

>> Welcome, everyone. This is Jeannie Kuehler. I am your moderator today. We are going to go ahead and get started. Welcome to today's webinar, Emotional Muscle: How to Grow Resilient Children and Become Stronger Parents . My name is Jeannie Kuehler and I am your moderator today along with my colleague, Melanie Ordonez. I will turn it over to our guest speaker, Wilfred Krenn, in just a bit. He for that, I will go over a few features in the webinar room in case you have not used our webinar room previously. Below the PowerPoint is captioning. This will be available throughout the presentation. You can use the Q&A pod on the left for questions or comments. Just type in that text box and click the icon to the right for questions or comments. Wilfred will answer questions at the end of today's presentation as time allows. Below the Q&A pod is the handouts pod with copies of today's presentation. You can download those anytime. There are a couple of formats. Once you download the handout, pick the one that is most appropriate for you. A certificate of up completion will be available after the seminar to download. You can highlight it and go to the download pod. This will generate a new window to open in your window browser, which may be minimized and flashing on the bottom of the screen. Just open that window and fall that to download the documents. You can view this presentation in full-screen mode right clicking the full-screen button in the upper right-hand corner of your screen. It is the icon with the four arrows. However, while you are in full-screen mode, you will not be able to use the Q&A or participate in poll questions. Just click the button again to regain use of those features. This webinar recording will be on the website in 2 to 3 weeks. If you would please standby, I will start recording and turn it over to our speaker.

>> Welcome to Emotional Muscle: How to Grow Resilient Children and Become Stronger Parents . My name is Jeannie Kuehler. I am your moderator today along with our collie, Melanie Ordonez. I will turn it over now to our guest speaker, Wilfred Krenn. Welcome, Wilfred.

>> Thank you, Jeannie. I am really excited to be here to present on what I think is a really important, important topic. I am so glad that we have such a big audience and hopefully everyone is looking forward to this presentation. Like Jeannie said, my name is Wilfred Krenn. I am a licensed professional counselor. I work here at Magellan Health. Here at Magellan, my role is in the conflicts case management department. I primarily work with our health insurance accounts. I don't have too much interaction with our EAP. Every once in a while, I have a couple of EAP cases that come across my desk. I sort of think of complex case management as the special ops of the insurance plan. We deal with a lot of cases. They require a bit of extra attention, whether that be because of a certain diagnosis or a high rate of hospital utilization, because we want to make sure that those people have all of the benefits that their insurance allows at their disposal so they can be the most healthy and live the best life they can. Prior to working at Magellan, I was doing individual therapy with families with children. It has been a long time and I worked with primarily children who had been adopted or in foster care. Through that experience, I really learned a lot about child development, early childhood trauma, and the things that can either really impair a child's development and things that can be really beneficial to developing a healthy child and a healthy adult. Through that experience, I have also had a chance to meet with a lot of parents. I know how challenging parenting can really be, especially when you have a child who has gone through difficult times or has had an injury or an illness or just raising children in today's world. You can be really challenging. It is hard to know what right decisions to make him a whether that is the school you go to or the pediatrician you choose or whether or not your child takes medications or plays sports or any of these things. Hopefully, today's presentation will boost your confidence as a parent and give you a little bit more insight on what are some things that you can do and how can you grow along with your child in order to both become stronger and more resilient to take on challenges that come as life goes along. So in addition to my professional career, I am also a father of four. I have four kids. My youngest daughter just turned eight today. So happy birthday to her. My oldest daughter is 12. We spent a lot of time in the thick of child development as I was doing it for work, too. Hopefully that gives you a little confidence. I have a little bit of an idea of what I am talking about. Hopefully I can provide some insight that will be helpful. Today, we are talking about emotional muscle. This idea comes from some people I studied with.

>> Let's go through the objectives first, shouldn't we?

>> Well, we could.

