THE RESILIENT KID PODCAST

Season 4 – Episode 16

Is My Child Entitled

Hello and welcome to the Resilient Kid podcast with me, Ashley Costello. Today, it's a tricky subject. It's one of those subjects that when I have to have this kind of conversation with parents that I work with, it's one of them that I have to kind of caveat with, this happens to a lot. This happens to a lot of us and this sneaks up on us as well.

So, entitlement. What do we mean by entitlement? So, let's have a look. Entitlement is that kind of belief that we, or the kids, but somebody deserves special treatment or privilege without any thought or regard to other people. Now, What I'm going to say to you is, lots of kids go through this entitlement. It is absolutely normal for kids to go through this.

They test the boundaries, they can be persistent. And the reason I've brought it up is because often as parents we don't notice, it sneaks up on us. Often as educators we can kind of encourage it without realising, but the biggest part for me is the impact that it has on the relationships that the children are trying to grow.

So it could be the relationships with the teachers where, you know, the teachers think, hold on a minute, he's a little bit entitled, she's a little bit entitled, or it can be where Their friends are sick of hearing the same kind of thing. So that's why I wanted to address it on the podcast, because I think it's something that A, we don't really talk about because we don't want to think of our kids as entitled.

I'm here to tell you that most of our kids. At some points are entitled, I believe that they are , and also, because we don't talk about it with each other, how do we know what to do? Because you can't do something about this, you know, we don't want to think of our kids as entitled. But guess what? They're going to go through it, so let's do something about it.

Let's really have a look. So, so what are the signs, when we think about entitlement, and we think about our kids being entitled, what are the kind of signs

that we're looking for to go, oh, actually, they might well be. So for me, it's around lack of gratitude, which seems quite an obvious one. And it's not just the please and thank you.

It's the kind of, do they appreciate what they've got? Do they appreciate the experiences that you're giving them? So that would be kind of the first one for me. Then is there any kind of demanding behavior? So do they expect things to be just done, you know, without asking, without acknowledgement. I've got a big thing about, it doesn't matter whose cooked dinner, whether it's me, whether it's kids, whether it's the hubby, that we all say thank you for cooking dinner.

Because I think that's really important. Now, in honesty, 8 out of 10 times I cook dinner. Do I do it for that? No. I do it because I think it's important that they get the recognition when they cook dinner. But also, they understand that. I deserve the recognition as well. Now, I don't really care, but it is important that they see that in practice.

Do they struggle with the word no? Oof, and it's funny because I have had a situation, where the child has said to me, now this is a primary school and the, the child has said to me, dad has shouted at me, and I have gone, really? And, and I was quite surprised, now don't get me wrong, we all shout from time to time, but I was just very surprised at this particular parent.

And when we kind of recalibrated what that Shouting looked like, or indeed sounded like, it wasn't this dad was particularly shouting at all, it was because the child didn't like what they heard. So they kind of classed it as a They're shouting at me, and they weren't shouting at all. They just heard the word no, and they didn't like it.

You know, we all have to hear the word no, and it isn't easy for young kids to hear it. It's not easy for any of us to you know, to hear the word no. So, it's kind of important that they get that practice. They get that practice with us as their loved and trusted adults. Is there a lack of empathy?

Now, I'm just going to say this, doesn't all these ones I'm listing, like, uh, lack of gratitude or not being able to hear the word no or demanding behavior. They don't have to have all of these by the way. But that lack of empathy, are they aware of other people's needs? So it could be that, they see a child in Africa on one of the

water aid adverts, and they have, enormous sympathy or empathy for them, their friend might fall over, they have might have enormous empathy.

For me, it also stretches to those people around them that love them and so for instance I say, you know, something like, if there's those pots in the sink, we have a dishwasher, just put them in the dishwasher, what's so hard? But, if for instance they put them in the sink, who do your think's going to do that mate?

You know, who do you think is going to move that from there into the dishwasher? Or who do you think is going to wash these? And actually they then start to realize that actually if they don't do it, I have to do it. So it's also looking around and having that regard for other people. The kind of last bit that I would say about this is expecting a reward for minimal effort.

Now, I have a fabulous student and they were up for, well, there was awards. And in these awards, this student thought that they would get, they would get an award. And I said, oh, what makes you think you'll get one, because it is a surprise, nobody's supposed to know, blah, blah, blah. I wasn't aware they were getting one, you know, and I usually am privy to that information.

