
“Let’s Talk!” - Keeping the Lines of Communication Open

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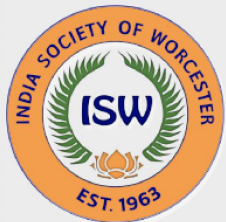


**India Society
of Worcester**




Agenda

1. Checking in - Thoughts during this process
2. What makes the admissions process hard?
3. What can we do to make the admissions process easier?
4. Communication Tools
5. Coping Strategies for adults and students
6. Student-Parent Breakout Discussion
7. Family Panel Discussion



 Respond at Pollev.com/shubha053

What one word comes to mind when you think of the college process? What feelings are associated with the college process?

 No responses received yet. They will appear here...

What do I hear from parents?



Worry their child is not working hard enough

Worry their child won't go to a "good school"

Worry their child won't pick the "right major" or "right career"

Concern their child is working too hard

Concern that parents won't know how to support their child when they ask questions

Worry their child has not done what they need to do to be competitive in this process

Worry about affording college

Worry about their child being happy and independent

Sad about their child leaving the home

What do I hear from students?

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Disappointing parents

Where their friends go and what
that means

Being happy in school

Not being “good enough” for
their dream school

Affording college

Making sure their time and hard
work in high school was “worth
it”

Not getting into the school they
want to

Getting a good job after college

Leaving home and
beginning a new chapter



Poll - What do both students and parents want in this process?

What are our mutual goals?





What does “everyone” want?

I knew my family and I wanted for me :
to be a content, financially
independent, and kind human being

A person who is an engaged citizen,
who people can rely on, trust, and look
up to.

**What skills are required to
manage the college
application process?**

What makes this process hard?

- Worry about the future
- Evaluation of self-worth
- Comparisons
- Cultural difference between child and parent
- Stress, Anxiety, Depressive symptoms
- Big transitions, difficult decisions, letting go





What makes this process easier?

1. Open communication - goals, finances, expectations, plan, process
2. Understanding of “roles” - a mutual agreement between family and student, who is doing what? What can we expect from each other?
3. Avoiding “good” or “bad” language - focus on the fit of the school
4. Celebrations!
5. Avoiding comparisons
6. Listening



A Familiar Process?

Our Intensified Frustration

More of the Same!

Our Effort to Create Change

- Deliver *our* Message
- Dangle a Carrot
- Punish Stagnation

Our Loved-One's Response

- Continued Ambivalence
- Resistance
- Frustration
- Apathy

Got Motivation?

Non Self Determined →

Self Determined

Source

Example

	Impersonal	External (Extrinsic)	Somewhat External	Somewhat Internal	Internal (Intrinsic)	Internal (Intrinsic)
Source						
Example	There is no real point in doing this because my success is unlikely or impossible.	I'm doing this because of a reward I might receive or because I'm being forced.	I'm doing this because I feel guilty or think that I ought to do this.	I'm doing this because I personally value the goal.	I'm doing this because it is important to my self worth.	I'm doing this because I really want to do it.



The Four Basic Skills

Open-Ended Questions

“Tell me about...”

“How...”

“What...”

Affirmations

Genuine and congruent
remarks on strengths
and successes

Reflections

“I just don’t get the point of
doing all of that work.”

*“You don’t think you need to
do all that work to learn the
material.”*

Summarizations

- Announce
- Include both Sides
- End with “change talk”
- Confirm



2 Questions you can ask today

“On a scale from 1 to 10, one meaning ‘not at all’ and ten meaning ‘I’m ready to do it right now,’ how ready to do [behavior or habit in question] are you?”

“Hmm... why didn’t you choose 1 or 2? What’s making it hard to choose a 7 or 8?”

Understanding the Timeline

Freshmen and Sophomore Year - Students can focus on developing interest in activities that may have leadership potential down the line, find classes that suit their interests and skill levels, and work hard in school and outside of school to develop identity. To prepare for standardized tests - Read!

Summer before **Junior Year** and **Fall** - Study for standardized tests (practice), and take courses that are challenging but also that you feel successful in. Continue to hone your extracurricular activities.

Spring **Junior Year** - Visit schools, develop a college list, and have conversations as a family about what this application process will look like for you as a family (what roles does each person have?)

Summer after **Junior Year** - Write the college essay and work on Activities List

Senior Year Fall - Finalize applications and retake standardized tests if you would like

Senior Year Spring - CELEBRATE!

