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"There are two things children should get  
from their parents: Roots and Wings"  
Johann Wolfgang Von Goether

*At 18 years old my child needs to be able to:*

*How do I let go without losing control?*

Preschool:

Elementary:

Middle School:

High School:

College:

*Boots on the Ground Parenting:*

1. First, do it for them.
2. Second, do it with them.
3. Third, watch them do it.
4. Fourth, they do it completely, independently.

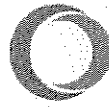


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Collaborative Problem Solving Questions for Your Parenting Tool Belt  
(in no particular order and with different ways to ask the same question)

1. What is the problem? What is another way to define the problem?
2. How are you feeling about it?
3. How do you want to feel when the problem is solved?
4. How important is it to you to solve the problem?
5. Do you want to solve the problem?
6. How can we solve the problem together?
7. How can I help you solve the problem?
8. What are some possible solutions to the problem?
9. How could you fix the problem?
10. What do you think is the best solution to the problem? Why?
11. What are the consequences of that solution?
12. Is there a better a solution? What might it be?
13. Why is that solution better?
14. Have you ever experienced anything like this before? How did you solve that problem and how did things turn out?
15. What might get in the way of your solving this problem?
16. Who else do you need or could you include in the process of solving the problem?
17. What other information do you need to have to solve the problem?
18. Where can you get that information?
19. What are the risks of solving this problem?
20. What are the benefits to solving this problem?
21. What will you consider a success?
22. What is your action plan?
23. Are you scared, nervous, excited etc.?
24. How are you feeling now that you have a plan?
25. Are you ready to go solve the problem?
26. Is there anything more I can do to help?

"I am very proud of you for taking this problem on with such courage! No matter how things turn out you are going to be fine. I am always here for you."



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### Your Top Five Family Values

Honesty	_____	Independence	_____
Integrity	_____	Hard Work	_____
Humor	_____	Perfection	_____
Patience	_____	Communication	_____
Resilience	_____	Teamwork	_____
Perseverance	_____	Responsibility	_____
Commitment	_____	Happiness	_____
Loyalty	_____	Challenge	_____
Success	_____	Competitiveness	_____
Compassion	_____	Intelligence	_____
Openness	_____	Competence	_____
Kindness	_____	Productivity	_____
Freedom	_____	Recognition	_____
Safety	_____	Satisfaction	_____
Security	_____	Acceptance	_____
Respect	_____	Money	_____
Authenticity	_____	Predictability	_____
Trust	_____	Friendship	_____
Fairness	_____	Leadership	_____
Others	_____		



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## Way to Measure Your Child's Progress Towards Independence and Developing Resilience

*You know your child is maturing towards independence when they are beginning to meet the milestones below. Remember, growth and change will be slow. Look for very small increments of change that are developmentally appropriate for the age of your child. Look for clues in each of these milestones for ways to challenge your child, give them responsibility, create a bit of discomfort and then using collaborative problem solving, mentor them to success instead of using shame and guilt.*

**I am** (Self-Awareness) – insight, knowledge of personal strengths/weaknesses, knowledge around how they think, remember and solve problems, Ability to anticipate personal needs and plan accordingly.

**I do** (Self-management) – Daily living skills/Hygiene, Executive functioning skills like planning/problem solving/decision making, self-management (technology, responsibilities etc.), emotional regulation.

**I can** (Industrious mindset) – self-determination, accountability, internal locus of control, self-efficacy, opposite of learned helplessness and externalizing blame. They believe that they “can handle it”!

**I will** (Resilience) – grit, flexibility, distress tolerance, capacity to delay gratification, goal directed persistence.