So I said, oh, what makes you think get one? And they said, oh, because, you know, because I think I should. And I said, Oh, right. Okay. So we went through what the awards were for. So there's some sporting achievements, there's, academic achievements, there's pastoral achievements, you know, like what kind of stuff you put into school and things.

And I said to them, so which of those do you think you should get? And they couldn't answer. And I was like, so do you think that you've put in the effort to get that maths award, for instance. No. Okay. So let's have a look at that again. And actually, when it's broken down like that, they realized, and it was really useful for them to process out, because also what it meant was, A, they weren't disappointed on the day, thinking they were going to get this award when, you know, they probably wasn't.

Also, B, it meant that they also knew that if they wanted that award, they had to put some effort in, in whichever award it was they wanted, for next time. So, you know, it's things like that that we also have to kind of just be aware of. And then also things like, you know, if you ask them to do something at home and it's like, oh, I'll do that for a fiver.

What, what, the what now? What, you're going to change your bedding or you're going to clean your room for a fiver? Don't think so. You know, so it's, it's not just expecting rewards for minimal effort, but actually expecting rewards for stuff they should already be doing. They live in your house. You know, I've got, I'm big believer in chores or tasks or jobs around the house for kids.

It has, I've got a whole like episode on it. So go back and have a look, but it not only builds confidence, it not only builds life skills and it future proofs them, but also it stops this very thing we're talking about. OK So what's the kind of cause of entitlement? Because I think it does sneak up on us as parents and as educators.

So, like I said, right at the top, this is not a judgy, this is not. You know, I think entitlement is not intentional. It does often come out of nowhere. We don't notice the small little things that build up to our child's attitude or their character and it is something that we can do something about and none of us want to feel like our kids are entitled.

So what kind of is the root cause? Well there's a few. One of them is overindulgence and That, you know, we often talk about being spoiled and things like that and it has like a bad connotation. We never do it from that point of view, do we? We do it because, well there's many reasons why we spoil our kids.

One might be because we, and actually, we don't spoil our kids. I'm a big believer in you don't spoil your kids. So let's, that's why I use the word overindulgent. So let's get back to that. One, it might be because we didn't have it when we were younger. We just, we didn't have that kind of thing.

We want to, we want our kids to have it. There's another thing where sometimes it's difficult in saying no and if you're tired or you're stressed it's easier to say yes than it is to say no. So I don't think it's, you know, sometimes that just. And also, as well, sometimes, you know, they can be so lovely and you love them so much, you just, you just want them to have.

You just want them to be happy. So, but what I would say to you on that is, Often, overindulgence is often material possessions, so be careful around those material possessions. And also sometimes it's around not setting limits, I was talking to a mum the other day and she was saying that her child gets like 20 quid a week.

And, they get these 20 pounds and I said, oh, so did they do jobs for it? Whatever. And it's like, no, that's just an allowance. So I said, Oh, okay. So that's, that's kind of cool. So does she stick to that? No. Okay. So there is that element of there's no earning of it. And, and actually when she's finished with hers, then she continues to ask.

So that's kind of, you know, we want to make them happy. And often we think that is in either not, you know, Not providing a limit or giving them lots of material things. So just kind of be aware of that. the other thing is inconsistency in the way that we discipline. And when I talk about discipline, I'm talking about the true kind of root word of discipline as in to teach.

So it's inconsistency. So we fail to follow through natural consequences. We might say. No, no, yes. And again, I've had a whole podcast around boundaries. But the, the key here is consistency in it. So if it is something that you usually say no to, it needs to stay a no until they're at that age where they can understand that actually this time, we can be flexible.

But actually when they're younger, if we don't keep that, then they'll just keep pushing until we change our mind. And actually that pecks at your head, doesn't it? And it's exhausting. It's absolutely exhausting that. the other one is modelling this kind of behavior. We know kids mimic what they see.

And I'm not saying that we all walk around entitled, but sometimes. You know, I was at a, bar restaurant the other day and there was young girls serving and, lovely, all really friendly, all really, really nice and I knew a family that was sat over in the corner and, one of the family was very well known to quite a lot of people in that room, because of the position and the job that they had.

