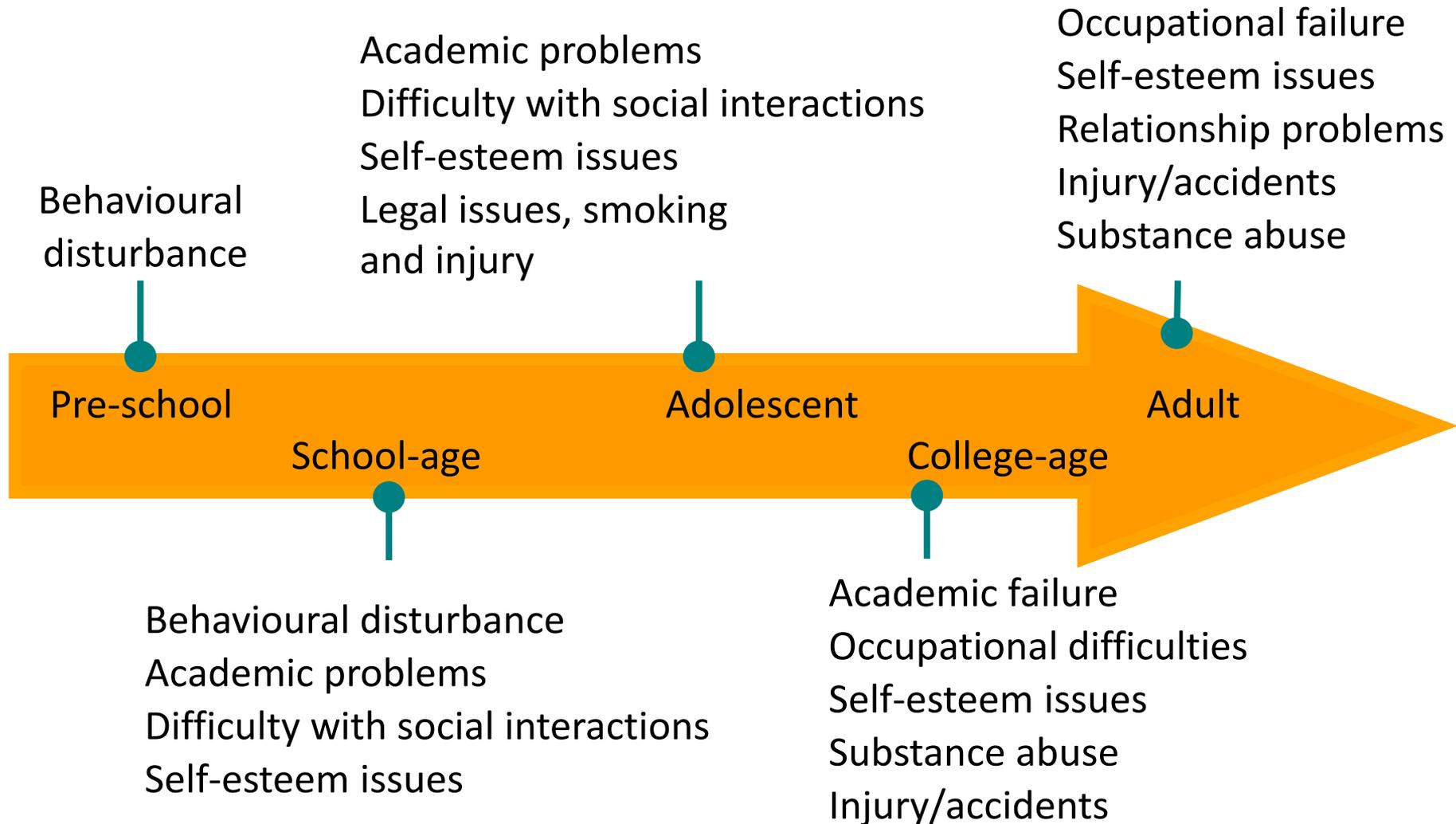
Risk factors in the community

- **Socio economic disadvantage**
- **Homelessness**
- **Disaster, accidents, war or other overwhelming events**
- **Discrimination**
- **Other significant life events**

Risk factors in the school

- **Bullying**
- **Discrimination**
- **Breakdown in or lack of positive friendships**
- **Deviant peer influences**
- **Peer Pressure**
- **Poor pupil to teacher relationship**