**I relate** (Social Skills) – communication skills, self-advocacy, conflict resolution skills, ability to cultivate and utilize social supports

**I'm here** (Engagement) – attending, participating, arriving prepared.



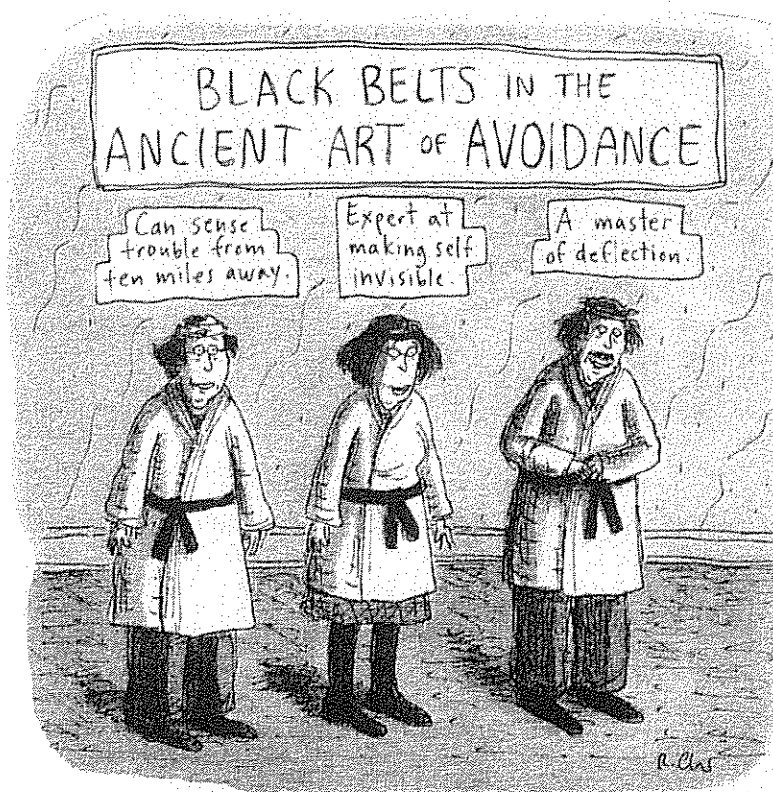
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Top Fifteen Boots on the Ground Parenting Tips

(How to have a healthy relationship with your child no matter their age.)

1. Don't do for your children what they can do for themselves. **Builds self-esteem.**
2. Allow your children to experience the natural consequences of their choices. **Builds resilience.**
3. Use positive reinforcement more than punishment to guide behavior. **Builds trust, respect and self-control.**
4. Solve problems with your children not for them. **Builds critical thinking skills and competence.**
5. Use humor whenever possible. **Builds in fun and positive connection.**
6. Let your children falter and fail. **Builds grit and a strong sense of self.**
7. Give your children a few responsibilities they do not like to do. **Builds perseverance.**
8. Set reasonable and clear boundaries and expectations. Just challenging enough so your children have to stretch but not so high they break in the process. **Builds skills for establishing priorities and following through.**
9. Always communicate to your children that they are worthy of love. **Builds self-respect.**
10. Act as you want your children to act. Do as you want your children to do. You are the most powerful and influential person in your children's lives. **Builds strength of character.**
11. Listen more and talk less. **Builds connection and understanding.**
12. Identify and communicate your family values through what you say, do and how you handle tough times. **Builds a family identity and soul.**
13. Relax. Take serious things seriously and keep a lightness of heart about the rest. **Builds skills for stress management.**
14. Have fun! Have fun! Have fun! **Builds a zest for life.**
15. Take care of yourself and your adult relationships. You are allowed to have an adult life separate from your children. **Builds fortitude and life satisfaction.**



What am I avoiding? \_\_\_\_\_

**What underlies my fear?**

1. I can't handle disapproval.
2. I can't handle making a mistake.
3. I can't handle feeling out of control.
4. I can't handle how he/she speaks to me.
5. I can't handle \_\_\_\_\_.
6. I can't handle \_\_\_\_\_.
7. I can't handle \_\_\_\_\_.

