

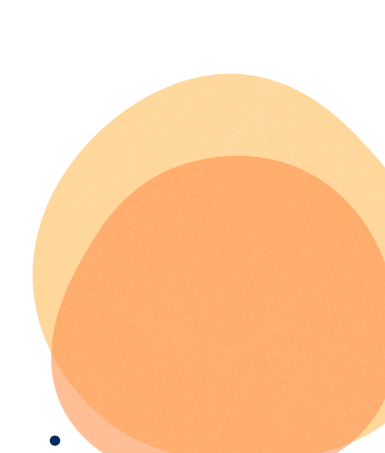
MARCH 22, 2023

DEVELOPING SELF-ESTEEM IN CHILDREN

CHARLES T. GRUSZKA, M.A., C.A.G.S.



BIOGRAPHICAL INFORMATION

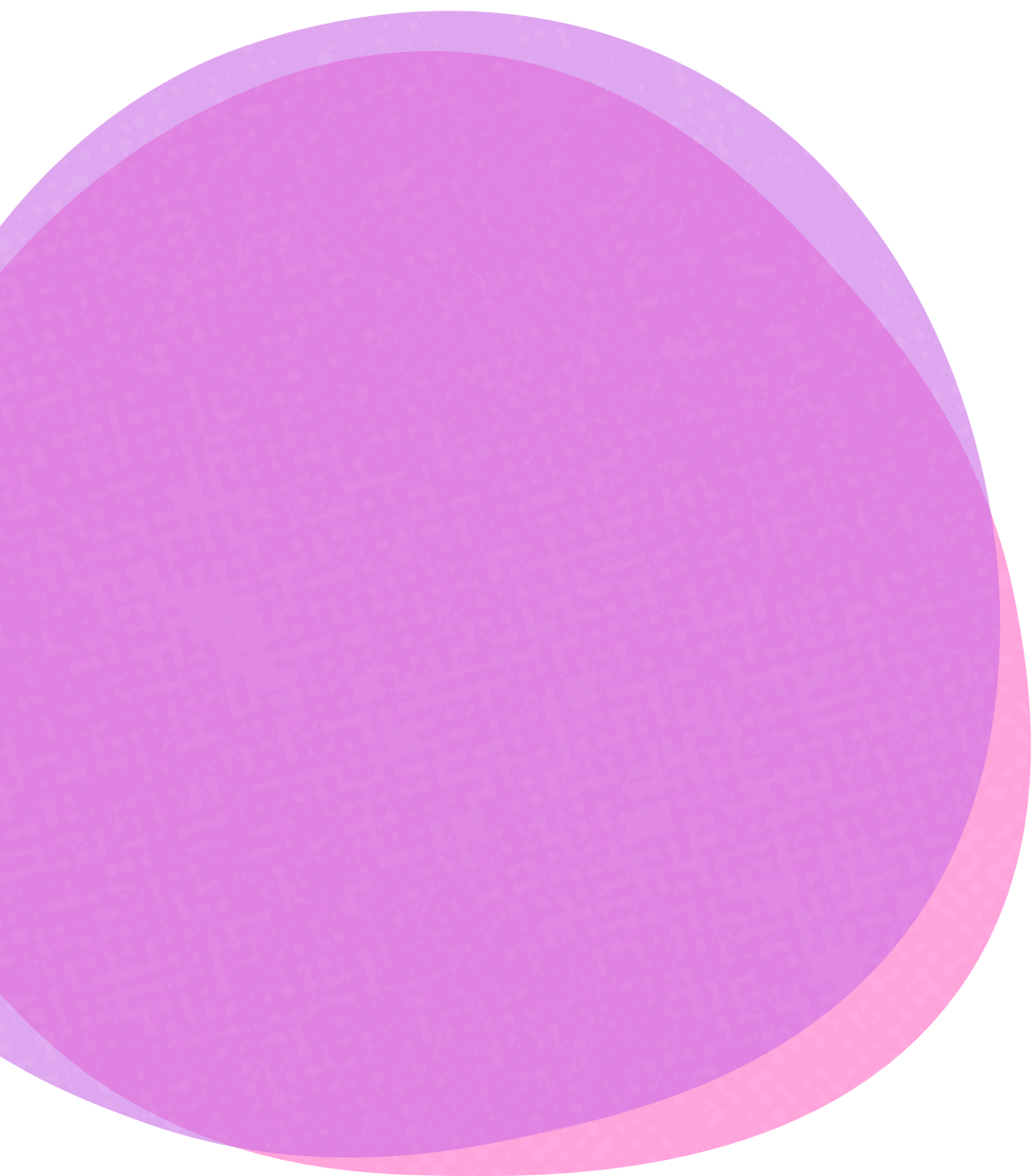


Charles T. Gruszka, M.A., C.A.G.S.

