



BOOSTING THE CONFIDENCE & SELF- ESTEEM OF OUR CHILDREN

November 2018

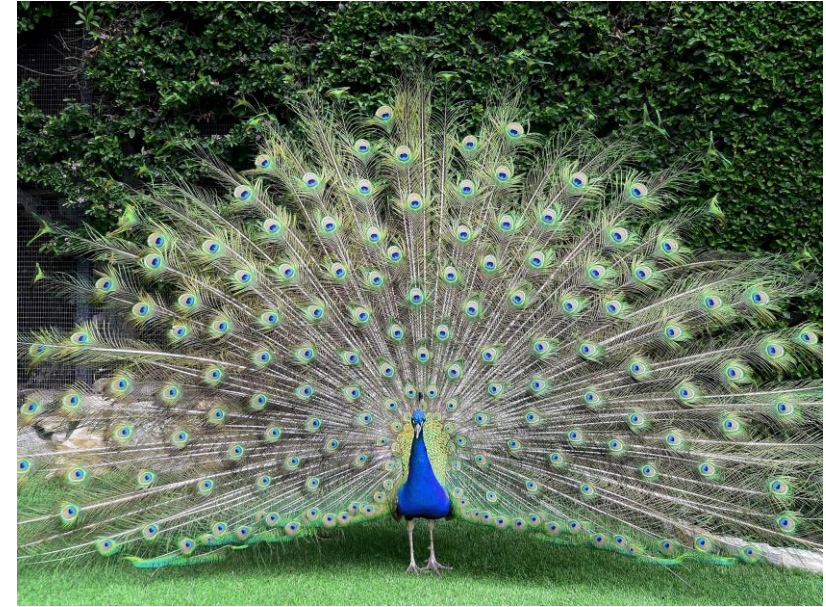
CHOOSE ONE ANIMAL THAT YOU WANT YOUR KID TO BE:



PUFFER FISH



TURTLE



PEACOCK

SOCIAL MEDIA



TRADE THEIR COMFORT ZONE FOR THEIR DANGER ZONE

SHIPMAN, KAY & RILEY, 2018

Let them describe the:

- Worst Case Scenario
- Best Case Scenario
- Most likely Scenario



Speak back to the anxiety:

- Help them come up with a plan
- Create a previous times they have felt nervous and what they learned from them
- What are the costs and benefits of worrying about this? (learning to let it go)

Practice makes progress... Have them take risks/do things that make them nervous:

- Ordering food over the phone or at a restaurant
- Have a play date with a new friend
- Making a playdate on their own
- Asking a teacher for help, extra help, etc.
- Advocate for self and seeking out the school counselor, teacher, or principal

