



CATHOLIC SCHOOLS  
CENTER OF EXCELLENCE

## Necessary Experiences for Raising Resilient Children

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This is about US

- Parenting is intensely personal
- Their behavior/accomplishments feel like our report card as a parent
- Pressure from teachers, coaches, peers, parents
- Fear-based parenting
- Pressure of competition

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This is HARD

- Parents are depressed at 2x the rate of general population
- We have lost the sense that it takes a community to raise a child, we do it alone.
- Intensive parenting attitude (women are essential parent, parenting requires high level expertise) related to depression
- We judge ourselves and our fellow parents (parent shaming)
- Goal of child's happiness or confidence makes us the custodian of their self-esteem
- Their failures are our fault, their accomplishments are our successes - this is bad for us.....and them
- Do you get lost in the identity of "parent"? Avoid doing things for yourself?

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Our Job

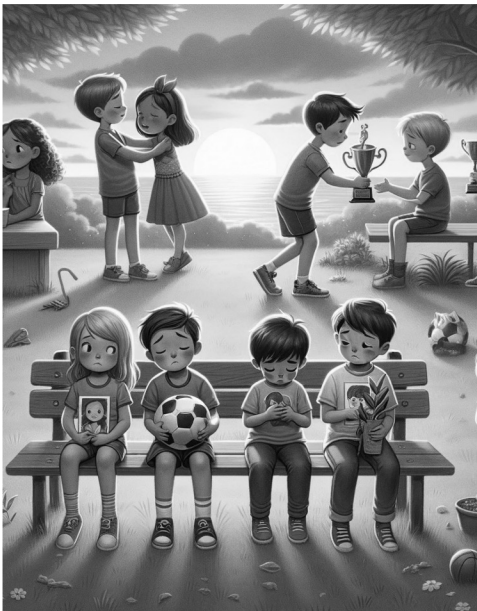
- Enable them to LIVE and THRIVE without us.
- Self-efficacy, and self esteem – begins in early childhood
- We do not control of their futures
- They need free play (if an adult is directing, that is not free play)
  - Imaginative play vs. directive play
  - Create space from them – more physical space between you and your kid
  - Resist intervening in a conflict, narrating their play
- Kids need to fall off swings
- Need to see us having free time fun

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- We can feel as if our children are our projects, or evidence of our competence.
- Often, they feel they are only loved conditionally – I’m loved IF I get A’s, if I’m pre-med, if I get into a great college.
  - Related to over “lessoned”
  - Related to highly structured childhood with many scheduled activities

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Examples of Disappointments  
as Opportunity

- Losing a game or not getting to play on a team
- Not being invited to a party
- Another child hurts your child
- Friendship breakup
- Not best at something
- Crushed by small disappointments
- Death of pet

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## How May I Use This?

- Separation problems; bedtime worries
- Friend moves
- Peer pressure
- Rumors about your child
- Negative social comparison
- Conflict with teacher or coach
- Disappointing grades despite hard work

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## When to Step In

- Health/safety
  - Sudden change in school, activities, friends, hobbies, problems eating or sleeping
- Big 5
  - Suicidal ideation
  - Self harm
  - Violence in relationships
  - Big risky behaviors that scare you
  - Food-related issues

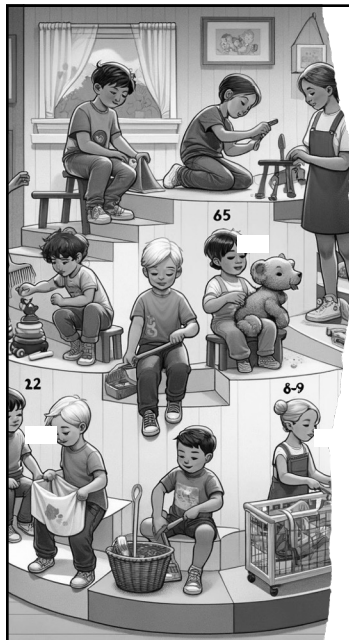
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- If you overmanage their lives, they will not know how to deal with actual life
- Chores: Those who turned out to be professionally successful had chores as children and part time work in teens.. Starting at the age of 2! Use an allowance but not “pay for chores”
- Kids who do chores from **toddlerhood** are more cooperative, empathic, respectful of adults

## How to Raise an Adult

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- 2-3 small chores and basic grooming
  - Toys away, dress self with help, clear plate, brush teeth with help, let them pour, mix, sort, put away plastic dishes, towel
- 4-5 safety skills and beginning chores
  - Know important names and numbers
  - Simple cleaning, clearing tables, feed pets, help with laundry, chose own clothes
- 6-7 basic cooking
  - Mix, stir, make sandwich, put away groceries, use basic cleaning supplies, make bed, bathe self,
- 8-9 personal belongings
  - Care for own stuff, fold clothes, care for outdoor toys, prepare simple meals, create grocery list, personal hygiene, sweep floor, simple lawn chores like watering and weeding, take out trash
- 10-13 independence
  - Go to store and make purchases alone, use washer and dryer, change bedding, plan and prepare more complex meals, mow lawn, look after younger siblings or neighbors, read labels, basic hand tools
- 14-18
  - Mastery of all previous skills by 14, plus: clean stove, change a tire, fill a gas tank, read medicine labels, interview for and get a job, prepare and cook meals.

## Skills they need

Source: How to Raise an Adult – Julie Lythcott-Haims

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## How to Do it Wrong

- Do for them what they can do for themselves
- Do for them what they can almost do for themselves
- Get our ego involved in their achievements

Source: How to Raise an Adult – Julie Lythcott-Haims

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## Research

- 2014 U of Colorado Boulder = Highly structured childhoods predict lower EF skills in adulthood. The more time they spend in unstructured time, better EF skills
- 2006 UCLA Wood, J = taking over tasks that kids could perform themselves leads them to lose the experience of mastery and increases separation anxiety
- Kids with helicopter or snowplow parents are less open to new ideas, more vulnerable, anxious, self-conscious Montgomery (2010) Keen State
- Intrusive parenting leads to less achievement, lower well-being, more anxiety, more self-consciousness

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## Blind Spots in Parenting: Worrying

- Overly Emotional – right sizing
- Low Tolerance for Conflict
- Projecting Linearly

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## Blind Spots in Parenting: Judging

- Invisible Rule Book
  - Comparison
  - Appear as if our love is conditional
- Expecting Payback
- Inaccurately Inserting Intent

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## Blind Spots in Parenting: Intruding

- Views Parenting as Cloning or Improving
- Myth of the Smooth Road
- Poor Listener When Helping

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## Blind Spots in Parenting: Hesitating

- Worshipping our Children
- Lacks Confidence in Their Parenting
- Naive

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## Resources - Books

- Hunt, Gather, Parent – book Michaela Doucette
- How to Raise an Adult – Julie Lythcott-Haims
- All Joy and No Fun – Jennifer Senior
- Free Range Kids - Lenore Skenazy