Potential presentations at different ages



Overlap

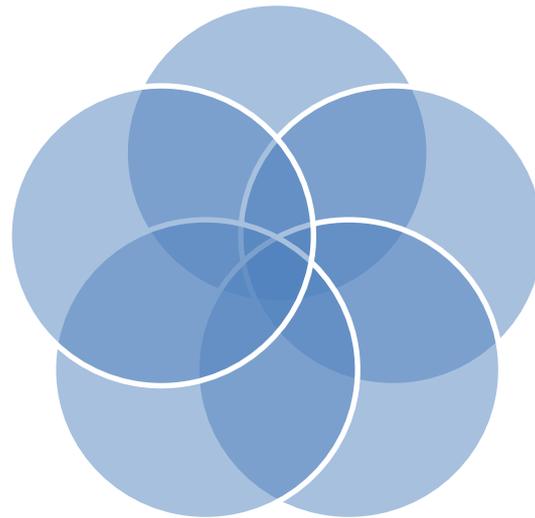
Spld

CD

ASD

ODD

ADHD



Specific Learning Difficulties

- Input: Visual Perception/Auditory Perception
- Integration: Sequencing, Organisation, Abstraction
- Memory: Short Term/Long Term
- Output: Motor/Oral

Main weakness and difficulties

- Speed of processing
- Short term memory
- Sequencing
- Auditory perception and processing
- Visual perception and processing
- Laterality difficulties
- Organisation
- Decoding written Language

ASD

Triad of social impairment:

- Social communication
- Social imagination
- Social interaction

.....also sensory sensitivity and processing

Signs of autism in girls

- Diagnosis of ASD is based on the triad of impairments, identified by Wing and Gould in 1979.
- But girls can present differently to boys in each of these areas of impairment.

(Holtman et al., 2007)

Social Interaction:

- **Boys with ASD tend not to appear motivated to be socially interactive, but girls on the spectrum do. However, girls have a history of failure in achieving and maintaining friendships**
- **Girls gravitate towards older girls, who tend to mother them and act as a form of social “protection”**
- **Girls with Asperger’s may be unnecessarily dependent on their mother (or other primary carer) whom they regard as their best friend and confidante in a social world which they find challenging and frightening.**

(Holtman et al., 2007)

Social Communication

- **Boys engage in disruptive behaviours, whereas girls may be persistently “ill” to gain what they want or control their situation**
- **Girls appear more able to concentrate than boys, who become distracted more easily and can be disruptive**
- **Girls tend to learn social behaviours by observation and copying, which can disguise their social deficits**
- **Girls may find the idea of social hierarchy difficult, so they can respond inappropriately to people in authority, such as teachers**

(Holtman et al., 2007)

And also

- Additionally, multiple stimuli (such as crowds in corridors or screams in playgrounds) and changes to routines which occur at secondary education can increase individual anxiety greatly.
- Adolescence, involving unstoppable changes, such as menstruation and the growth of breasts and body hair, can profoundly affect girls with ASD, heightening anxieties due to lack of control over what is happening.

(Holtman et al., 2007)

Social imagination:

- Imaginative play does exist, but it is intense in nature, often focused on stereotypical female interests, such as make-up, animals and celebrities. The key is the intensity and quality of these special interests, which are exclusive, all-consuming and experienced in detail.
- Children with ASD can engage in repetitive questioning well beyond the age that those who are not on the spectrum would normally do. They can exhibit poor empathic skills and a lack of social interest.
- They can also seem disinterested in the classroom and exhibit immature, impulsive and unusual behaviours. An inability to “move on”, even with basic matters, can be common – for example, not being happy to throw away old toys or clothes which the child has long since grown out of. This **“cluttering”** behaviour can outline their difficulties with change.

