

SPECIAL
POINTS OF
INTEREST:

- The value of chores.
- Is my child prepared?
- Building low self-esteem.
- Turning children into self-sufficient adults.
- Developing pride through accomplishment.
- Persistence is key.

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Confident Children

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Success in Sports

Can a child have too much confidence on the field, in the gym or on the court? Our society is often about “immediate results” and in sports, a child will not always get the first hit or make the most baskets in the game. “Parents and coaches should help young athletes understand that they create their own confidence; if kids begin a game wanting immediate results, they’re setting themselves up for frustration” (Weplay, 2010). Children sometimes lose confidence unless they’re the best or unless their team wins. The mentality of parents and children can become “all or nothing”, opening the door for feelings of failure. Success in sports takes time and dedica-

tion.

Some children are natural athletes while others must work harder through practice



Caption describing picture or graphic.

and skill mastery. “Keep in mind that confidence develops over months and years of practice and play” (Weplay, 2010). When your child fin-

ishes a game, ask how they feel about their performance. “Your kids should not depend on what you say to boost their confidence on game day. They should learn to take personal responsibility for their confidence” (Weplay, 2010). A sport is a “team” effort and the focus needs to not only be on individual effort but on how children work with others when reaching obtainable goals.

Self-Worth

Is my child confident in his abilities? Does my child respect herself? These are common questions parents often ask as their children become young adults. If your child is self-confident and has a high self-esteem, they will most likely:

- Act independently
- Assume responsibility
- Take pride in their abilities
- Maintain control of their emotions
- Willingly accept new challenges

Handle problems efficiently

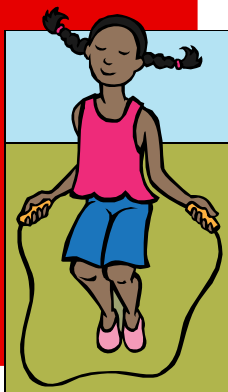
Confidence in performance and ability is directly related to success and adult independence (suite101.com, 2010). The more children accomplish, the more assured they become that they can meet challenges successfully.



Chores allow children the opportunity to take pride in a job well done.

“When children are confident and have developed good decision-making skills, they are much better prepared to make good choices.”

Building self-esteem



Are Chores Really Necessary?

Kids generally dislike chores and scheduled tasks may become a source of friction in the home. Is there value in fighting that battle? Making the bed, helping with meals, folding laundry, and taking out the trash are responsibilities that foster independence and self-confidence. “In other words, kids develop confidence not because parents tell them they’re great, but because of their achievements, big and

small” (Kids Health, 2010).

When children are asked to complete tasks, new skill sets are mastered and the responsibility of the chore increases with age. “Parents can help by giving kids lots of opportunities to practice and master their skills, letting kids make mistakes and being there to boost their spirits so they keep trying” (Kids Health, 2010). It’s important for children to learn how to overcome

frustration through persistence and patience. When children keep trying, parents not only praise the ending result but also the steps they took to reach the goal.

Chores may be simplistic to adults, but they are a building foundation for dependence and pride taken in a job well done.

A Parent’s Role

Parents want to know that when their child is subject to peer pressure and confronted with decisions regarding alcohol, drugs, or sexual conduct, they have the confidence to stand up and say no. Kidz ‘n Power has listed tips for building confidence in children (Kidz ‘n Power, 2010):

- Increase family time (keep your child’s interests

in mind).

- Demonstrate confidence as a role model.
- Praise your child in front of others.
- Leave messages for your child that can be found and read privately.
- End the day with positive affirmation of their qualities, achievements, and successes.

- Praise children for completed tasks and responsibilities. Focus on the good qualities your child exhibits.

When children are confident and have developed good decision-making skills, they are much better prepared to make good choices.

Change is Needed

Students who are suffering from feelings of unworthiness often have a low self-esteem. Little to no confidence is often signified by the following behaviors:

- Feelings of being unloved or not wanted
- Blaming others for personal mistakes
- Avoiding new chal-

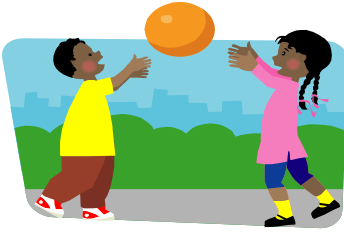
lenges or tasks

- Putting themselves down (“I can’t...”)
- Discredit abilities and accomplishments
- Easily influenced or manipulated by others

Children need to feel good about who they are as a person and recognize their

abilities and achievements as they pursue their interests. “Giving children age-appropriate activities, chores and responsibilities within the home, along with praise and encouragement from parents, helps build self-esteem” (suite101.com, 2010). Children learn the value of making choices and the consequences that result.

Independence



Throughout my career, I've often been asked, "What do you do?" and I like to respond "I grow little people." As parents, we feel the same way because we're in charge of molding our child to become a self-assured, independent and productive adult.

Paving the way to a future filled with success! We love our children and when our child comes to us, we want to "fix" things. We want to make things better.

We must be careful, however, not to remain the "problem solver."

Lawrence Cohen, Ph.D. suggests we encourage children to solve their own problems by first asking what they've done, what they've tried, what else can be tried, or how what they did worked? (PBS; 2008). Asking empowering ques-

tions facilitates social independence.

Solutions are not always easy for a child to find. You may ask, "What would you like me to do to help?" Dr. Cohen strongly encourages parents to "help your child figure out his own solution" (PBS; 2008). If your child has difficulty finding the words to explain her emotions, say something like, "You seem to feel lonely" or "Your words are telling me you may feel disappointed."

When we guide children to discover their own solutions, we create self-sufficient adults.

Homework = Responsibility

Homework is assigned by your child's teacher to be completed outside the classroom environment. For centuries, homework has been given to "improve student's grades and understanding of their schoolwork" (NEA, 2008). There are generally three reasons for assignments to be completed at home. Homework gives students an opportunity to: a) review or practice work com-

pleted or learned in class; b) verify understanding of subject material; and c) "find and use more information on a subject" (NEA, 2008).

There is value in independent study and educators have established that "the academic benefits of regular, meaningful, homework increase as children move into the upper grades" (NEA, 2008). Research papers,

oral reports, book reviews, and projects that require more effort and time in preparation serve the additional purpose of teaching time management and personal responsibility. In successfully completing homework, students "develop pride in a job well done and a work ethic that will benefit them well beyond the classroom" (KidsHealth, 2008).

"There are generally three reasons for assignments to be completed at home."

Not a Catalyst ~ A Result

There would be a track meet and all students would participate. Twelve-year old Adam knows he will take first place in every event. Adam envisions winning again and again. When the race begins and as it progresses, Adam realizes that he is not ahead. In the end, Adam comes in last. Adam was confident he would win; Adam had

the power of positive thinking and imaging. So, what happened?

Despite Adam's confidence, it was no substitute for practice. Adam believed he would win and pictured passing up the others in the race but he did not prepare for the track meet. For children to perform well in areas

of interest, they must practice. "Confidence isn't a catalyst – it's a result" (Spaghetti Box Kids, 2010). Self-assurance is the product of persistence and hard work.



Adam knows he will take first place in the track meet.

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Daphne Morris, M.Ed., met Trevor Romain in 1992 when he visited a school as a guest speaker. Impressed by Trevor's profound and meaningful impact on students and educators, Daphne joined The Trevor Romain Company in 2006. A former elementary school principal, Daphne holds two Master's degrees in education.



Resources:

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