

THE MIDDLE SCHOOL YEARS

HOW TO CREATE AN INCREDIBLE STUDENT EXPERIENCE

WHO IS THIS GUY?



Before We Get Started

- Parenting is hard.
- I don't have all of the answers.
- No way to cover this topic in one hour.
- Resources available on the website.

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HOW TO CREATE AN **INCREDIBLE** STUDENT EXPERIENCE

What Does “INCREDIBLE” Look Like?



in·cred·i·ble

/inˈkredəb(ə)l/

adjective

adjective: **incredible**

1. impossible to believe.
"an almost incredible tale of triumph and tragedy"

Similar:

unbelievable

beyond belief

hard to believe

scarcely credible



2. difficult to believe; extraordinary.
"the noise from the crowd was incredible"

Similar:

magnificent

wonderful

marvelous

spectacular

remarkable



- **INFORMAL**

amazingly good or beautiful.

"I was mesmerized: she looked so incredible"

Reframing “INCREDIBLE”

In a growth mindset, challenges are exciting rather than threatening. So rather than thinking, oh, I'm going to reveal my weaknesses, you say, wow, here's a chance to grow.

Carol S. Dweck

Our Reactions Set The Tone

BOOM!



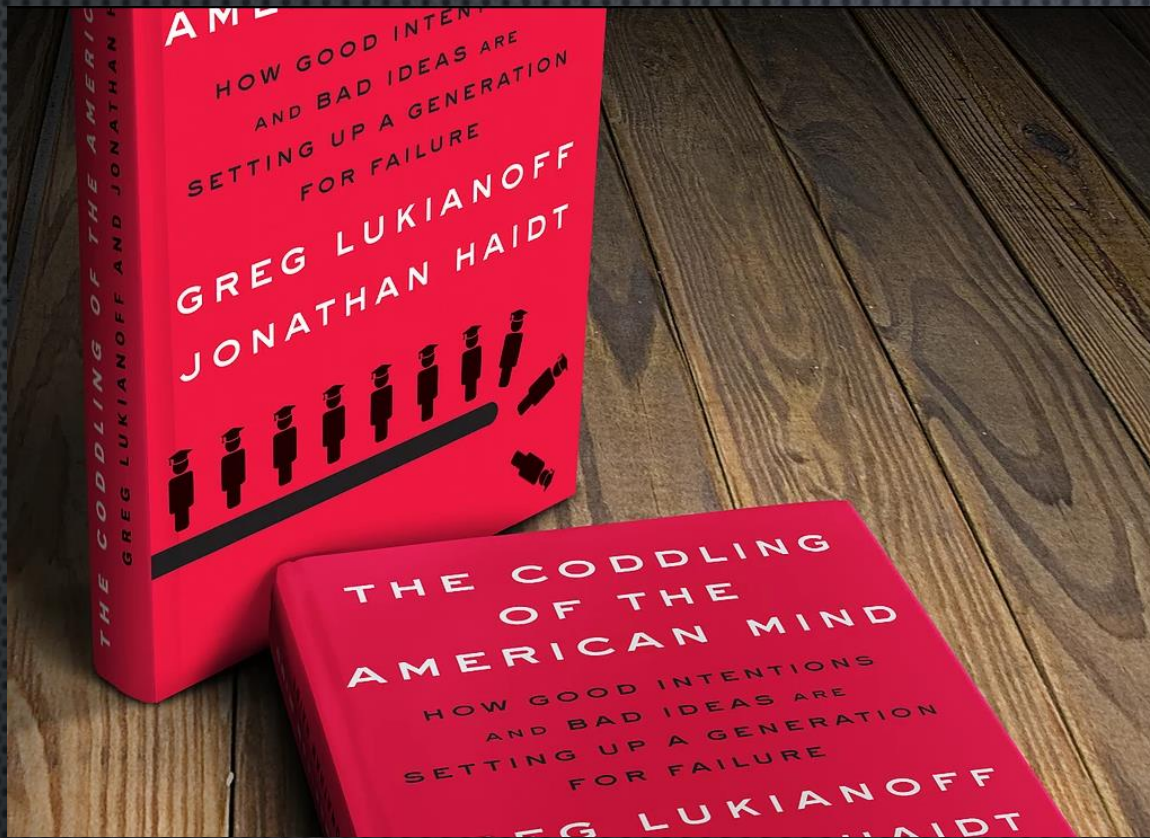




FAILURE

STRUGGLE

CHALLENGES



The Coddling of the American Mind

A culture of safetyism is interfering with young people's social, emotional, and intellectual development. It makes it harder for them to become autonomous adults who are able to navigate the bumpy road of life.