(Holtman et al., 2007)

The explosive child

Inflexibility + inflexibility = meltdown

Ross Greene 2004

ADHD

- A developmental disorder
- Pervasive –affecting more than one setting
- Enduring- difficulties beyond childhood.
- **Neurological** condition

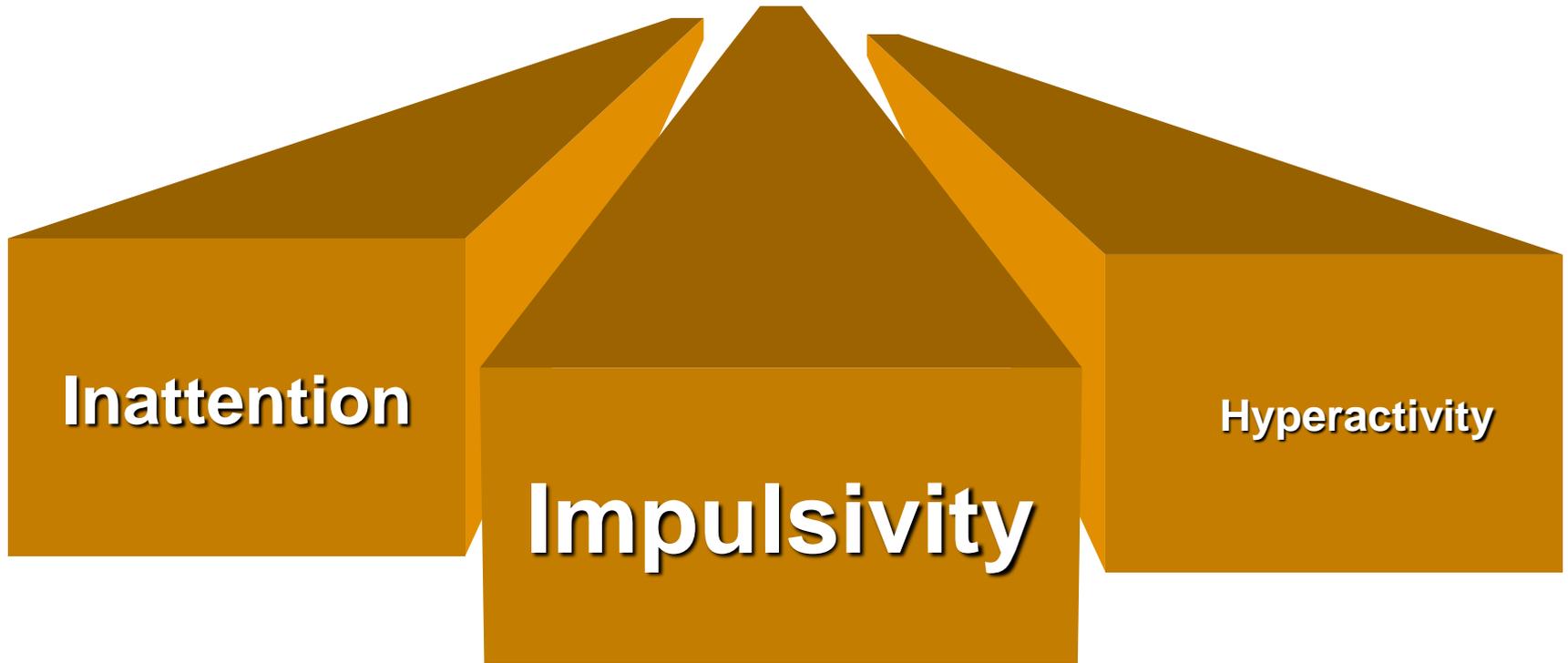
What we know

- Genetic influences are very strong
- Several changes in the DNA of chromosomes are now known to be associated with ADHD, these changes are in the genes that control specific neurotransmitters especially dopamine

Symptom groups

Inattention	Hyperactivity	Impulsivity
<ul style="list-style-type: none">• Does not pay attention• Avoids sustained effort• Doesn't seem to listen when spoken to• Fails to finish tasks/assignments• Can't organise• Loses things, 'forgetful'• Easily distracted	<ul style="list-style-type: none">• Fidgets• Leaves seat in class• Runs/climbs excessively• Cannot play/work quietly• Always 'on the go'• Talks excessively*	<ul style="list-style-type: none">• Talks excessively†• Blurts out answers• Cannot await turn• Interrupts others• Intrudes on others

Key symptoms



Assessment

- **Medical evaluation**
- **Parent interview**
- **Teacher interview**
- **Patient interview**
- **Rating Scales**
- **Computerised testing**
- **Achievement testing**
- **Intellectual testing**

Girls with ADHD

Their problems are frequently under-appreciated

May be inattentive only

If hyperactive, may present differently



Issues for girls and ADHD

- Difficulties with organisation and Planning
- Not feeling liked and accepted by peers
- Difficulties with frustration
- Poor self image
- Dread of non-structured times

Oppositional Defiant Disorder

A pattern of negativistic, hostile and defiant behaviour lasting at least 6 months, during which four or more of the following are present:

- often loses temper
- often argues with adults
- often actively defies or refuses to comply with adults requests or rules
- often deliberately annoys people

ODD ctd.