>> When we do our pole first. We have a lot of people signed up for this presentation. We are curious, what made people interested? What maybe would be most helpful or what are people looking for from this presentation? So we want to know what role you play as a participant, what role you play in the life of a child or children. Just please select all the rules and roles you play. There is parent, stepparent, foster parent, aunt, uncle, God parent, grandparent, coach, mentor, or something else. We know that we tend to as adults play a lot of different roles. I think whatever role you are in having some educational insight into child development and what helps the child grow stronger is extremely helpful. So we are getting a lot of responses in. Should I read out some of the percentages?

>> Yeah.

>> By far, parents and stepparents are the biggest one, 92% of our participants are either a parent or stepparent. We have some foster parents, 3.5% of participants are foster parents. Complete gratitude for you guys in playing an important role in the lives of children who have experienced some really unfortunate circumstances. We have a lots of aunts and uncles. 50%. 8.7% our grandparents, 16% godparents. We have some coaches, 14% of people serve as a coach. 22 people see themselves as mentors. And 12% of people are other, which is really fantastic. Every child needs adults in their lives who are looking out for them, who are invested in their lives, who want to see great things for them. When I think about one of the most important, one of the most determining factors in a child's life, something that really creates great outcomes and great development, it is having a close adult in their life who is invested in them and wants to see them do well. So thank you to all of you for serving those roles in the lives of children.

>> Our objectives today, the three things that hopefully you will come away with having a better sense of or feeling better about in terms of how we help children in our own lives, one is to learn about child development through the concept of emotional muscle. I think for most people, this is a new concept. Maybe some people have come across that before. I think the idea is really fantastic and really helpful. Second, we learn how parents and children can grow together through different life stages to become stronger and more resilient. And third, learn how to bounce back when bad things happen. We know living in the world that we do, the likelihood that something like that, a trauma or just a step back is almost inevitable. And we never know when something like that is going to happen, but if we gives ourselves and our children the ability to prepare and repair from those experiences, it creates for stronger people. And so I definitely want to touch on that, as well.

>> As I was going to talk about earlier, the idea of emotional muscle is based on a book called Emotional Muscle written by Kerry Kelly Novick and Jack Novick. In my training in counseling and psychology, I went through a program at the St. Louis psychoanalytical Institute. If you are unfamiliar with psychoanalysis, it is like the typical therapy that you think of when you think about Sigmund Freud at the couch. A sickly, it is sort of the longest continuous historical body of knowledge about human psychology that we have available to us. One of the things that I really love about it is there is so much information about how children develop that is really invaluable. I was really lucky to get that experience to work with some of the preeminent psychiatrist and psychoanalyst, both in the St. Louis, Missouri area, where I am, but also across America and across the world. So that is actually where I came in contact with Jack and Kerry Kelly Novick. They are up in Michigan at Ann Arbor, close to the University of Michigan. They are two really fantastic people who have done so much work for and with children, even opening up their own preschool called Allen Creek Preschool in Ann Arbor. They have really taken that opportunity, that experience of teaching and supporting children to say what can we learn from this and how can we share and make this available to the world at large. Interestingly enough, I mentioned Sigmund Freud earlier. They actually studied under his daughter, Anna Freud, in London. Their pedigree is one of the top. I was really excited to read this book when it came out. It is available. I got my copy off of Amazon. You can probably find other places, too. Again, Emotional Muscle by Kerry Kelly Novick and Jack Novick. All true, also an interesting fact, Kerry Kelly Novick is father is Gene Kelly, the film actor. I think he was in Singing in the Rain.

>> Very interesting.

>> Yes, a very interesting fact. We want to start out with this idea of emotional muscle. I think it is such a useful analogy to think about developing our emotions and our control over our emotions in the same way that we think about developing our physical muscles. So just in the same way everyone needs to develop and exercise their physical muscles