**Change how I talk to myself and others. (Pain to Power Vocabulary, Susan Jeffers)**

- |                        |     |                                |
|------------------------|-----|--------------------------------|
| 1. I can't             | vs. | I can/I won't                  |
| 2. I should            | vs. | I could                        |
| 3. It's not my fault.  | vs. | I'm totally responsible.       |
| 4. It's a problem.     | vs. | It's an opportunity.           |
| 5. Life is a struggle. | vs. | Life is an adventure.          |
| 6. I hope              | vs. | I know                         |
| 7. If only             | vs. | Next time                      |
| 8. What will I do?     | vs. | <b>I know I can handle it.</b> |

**Practice:**

I can't _____	I can/I won't _____
I should _____	I could _____
I hope _____	I know _____
If only _____	Next time _____



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Raising a Touch Screen Generation

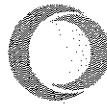
- I. Pre-Covid State of the Union
  - A. Can't blame current events (pandemic, school systems, politics) for role technology is playing in our children's lives right now. Issues long preceded COVID. (Screen time and Content)
  - B. Screen Time
    - 1. Common Sense Media/NW Univ.: Adults poor role models w/9 hrs. & 22 min's a day of screen time only 90 min's of which is for work.
    - 2. Kids average 7-8 hours a day most of which is recreational not educational
    - 3. Kids with difficult temperaments/ADHD/Self-Regulation issues/Socio-emot. delays more likely to spend too much screen-time.
    - 4. University of London, Tim Smith: For toddlers every add. hr of screen-time equals 11 more minutes of daytime sleep, 26 fewer minutes at night and greater difficulty falling asleep.
    - 5. 2 yr. olds: every hr. of screen-time per week see BMI go up leading to increase in childhood obesity.
    - 6. 41% teens get less than 7 hours of sleep a night and need upwards of 10. (Screenagers)
    - 7. Excessive screen-time early childhood can lead to cognitive, language and socio-emotional delays. Poor executive function in pre-schoolers.
  - C. Diane Levin: > than 1-2 hrs. of screen-time leading to three socio-emotional and inter-relational deficits
    - 1. Play Deficit: Losing ability to engage in self-directed creative play
    - 2. Problem Solving Deficit: Children more comfortable being told what to do rather than figuring it out for themselves.
    - 3. Compassion Deficit: Less able to compromise, empathize, or take another's perspective.
  - D. Socio-Emotional Influences
    - 1. 1-2 hours of screen exposure in early childhood connected to higher levels of aggression; sleep disturbances; obesity; lower math/school achievement; shorter attention spans; delayed language acquisition; hyperactivity; emotional/behavioral problems; difficulties with peers; reduction of self-control; issues with memory (Paul Weigle, Adolescent Psychiatry, 2014, 4, 81-91). Campaign for Commercial Free Childhood; NIMH; University of Washington; National Institute of Early Education Research at Rutgers; Japan; Tokyo, China.
  - E. Jean Talenge, Psychologist SDSU: Brink of worst mental health crisis in decades due to smart phones for IGen (born 1995-2012).
  - F. Suicide rates highest in 40 years for girls 15-19 yrs. old. For boys, up 30%. 59% increase in depression in our children between 2011-2017. If feeling low more likely to sit in front of screen even though doing so makes you feel worse. (Screenagers)
  - G. 2013 American College Health Association Survey 100,000 college students from 153 campuses in 50 states: 84.3% felt overwhelmed by all they had to do.; 79.1% felt exhausted (not from physical activity); 60.5% felt very sad; 57% felt very lonely; 51.3% felt overwhelming anxiety; 46.5% felt things were hopeless; 38.3% felt overwhelming anger; 31.8% felt so depressed that it was difficult to function; 8% had seriously considered suicide; 6.5% intentionally cut or otherwise injured themselves.
  - H. How are we doing? Julianne Holt-Lunstad Psychologist Brigham Young Univ. – facing a loneliness epidemic causing a greater public health hazard than obesity and possibly smoking.



