

# Connecting With Your Child

Home School Link 3  
A Session with the School Counsellor  
Ms Evon Ng

Good Afternoon Parents

Please pick up a copy of the Resource Sheet on the table.

Help yourself to a cup of coffee/ tea/ water at the back of the room.

We will begin the talk at 12 pm.



# Connecting With Your Child

Brief outline of the sharing session

- \* Introduction of the school counsellor
- \* The Psychosocial Developmental Stages of children
- \* Strategies to have meaningful connection with your child to build emotional resilience
- \* Strengths-based Perspectives to connect with your child

# Counselling @ WVPS



- \* School Counsellor provides pupils with preventive and responsive services delivered through individual, groupwork and system support
- \* Equips pupils with necessary skills to overcome obstacles
- \* Provides emotional support for pupils who may be feeling down, stressed or experiencing struggles
- \* Provides case consultations with the school personnel and parents on counselling-related issues

# Counselling @ WVPS



Counselling services is provided through...

- \* Referrals by the teachers
- \* Referrals by the parents
- \* Self-referrals by the pupils

*Please give the counselling process time before any changes can take place.*

# Counselling @ WVPS



If you would like to have a discussion with the counsellor to discuss on your child's needs, you may send an email to schedule for an appointment:

Ms Evon Ng at [evon\\_ng@moe.edu.sg](mailto:evon_ng@moe.edu.sg)

Or

The school at [wvps@moe.edu.sg](mailto:wvps@moe.edu.sg) (Attn: School Counsellor)

Or

Call the school at 67600178

# Erik Erikson's Psychosocial Theory

Erik Erikson (1902-1994)

- \* The 3 key factors to Erikson's theory is the interaction of the body, mind and culture influences
- \* According to his theory, when conflicts arise, people have the opportunity to grow or fail equally
- \* Development occurs in 8 stages over one's whole lifespan
- \* Each stage build upon successful completion of the previous stage
- \* The challenges of stages not successfully completed may be expected to reappear as problems in the future.
- \* Mastery of a stage is not required to advance to the next stage

# Erik Ericson's Psychosocial Theory

Stage	Approximate Age	Successful Development Results in...	Unsuccessful Development Results in...	How To Aid Development
1) <b>Trust vs. Mistrust</b> <b>Strength: Hope</b>	Birth to 1 year	Believing the world is a trusting place	Viewing the world as a scary place and people as untrustworthy	Consistently meeting an infant's needs
2) <b>Autonomy vs. Shame &amp; Doubt</b> <b>Strength: Will</b>	1 to 3 years	Developing confidence in one's ability to control emotions, behaviour, and thoughts. Child learns to feed themselves and do things on their own	Lacking confidence in one's actions, possibly leading to anxiety and shame	Provide children with the option to exert self-control and support them in solving their own challenges while being tolerant of mistakes
3) <b>Initiative vs. Guilt</b> <b>Strength: Purpose</b>	3 to 6 years	A healthy ability to be assertive, taking initiative in tasks	Feelings of guilt and inability to start projects independently	Encourage children to try new things and activities, provide structure
4) <b>Industry vs. Inferiority</b> <b>Strength: Competence</b>	6 to 12 years	<i>Learning to assert one's self and becoming self-directed, gaining a sense of purpose. Learn to follow the rules imposed by school or home</i>	<i>Low self-esteem, feelings of inferiority, negative world view</i>	<i>Provide opportunities for children to complete challenges and maintain an autonomous routine</i>

# Erik Ericson's Psychosocial Theory

Stage	Approximate Age	Successful Development Results in...	Unsuccessful Development Results in...	How To Aid Development
<b>5) Identity vs. Role Confusion</b>  <b>Strength: Fidelity</b>	13 to 18 years	A strong sense of self, high self-esteem, and knowledge of values and plans for the future	Confusion about role in society, lack of clear plans for the future, and existential crisis	Tolerance of diverse opinions and tastes, support for independent problem solving
<b>6) Intimacy vs. Isolation</b>  <b>Strength: Love</b>	18 to 40 years	Develop a relationship and joint identity with a partner	Can become isolated and stay away from meaningful relationships	Explore relationships leading toward longer term commitments with someone other than a family member
<b>7) Generativity vs. Stagnation</b>  <b>Strength: Care</b>	40 to 65 years	Making use of time and having a concern with helping others and guiding the next generation	Can become self-centred, and stagnant	Be actively involved in community activities for stimulation of the mind. Maintain social relationships
<b>8) Integrity vs. Despair</b>  <b>Strength: Wisdom</b>	60 years & above	Understand and accept the meaning of life	Complains about regrets, not having enough time, and not finding a meaning throughout life	Explore life as a retired person.

# Erik Erikson's Psychosocial Theory

- \* If an individual has an unpleasant past as a child, they may struggle to cope with the scenarios that life presents later on
- \* However, human spirit can always be ignited and overcome these problems
- \* Each person has the ability to choose their path when it comes to his eight stages

# Connecting with your child

## What is a Strengths-based approach?

- \* Positive psychology perspective that emphasizes the strengths, capabilities and resources of a child.
- \* All children and their families have strengths, resources and the ability to recover from adversity. This perspective replaces an emphasis on problems, vulnerabilities, and deficits.
- \* Strength-based approaches are developmental and process-oriented. It identifies and reveals a child's internal strengths and resources as they emerge in response to specific life challenges.
- \* It allows one to see opportunities, hope and solutions rather than just problems and hopelessness.