TAKE THE **FEAR** OUT OF **FAILURE**

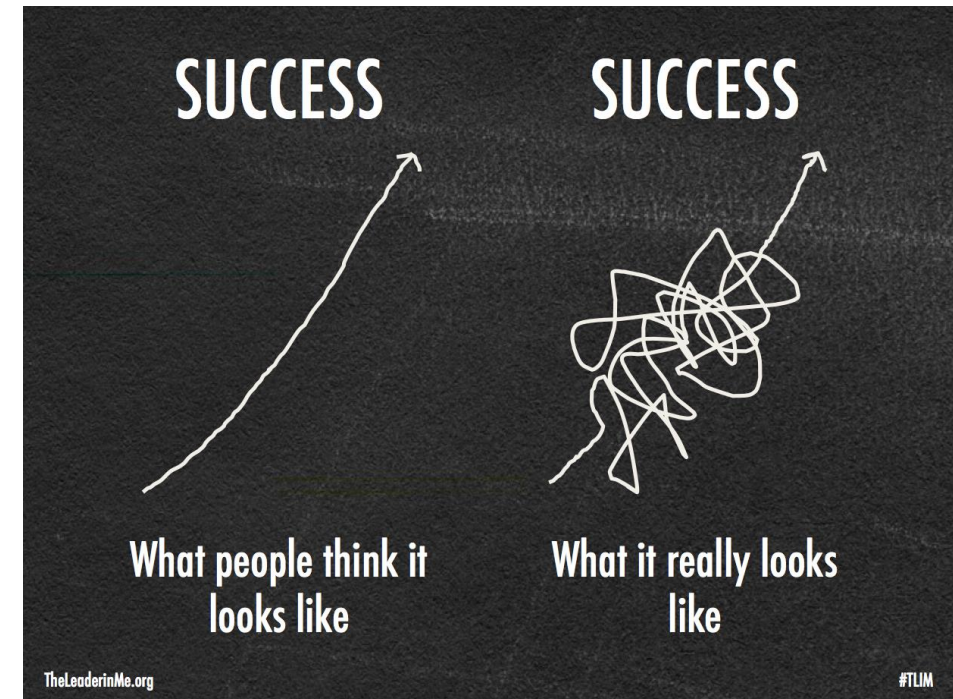
SHIPMAN, KAY & RILEY, 2018

Give acknowledgement that failure happens & its okay

Realize your own expectations

Offer other perspectives

Work on a plan for next time (power of YET)



THE CONFIDENCE CRISIS

SHIPMAN, KAY & RILEY, 2018
COLINO, 2018



Socrates: "The unexamined life is not worth living."

Your daughter: "I must examine everything"

- Between the ages of 8 and 14, girls' confidence levels fall by 30%
- At the root of the confidence change is this trait of ruminating and overthinking many things
 - Identify what they are ruminating on
 - Set a timer aside to think about it and make a plan- What can I actually do about this?
 - Accept what you cannot control and move on

RETRAIN THEIR BRAIN

SHIPMAN, KAY & RILEY, 2018

CENTER FOR CLINICAL INTERVENTION, 2004

Your Fantastic Elastic Brain: Stretch It, Shape It by Dr. Deak

Unhelpful Thinking Styles:

- Mental Filter/Tunnel Vision
- Jumping to Conclusions
- Blaming
- Catastrophizing
- Black and White
- Should/Must
- Overgeneralizing
- Labelling
- Emotional Reasoning
- Magnification and Minimizing

How can you help:

- What proof do I have that my thoughts are true?
- Is there any proof that they are not true?
- How realistic is my thinking?
- How might someone else view this situation?
- Is it helpful for me to think this way?

MYTH: BOYS DON'T HAVE AS MANY FEELINGS OR THEY ARE NOT AS EMOTIONAL

“So what boys are taught is when you are sad, when you are upset, do not get sad, but get mad”- Dr. Steiner-Adair

How to help:

- **Let them cry:** Let them know that they shouldn't be ashamed of tears. Remind them that you are not embarrassed when they cry and expressing it doesn't make them weak
- **Be open about feelings:** validate their sadness or frustration by encouraging them to talk about their emotions. Remind them that everyone has emotions.
- **Model:** As a dad, be expressive about emotions and showing boys how to handle disappointments

ANYTHING YOU CAN DO, I CAN DO BETTER

CONSTANT COMPETITION

Who's the fastest?

Who's the tallest?

Who's the best at basketball?



How to help:

- Talk about different, not better
- Watch what they watch on TV- “not all boys are like that...”
- Provide examples of more varied role models