And their partner had started clicking at the waitress and I was gobsmacked. I was gobsmacked because, you know, this is A family that’s well known in the area, but also as well, I kind of thought that was Victorian, no, I mean, it's not Victorian times, is it? But I just didn't expect it, I guess, in, in that kind of setting from, from people who were well respected and actually their kids were sat at the table as well, and it was really difficult for me to sit there.

Now I checked in with the waitress and they were absolutely fine. They didn't, you know, they were like. Don't worry about it. But it's one of those, isn't it, that other

people then see that kind of behaviour and actually, have we got any right to click at somebody else? Absolutely not. If, you know, we can use words and respect.

And I think sometimes that's what I mean is sometimes we don't understand how our behaviour can have an impact on those around us, particularly young impressionable kids. I am obviously not saying that. Any of you who listen to this, click at your waiter or waitress. However, I'm just saying we, sometimes we all need to be a little bit mindful about how we talk, the language we use, the kind of behavior that we use around our kids.

If we don't want them to model that as well. And I think sometimes there's, there's a little bit I hear often it's coming from a good place, but often parents at the school gate will be quite passive aggressive in the way that they talk around educators. And I know that they don't mean it, and I know often it is because they're fearful of what's You know, happening at school or fearful of their child being anxious or worried or things like that.

But I think we just need to be aware that our behaviour is Watched, I guess. The next kind of thing for me would be a lack of responsibility. So if your child hasn't got responsibilities, and you know, you can do chores and tasks from a very early age. , If you look in my group, if you have got the free resources that come with my book, there is a list literally from two, I think, and then lastly, kind of in this section, what I want us to think about is, do we shield our kids away from failure? You know, stepping in to prevent failure or disappointment can, you know, lead children to think that they should always get what they want. And I think as parents, because we want them to be happy, we often do this.

We often shield them, you know, we often We'll message another parent and say, oh, you know, these guys have fell out today. You know, what can we do, blah, blah, blah. And actually that should be done with those children, not, not with us as parents. We often talk about awards and things and, you know, oh, well, I'll treat you, whether you get an award or not.

And actually it should always be about effort. It shouldn't be about rewards anyway. But I just kind of want to invite you. To be curious around, when do you, or if you do, shield your children from failure? Because it is a natural part of life. And if we do that now, when they're younger, when they're, you know, still living at home, how are they going to manage when they, don’t live at home anymore.

How are they going to manage you in the workplace if they don't get that promotion, or they don't get that raise, or, you know, they've, they've, don't get that job even. Like, how are they going to manage that? We are teaching them now, and, you know, I ask my families that I work with quite often, do you want them to be happy, or do you want them to be safe?

And quite often I get, oh, I want both. I'm like, Yeah, I understand that. Of course we can want them to be happy, but it's not up to us to make them happy. That's up to them. You know, we can keep them safe as far as we can, but actually it's not our job to keep them happy. It's theirs. And I think sometimes when we do shield them from failure, we're almost setting them up to not be happy because they haven't practiced it.

They haven't practiced that uncomfortable feeling of not being happy. So, yeah, Let's have a look at how you can, how you can deal with this. How, let's give you some strategies that we can help your child move, you know, no matter their age, move away from this entitlement and towards gratitude. And also respect, I think, because sometimes entitlement can come across as a lack of respect.

And it's, I don't think the kids always see it as that. But other adults can see it like that. So, you know, and we don't want that for our kids. We want adults, we want people to think the best of our kids, don't we? Of course we do. Kids make mistakes all the time, but if this is something that we can influence, why would we not?

So here's some practical strategies. For me, clear boundaries, absolutely. , and this is also around what are the boundaries. And what are natural consequences? So there's certain things that I think that, you know, is totally unacceptable and there is certain things that, you know, you might need from your kid.

So like unacceptable for me is lying. I like, it's a, it's a really big thing. Honesty is massive in our house. The kids know that though. They know that in advance. That's not something that and I said, oh, we don't do that. You know, that is something that we would have a conversation around and those boundaries

are important to set out those expectations of what they are and also what's the natural consequence to that. Encourage gratitude. So this is, you know, this goes beyond just please and thank you. You can quite often on special occasions or birthdays, we talk about what we are actually grateful for.

