

C C ? / L L ?
/ D 3/28/14

At what age and with what support should children dress and feed themselves, take responsibility for their own belongings, help with household tasks, take music lessons, spend the night at a friend's home, attend a funeral, help with conservation, etc.?

How much time should children spend with families vs. elsewhere, in organized vs. self-directed activities, with digital vs. real materials, etc.?

D A ?

Parents and educators can best decide which experiences are optimal for promoting learning and development by integrating their knowledge of 1) what is typical at each age and stage, 2) the unique features of each child, and 3) the cultural perspectives of the child's family.

L - G H ?

- Respectful • •
- Resilient • •
- Responsible • •
- Resourceful • •
- • •

G D

- Children's Developmental Considerations
Physical Capability vs. Social/Emotional Maturity vs. Cognitive Judgment Reasoning, Decision-Making Priorities, Understanding of Time, Processing Limits
- Adult Support & Facilitation
Full engagement in interaction, conversation, household work, reading, exploration, adventures, etc.

E (from Children's School educators and those responding to a survey on the National Coalition for Campus Children's Centers listserv)

B

- Unrealistic expectation, academics, worksheets
- Indulgence of desires, praise, reward
- Overscheduling, both with activities and play dates
- Power and control re: family time, activities, etc.
- Push for academics, giftedness, "tweeny" apparel & behavior
- Emphasis on things more than people (materialism, artificial vs. natural)
- Distraction, entertainment, passive screen time
- Exposure to violence, sexuality, etc. via media

L L B

- Family time, conversation, reading and having fun together
- Acceptance of self and others, with profiles of strengths and weaknesses
Willingness to seek support, therapy, etc.
- Responsibility for self-care, chores, cleanup, money
- Discipline / work ethic re: quality, care, timeliness, etc.
- Manners, caretaking for people and materials
- Solving their own problems, taking risks, managing failure
- Outdoor experience, exercise, exploration
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7 C

Kathy Caprino

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<http://www.forbes.com/sites/kathycaprino/2014/01/16/7-crippling-parenting-behaviors-that-keep-children-from-growing-into-leaders/>

While I spend my professional time now as a career success coach, writer, and leadership trainer, I was a marriage and family therapist in my past, and worked for several years with couples, families, and children. Through that experience, I witnessed a very wide array of both functional and dysfunctional parenting behaviors. As a parent myself, I've learned that all the wisdom and love in the world doesn't necessarily protect you from parenting in ways that hold your children back from thriving, gaining independence and becoming the leaders they have the potential to be.

I was intrigued, then, to catch up with leadership expert [Dr. Tim Elmore](#) and learn more about how we as parents are failing our children today — coddling and crippling them — and keeping them from becoming leaders they are destined to be. Tim is a best-selling author of more than 25 books, including [Generation iY: Our Last Chance to Save Their Future](#), [Artificial Maturity: Helping Kids Meet the Challenges of Becoming Authentic Adults](#), and the [Habitudes®](#) series. He is Founder and President of [Growing Leaders](#), an organization dedicated to mentoring today's young people to become the leaders of tomorrow.

The seven behaviors:

1. We don't let our children experience risk.
2. We rescue too quickly.
3. We rave too easily.
4. We let guiltors:

2.

Today's generation of young people has not developed some of the life skills kids did 30 years ago because adults swoop in and take care of problems for them. When we rescue too quickly and over-indulge our children with "assistance," we remove the need for them to navigate hardships and solve problems on their own. It's parenting for the short-term and it sorely misses the point of leadership—to equip our young people to do it without help. Sooner or later, kids get used to someone rescuing them: "If I fail or fall short, an adult will smooth things over and remove any consequences for my misconduct." When in reality, this isn't even remotely close to how the world works, and therefore it disables our kids from becoming competent adults.

3.

The self-esteem movement has been around since Baby Boomers were kids, but it took root in our school systems in the 1980s. Attend a little league baseball game and you'll

6.

Intelligence is often used as a measurement of a child's maturity, and as a result parents assume an intelligent child is ready for the world. That's not the case. Some professional athletes and Hollywood starlets, for example, possess unimaginable talent, but still get caught in a public scandal. Just because giftedness is present in one aspect of a child's life, don't assume it pervades all areas. There is no magic "age of responsibility" or a proven guide as to when a child should be given specific freedoms, but a good rule of thumb is to observe other children the same age as yours. If you notice that they are doing more themselves than your child does, you may be delaying your child's independence.

7.

As parents, it is our responsibility to model the life we want our children to live. To help them lead a life of character and become

H :

1. Talk over the issues you wish you would've known about adulthood.
2. Allow them to attempt things that stretch them and even let them fail.
3. Discuss future consequences if they fail to master certain disciplines.