BRAIN DEVELOPMENT

NEURONS

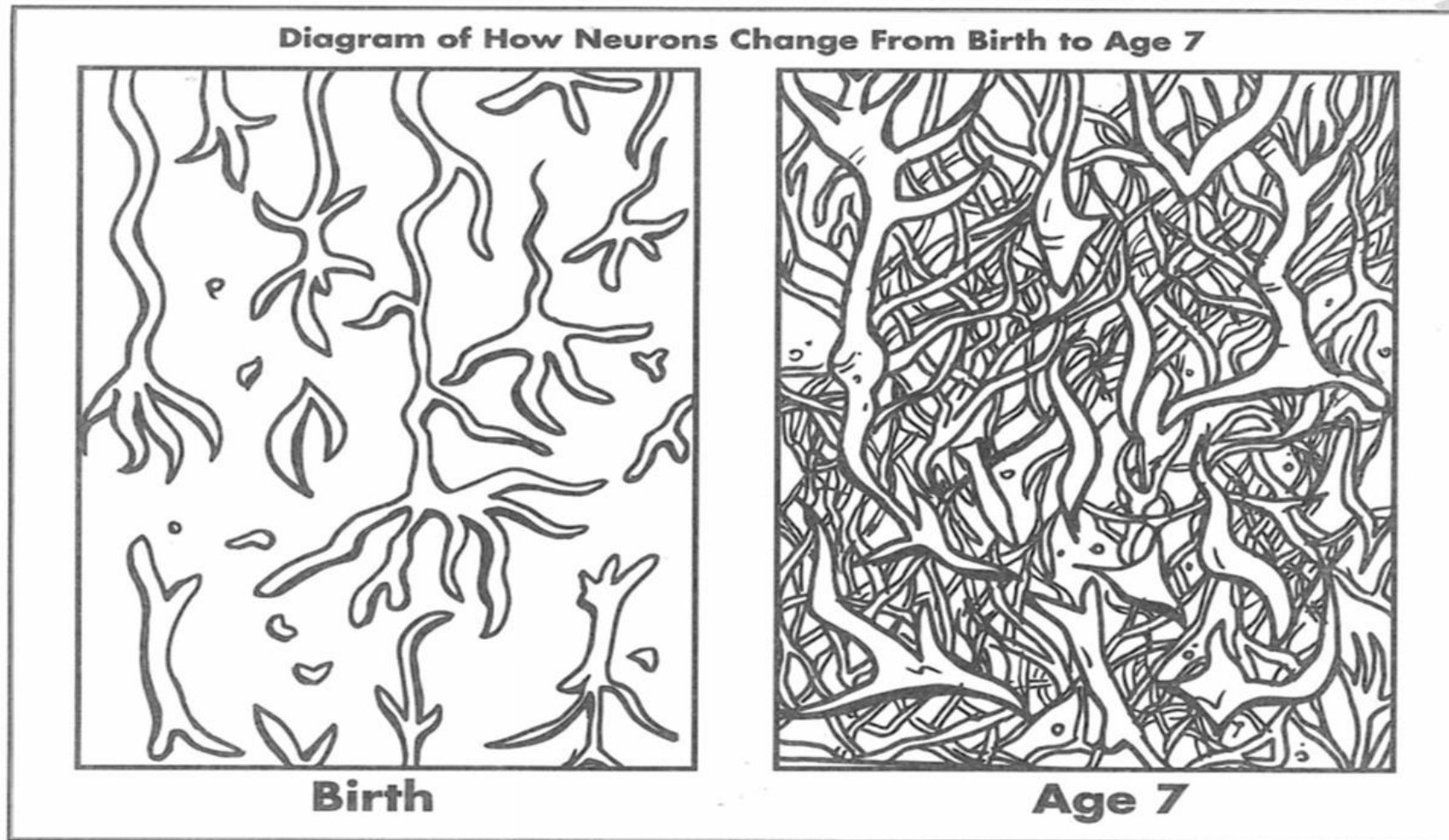
Neurons are everywhere in your brain. Tiny brain cells that send signals to other cells in your body telling them what to do.

