

# *13 Things Mentally Strong Parents Don't Do* Book Study

## Part I: Chapters 1-4

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# Welcome and Introductions

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# Norms

- Celebrate successes
- Give ourselves a break
- Show respect by:

Maintaining confidentiality

Keeping a focus on the topic

Listening & Monitoring “Air Time”



# Square Share

How is your kid's life different today from when you were a kid?

In your table groups:

Introduce yourself (name, ages/grades of children, school they attend)

Discuss the question

Consider what can be shared with the whole group



# Make Space for Positive Conversations

- Consider how to create rituals or routines for connecting through positive conversations (E.g., gratitude practices, reuniting after school or activities, dinner conversations)
- Shift your questions from “How was your day?” to ones that might be more supportive of a positive response



# Blue Thought/True Thought

When you notice that your child is having negative or B-L-U-E (Blaming everyone\*Looking for bad news\*Unhappy guessing\*Exaggerating) thoughts, encourage your child to be like a detective and answer the following questions:

- What's the evidence that this thought is true?
- Is there another way to look at the situation?
- What would I tell a friend?
- Is this emotion my friend or my enemy?
- How can I let a true thought replace this blue thought?

See pages 26-37 of ***13 Things Strong Kids Do***



# Rose, Bud, Thorn Activity

Each member of the family takes a turn sharing their:

- Rose – A good experience they had today
- Bud – A piece of good news they heard today, and
- Thorn – something they are concerned about or worried about or need support with

Benefits:

 Rose: Stimulates our left-prefrontal cortex, the part of our brain that processes positive emotions and offsets our negative bias.

 Bud: It is critical in difficult times to be intentional about noticing the good, even when times are tough, there is good to be found in the little things. This helps to keep us from catastrophizing bad news.

 Thorn: It can be very cathartic to express our worries to others and realize they may have the same concerns, OR they may be able to ease our fears. It deepens connections - a key factor in building resilience to stress. **See less**

Simple and powerful solutions  
for raising creative, engaged,  
happy kids in today's hectic world



Kristen Race, Ph.D.

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# Make Space for Positive Conversations

- Where in your day do you have the opportunity to make space for positive conversations with your child/children?
- Which one of these strategies could you use to support positive conversations with your child/children?





# Teens and Risk Taking

# Risk Taking - - and Stress

- Not always a bad thing!
- Positive, essential part of development (and living)
- Increases courage
- Equips your child to move along the journey of independence and to practice while you are there to guide
- Cultivate good stress
- Crushes the influence of fears



# Pushin' & Cushion

**Pushin-** challenging your child and allowing them to develop resilience, strength, toughness and grit. Push the envelope of their abilities

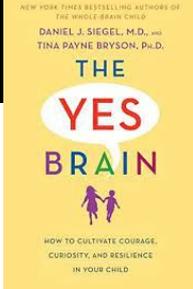
**Cushion-** the obstacle is truly too big or is a challenge they can't address themselves without us guidance. We've got you.

Reflect on when to push the envelope (develop your child's skills and abilities) or when it too big for them to handle on their own.

Sometimes parents need to provide the pushin' ...



And sometimes kids need more cushion



# Play

Play reaches the habits  
most needed for  
intellectual growth.

Bruno Bettelheim

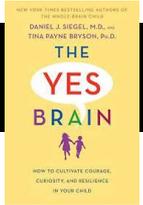


# Free Play

**Structured**= monitored by adults, adults create and enforce rules and expectations (Focus Time)

**Free**= child owns the play (play time)

*Think about your child's time as a commodity. How much is structured time? Free time to play?*



## The Healthy Mind Platter



*The Healthy Mind Platter for Optimal Brain Matter*

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# Putting Our Learning into Action

- Reflect on your conversations over the course of this discussion
  - Establish 1 (ONE) goal or specific change you can make based on learning
    - Write it down
    - Create a short but specific plan to implement.
  - Share with the group

# Closing Reminders

- Next Meeting is Part II: Chapters 5-8 on October 26
- **Homework:** Report on your Learning Into Action Plan
- Please complete the Exit Slip before you leave today



# Additional Resources

**Mindful Parenting: Simple and Powerful Solutions for Raising Creative, Engaged, Happy Kids in Today's Hectic World by Kristen Race**

**The Yes Brain: How to Cultivate Courage, Curiosity, and Resilience in Your Child by Daniel J. Siegel & Tina Payne Bryson**

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