for health and well-being and growth, and we know that without those things, without exercise, our muscles will weekend. We know that we are not going to get stronger when we don't have a chance to exercise. In a lot of cases, we will get weaker. There are a lot of benefits to having strong physical muscles. You are able to take on larger challenges. You are less worn out at the end of the day. After exertion. And if you think about, again, emotional muscle in the same way you would think about physical muscle, we have all been in those experiences where we have had a really difficult emotional day. At the end of the day, we are worn out. Just complete the tired. I did not really do much of anything except maybe sit at my desk at work, but just having to go through the experiences can really take a lot out of us. So, in the same way that our physical muscles make our activity easier and we are more capable of taking those things on, building up our emotional muscles prepares us to take on these emotional challenges that we come across and make everyday life a lot smoother. They also promote happiness and sturdiness in the face of life's challenges. We talked at the beginning about resiliency and bouncing back. Developing these strong emotional muscles allow us to do that, allow us to bounce back so much easier. You think about having an injury and having to do physical therapy. If you already have a strong muscle base going into that, your recovery time is going to be so much faster than having to, at that point of injury come a go through it --, go through it from scratch. This comes from exercising. Exercising our emotional muscles is what makes them stronger.

>> To do this, we are going to go through some different stages in life. To start with, we are going to go through the first five years of life. I know that there are a lot of you out there who may say, well, that is really fantastic to learn about babies, but I have a 10-year-old or I have a 12-year-old. I am not sure how much this applies to me. I will certainly get to everyone on this call in terms of their child's developmental stage. I think looking at these early years is really important for a lot of different reasons. The first reason is that, in the first three years of life, about 90% of our brain is already formed. That is kind of crazy to think about, because when you think about yourself now and a three-year-old, there is not that much difference in terms of brain growth between those two stages. It is kind of hard to believe. But what we are building in those early years is kind of like all the important brain structures that are going to carry us through the rest of our lives. Building up these emotional structures is such an important and big part of that that it is definitely worth paying attention to. The other thing is that all of these things that we are going to talk about in terms of development and what we can do in these early stages can also be useful in later stages as well. We will talk more about that towards the end.

>> So babies. If you are a parent, every one of you has most likely had a baby. I know there are probably a lot of stepparents or foster parents who may have come in later in development. We all start out as babies. The thing a lot of us in about with this first year of life, it does not seem like there is all that much going on. You know there is a lot of growth that is happening. They are learning how to hold their head up and rollover and building a sleep schedule and building a strong relationship between the child and the parents. Because babies don't talk to us like older children do, it is hard to really get a sense of what is going on inside of them. There are two things that I think are absolutely essential during this period that we want to pay attention to. As parents, some of the biggest things that we want to focus on in terms of supporting babies are developing trust and adaptability. Changes are part of life. They can also be overwhelming for parents and children. This is a big change for the both of you. Babies adapt better to changes that are gradual, meeting manageable amounts of time so they don't feel completely helpless. We have all seen a baby who seems just completely helpless, inconsolable, crying. It is really hard to know what to do. Doing the things to sort of build up again those emotional muscles of trust and adaptability helps babies survive those experiences and us survive those experiences and become stronger. The things that parents do to do that is making changes gradual. You know, whenever you are coming to a big sort of shift, whether that is maybe moving from a bassinet to a crib -- even at this stage, many parents can think about switching, are we going to do breast-feeding or bottle feeding? A lot of us are working parents. This is also the stage where maternity leave is may be ending and we have to think about how do we transition from mom or dad being home all the time to having another caregiver in the mix. And so really doing everything we can to make those changes gradual. For instance, if we are making that transition from trying to take more naps in a crib or a bed so we can get a little more sleep at night, doing that really gradual. So just taking one nap in that crib for a week or even two weeks so the baby has enough time to adjust. If we are meeting a new caregiver or grandparents are going to be spending more time with the child, having the opportunity to spend the time in safe