NEUROPLASTICITY

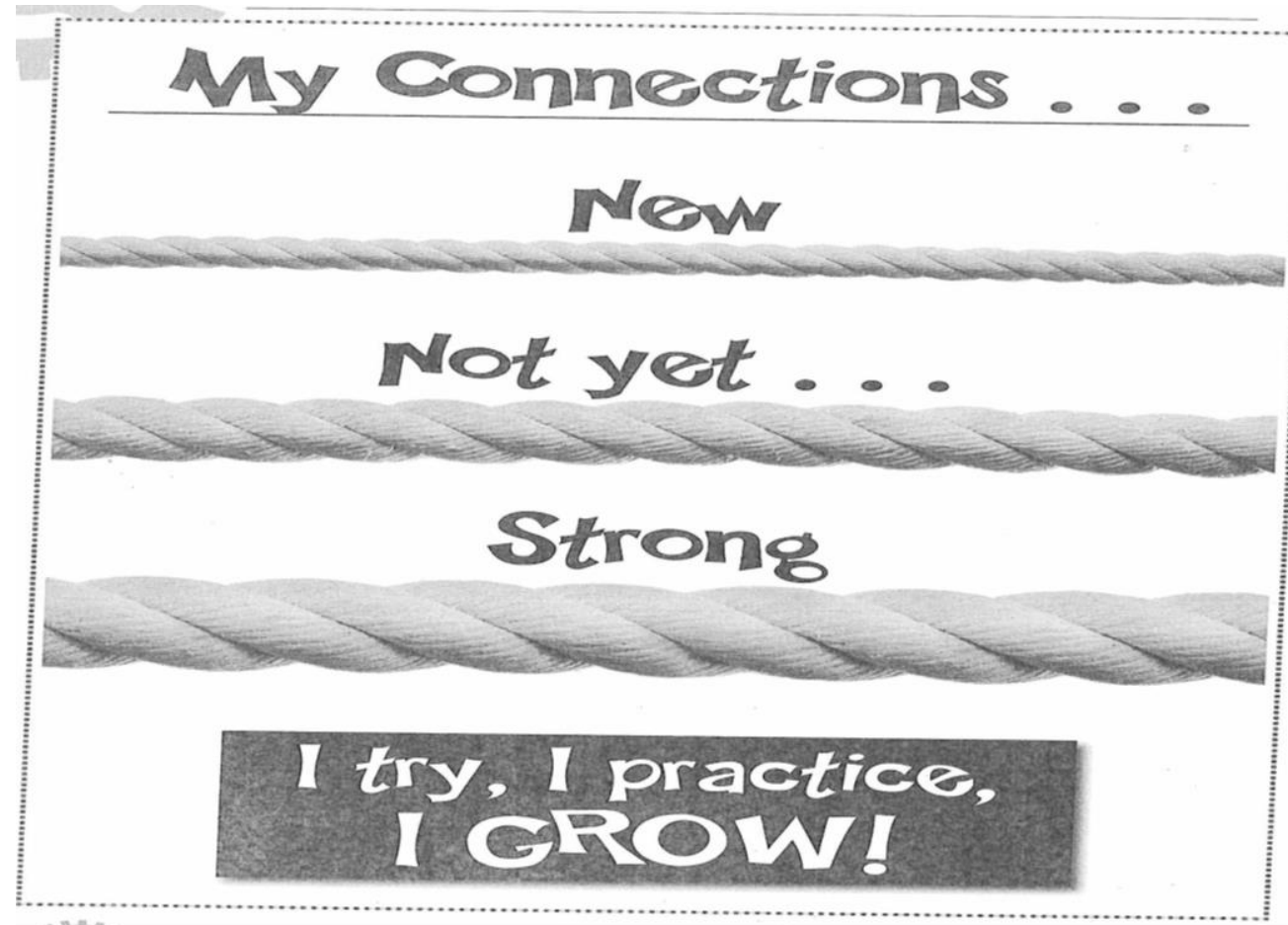
The ability of the brain to change, adapt, and rewire itself throughout our entire life.

<https://www.youtube.com/watch?v=ELpfYCa87g>

NEURON DEVELOPMENT



BUILDING CONNECTIONS



DEALING WITH CONFLICT

- Emphasize empathy – model that as well → Put yourself in the other person's shoe
- Do not allow trash talk in your home, name calling, etc.
- Develop self-advocacy skills (Arky, 2018)
- Help them to identify how they are feeling, “I feel _____ when you _____”
- Help them work together with the other person on how to resolve the conflict
- Teach emotional regulation skills: Walk away, take a deep breath, ask for help
- Model how to speak with friends, apologize, etc.



WHAT IS H.I.B. DEFINED AS?

Harassment, intimidation, or bullying means any gesture, any written, verbal, or physical act or any electronic communication, **whether it is a single incident or a series of incidents**, that is:

reasonably perceived as being motivated by either any actual or perceived characteristic, such as *race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical, or sensory disability; or by any other distinguishing characteristic*; that

takes place on school property, at any school-sponsored function, on a school bus, or off school grounds as provided for in NJSA 18A:37-15.3; that

substantially disrupts or interferes with the orderly operation of the school or the rights of other students ; **AND that**

a reasonable person should know under the circumstances will have the effect of physically or emotionally harming a student in reasonable fear of physical or emotional harm to his/her person or his/her property, or

has the effect of insulting or demeaning any student or group of students, or

creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

WHAT SHOULD YOU DO IF YOU SUSPECT YOUR CHILD OR SOMEONE ELSE'S CHILD IS BEING BULLIED, HARASSED, OR INTIMIDATED?

What should you do if you suspect your child or someone else's child is being bullied, harassed, or intimidated?

CALL your child's principal immediately
LPS Regulation # 5512

An investigation shall be initiated by the Principal or the Principal's designee within one school day of the verbal report of the incident that the Principal believes may meet the criteria for H.I.B.; and shall be conducted by a school's Anti-Bullying Specialist, in coordination with the Principal or his/her designee.

CONFLICT VS. BULLYING



The diagram features a main title 'CONFLICT VS. BULLYING' at the top. Two arrows point downwards from the words 'CONFLICT' and 'BULLYING' to two separate text boxes. The left box defines conflict as a mutually competitive action or engagement, while the right box defines bullying as one-sided aggression intended to hurt. Below these boxes is a table comparing 'Normal Peer Conflict' and 'Bullying' across eight attributes.