Coping Strategies

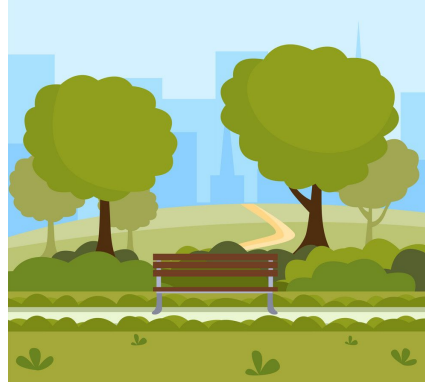
- How people are able to handle stress, disappointments, setbacks and defeats?
- Where do kids learn coping strategies, both healthy and unhealthy?



Coping Skills and Self-Care

Eat Healthy!

Plan ahead so you have balanced and nutritious meals/snacks that feed your body and soul.

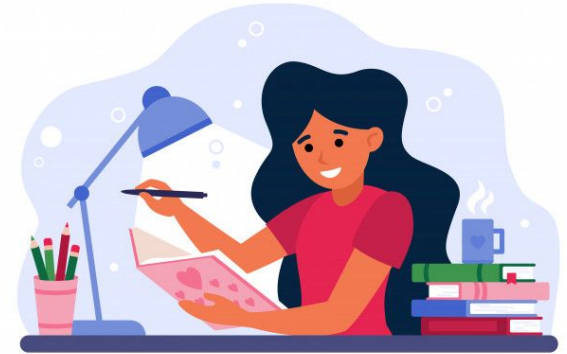


Express Yourself!

Write poetry, song lyrics, short stories or journal! Get involved with theater or try your hand at coloring or art activities. Create!

Get Outside!

Find time to get outside. Walk the dog, ride your bike, throw a frisbee or ball around. Enjoy nature and some fresh air.



Challenge your Mind!

Find a new book to read or try to learn a new skill, instrument or hobby (whether that's cooking, gardening, puzzles or a new language!)



Stay Connected!

Find time to text, call, zoom, facetime, or spend time with your friends, family and loved ones. We can still spend meaningful time with each other, even if we have to socially distance.

Be Mindful!

Try apps like "Headspace," "Calm," "Om" and "Breathe" or practice meditation, visualization or yoga to introduce mindfulness into your daily routine.



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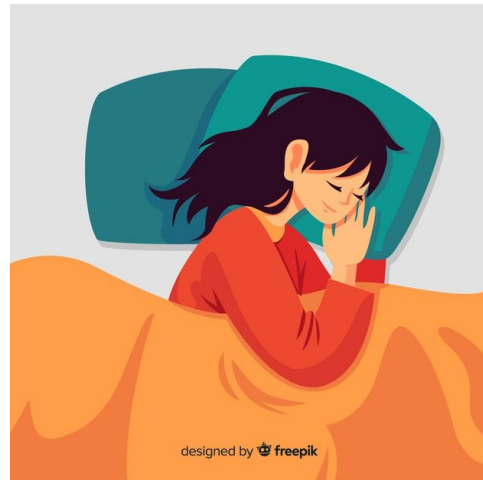
Prioritize Sleep!

Ensure that your schedule (even if you are in another time zone) allows you to sleep 7-8 hours! Limit technology before bed to help with a sound night's rest.



Help Each Other!

Helping community members has been shown to give us purpose and makes us feel good. Find someone to help out each day and practice random acts of kindness.



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Practice Movement!

Keeping your body moving, whether with walking, running, exercising, or playing a sport can help with your mood.



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Takeaways

- What skills do we want students learning to prepare them for adulthood?
- Balance autonomy with support
- Consider your own thoughts and feelings about this process
- How can we all practice coping strategies when it comes to stress?
- Fill the process with love and care



“Breakout” Rooms

Parents - 3 things that I wish my children asked me, or 3 things I wish they knew

Students - 3 things that I wish my parents asked me, or 3 things I wish they knew



Parents want...

1. Supporting students in creating their college lists - help them achieve their potential and balancing what their needs are
2. Prepare students for disappointment
3. Have a conversation about mutual goals including geography, finances, academic goals - does not have to be formal, can be simple conversations throughout the day



Panel Discussion

Ruchi and Ramendra Chauhan - Parents

Yash Chauhan - Student