- often blames others for his or her mistakes or behaviour
- is often touchy or easily annoyed by others
- is often angry or resentful
- is often spiteful and vindictive

Source: Attention/deficit/Hyperactivity Disorder. In: *Diagnostic and Statistical Manual of Mental Disorders: DSM IV 4th ed.* Washington, DC.: American Psychiatric Press; 1194: 78-85.

Riley's Rules regarding ODD

- They live in fantasy land where they can defeat all authority figures
 - They are optimistic and fail to learn from experience
 - You must be fair to me no matter how I treat you
 - Seek revenge when angered
 - Need to feel tough
 - Feel you will run out of moves eventually
 - Feel equal to their parents
 - Emulate the behaviour of their least successful peers
 - Answer most questions with “I don't know”
- Douglas Riley the Defiant Child 1999

Conduct Disorder

- **Aggression to people/animals**
- **Destruction of Property**
- **Deceitfulness or theft**
- **Serious Violations of rules**

SF3R



Style and beliefs

- **Your style** affects the climate in the house
- **Your style** models the behaviour that children copy
- **The beliefs** that you hold determine your style of approach

Some parenting styles

- **The Controllers**
- **The Friend**
- **The Benign Boss**

Also The Grumblers, The Optimist, The Competitive one, The Pacifist, The Chatterbox, he Explosive

Controllers

Attitudes

- Children should be seen and not heard
- **If one person gets away with it, they will all do it**
- It's a battle and I aim to win it

Controllers

Strategies

- Tell them what to do
- Threaten them with consequences
- Send them to their partner to deal with it

Outcomes

- Poor quality relationships
- High quality stress
- Relationships will be impaired

The Friend

Attitudes

- Children need nurturing like buds on a flower
- Being nice and friendly means children will like you
- Home is a democracy where negotiation is the key

The Friend

Strategies

- Asking, Negotiating, Pleading followed by
- “Why are you doing this to me” (hurt)
- “How many times have we been through this” (frustration)

Outcomes

- **Uncertainty leads to insecurity**
- Independence options are significantly impaired

The Benign Boss

Attitude

- The parent's job is to set boundaries
- A child's job is to test them
- Children should be helped to experience achievement and mistakes will be part of the journey
- Caring means sometimes being prepared to make unpopular decisions
- The problem is the problem not the child
- **Fairness is not giving everybody the same it is giving them what they need**

The Benign Boss

Strategies

- Holds children accountable for their choices
- Creates a culture of praise that focuses on what children do well
- Applies consequences positive and negative with consistency

Outcomes

- Children learn boundaries with dignity
- **The parent is both a leader and coach**
- Learning, risk taking and motivation are greatly enhanced

Structure in terms of rules

- Reduce anxiety
- Enhance motivation, confidence and self esteem
- Enhance concentration and reduce distractions
- Facilitate independence

Rules and Responsibilities

Band 1

Shoes off in the house
Food remains downstairs
Meal times are for eating
Bedtime/morning routines
Machine time

Band 2

Tidy bedroom
Fidgeting
Calling out
Slamming doors
Annoying others

Organisation : Planning

Prepare a Termly, Weekly and Daily Calendar

- School assignments with their due dates
- School tests with their dates
- Support all out-of-school and extra-curricular activities and equipment and materials required
- **Supporting school dress code in terms of uniform, hair, make up etc...**
- Timekeeping and attendance
- Keep a spare PE kit , box of materials with form tutor if issues of lack of organisation persist

Homework

- Advise that they have a set place in which to work at home. Not necessarily bedrooms
- Advise a set time in which to do homework each night and or build in alternative time if activities or clubs are involved.
- Ensure homework diary being used efficiently
- Use of Flash Cards, Under liners , Mind Maps, Posters to support Memory issues
- Monitor and work with the school with regards to assignments and due dates
- Allow 'partnering' /Build in social component sometimes
- Maybe use a 'parent secretary' on occasions if the volume of writing elements required are extensive