Charles T. Gruszka retired after 34 years of service as an educator in Central Massachusetts. He has lead many educational sessions for parents, caregivers, and educators on self-esteem and discipline.

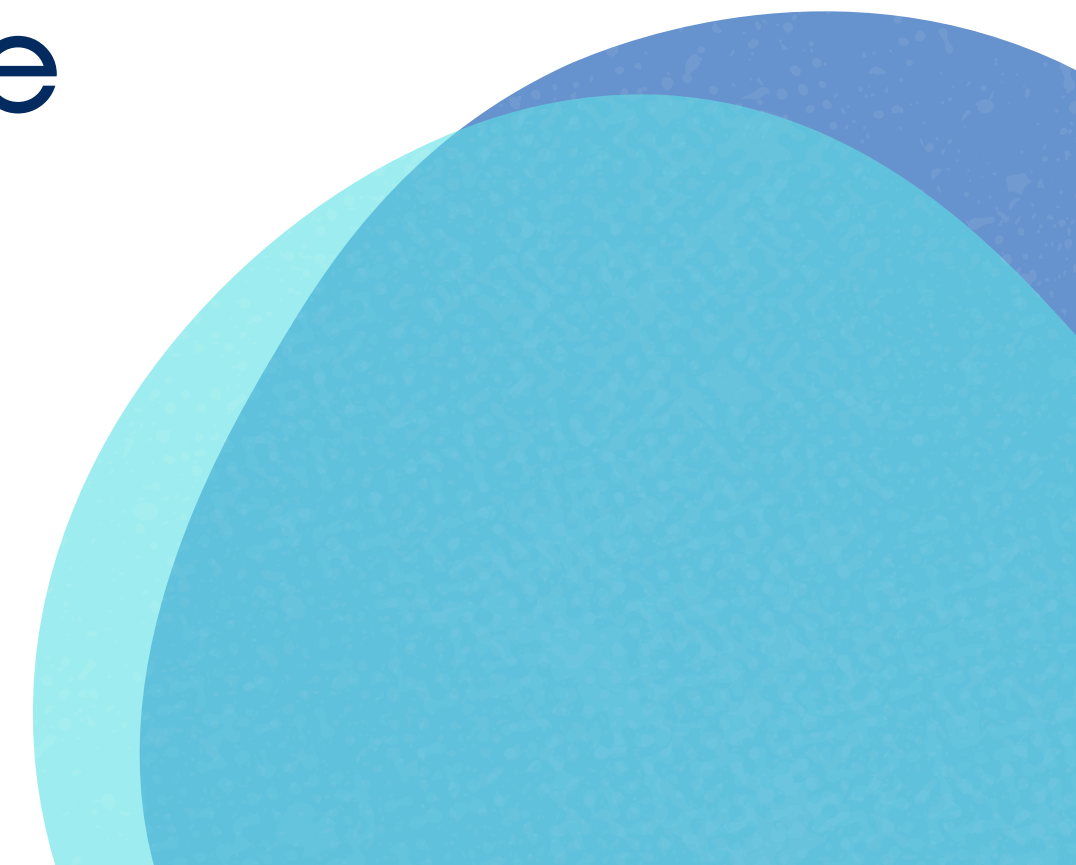
- Principal of Dawson Elementary School and Wachusett Regional School District Early Childhood Center
 - Principal of Paxton Center School (Grades K-8)
 - Guidance Counselor at Paxton Center School (Grades K-8)
 - Teacher of students with behavioral and emotional special needs
 - B.A., Psychology, College of the Holy Cross
 - M.A. and C.A.G.S., Psychology and Guidance, Assumption College
 - Recipient of MA School Counselor's Association's Counselor of the Year Award
 - Parent of two adult children and grandparent of four middle- and high-school age children
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OBJECTIVES