PREPARE THE CHILD
FOR THE ROAD
— NOT —
THE ROAD FOR THE CHILD



PREPARE THEM
FOR THE ROAD

Every time we solve a problem for our children or remove an obstacle... **Preparing the Road**... We rob them of an opportunity to learn and grow.

Ask yourself...

- What's the worst thing that could happen?
- What could they learn from this experience?
- What am I doing that they could be doing for themselves?
- Am I solving a problem they could solve on their own?
- Is this an opportunity to advocate for themselves?

Remember this, the price tag for our mistakes is cheaper today than it ever will be for the rest of our lives.

Examples of preparing the road.

Forgotten Items: Homework, Shoes, Water Bottles, Lunches

Excused Tardies and Absences

Grades

Athletics Teams

Family Vacation

Sleep Overs

Camping Trip

Manual Transmission

An easy place to start...



TECHNOLOGY & SCREEN TIME

My Evolution

I love tech, personally and professionally

Committees and Initiatives

Responsible Digital Citizenship

Parent Feedback

What we started seeing

Making school wide changes

Sean Parker

"The thought process that went into building these applications, Facebook being the first of them, ... was all about: 'How do we consume as much of your time and conscious attention as possible?'" said Parker, who joined Facebook in 2004 when it was under a year old.

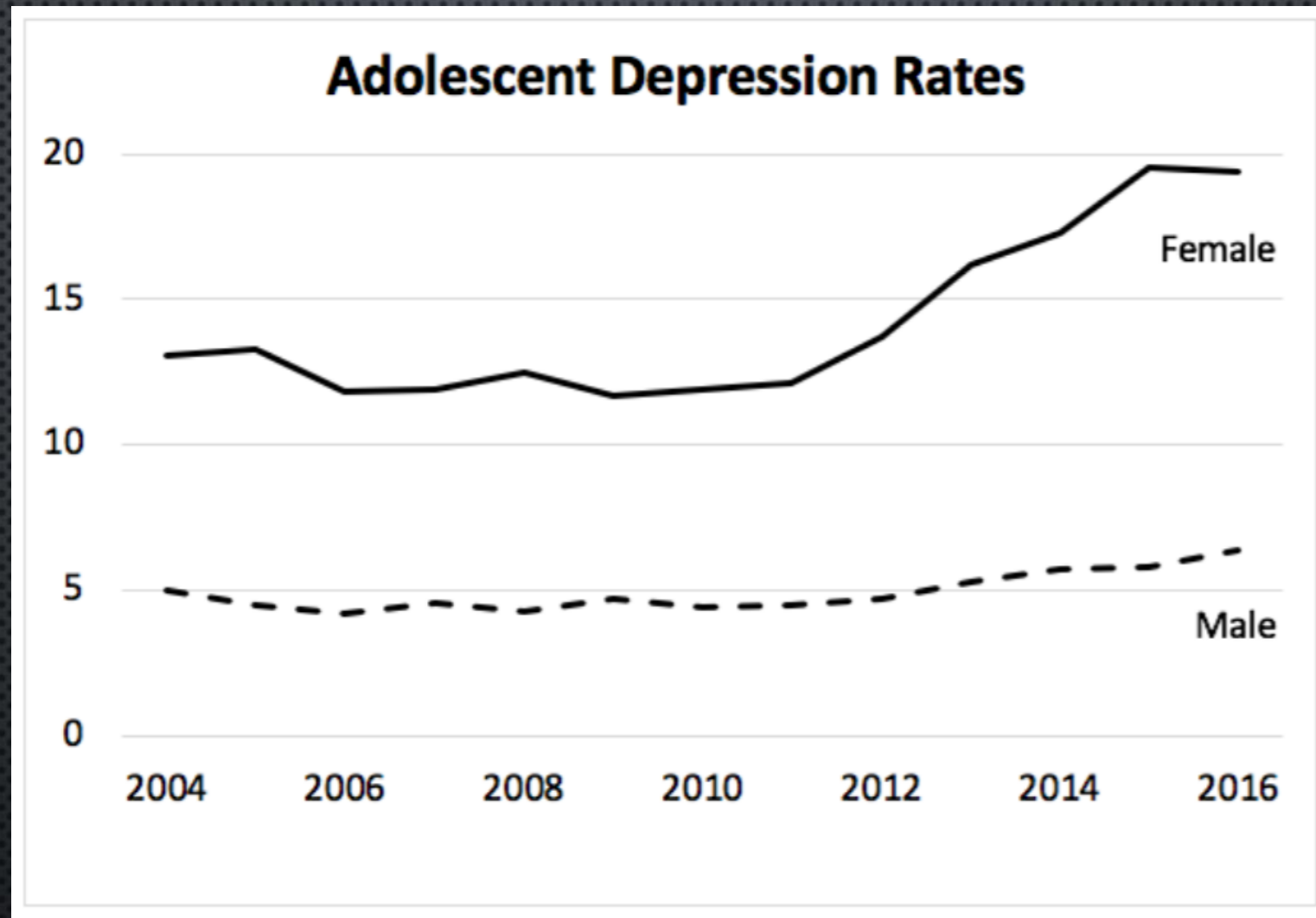
"And that means that we need to sort of give you a little dopamine hit every once in a while, because someone liked or commented on a photo or a post or whatever. And that's going to get you to contribute more content, and that's going to get you ... more likes and comments."