Tips for Text for Dyslexia

- Typing best read when it is a minimum 12 or 14 point font size
- Do not underline
- Use bold to emphasise words
- Use lower case than capitals
- Use Sans Serif texts such as Ariel, Verdana, Comic Sans , Trebuchet, Tahoma
- Matt paper than other shiny options

Tips for ADHD



- Allow fiddling with an agreed object e.g. stress ball, concentrators...
- Support short breaks between homework tasks
- Allow them to use headphones for music when studying
- Advise stretching exercises or other aerobic activities to address overactivity and boredom
- Try and address the issue of screen time during the week
- Consider how to best support sleeping routines
- If on medication be consistent during school time

Computers

- Most students with SEN issues respond well to an individualised or 1-1 setting
- Attention is focused on the screen and Multi-sensory experience
- Non-threatening: can retry problems, constant feedback and reinforcement
- Impersonal: computer doesn't yell or have favourites
- Variety of presentation; attend to novel stimuli
- Student can control pace, flexible: programmed to do things
- Rapid assessment
- Game like approach: challenge

Communication

- **7% words**
- **38% Tonality, Volume and Tempo**
- **55% non verbal signals**

Assertive Body language

- Eye contact; Be flexible at times
- Height/level positioning
- Relaxed
- Nodding
- Personal space –balance
- Facial expressions
- Not fidgeting yourself
- Focused, active listening

Active Listening

- To give your complete focus to what the other person is saying
- Let the other person finish before you start talking
- Flexible on eye contact at times
- Keep your emotions in check
- Don't interrupt or jump to conclusions
- Look for feelings or intent behind the words

Assertive Sentence starters

- **Let's.....**
- **I need you to.....**
- **In five minutes you will have.....**
- **When I return I will see.....**
- **Today we are going to.....**
- **You will be.....**
- **I expect you to.....**
- **I know that you will.....**
- **Thank you for.....**

If not working try.....

“I am stopping this conversation now and I am going to walk away and give you a chance to think about the choices that you want to make..... I know that when I come back we will have a productive conversation”

Do it with flowers.....

Instead of saying

Be quiet! Can't you see I'm talking?

How many times do I have to tell you?

You're always getting into trouble

Sadie sit down now

I'm warning you...!

Angrily.... Stop it

Maybe try saying

Please don't interrupt

Please listen carefully

Do you need me to help you with this?

Sadie you should be sitting down

Please listen to me.

I need you to get back on task

Refocusing the conversation

Young person

- 'It wasn't me'
- 'But they were doing the same thing
- 'I'm going to report /sue you"
- 'I was only.....'
- 'You are not being fair'
- 'It's boring'
- 'You are annoying'

Adult

- 'I hear what you are saying....'
- I understand.....'
- Be that as it may....'
- 'Maybe you were....and yet....'
- 'Yes I may appear unfair...'
- 'Yes you may think it boring... yet
- 'That could be true however what I need to

Inflaming

- Shouting
- Not listening to their views
- Bringing up past unrelated misdemeanors
- Standing toe to toe/face to face
- Raising our voices in response to theirs
- Allowing conflict in a public forum
- Other aggressive nvc arms flailing, aggressive facial expressions etc....

Confrontation

- Adopt non-threatening body language (body to side, open arms).
- Avoid threatening hand gestures (pointing), facial expressions and verbal language (shouting, accusing).
- Diffuse and de-escalate - use humour, change subject.
- Calmly offer support... ("How can I help?" "I'm listening.")