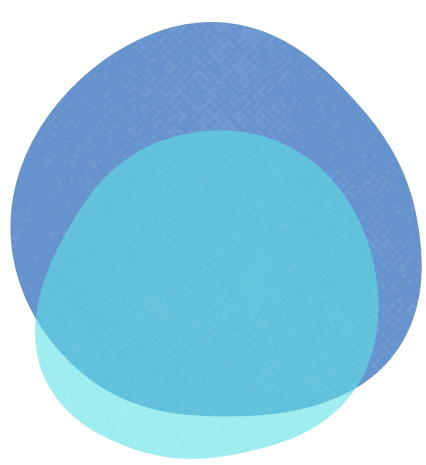
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- Understand and be able to implement the Self-Esteem/Productivity Model
 - Understand the connection between a child's self-esteem and their relationship with parents/caregivers
 - Know the behaviors that develop and enhance self-esteem
 - Know the behaviors that tear down self-esteem



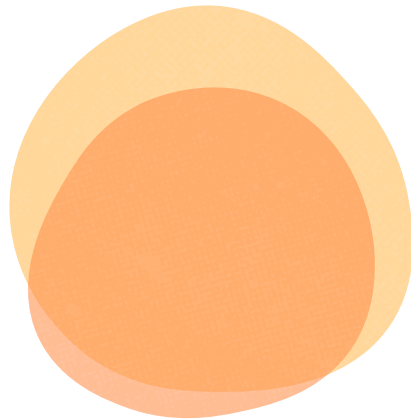
“The key to increasing self-esteem in another is to 'feed' him/her the smile, the hug, the kind word every day, and the avoidance of criticism.”



Drs. John V. and Eunice C. Gilmore,
"Give Your Child a Future"



SELF-ESTEEM/ PRODUCTIVITY MODEL



Parent/Caregiver



Child's Self-Esteem



Productivity

warmth

trust

caring

empathy

firm expectations

consistency

feeling of being
worthwhile

freedom from anxiety

emotional security

A healthy individual is
competent and caring

1 **Good self-image & identity**

Comfortable with themselves

Know who they are & where they are going

2 **Coping skills**

Functions well in and out of school

Gets things done

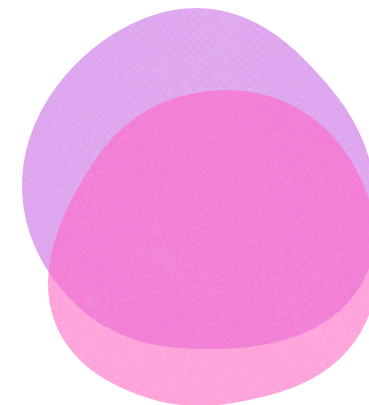
3 **Social adaptation**

Gets along well with and cares about
others

4 **Oriented toward long-range goals**

Hopeful and optimistic as they progress
toward their goals

The child's perception
of these is key!