Sean Parker

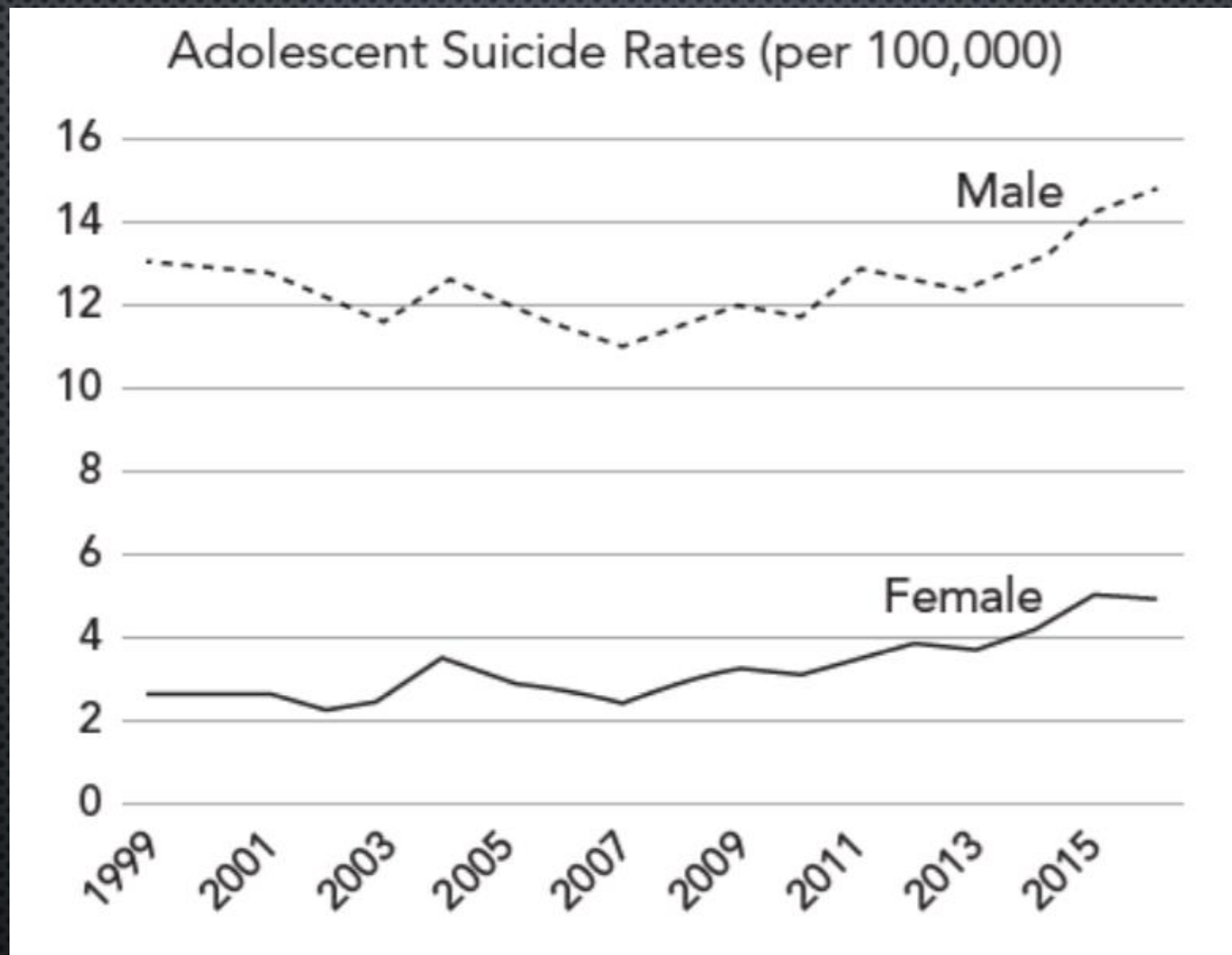
"It's a social-validation feedback loop
... exactly the kind of thing that a
hacker like myself would come up with,
because you're exploiting a
vulnerability in human psychology."