## Strength-Based and Deficit-Based Concepts: A Comparison

Strength-Based Concepts	Deficit-Based Concepts
At-Potential	At-Risk
Strengths	Problems
Engage	Intervene
Persistent	Resistant
Understand	Diagnose
Opportunity	Crisis
Celebrate (i.e. successes)	Punish (i.e. non-compliance)
Time-in	Time-out
Adapt to	Reform
Empower	Control
Process-focused	Behaviour-focused
Dynamic	Static
Movement	Epidemic
Unique	Deviant
Avoids imposition	Dominant knowledge
Validates people's experience	Diagnoses based on norms
People's context is primary	Professional's context is primary
Identifies and builds on strengths	Minimizes people's strengths
Client-centred	Mandate-focused
Professionals adapt to clients	Clients expected to adapt
Meet clients in their environment	Clients always go to professionals
Flexible	Rigid
Focus on potential	Focus on problems
People are inherently social/good	People are inherently selfish/bad
People do the best they can	People do as little as possible
Support	Fix
Client-determined	Expert oriented
Inclusive	Exclusive

# Connecting with your child using Strengths-Based Parenting

## Strengths-Based Parenting

1. Turn problems into learning opportunities  
(Please **coach** me. Don't scold me)
2. Provide firm and caring relationships – be empathetic  
(A person like me really needs a parent – but, learn to walk in my shoes)
3. Learn to change your scripts and increase dosages of nurturance.  
(I need to believe you really **care**)
4. Don't crowd. Accept “me” for who I am.  
(When you get too close, I will back away for a while)
5. Decode the meaning of behaviour  
(I try to hide what I really think.)
6. Be authoritative, not authoritarian.  
(Don't control me, Help me to control myself)

# Connecting with your child using Strengths-Based Parenting

7. Model *respect* and *compassion*.

(Your values help to build mine.)

8. Enlist your child to help others

(I change when I see the value in others.)

9. Touch in small ways

(I watch little things you do to discover who you are.)

10. Give seeds time to grow.

(Please be *patient* with me – I'm still growing.)

11. Connect your child to cultural and spiritual roots

(I need to know that there is a purpose for my life.)

## Supportive

Parent is accepting and child-centered

## Unsupportive

Parent is rejecting and parent-centered

### Demanding

Parent expects much of child

### Authoritative Parenting

Relationship is reciprocal, responsive; high in bidirectional communication

### Authoritarian Parenting

Relationship is controlling, power-assertive; high in unidirectional communication

### Undemanding

Parent expects little of child

### Permissive Parenting

Relationship is indulgent; low in control attempts

### Rejecting-Neglecting Parenting

Relationship is rejecting or neglecting; uninvolved



**THERE IS  
NO SUCH  
THING AS  
A PERFECT  
PARENT,  
JUST A ←  
REAL ONE.**

*Sue Atkins*

# Connecting with your child using Strengths-Based Parenting

## Mindset of a Resilient Child

- \* Feel special and appreciated
- \* Have learned to set realistic goals and expectations
- \* Rely on productive coping strategies that are growth-fostering rather than self-defeating
- \* View obstacles as challenges to confront – not avoid
- \* Are aware of their weaknesses and vulnerabilities, but build on strengths
- \* Strong self-esteem and sense of competence
- \* Have effective interpersonal skills and can seek out assistance and nurturance
- \* Know what they can and cannot control in their lives

# Connecting with your child using Strengths-Based Parenting

**HELP OUR CHILDREN SURVIVE?**

***OUTCOME FOCUSED*** - Continue to concentrate our energy on changing their behaviour and world around the child

OR

**HELP THEM THRIVE?**

***PROCESS FOCUSED*** - Nurturing their capacity to navigate challenging situations and meet their needs in constructive ways



CHILDREN



NEED

ENCOURAGEMENT



LIKE A

PLANT

NEEDS WATER.



RUDOLPH DREIKURS

# Resource Sheets

[HSL misc\Simple Ways To Connect With Your Child.pdf](#)

[HSL misc\40AssetsList\\_5-9\\_Eng.pdf](#)

[HSL misc\40AssetsList\\_8-12\\_Eng.pdf](#)

# Developmental Assets

- \* 40 research-based, positive qualities that influence young people's development, helping them become caring, responsible, and productive adults.
- \* Developmental Assets framework has proven to be effective and has become the most widely used approach to positive youth development in the United States and, increasingly, around the world.
- \* The framework has been adapted to be developmentally relevant from early childhood through adolescence.
- \* Research shows that when they have higher levels of assets, they are more likely to do well in school, be civically engaged, and value diversity.
- \* The average young person experiences fewer than half of the 40 assets.

Source and permission: [www.search-institute.org](http://www.search-institute.org)

# Developmental Assets

## **How to use the Developmental Assets assessment sheet?**

- \* Fill up a copy based on what you perceive of your child. Then ask your child to fill up a copy too. You may want to guide them through the questions (without prompting) to help them better understand the questions to provide the appropriate answers
- \* Compare the 2 lists. This will help you learn what your child is thinking.
- \* Use the Developmental Assets resource sheet to build on your child's Internal & External assets
- \* *You may also want to ask your child to fill up what he/she thinks of you to gauge how much they understand you 😊*



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- \* Clarify the issue by asking for details. Listen first before making assumptions.
  - \* Spend quality time with your child, connect with them in small moments (refer to resource sheet)
  - \* Take active steps in being involved in your child's progress (example, Parent-Teacher-Meeting). Show that you care. It will make a lot of difference to your child.



Thank you for attending this talk.  
Have fun connecting with your children today and everyday!