Building Self-Esteem

Magic Triad:
hug · smile · kind word

Focused
Attention

Empathetic
Listening

Preserving Self-Esteem

Avoidance of
criticism

Rational
Discipline

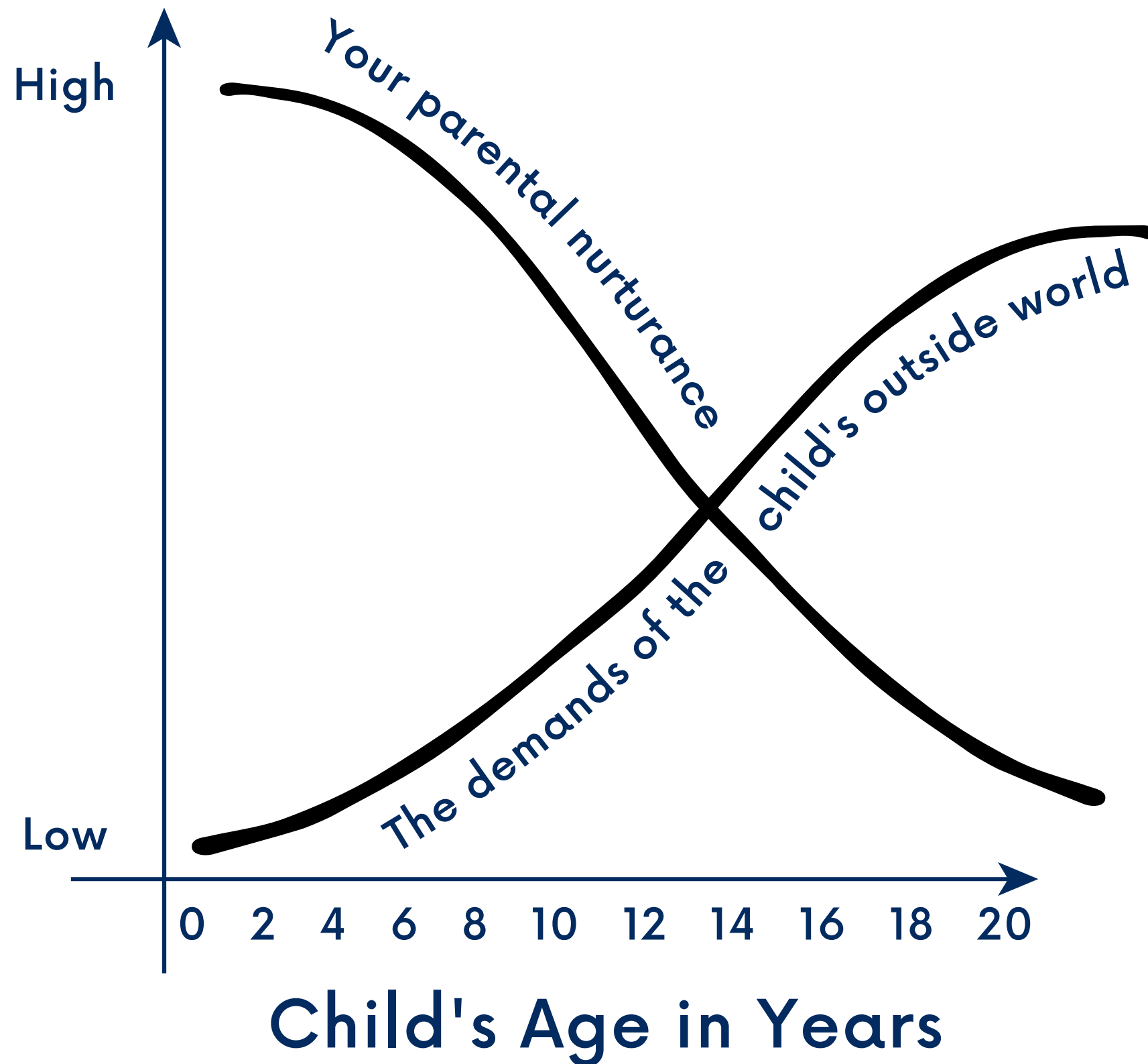


KEY QUESTIONS:

How did my actions affect my child's self-esteem?

How would it feel to be my child? (EMPATHY!)

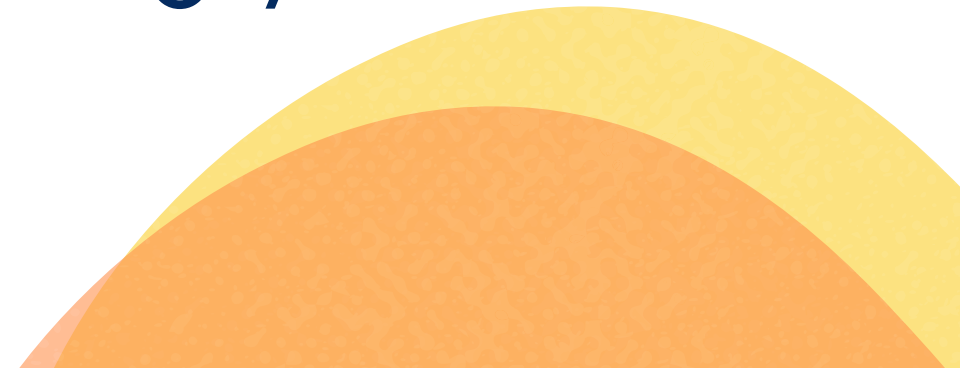
Parental Nurturance vs. Environmental Demands on the Child