Management of ODD

- It takes two people to have an argument
- Don't take anything personally
- Understand that they need to feel that they have power and control
- You can't talk to a drunk when they are drinking
- Don't say "I know how you feel"
- Think your mood, their mood and the mood of the others

• In general

- Keep reading the mood of the child or young person
- Always focus on the incident not the individual, don't personalise
- Try to provide a “save face” option in front of siblings/peers by providing a choice of outcome
- Be prepared to go into the “broken record” mode at times and don't get drawn into smokescreen behaviour
- Use of humour if appropriate

Mood

- Bored
- Angry
- Scared
- Tired
- Hungry
- Attentive
- Attracted to

Anger and Rage

- **Anger is a real feeling and we all have the right to feel angry when we feel our needs are not being met**
- **Rage is a protracted burst of anger which often gives the protagonist a feeling of power over the person at the receiving end.**

Strategies

- **If a child is preparing for fight or flight help them to make the better choice**
- **Remove others from the situation**
- **Give them space**
- **Stay calm and don't provoke them**

Strategies

- **Keep talking and give firm but clear instructions**

“Put that down” “Please stay over there”

- **Maybe talk about something else than the issue....another distraction...**

Rebuilding relationships

- **Listen to the angry person and accept their version of events**
- **Show that you are seriously considering the information you have been given even if it feels inconsistent with what you feel may have happened**
- **Don't judge them**
- **Show them that you indeed understand why they may have been so angry**

Consequences

- Most effective for premeditated behaviour
- Should be something children don't like but should not hurt or humiliate them
- Its not the severity but it's the certainty. If you say it or issue it, then you must follow through.

Value of praise

- Praise can improve self-esteem, self-reliance, autonomy, achievement and motivation
- Praise will have different effects according to the gender, home background, abilities and personality of children
- Praise should be seen as encouragement and as part of a continuing process

Types of praise

- Wallpaper praise.....'great' , 'lovely'
- Personal Praise.....'you are brilliant'
- Directed praise.....'well done for following the rule'
- Reflective praise.....'you should feel good about this '
- Contextual praise.....'this assignment is so well done that I need to show it to'.....

The bullied can be someone..

- **Who is new in the school**
- **Who is fat, thin, short or tall**
- **Who is submissive**
- **Who is annoying**
- **Who is passive**
- **Who is poor or rich**
- **Who has a different accent, skin colour or culture**
- **Who has a particular interest, belief**
- **Who may appear to be sexually promiscuous or might be gay**
- **Who has acne, is deemed ugly, wears glasses, wears braces etc..**
- **Who has SEN (is 2 to 3 X more likely to be bullied)**
- **Is in the wrong place at the wrong time**

4 Markers of Bullying

- **Imbalance of power**
- **Intent to harm**
- **Threat of further aggression**

- **Terror**

4 kinds of Bullying

- **Verbal Bullying**
- **Physical Bullying**
- **Relational Bullying**
- **Cyber bullying**

Bullies: Characteristics

Bullies appear to have many characteristics in common, some of which may be seen as the reason for their bullying.

- 1) They tend to react in an excessively aggressive manner; their behaviour is uninhibited.**
- 2) They have a strong desire for power and dominance over others.**
- 3) They are alienated from the world and regard people in a hostile way.**
- 4) They cannot appreciate it is wrong to bully.**
- 5) They cannot empathise with their victims.**
- 6) They pass responsibility for their actions on to others, their victims deserve to be bullied.**

Bullies when caught: Excuses

- I didn't do anything wrong
- I was just having some fun with him
- She just went psycho on us
- Claims that they are the real victim and the other kid is the bully
- Counts on the bystanders for backupshe went berserk everyone saw itif it wasn't for me

Teasing

- **Allows the teaser and teased to change roles**
- **Is not intended to hurt the other person**
- **Maintains the dignity of the people involved**
- **Is meant to get both parties to have fun**
- **Is only a small part of a number of activities kids have in common**
- **Is discontinued when person teased becomes upset or annoyed**

Taunting

- Is based on an imbalance of power and is one sided
- Is intended to harm
- Involves cruel, racist or bigoted comments thinly described as jokes
- Includes laughter directed at the target and not with the target
- Induces fear of physical bullying
- Continues when the targeted child becomes distressed or objects to the taunts