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- I. All despite American Academy of Pediatrics recommendations for screen time (None for those younger than 2 except for video chat; 1-2 hours for those older than 2 vs. reality (average 7 hours a day). Must take into consideration the content of your child's screen time as well as the amount of time spent. (Not realistic and clearly unattainable)
- J. Content
  1. Children raised in world of anytime, anywhere media so spend inordinate amount of time interacting with pop-culture.
  2. These consumer oriented messages communicated thru mass media are powerful and can shape attitudes, values, behaviors and skills as well as sell products.
  3. Children are being directly targeted as profitable group of consumers – "walmartization of information".
  4. Leading to Age-Compression where kids are starting their adolescent rebellions at younger and younger ages. Are reliant on media for knowledge and guidance not as much on adults. Media corp. are direct competitors for parenting control and excellent at normalizing certain behavior that will make them money (i.e., drink, smoke, drugs etc.)
  5. Children are unique audience and different from adolescents and adults: Bring less real-world knowledge and experience to understanding; More willing to believe info; Misunderstand media intent/accuracy/honesty; Hard time distinguishing fantasy from reality; Focus on concrete rather than abstract concepts; don't make causal connections; focus on one aspect of situation at a time; think in dichotomous categories.
  6. Adolescents are also unique but in different way due to what is happening at this stage of development: Identity formation; Increased independence; Increased experimentation/risk taking; Peers importance; puberty and sexual development.
  7. Children/adolescents internalize messages that lead to how they feel about themselves, others and world at large. Must exploit the positive influences of media and minimize the negative.
  8. Sexting: Five types
    - A. Creating/sending nude, partially nude or sexually suggestive images of oneself.
    - B. Receiving images from a sender.
    - C. Being asked to send an image.
    - D. Forwarding and sharing images. Involves one or more third parties and done without consent or knowledge of original sender. Nexus between sexting and bullying.
    - E. Sexually suggestive language-based communication.
  9. Why kids Sext?
    - A. Adolescence unique period of transition. (Biological, cognitive and social)
    - B. Most fundamental transition of adolescence is onset of puberty and subsequent sexual development.
    - C. Remember we are sexual beings! Even in utero!
    - D. Internet has become an important social context for adolescences to explore/manage their sexual development.
    - E. For most part, on-line sexual activities appear to be a normal part of sexual development. Does not make it safe or ok. Just means it's normal for teens to do it.





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- K. Scientific research on effects of technology on children's brain development (Very limited sample to give you a feel for what we are seeing. Remember these are studies not experiments so cannot claim cause and effect, can establish a relationship/correlation)

*Remember: Early human brain development changes in response to experience. Very sensitive time for permanent changes (positive and negative) to occur in brain structure and function.*

1. Proliferation-produce new brain cells (In utero and pre-adolescence), Thickening of Gray Matter-hard wiring of brain (pre-adolescence), Pruning-brain cells and connections die off (adolescence); Myelination-allows for faster/more synchronized communication in brain.
2. Adolescent brain at greater risk for addiction due to sensitive dopamine reward system which causes them to gravitate toward thrilling/novel experiences. Like a car with a good accelerator but a weak brake.
3. Three ways reward system manifests self: Impulsiveness; increased risk for addiction; Hyperrationality (literal thinking) vs Gist Thinking (intuition, gut feelings).
4. Pre-frontal cortex (critical for all complex thinking) is last to develop. Fully developed by approximately 22 years old for girls and 25 for boys. Some research suggests even later for both.

- A. Behavioral addiction to gaming and the internet is more prevalent in our children than depression, anxiety and ADHD. Effects on brain very similar to those associated with substance abuse and gambling – frontal lobe shrinkage of gray matter (allows us to think – not something you can get back) and decrease frontal lobe white matter (allows for communication between brain regions). (Paul Weigle, Adolescent Psychiatry, 2014, 4, 81-91)
- B. China: Epicenter for Screen Addiction – 10-12 hrs a day of gaming rewires white matter in brain (individual differences in whether increases or decreases) and gray matter shrinkage 10-20% leading to reduced inhibition or inappropriate behavior.
- C. Japan: Many computer games stimulate only parts of brain associated with movement and vision which may halt the dev. of frontal lobe. Particularly ability to control behavior and make rational decisions.
- D. Indiana University School of Medicine: Violent content of computer games stimulate arousal centers (Amygdala) of the brain that lie outside frontal lobe. May shut down perception and thinking. See measurable decrease in empathy after playing violent games.
- E. Multitasking: See decrease in density/number of nerve cells in Hippocampus in rats – brains CPU.
- F. Moderate Users: initial increase in cortisol when engage in screen-time then decreases to a baseline. Significant Users: Increase in cortisol that persists during screen-time. Cortisol is a stress hormone that builds up in the brain/body. Influences ability to concentrate, pay attention, learn. Causes changes in heart-beat, breathing, body temperature etc. When heart is beating over 100 beats a minute brain switches from logical brain (pre-frontal



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cortex) to Motor Cortex preparing to fight, flight or freeze – a reaction that “I am at risk of harm”.

