Parenting Tips for P1 Pupils’ Parents

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Managing common mind traps that result in ANXIETY
Have I prepared my child well for school?
- Physical (personal belongings, attire...)
- Emotional (attachment and adjustment)
- Social (making friends, relating to teachers)
- Mental
• How to help my child achieve his/her potential?
  – Meeting Expectations
  – Managing Expectations
• What more do parents/child need to do?
  – Knowledge and skills
  – Resources
  – Additional support
The **thoughts**, **attitudes**, and **beliefs** you hold have a **BIG** effect on the way you **interpret** the world around you, on how you **feel** and how you would **respond**!
About Mind Traps

• Limiting effect
• Automatic with trigger (input)
• Subjective
  – Past experiences/conditioning
  – Personality traits
• Complex nature
  – Combination
  – Connections
  – Evolving nature
• Unhelpful consequences
  – Distortion
3 Simple Steps

- Mindful of mind traps
- Manage these traps
- Make plans to overcome possible challenges
Common Mind Traps

- Catastrophising
- Black and white
- Fortune telling
- Personalising
- Making demands
- Emotional filtering ...
WHAT IF I CAN’T AFFORD COLLEGE?
WHAT IF THERE’S A WAR?
WHAT IF I CAN’T FIND A JOB?
WHAT IF I END UP IN A CARTOON?
WHAT IF THE CARTOON ISN’T FUNNY?
Trigger Category 1

- Child forgot to bring pocket money to school.
- Heavy downpour and child is in school
- Delay in coming home
Mindful of Mind Traps

• **Catastrophising**

  Taking relatively minor negative event and imagining all sorts of disasters
  
  – Fainted due to hunger, weakness resulting in accidents, developing medical conditions
  
  – Flood, accidents caused by wet weather
  
  – Kidnapped, involved in a road accident
Manage

• Put your thoughts in perspective
• Consider less terrifying explanation
• Weigh up the evidence
• Focus on what you can do to cope
• Call the school/FT if necessary
Making Plans

- Emergency fund/ration
- Teach child to seek help from friends and teachers
- Knowledge of school standard procedures
- Improve communication channel
“What fits your busy schedule better, exercising one hour a day or being dead 24 hours a day?”
Trigger Category 2:

Expectation:
• Do well in all subjects
• Get along with all friends
• Do not attempt anything if one is not confident of success
Mindful of Mind Traps

• Mindful of extreme tendencies
  Extreme thinking that can lead to extreme emotions and behaviours
  – Will fail entire exam and will be retained
  – Ostracized by peers, bullied
  – Failure should be avoided at all times
Manage

- Be realistic
- Develop “both-and” reasoning skills
- Finding somewhere in between
Make Plans

- Consider strength and needs of your child
- Provide exposure to the range of possibilities (move away from over simplifying as in early childhood)
- Consider
  - ‘wish to befriend all” vs “have to befriend all”
  - ‘need’ vs ‘want’
Fortune-telling Tendencies

- Mindful of fortune-telling tendencies
  - Making negative predictions about an event
- Manage
  - Test out your predictions
  - Be prepared to take risks
  - Understand past ≠ future experiences
  - Stepping away from the crystal ball
- Make plans
  - Seek to understand, cautious in projection
Personalising

• Mindful of personalising
  – Interpreting events as being related to your child personally

• Manage
  – Imagine what else may have contributed to the outcome
  – Consider why people may be responding to you a certain way.
  – Removing yourself from the centre of the Universe

• Make plans
  – Understand possible context, raise awareness of self as well as social context.
“I never realized how self-centered I am until ten online dating services matched me with myself.”
Making Demand

- Mindful of demand statements
  - Inflexibility of the demands you place on your child (should, must, have to...)

- Manage
  - Pay attention to language
  - Limit approval seeking
  - Understand that the world doesn’t play to your rules
  - Retain standards, ideals and preferences

- Make plans
  - “I want to ...” statements vs “I have to ...”
  - Selective Usage and intentional
  - Empowerment vs compliance
Consider These ...

- Know your child
  - Personality traits, love languages
- Spend time with your child
  - Daily “check-in”
  - Regular 1-1 bonding
- Establish structures for your child
  - Care arrangement
  - Broad daily routine (bedtime*)
  - Weekend schedule, holiday schedule
- Empower your child
  - Task/goal setting, decision making, self management
SCHOOL VALUES

• Integrity (P1)

An upright pupil who does what is right
Children who have positive self-belief tend to get better results, do difficult schoolwork confidently, try hard and enjoy school.

To build up your child’s self-confidence, Prof Martin suggests challenging negative thinking traps (thinking errors)
Conclusion

- Mindful of our mind traps
- Manage them
- Making helpful plans
HEALTHY PARENTS
HEALTHY KIDS!
Thank You!