places, maybe at home or other safe and comfortable places, rather than dropping the child off with grandma and grandpa and sort of assuming they'll be okay in the environment. Also, reinforcing positive memories. Really making these experiences positive experiences. As a parent, we can sometimes be so caught up in the stress of what is going on that we forget that our expression of anxiety, of stress can be picked up by the baby as well. Trying to make those experiences positive really makes those transitions more -- not more, but better, more comfortable. Children are able to, kind of like we talked about, build up gradually, starting to do those exercises. You don't go from not lifting weights to trying to lift 200 pounds. Building up those muscles gives you the ability to do it in a healthy and safe way. The things we need to do as parents during this stage, because in the same way that children go through these developmental stages don't we go through developmental stages as parents. We need to do different things. We need to learn different things. We need to have different types of relationships with our children as they grow. Being able to do that, being able to grow as a parent is absolutely essential. Facing the unknown, meeting your new baby is like meeting a stranger. You don't know them yet. You don't know what their temperament is going to be. You are challenged to bear the uncertainty and excitement of a new venture. Becoming a parent is very much an adventure. You don't quite know what is coming. The more that you look at it from that perspective, I think the more likely you are to become more excited about new challenges rather than taking them as maybe stressors. Making an alliance with the baby. That is where that trust comes in. Your baby is an active partner in becoming in tune with you. When you think about some of those mismatches that we have, whether that is around sleep schedule or feeding schedule or just the child and that child's needs versus the parent needs. Don't overdo it in any direction. Don't be only focused on what the child needs so you become burnt out or solely on your needs so the child doesn't get their needs met. This is an active, dynamic relationship. The child has wishes and feelings of her own from the very start. Building that together builds that trust that we are looking for. And opening yourself to the idea that babies do have emotions. Sometimes we just think of babies as, you know, they are either happy or they are crying. There is not much in between. But babies have these really strong emotional lives that they have a limited ability to express what they are feeling. The more we can take a step back and consider what might be going on in the inner life of a child, the better off we will be in building that relationship. We can also better meet that child's needs. Then lastly bearing your own intense feelings. This is a really challenging time, especially if it is new. You are going to be having all these really intense feelings, both love and anxiety. Sometimes even anger because you have not slept in like a week. You don't know what to do. It just feels really overwhelming. It takes a lot of courage and strength for parents to be open about the whole range of their feelings, especially your fear and worry. That is especially if we are the type of person that, you know, is maybe a bit of a perfectionist or feels like they have to have it all together. When you're faced with this feeling of, I don't know what to do and this is all new, it is sometimes hard to actually accept that feeling. Being able to do that and allow yourself to experience the emotion and not just kind of like stick it away somewhere gives you the ability to seek help and build a relationship with your child where you are able to both have that emotional life.

>> Our second stage is one-year-old's. For them, the biggest emotional muscle is that we are looking to build empathy. Empathy is really important. I think we all know or have come to know how important empathy really is. Successful children and adults have the capacity to perceive, understand, predict, and respond to the feelings of other people. This is a learned skill. What is interesting is that when we look at cognitive ability between a one-year-old and, like, a Montee or a crow or an octopus, there is not much of a separation. They're still really early in their cognitive development. What separates people from other animals is our ability to empathize. Even at this early stage, we have so much ability to sense and feel and understand what is going on in another person's life, whether that is a parent or another child. Concern, compassion, or just getting upset together. That is 80 really big strength that children have. At one-year-old, you are starting to develop agency. You do this by starting to crawl away from our parents. We are starting to feed ourselves. Being able to play on our own. This is those early building blocks of being a competent person who is able to think of something and put those wishes into action. It is a big part of developing an identity. We help that as parents by setting an example. At one-year-old, they may not be able to completely understand or respond, the more we can put those feelings into words, the better off they are going to be able to develop that skill and that muscle of empathy that is going to be such a huge, important part of later life. A big way we develop agency is by offering children choices, genuine choices. Not like you can do it my way or you can do it my way.

>> My other way.