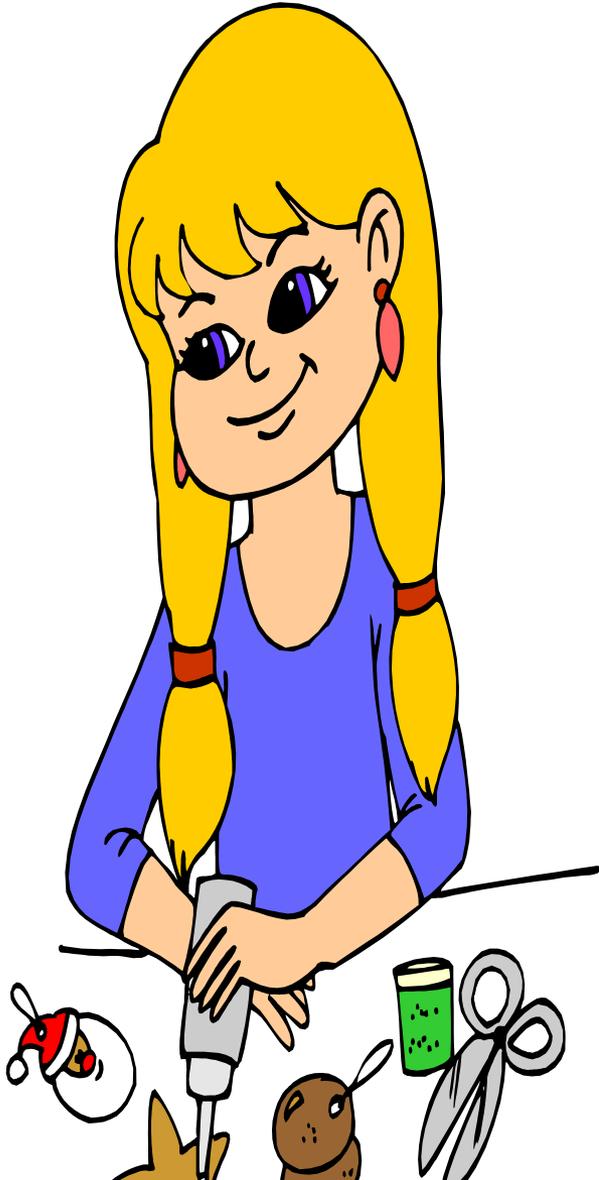
The bullied allows bullying because

- They are ashamed of being bullied
- They are afraid of retaliation
- They don't think anyone can help them
- They don't think anyone will help them
- They have bought into the idea that bullying is part of life and they should accept it

Symptoms of bullying

- **Show signs of stress – being moody, silent or crying, or bullying a younger sibling or friend**
- **Make excuses to miss school, such as stomach complaints or headaches (or your child may be skipping school altogether)**
- **Seem upset after using the internet or mobile, or change their behaviour – for example, no longer wanting to look at new text messages immediately – and be secretive and unwilling to talk about their online activities and phone use**
- **Be withdrawn in their behaviour**
- **Have more bruises or scrapes than usual change their eating habits**
- **Have torn clothes, school things that are broken or missing, or have 'lost' money**
- **Sleep badly**

Passive Victims



1. They have a high level of anxiety and insecurity.
2. They are cautious, sensitive and quiet.
3. They have low self-esteem.
4. They have few friends.
5. They have a negative attitude towards violence.

Provocative Victims

- 1) When attacked by the bully they try to retaliate.**
- 2) They may try to attack other children weaker than themselves.**
- 3) They could be described as hyperactive as they are restless and unable to concentrate.**
- 4) They may be clumsy and immature.**
- 5) They may be disliked by others, including teachers, because they irritate and create tension.**

The Bystander

- **Peers were involved in some capacity of 85% of bullying episodes**
- **Peers reinforced the bullying in 81% of episodes**
- **Peers were more respectful towards the bully than the targets**
- **Peers were active participants in 48% of episodes**
- **Peers were interviewed in only 13% of incidents in which they were present**

Reasons for not intervening

- **The bully is my friend**
- **Its not my problem or my fight**
- **They are not my friend**
- **They are a loser**
- **She deserved to be a loser or asked for it had it coming**
- **Bullying will toughen him up**
- **Don't want to be a snitch**
- **It's better to be in the group than out....**

The Bystander does not intervene because.