II. COVID – Current State of the Union

- A. Screen time is through the roof. By May 2020 had doubled compared to the year before and continues to go up.
- B. Out of necessity, parents have had to relax, and in many cases eliminate, boundaries since kids are learning, playing and socializing on their screens.
- C. Bundling: since learning, playing and socializing is being done on devices rewards associated with each engagement are co-mingled so hard to separate the good from the bad. Kids are dependent and at times addicted to their devices. This combo makes changes (backing off on screen time and particular content) very difficult (Dr. Humphrey, Stanford University). Children associate devices with multiple forms of pleasure and so requiring them to disconnect is like trying to preach abstinence in a bar.

III. What do we do about all of this? Idealistic and Practical Suggestions to bring us to a better place post-COVID. Take what works for your family and leave the rest. Get creative!

- A. Very little to no screen time for kids younger than 2 years old.
- B. No screens in bedrooms until teenage years. Then technology curfews for freshman and sophomores.
- C. No sleeping with screens at any age. Including you!
- D. No screen time 1-hour before bed. Including you!
- E. Say no to screen time regularly to bring back boredom and creativity.
- F. Spend screen time interacting with children.
- G. Create unplugged areas in house and spend time there as a family.
- H. Avoid fast paced programming for pre-school, elementary and middle schoolers and early high schoolers.
- I. Delay smart phones as long as possible. Ideally, not until high school. Maybe a flip phone for younger kids.
- J. Monitor your child's online activity and presence closely and regularly into their sophomore year of high school.
- K. When your child gets a smart phone require them to pay for part or all of their phone expenses (% of your plan) through chores for younger kids and jobs for older kids. Will teach responsibility, appreciation and hard work....and hopefully more respect for their device.
- L. Teach media literacy by researching and evaluating apps, games, websites with children. Model critical thinking. Question the validity of advertising.
- M. Teach them not to trust advertising claims for products, apps, games etc. (i.e., No scientific data suggesting that learning through an app or on a screen is superior to learning the old-fashioned way. In fact, the opposite is often true.)
- N. Counterbalance screen time and content with real life experiences and socialization. Get back to what is most important!



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As you make changes, going to be a period of epic withdrawal. Start these changes as soon as you can so you can do it gradually and with your child's participation. It is not going to be easy or go smoothly. Adjust your expectations accordingly. Good news is that kids are starting to be sick of their screens TOO. Take advantage of the positive momentum brewing despite the bleak state we are in currently.

IV. How we make positive changes

- A. Must get comfortable playing a much more proactive role in guiding our children's development based on facts and common sense. Don't wait for science to inform us.
- B. Children will learn to value what you value.
- C. Real change happens in small increments and there will always be regression. There is no one size fits all approach. Don't take your children's feeling personally. They're aren't going to like these changes at first.
- D. Model the behavior you want your children to adopt. You are a powerful role model!
- E. Have ongoing age-appropriate conversations with your children about family values, what's truly important in life and how things have gone awry. (i.e., ID and define your family values. Post them. Talk about how they relate to technology use. This lays the foundation for change by identifying "why" change is necessary. The "Why" is what motivates us and inspires others (per Simon Sinek). Make conversations non-judgmental, no blaming, no arguing. Just perspective taking, exploring, getting to know how your children feel and think around this issue and others.
- F. Do on-going age-appropriate collaboration to determine current changes and future goals. Make clear: change needs to happen and are coming; changes will be decided on together and will be a process; you will be making changes of your own as well – not just about them; Isn't going to be easy but will all do it together; gently make clear that you are the parent and will take charge of the process if need be; Decide what you and your significant other want to accomplish ahead of conversations with kids so you can be on the same page; Use the Agreement Guidelines I provided as a starting point for creating a plan for change; Make all conversations short and to the point and try to listen more than you talk. Do not be the know it all!

If you have time get involved at a higher level by advocating for policy changes, insist on quality apps/computer games and parental controls.

We can do this. We must do this. It isn't going to be pretty! Find your grit and resilience. Come together and support each other.