>> My other way, right. Giving them and actually taking the time to allow them to choose and begin to develop a sense of who they are and what are their likes and dislikes. Often times, we get so stuck in our schedules, in the rush of life that we don't feel like we have the option even to give child's choices to them. You put them in the car seat and get out of there. By doing that, by taking that total control, we are depriving them of the ability and the opportunity to develop what their likes and dislikes are and have a voice in their relationship. Some of the things that we do as parents, things we have learned to do as parents is starting to work to stay in tune with your child. As being they begin to separate a little bit and do more things by themselves like crawling away from us. It is going to began to take a little bit of work to do that. Taking the time to listen to their words, their gestures and feelings -- again, even though they might not make sense, by paying attention, we begin to learn how and what their communication style is and how they are communicating with us, which will give us a lot more information as parents to be able to understand what those needs are. Crediting the power of language. So the more that we as parents can put things into words, to say this is what we are doing, we are getting ready to go to the park and are putting our clothes on. Look, this is the redshirt that you love so much. We are going to put this on in your going to look so great. We are going to have such a good time. I doing that, we are building the language capacity of the child and giving them more confidence in what is happening next. Children can have a lot of anxiety over what comes next, especially when we are in that rush of let's just get in and go. Well, where are we going? Maintaining responsibility for your toddler's safety. They are going to be exploring the world. It is up to us to make that world a safe one. That can be kind of difficult to determine sometimes. We get so much information, whether it is from Facebook or our mothers or pediatricians or that crazy friend who wants you to use essential oils for everything. Sorry to those who might use essential oils. I don't think you are crazy. We need to be able to determine what is real danger and what do we need to protect our children from and what is variable. When we get so worked up about and confused about some of those things, it is hard to determine what we need to pay attention to. What do we need to do to keep our child safe? We spend a lot more time keeping them safe from something that is not all that much of a risk, missing the things that may be a lot more important. And so again with that, something to do to set realistic and appropriate limits. Sometimes we get afraid to do this because children are going to be, they will be upset if we tell them no, you cannot wear that shirt because it has stains all over it or it is wet in the laundry or no, you cannot climb up the bookshelf because you are going to fall off and hurt yourself. We need to trust that our children will still love us even if we set boundaries. We have an opportunity to create this world for our children that is safe, that is secure, and that they can kind of just explore and be curious in, because we know we built it for them.

>> Wilfred, as we move along, I know you said in the beginning we will get to all ages of kids. We are getting a lot of comments from our audience about, are we going to get to teenagers? Are we going to get to nine-year-olds? I just wanted to let you know that that is where a lot of our audiences are, where their minds are. We can reassure them that you are going to speak to that.

>> Yes. We will definitely leave time to talk about all ages. I think something really important, too, to recognize is the emotional muscles that we are talking about right now are not strictly for these age groups.

>> Right.

>> They are things that stay with us for our entire lives. These are things that we need as adults to get through life. These are the first opportunities for those to happen. In different developmental periods, we will go back and repeat a lot of these things. We will go back and relearn a lot of these things. We will definitely get there and be able to talk about that.

>> I think, too, I think of my kids and their ages now, when I think about how they want me to tell them something and they have questions, I can better understand as a parent of a 12-year-old why my son wants to know the plan. We all want to know the plan.

>> I think you know, if we want to spend more time talking about that, we definitely can't. When we go up to age 3. That will give us a little bit more time to talk about some of these older children. All the information will still be in the slides if

you want to go back and look at -- the plan was to go up to five. We will go up to three. The others will still be there in the slides that you can download.

>> I think another option, because everybody has kids, why don't we move through them more quickly so nobody feels like they were missed.

>> Perfect. Perfect.

>> I think that would be the best approach.