Conflict is a **mutually competitive** or opposing action or engagement, including a disagreement, an argument or a fight which is a normal part of human development.

Bullying is **one-sided**, where one or more students are victims of one or more person's aggression which is **intended to** physically or emotionally hurt the victim.

Normal Peer Conflict	Bullying
Equal power	Not friends-imbalance of power
Happens once in awhile	Happens over and over
Accidental	On purpose
Not serious	Serious
Both people feel the same	Bully feels power
Not trying to get something	Wants power and control
Cares about what is happening	Bully doesn't care
Wants to solve the problem	Doesn't want to solve problem

RESPONSES TO H.I.B. AND/OR CONFLICT

Regardless of the outcome of the investigation an Anti-Bullying Specialist may recommend:

- Education/Advisement
- Counseling and/or Discipline to the:
 - Target
 - The Alleged
 - And/or the Witnesses.

PROCESS



Within **two days** of a verbal report of possible H.I.B. a written statement will be collected.

Within **ten school days**, an investigation will ensue resulting in an investigation report to the Principal and the Superintendent.

At the **next scheduled meeting of the Board of Education**, they will be apprised of the findings (without specifics as this is still a confidential process.)

The **day after that meeting**, the parents will be notified of the results via written letter.

Parents may **request a hearing before the Board** to appeal the decision. Beginning July 1, 2018 parents will have 90 days to request that appeal.

The **appeal will be made in person during an Executive Session** with the B.O.E., Superintendent of Schools, Anti-Bullying Coordinator, and Principal, within ten days of receipt of the request or at the next scheduled B.O.E Meeting.

The B.O.E will issue a decision to **affirm, reject, and modify** the decision of the Superintendent within five school days of that meeting.

RESOURCES ON H.I.B:

User friendly resources:

- <http://www.state.nj.us/education/students/safety/behavior/hib/ParentGuide.pdf>
- <http://www.state.nj.us/education/students/safety/behavior/hib/>
- <http://www.state.nj.us/education/genfo/faq/AntiBullyingQA.pdf>

ACTIVITIES, RESOURCES & TIPS FOR ALL CHILDREN

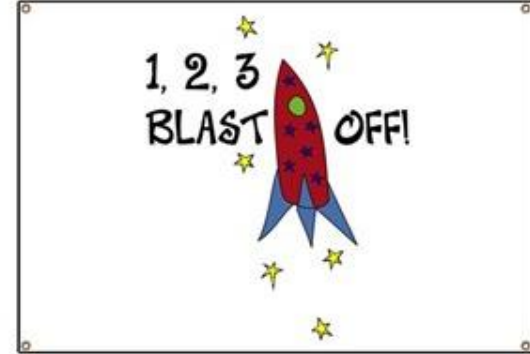


Confidence- You Are Jar

- Shake jar, pull out a card, and say out loud..."I AM (the word on the card)."



Body Image— Focus on helping the focus be on overall health, not just weight (thinking about how the food she eats makes them feel, how they can run around on the playground, taking care of their heart, mind, and body. Body image is a heart issue, not a behavioral one. **Be careful how you speak about yourself and others.**



Anxiety: 1,2,3, Blast Away-

- You start by making 1 list of everything that is bothering them
- Then have them circle the top 2 things that are bothering them
- Then break those two things down more specifically
- Next, talk about what they can and cannot control. When they are done, you can make the papers into airplanes or basketballs and send them soaring across the room. 1, 2, 3, blast the anxiety right into the trash.

EMPOWERING PICTURE BOOK CHOICES

The Girl Who Never Made Mistakes- Mark Pett

I Like Myself- Karen Beaumont

Im Gonna Like Me- Jamie Lee Curtis and Laura Cornell

Spoon- Amy Krouse Rosenthal

Stand Tall, Molly Lou Melon- Patty Lovell

Wonder- R.J Palacio

Zero- Kathryn Otoshi

Smile- Raina Telgemeler

A Smart Girls Guide to Liking Herself- American Girls

ADDITIONAL TIPS ON BUILDING CONFIDENCE

- Love your child – accepted, supported, cared for
- Give praise – where it is due (praise the effort)
 - Help your child set realistic goals
- Model good behavior and healthy habits
 - Support their interests/passions
- Coach relationship skills – do not FIX