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**How to Nurture Our Children's Grit, Resilience and Self-Confidence**

- I. **Intro: Suffering is a part of the human condition**
  - A. Our suffering is closely related to how we deal with the effect that past trauma has on us in the present.
- II. **Trauma: Loss of connection to ourselves, our bodies, our families and the world.**
  - A. Occurs when our ability to respond to a perceived threat is in some way overwhelmed.
  - B. Trauma doesn't have to stem from a major catastrophe. Can be from a series of minor mishaps. What for one person can be traumatic, may be no big deal to another.
  - C. Childhood fraught with opportunity for trauma: Lack of control, knowledge, understanding, dependence and brain not fully developed.
  - D. Traumatic memory is a visual and sensory experience that hijacks the brain's basic functions (Brain stem) and emotional regulation (limbic system). Cuts off the rational brain (pre-frontal cortex) leading to a person's body, mind and spirit getting stuck in the trauma.
  - E. Toxic Stress: Chronic activation of a physiologic response to stress when no protection or support is in place to counteract it. Largest public health issue of our time.
- III. **Life, loss, trauma and the secret behind a positive attitude.**
  - A. Resilience; Psychic robustness against loss, pain and disappointment
    1. Homeostasis: How well you bounce back and fully recover from a challenge.
    2. Sustainability/Reserve Capacity: Ability to continue functioning in the face of adversity.
    3. Doesn't mean you don't experience difficulty and distress. That would mean "denial" and "avoidance" were at play.
    4. Resilience is choice which means it is under our control. Not a trait some people have and others don't. Boils down to a series of choices that ultimately determine the quality of your life.
    5. Profile of a prototypically resilient person (Resilience is measured in degrees not black and white) (General: Strong sense of self, Well-honed interpersonal skills and ability to form healthy relationships, Effective coping strategies/tools)
  - B. Effective coping strategies that feed resilience
    1. Know thyself (i.e., values, motivations, personality behavioral style, what throws you off your game, how do you respond to vulnerability, criticism, judgement, crisis, internal/external locus of control; exercise control over impulses and be able to delay gratification; Define goals, be determined, persistent and flexible; strong values)
    2. Realistic Expectations (Set expectations based on knowledge, context and reality). Research is showing that LOWERING expectations contributes to happiness.
    3. Believe change is normal and an opportunity for growth. Can identify your fear and push through it: *Pain to Power Vocabulary* (Susan Jeffers: Feel the Fear and Do it Anyway) – I can't vs I can/I won't; I should vs I could; It's not my fault vs I'm totally responsible; This sucks vs What can I do about it; I hope vs I know; If only vs Next Time; What will I do? I can't handle this vs I can figure this out. **Mantra: I know I can handle it.**
    4. Take care of yourself: eat right, exercise, meditate, employ mindfulness, make a list of your needs vs your wants. Needs are things that are non-negotiable. Set boundaries around your needs and be flexible with your wants.
    5. Positive emotion (humor/laughter etc.; forgive self and others – holding on to negative emotion is a threat to resilience. Make a list of people you need to forgive or you need forgiveness from. Decide if you need to take specific action or just decide to let go of the



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6. negative emotion/anger, shame or guilt; Possess a grateful attitude). Surround yourself with positive people.
7. Cognitive reappraisal/Cognitive Restructuring: Identify challenge, harm, threat in situation; decide if stressful situation can be changed or must be accepted; solve problems or diminish impact by taking action; Interpret threat differently to reduce negative emotions.
8. Forgive yourself and others.
9. Presence of social supports (Multi social groups; Love; Care; Strengthen Life Span relationships)
10. Sense of Purpose (Find meaning in your life; Give and receive help)

**IV. Nurturing resilience and grit in our children**

- A. Message from Over-Parenting: "You can't actually be safe, secure, happy and successful without my help and expertise. – Antithesis of building resilience.
- B. Gift to our children: challenge, struggle, triumph and accomplishment
- C. How to: Love unconditionally; Structure with boundaries/appropriate expectations; Stay in charge while maintaining flexibility; don't solve their problems for them, solve them with them; let experience natural consequences of behavior; Expect them to commit to long-term goals and persist in the face of adversity; teach them to understand and express their feelings; Don't underestimate your children's capabilities (Do for them. Teach them to do. Do with them. Then they do on own. – Don't do for them what they can do for themselves.); Instill belief that fixed ability does not exist and your child can always get better at something but doesn't always have to be good at it; reward very small increments of growth/change; Teach them to forgive and forgive yourself; Have fun; Work on your own resilience/attitude so as to prevent intergenerational transfer of Toxic Stress; Be a positive role model for compassion and empathy. Teach them an assumption of goodwill – cornerstone for civility; Build collaborations and interactive systems of support.