>> Okay, let's do that. We will go on to two-year-olds. The big thing we want to focus on with two-year-olds is bravery and mastery. This is the time they are moving out into the world. They are trying new things. They're getting control over their bodies so they can start walking and moving around and maybe having more control over what they can do. What we need to do is to be brave, to be able to move out into the world and to be able to recover from physical or emotional setbacks. When you fall down, are you going to be able to get up? Mastery is something that is so important, the ability to keep trying something until you get it, until you are able to do it. Really, at this stage, we are building a lot of lifelong skills. And the feeling that you get when you really do something, when that child is able to put that final block on the stack and say I did that. That pleasure that comes from that is so important. Parents help by helping children bounce back and by fostering that positive pleasure. We do that by embracing our child's individuality. We respect and tolerate their uniqueness as a separate person. The more that we do that, the more that we can kind of pass on that confidence, the more confidence they are going to have in doing these new things and trying these new things and being curious. Distinguishing assertion from aggression. This is again as they separate from us. They are going to be frustrated by us. We will be frustrated by them. And sometimes when we experience that as parents, I have to shut that down. I cannot have my child talking back to me. I cannot have my child yelling at me. But when we re-examine that idea that they are not doing it necessarily out of anger, but because they are frustrated. This is something that they cannot figure out or don't know how to do. And so when we come at it from that different perspective of they are missing something and they have a need, that is something I can help them with. That majorly changes that interaction and changes that relationship. Holding onto love. At two years old, we may think about having another child. And the child is concerned about things. And you think, how am I going to provide each of my love to my children and to my spouse or coparent? We do have the ability to love more than one person. We do have enough love to go around. Advocating for your child. This might be a time where they are spending time with babysitters or moving to a preschool environment. Being confident that we know what is best for our child and paying attention to our own gut feelings, what are safe and secure situations? What are dangerous situations? Sometimes we can talk ourselves out of things that maybe we don't feel quite right, but we don't know. That gut intuition is really important. I am going to skip the last one.

>> So three-year-olds, Jeannie, how did you get a picture of me? Three-year-olds and their parents. Again, three-year-olds are becoming people. They are becoming individuals. So maybe strong, more strongly than ever before. You know, we have these different terms. The terrible twos, the terrible threes. Maybe for some people three-year-olds are even harder than two-year-olds. And so, what they are doing is learning how to assert themselves, learning how to assert their will over the world around them with the people being able to advocate for their needs. Been able to build this up in children gives us the ability to meet life different challenges. And by teaching persistence, it gives them the ability to stick to a task. That is something that is really going to carry them on through the rest of their lives. We do this by protecting and validating that curiosity and drive. Those assertions they are making are important. They are building that individuality. They are building that interest that they are curious about. We need to build that and see that as a positive thing. Breaking down tasks so life does not become overwhelming, whether that is getting dressed or cleaning up. When a child feels overwhelmed, it can be really dangerous because they don't feel like they can create that persistence. Praising the effort in offering our own resources to help them do those things. And so, as parents, we kind of have to begin to accept that our child is somewhat different from us. We need to work and understand and engage with the difference between separation and separateness. Self reflection, thinking about ourselves and our own feelings and that separation may be hard for us. How do we see our child? How might our own expectations and our own feelings be influencing our relationship with them? Taking pleasure in our child's new capacities. They are doing some really neat

stuff. To be able to get excited about that rather than frustrated, like, look mom, I took everything out of the cabinet. That could be oh, my gosh, I have to clean this up now. Or look at all of this that you did. I did not know that you could do that. That is really great. Let's put it all back together. And then competence, not dominance. Sometimes we get the urge as they begin to move out into the world to increase control, which can become really dangerous. One, it really influences the child's confidence. Two, it keeps them from building these muscles that they need to build so much.

>> We are going to go and skip forward.

>> We will go through all the ages quickly. I think the important thing to stress again is, you were talking about things that are applicable to any child.

>> For sure. For sure.

>> We will go through each of these quickly so we can talk about all of these.

>> Okay, great. I would encourage you as we do go through this to think about how do we think about these ideas of independence and mastery. How do we see that in my nine-year-old or my 16-year-old? How are they displaying these things? Home I as a parent --

>> Absolutely.

>> -- Experiencing that. For four-year-olds, we are looking at internal controls forming, that idea of a conscience. Children by listening to you, by listening to what you say, your rules, those boundaries, they began to integrate that into their mind and their internal world. It becomes a helper to say oh, I should not do that. It doesn't sound like mom anymore. It begins to sound more like that inside helper we want to develop to really support self-control, kindness, judgment, and empathy. Realistic standards for themselves. Aspirations to build on experiences of genuine mastery. Children are less likely to struggle with perfectionism or self-doubt. As parents, we want to help develop that inside helper, to encourage them to think about, should I do this or should I do this? What does that inside helper say? They will experience that. They have that inside helper. They know what it sounds like. Encouraging them to listen to it is important. Labeling actions versus labeling children, shame can really be a big issue at this age. It really has a huge impact on self-esteem and self-confidence. By moving that from you are bad to what you did was not a good choice really kind of takes that shame out of it. It begins to teach them that it is not something about me. It is something about what I did. I can change what I do. I cannot change me. Maintaining consistent expectations so they know what they need to do and when they need to do it and making realistic demands, not expecting a child to do more than they actually can is really important.