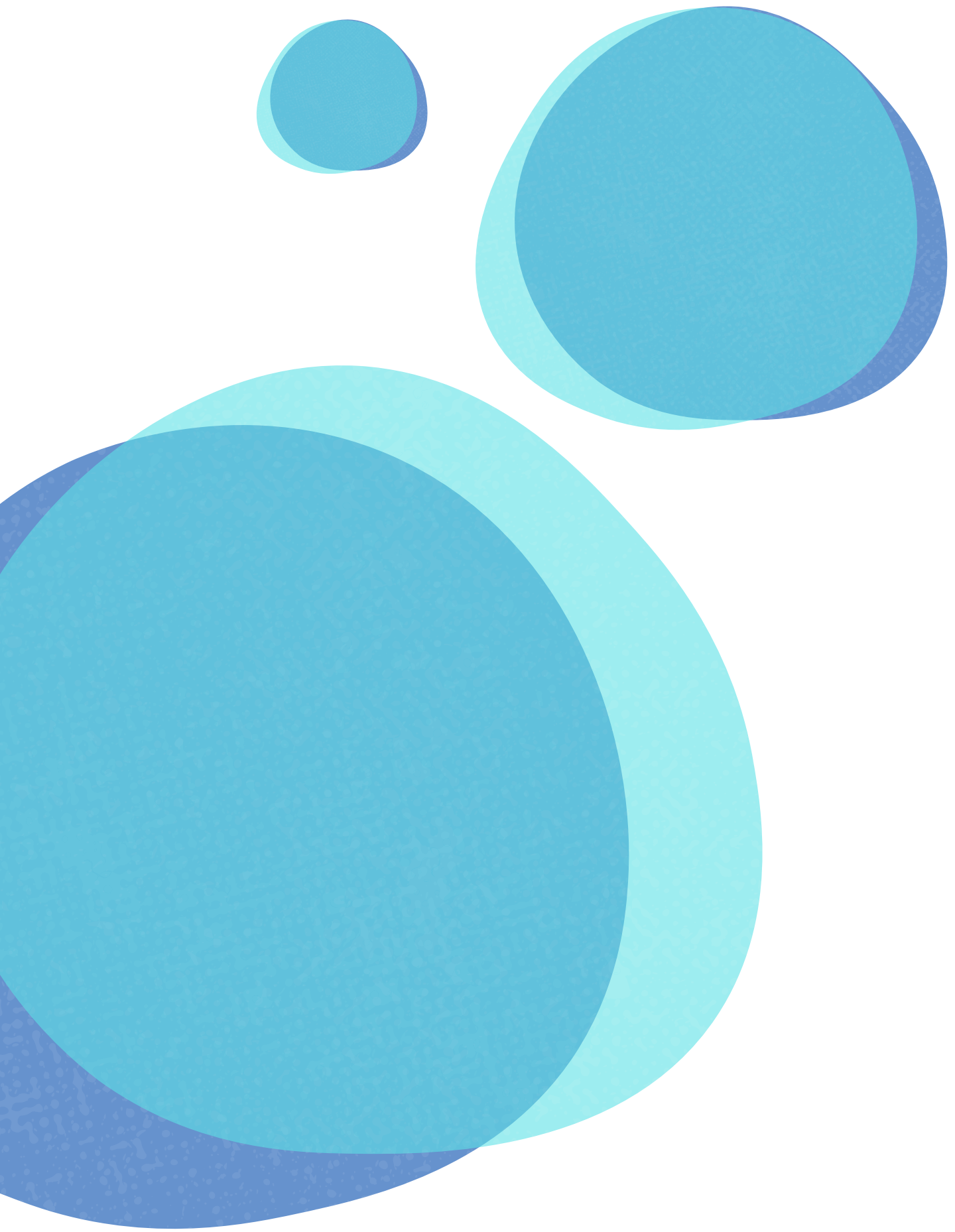


Your nurturance = your expressions of love, caring, interest, and encouragement

The demands of the outside world = school, sports, music and arts, peer influences, the expectations of other adults

What this graph shows:

1. When our children are small, it's easy to express affection
 2. After they start school, we see less of them. As they grow older, we also tend to become more reserved, particularly as they become teenagers
 3. However, since they are experiencing greater demands and pressures, they need even more affection and support from us
 4. The two curves usually intersect at early adolescence. At this time, many young people feel isolated from their first and most important sources of support – their parents/caregivers – as they face an increasingly challenging world
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THANK YOU!