**V. Brain Development**

- A. Interactions of genes and experiences shape the developing brain.
- B. Major ingredient in this developmental process: Serve and Return (interaction between children and parents/caregivers at home and in community.
- C. Absence of responsive caregiving or if responses are unreliable or inappropriate brain's architecture does not form as expected. Can lead to disparities in learning and behavior that follow person through life.
- D. Research does show brain can be rewired, change its structure and function, in ways restores and strengthens resilience (CBT, Mindfulness, Physical Activity, Social Support, Social integration, Develop meaning/purpose). All serve to decrease accumulative effect of stress (allostatic load) on body.

**VI. How know child maturing towards independence and developing resilience**

- A. I am; I do; I can; I will; I relate; I'm here (see handout for details)
- B. Healthy life includes a mix of these elements: Physical self-care; Connecting; Exploring; Relaxing; Reflecting; Contributing



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Fourteen Core Messages to Counterbalance Today's Climate of Perfectionism  
(Deliver them to your children through your expectations, support and dialogue. Model them for your children through your choices and behavior.)

1. **Suffering is a normal part of life.** Avoid it, deny it or get stuck in it and you will not grow. Embrace it as normal and you can balance it out with moments of joy.
2. **Connection with others is the most powerful antidote to human suffering.** Being on social media is NOT true, meaningful, lasting connection.
3. **Most people are faking confidence** because real confidence is not knowing how to do something but simply having the courage to believe you CAN do it, you CAN handle it, and you are capable of influencing change in your life. Confidence is available to all of us right now. All you have to do is believe in your ability to handle what life is going to dish out. Then go for it!
4. **You always have a choice.** Your life will take unexpected turns – good and bad. You responsible for life's outcomes whether you choose or not. Might as well take charge.
5. **Run your own race.** Don't settle for what other people think of you. Work hard to know your own strengths and weaknesses, your values, your goals and then apply everything you got to what you want. Take responsibility for yourself. Drive your own bus!
6. **Define a successful life for yourself** not based on fabricated societal expectations or standards. Think for yourself first! Be careful not to be overly influenced by what the crowd thinks.
7. **Fixed ability does not exist.** Everyone can strive to get better at something and not everyone has to be good. This mindset will help you stay more in the present during difficult times and better appreciate the journey.
8. **Bring your expectations back to the real world.** Likely they are exaggerated due to social media. Trust me. Try it. You will be more content!
9. **Use fear as a tail wind to propel you forward not a head wind to hold you back.** How? Accept that fear is normal; at times you will make mistakes/fail and its not going to feel good. Believe that you can handle it. Pain, struggle, stress, anxiety, fear, failure, miss-steps – they pass.
10. **Stay flexible in the face of adversity and embrace that change is inevitable.** When you become rigid you lose power, resilience, grit and the ability to bend without breaking.
11. **Whatever you give time and energy to will grow.** Express negative emotions and then either accept the situation or do something about it. Remember when you can't solve a problem learn to paddle through it without creating more problems.
12. **Have courage to be curious without knowing the outcome of your interests or actions.** To ask questions even when the answer seems obvious. To challenge respectfully but with conviction. To learn for the sake of learning not for a specific intent.
13. **Forgive yourself and others.** Remember your ego is not your amigo!
14. **Find ways to laugh even in the most challenging of times.** Humor releases negative energy and promotes healing/relaxation.