>> [ Background noise ]

>> The transformation of the parent-child relationship at these new levels and think about our child as a partner. By now, they are at the stage where they are kind of their own little person. When we think about them as a partner rather than something to dominate or control, those experiences go so much better and we feel better about what we are doing as parents. Creating a support network. Parenting is hard. Developing relationships with other parents, teachers, pediatricians, family members these make sure you are not alone in your experience. For a child to be passionately independent one minute and half desperate needs like a smaller child the next, that can be really difficult to navigate. Knowing that other people have been there before and you can get input from them is so helpful. We kind of talked about this already, but distinguishing between being authoritative and authoritarian, and the big difference is where is their autonomy? Are we allowing them to make the decisions? Or are we making the decisions for them because we feel like we have to control things so much?

>> We are already on five-year-olds. This is really the time that they are maybe in preschool or moving into kindergarten. They are really engaging with the outside world, with other kids, with teachers. And so this is their opportunity to build more relationships outside. Learning skills of cooperation, that they can play both independently and cooperatively, these are things that we use in our work, working on teams, working with other people. And competence. Feeling like I can do things and I can feel good about that. Taking pleasure in the effort and mastery. We

help that by expecting and allowing children to be able to do that, to provide them opportunities to play with other kids and be in different groups. Reinforcing the satisfaction and effort of doing it and doing things well. As parents, we need stamina. We need to be able to keep up with them, because they will be going, going, going. Exercising judgment about emotional responsibility, using your feelings as a guide to differentiate between your child and your responsibilities in dealing with internal conflicts. What can they handle? What can you handle? If it is something that they can handle, allowing them to do that, giving them the opportunity to grow is essential. Maintaining your own self-esteem, they may be doing something very different than you have expected them to. Holding onto positive feelings about yourself as a good parent. You need to satisfy your own needs for pleasure and self-care without guilt and understand that this behavior is an attempted solution, rather than just being bad for bad say. -- Bad sake.

>> We talk a lot about the London stages. Zero through five is infancy and toddlerhood. The next stage is childhood, then adolescence, and early adulthood. We all went through these same developmental paths. Kids may not be dealing with the same things they were dealing with when they were two or three years old. But if you take a step back about what we talked about, building empathy and trust, developing mastery, moving out into the world and developing cooperative relationships. As parents, how do we deal with our emotions and our feelings about these changes and how do we, you know, figure out what are our tasks as parents and what is the child's task. That really makes a big difference, because we want to see them grow and move through these stages. Every time we switch to another stage, we can go back and look at what were the things that we learned and how do we use those skills and those emotional muscles to move to the next stage.

>> All right, thanks, Wilfred. We are out of time. We are going to move on and talk about the EAP and I just want to remind everyone about the resources of the EAP. You can contact us at any time for any kind of services and support you and your family and your employees if you are a leader, you can reach out. We have an 800 number or you can reach out via the web. I'm going to pull up our extra poll questions here. Please fill that out. Let us know through feedback about today's presentation. Please rate your satisfaction with webinar today. Very satisfied, satisfied, dissatisfied, or very dissatisfied. Click that radio button to the left. Your answer will be registered. There is a certificate of completion you can download if you like. Again, you can get handouts. Again, we are out of time. I appreciate everyone joining us today. I know we did not get as much time as you might like to cover all of the discussions of all the ages. I encourage you to reach out and explore resources available to you, as well as, as Wilfred mentioned earlier, the book *Emotional Muscle* is a great resource. I want to thank everyone for joining us today. I want to thank Wilfred for an excellent presentation in sharing his wisdom and knowledge. This concludes our webinar today.

>> [ Event Concluded ]