Sean Parker

"God only knows
what it's doing to our
children's brains."



PERCENT OF ADOLESCENTS AGED 12–17 WHO HAD AT LEAST ONE MAJOR DEPRESSIVE EPISODE IN THE PAST YEAR. RATES HAVE BEEN RISING SINCE 2011, ESPECIALLY FOR GIRLS. (SOURCE: DATA FROM NATIONAL SURVEY ON DRUG USE AND HEALTH.) [A SLIGHTLY MODIFIED VERSION OF THIS FIGURE APPEARS ON P. 149 OF THE CODDLING OF THE AMERICAN MIND, BY GREG LUKIANOFF AND JONATHAN HAIDT. PUBLISHED BY PENGUIN PRESS, 2018]



SUICIDE RATE PER 100,000 POPULATION, AGES 15–19, BY SEX. (SOURCE: CDC, FATAL INJURY REPORTS, 1999–2016.)
[THIS FIGURE APPEARS ON P. 151 OF THE CODDLING OF THE AMERICAN MIND, BY GREG LUKIANOFF AND JONATHAN HAIDT. PUBLISHED BY PENGUIN PRESS, 2018]

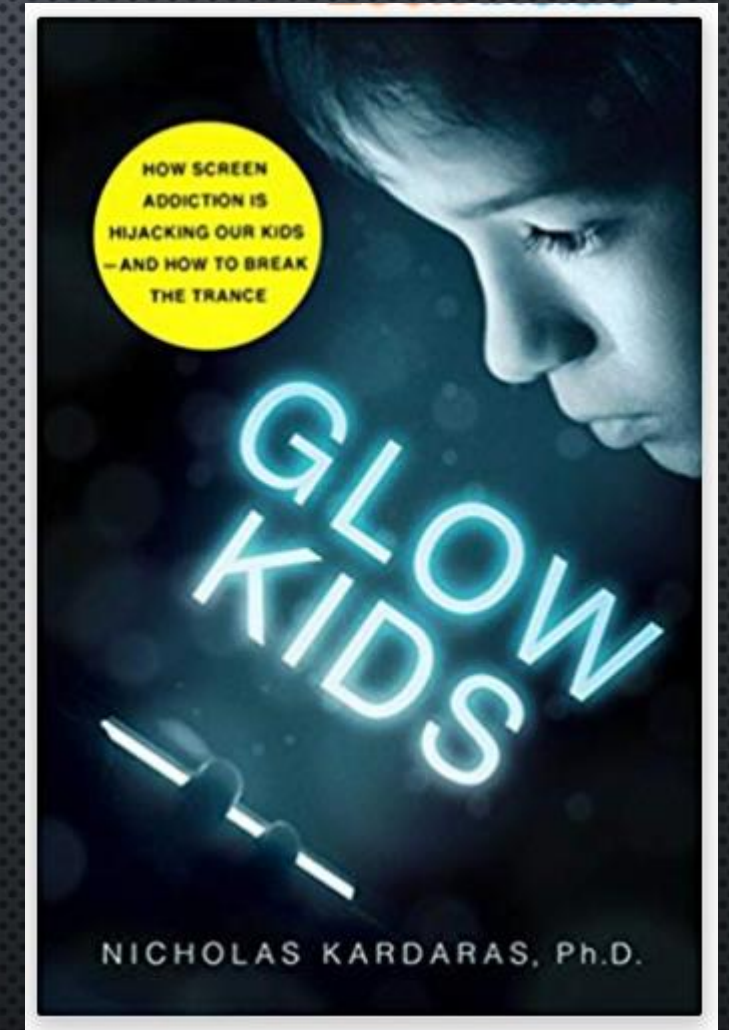
So What Do We Do?