- They are afraid of getting hurt themselves
- They are afraid of being the new target
- They are afraid of making the situation worse
- They do not know what to do

Bullying : what should be done

- **School audit of the situation**
- **Induction procedures**
- **Code of Conduct for Children**
- **Code of Conduct for Teachers**
- **Code of Conduct for Parents**
- **Looking at Trouble Spots**
- **An anti- bullying policy**
- **Strategies to combat the issue**

Anti bullying options

- Games, Activities, Quizzes, Puppets, Role Play, Pupil presentations, .
- Circle time
- **Anger Management, Assertiveness/Social Skills training**
- **Restorative practices**
- Pupil Presentations, Assemblies, Bullying Boxes, Peer Mentoring
- Clubs and Activities
- Counselling, Outside agencies including specialist Anti-bullying agencies
- Student Voice systems

Peer to peer support options

- Peer listeners
- Peer mediators
- Peer mentors

Peer to peer and social skills

- **How to open a conversation with someone new**
- **Understanding the differences between teasing and taunting**
- **How to share and take turns**
- **Reading body language and facial expressions**
- **Understanding tone of voice**
- **To work on what is OK to say and not to say**

Teaching Assertiveness

- Showing disappointment not anger or hurt
- Earning respect not expecting it
- Stepping back from confrontation
- Choosing situations and people who you feel share your interests
- Sometimes getting in first

Making friends

- Show an interest in what they do
- Ask questions
- Offer to help them
- Laugh at peoples jokes
- Ask to join in
- Be willing to share
- Organise events or activities
- Listen to them and their interests

Ways not to make friends

- Being Bossy and sarcastic
- Telling others that they are doing it wrong
- Talking about yourself all the time
- Talking about other people behind their backs
- Being too intense or serious all the time
- Bragging
- Being too negative
- Lying or cheating
- Moaning all the time

Ways of keeping your friends

- **Show them kindness and respect**
- **Stick up for them**
- **Be supportive when they need advice**
- **Be truthful (but be kind about it)**
- **Say you are sorry if you hurt them**
- **If they hurt you but apologise accept the apology**
- **If you make a promise keep it**
- **Put effort into friendships**
- **Don't try to change them accept them the way they are**
- **Treat them the way you wish to be treated**

CB: For children and young people

- **Don't give out personal details such as your mobile number, address or email online**
- **Regularly check and clean your 'friends' lists on social networking sites**
- **Keep evidence - callers and mailers can be traced**
- **Find the 'report abuse' or 'block sender' options on your favourite websites**
- **Remember that sites you've created and emails you've sent can be traced back to you months or years later**
- **Protect your password to keep your files and information safe**
- **If you are being bullied in any way you must tell someone who can help – a teacher, parent/carer, friend, sister/brother or other relative.**

Cyber Bullying: A summary for parents

- **Save the evidence**
- **If first offence block, ignore or delete**
- **If offensive contact the site**
- **Set up an alert on goggle regarding your child's name**
- **If a student at school contact the school counsellor**
- **Collate evidence and contact the other child's parents**
- **If unresponsive seek legal support or contact the Police**

Self esteem and self image

- **Mentoring**
- **Coaching**
- **Counselling**



Dealing with issues such as relationships, self esteem, anger management, appropriate interaction with others, lying, academic expectations, future options etc...

Working with schools

- Develop effective home school communication systems
- Support the school as much as possible in front of your daughter even though you may be frustrated with specific situations
- Agree a clear and realistic date when you can contact them to assess progress
- Thank them and remind them that you know they have your child's best interest at heart
- If not working then let them know you may wish to seek another opinion on the situation

Resilience factors

Resilience seems to involve several related elements.

- **Firstly, a sense of self esteem and confidence;**
- **Secondly, a belief in one's own self-efficacy and ability to deal with change and adaptation;**
- **Thirdly, a repertoire of social problem solving approaches”**

The 7Cs of Emotional Resilience

- **Competence**
- **Confidence**
- **Connection**
- **Character**
- **Contribution**
- **Coping**
- **Control**

Kenneth Ginsburg, M.D., MS Ed, FAAP *A Parent's Guide to Building Resilience in Children and Teens: Giving Your Child Roots and Wings*

Emotional Resilience

:

- Children need to know that there is an adult in their life who believes in them and loves them unconditionally.
- **Kids will live “up” or “down” to our expectations.**
- There is no simple answer to guarantee resilience in every situation. But we can challenge ourselves to help our children develop the ability to negotiate their own challenges and to be more resilient, more capable, and happier.

Communication: Empathy

We listen to those:

- **We like and respect**
- **We like and respect those with whom we can identify or identify with us**
- **We pay attention to those whom we believe mean what they say**