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**Civility: Teaching Children Respect, Tolerance and Empathy in a Complicated World**

- I. **State of the Union March 2021: The Emergence of Uncivil Behavior and How it Happened**
  - A. Last 20 years society has become more informal. No longer agreed upon rules for respectful behavior. (Poor adult role modeling)
  - B. Web: allows for anonymous communications with no responsibility attached. Encouraging uncivil and uninformed criticisms.
  - C. Reality TV shows model self-importance over the common good.
  - D. Plethora of information allows us to choose what we digest based on what we believe so only hear one side of the story. Often there are many sides that have legitimacy.
  - E. Belief that opportunities are scarce. Creating a culture of immaturity and insecurity leading to anxiety and a belief that "I can't handle it."
  - F. Reinforcement of perfection over normalizing risk/failure and resilience.
  - G. Emphasis on performance over moral character.
  - H. Incivility leads to unhealthy communities/societies paralyzed by conflict and political division.  
Just as civility has been -- Incivility is passed down from generation to generation.
- II. **Civility: Cultural belief system that the greater good is ultimately more important than individual's needs and wants. Based on cultural expectations (respect, tolerance, acceptance), self-control/regulation and a willingness to put others before yourself, even when it is difficult to do. It involves: ASSUMPTION OF GOOD WILL. Being civil is NOT being weak or putting your success/status at risk. It is demonstrative of your courage to treat others as equals and accept/forgive others imperfections. It is the cornerstone to a fulfilling life and a successful society.**
- III. **Teaching civility to our children: (1) Lead by example! Be civil yourself. Make sure your children experience your civil behavior. Point it out to them and explain your choice. Specifically, model and teach acceptance/tolerance of others, forgiveness, self-control/regulation, apologizing when wrong, perspective taking, thoughtful assignment of blame; don't take things personally (Book: Four Agreements) (2) Parent so your children believe in themselves as confident, competent, capable, resilient and compassionate (Authoritative Style). Roots of civility are inside ourselves -- when you feel civil towards your own self you will be more likely to be civil to others. Know thyself! (3) Emphasize your children's character over their performance (4) Teach them how to problem solve collaboratively even when they disagree with others' opinions/perspectives using active listening skills and without attacking a person's character. (5) Talk to them about civility and how it is on the decline (use age appropriate examples) and why it is important. Etc.**
- IV. **Benefits to learning civil behavior as a child: Greater self-esteem/self-respect; Stronger social skills and ability to connect authentically; Lower stress levels; Less likely to be depressed/anxious; Able to contribute positively to a productive society; Can create purpose and meaning in their lives; Knows how to depend on others and be depended on by others; Greater peace of mind attained through acceptance and forgiveness etc..**
- V. **Civil Parenting with Positive Discipline (Authoritative)**
  - A. Way of communicating that puts responsibility for child's behavior into their hands and out of the adults. The child chooses both their behavior and the resulting consequences.
  - B. Use Collaborative Problem Solving: Id problem, Brainstorm solutions, Pick solution, Test it out, Evaluate. Why? Builds trust, respect, skills, responsibility, opens up communication.
  - C. Praise: Judges child "Good boy for setting the table!" "You are so smart."
  - D. Encouragement: Focuses on positive behavior or trait "Thank you for setting the table." "Your hard work is really paying off." "I can tell you really care about your friends."
  - E. Consequences:
    - 1. Natural: Anything that happens without adult intervention
    - 2.



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3. Logical: Requires intervention of adult but is not punishment. Four elements: Related to behavior, respectfully delivered, reasonable, revealed in advance if possible.
4. Additional elements: Be brief, be specific, be positive, label your feelings, offer an understanding statement, take partial responsibility when possible, offer to help, ask permission to communicate, stay calm, learn to negotiate when appropriate, set clear and reasonable limits/hard stops, practice, practice, practice – start with things not so important.
- F. Characteristics of Parents who have an easier time using positive communication
  1. Look at their behavior first and make changes as necessary.
  2. Never give up authority as the parent
  3. Not held hostage by threats.
  4. Good self-control.
  5. Don't take things personally.
  6. Willing to be wrong, make a mistake and apologize.
  7. Willing to be vulnerable
  8. Maintain a sense of humor
  9. Take care of themselves and their relationships

“I have learned that people will forget what you said, people will forget what you did but people will never forget how you made them feel.” Maya Angelou