What our school has done.

- Phones off and in back packs
- Screen time committee

What can parents do?

- Don't be in a hurry
- Read Glow Kids
- No screens in rooms at night
- Use parent controls
- Consider a family contract
- Model the desired behavior



PARENTING WITH LOVE AND LOGIC

Put and End to Arguing, Back Talk and Begging

Step One: Go “Brain Dead”

- Avoid Lectures
- Save Words for Happy Times

Put and End to Arguing, Back Talk and Begging

Step Two: Calmly Repeat a “One Liner”

- I love you too much to argue with you.
- Thanks for sharing.
- Maybe so.
- I love you wherever you live.
- I argue at 6 A.M. on Saturdays.

Teaching Responsibility

Kids who are allowed to learn from small mistakes early in life are far less likely to make tragic mistakes later on.

- The price tag for our mistakes is cheaper today than it will be for the rest of our lives.

Use empathy to hold them firmly accountable without losing their love and respect.

Teaching Responsibility

This can be hard... Affordable vs. Unaffordable

Forgetting their
lunch

Staying up too
late

Forgetting to do
homework

Chatting with
strangers online

Playing video
games for hours

Forgetting to do a
project at work

Teaching Responsibility

Don't be afraid to delay
consequences.

Setting Enforceable Limits

Turn your words into gold... Unenforceable vs. Enforceable statements

Unenforceable - Don't roll your eyes at me.

Enforceable - I do extra things for people who treat me with respect.

Setting Enforceable Limits

Turn your words into gold... Unenforceable vs. Enforceable statements

Unenforceable - Stop spending all of your time playing video games.

Enforceable - I allow video games in this home as long as I think they aren't causing any problems.

Setting Enforceable Limits

Turn your words into gold... Unenforceable vs. Enforceable statements

Unenforceable – Leave each other alone.

Enforceable – I charge two dollars a minute when I have to listen to kids argue.

Sharing Control: Providing Choices Within Limits

Rules for providing choices:

- Only give choices that fit your value system.
- Give most choices when things are going well.
- Give choices before the child is resistant.
- For each choice, give two options that you like.
- Use care not to disguise threats as choices.
- If your child doesn't choose quickly, choose for them.

Sharing Control: Providing Choices Within Limits

Examples:

- Will you be wearing your coat or carrying it?
- Do you want to leave now or in 5 minutes?
- Do you want to do your chores now or in an hour?
- Are you going to turn the TV off now or in 15 minutes?
- Are you going to turn your cell phone off or just ignore it until after dinner?

Guiding Kids to Solve Their Own Problems

- Provide a strong and sincere dose of empathy.
- Lovingly hand the problem back.
- Get permission before sharing ideas.
- Provide a brief menu and help them evaluate.
- Allow them to learn from solving or not solving.

Guiding Kids to Solve Their Own Problems

Wise parents only step in when they are certain that their child has a problem that's too big or dangerous to solve on their own.

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Resources

They need Grit

- [Grit](#) by Angela Duckworth
- Link to [“Grit: the power of passion and perseverance”](#)

They need a Growth Mindset

- [Mindset](#) by Carol Dweck
- Link to [“Developing a Growth Mindset”](#)

Don't be afraid to let them fail

- [Parenting with Love and Logic](#) by Foster Cline and Jim Fay
- Link to [loveandlogic.com](#)
- [Turn your words to gold](#)
- [Delayed Consequences](#)

Be aware of the pitfalls of screen time

- [Glow Kids](#) by Nicholas Kardaras

Prepare the child for the road

- [The Coddling of the American Mind](#) by Jonathan Haidt and Greg Lukianoff