My younger Like we have a nephew who's younger than mine and he loves doing that. Kind of creating that sense of gratitude as well. So you can be thanking them for, for the help. You can be, grateful for them being patient. Thank you. I really appreciate you waited there. I've asked you to do that job.

I really appreciate you've done it. Thank you very much. You know, so you encourage that, foster that kind of. Gratitude culture within the house and also model the behavior you want to see. So like I've just said about gratitude, you modelling that saying thank you to them, but also empathy as well. So I always talk about, you know, if it's If a friend is not well, I'll say, you know, look at them.

That's, I feel really bad. What can we do? What can we do to help our friend who's struggling right now? And, you know, and so the kids are then, it's often kind of say one of my friends, and they have kids. So I'll say, I'm going to. You know, maybe cook a meal for my friend. What should we do for their kids?

And, you know, they might say, well, let's buy him a book or let's buy him a puzzle or a game or something like that. But it's just around encouraging them to put themselves in those shoes. Yeah, because it's very difficult, isn't it, when we talk about, say, children in Africa who've not got clean water.

They can't put themselves in their shoes, like, because they've got clean running water. They've always had that, so it's really difficult, I think, sometimes. So, you know, use appropriate people around you to, to kind of help that. Chores assign age-appropriate chores and responsibilities

It helps them with not only confidence and life skills, but they value effort and contribution within the wider house, so my kids know, they cook once a week, they know that it takes effort to feed a family of four and sort the dogs out, dog and cats and things, so you know, it is that really, which is, which is great that it's there.

It's giving them a value to that. And speaking of which, teach the value of money, allow them to earn and manage money through, you know, you can do it through chores or allowances or whatever. Now my kids have a set number of chores, they don't do them all the time, but they, you know, they're certainly not perfect, but they will do chores.

And then if they want to earn extra, they want to earn money. Then they will do extra chores, but they have a set amount just for living in the house, because we are

all a team, and that's the way that it works. Nobody's gonna pay them if they're off at uni with their student mates to clean that house. So they've gotta, you know, that is just part of living as a family.

But if they wanna, you know, clean out the carriage, wash the car, absolutely they can earn money. So I don't think that's, you know, a bad thing. at all. I think one of the things that I would say as well is there's lots of talk around named brands, things like that, and I think sometimes

it's almost a little bit like If we talk about the value of money in, in a negative way, like oh, you know, this bag cost me 300 quid, or you know, these trainers cost 250 pounds, or whatever. The way we talk about money encourages our kids to do that. And so, do we really? You know, it's a very fine line, isn't it?

We want them to understand the value, but equally, do we want our kids going into school going, oh yeah, my trainers were 250 pounds when, when that child next to them, you know, has got a 25-pound pair on? No, we don't. And I think, so we have to be very tactful around it and we have to actually say to them.

And this is not me being like old fashioned and saying we don't talk about money, but actually we don't talk around money around the things that we've got on. Because it's A, it's impolite, and B, we've got to think about those other people who have not got that. And so I think the way we talk about it sometimes has a massive impact on, on our kids.

Effort, praising effort is really huge for me. It's acknowledging their hard work, their tenacity, their perseverance, not just those awards, those grades, but actually praising the effort is a real, you will, you will, Build their self-esteem. If you praise effort, if you only praise reward, their self-esteem will get a kick in.

When they do not get that grade, they do not get their award. , and then kind of lastly for us as parents, I think let them face. Natural consequences. So if they forget the homework, let them deal with the repercussions with the teacher. They forget the PE kit, same, you know, I think it's really important.

I'm not big into punishments at all, but I am into natural consequences because it is a future proofing skill, you know, to understand that. One of the things that I get a lot with, Parents that I work with is, is around what do we do when they don't come off their tech or they don't want to go to bed.

And I say, well, they, if they have a set amount of time, if they're not off, when you've said any minutes after that gets taken off the next time. And so they're eating into that next time. And actually giving the responsibility for the kids for their own natural consequences really works well, really works well.

I love, I love doing that because actually they surprise you. So yeah, so what I kind of want to do as well now is because I know that we have, you know, we have a lot of parents, but we also have a lot of educators that listen to, this podcast. So I want to give some, Strategies really for educators because you do play a crucial role in shaping our kids' attitudes, our behaviors and you spend a lot of time in the classroom with them.

Obviously, it's coming up to summer holidays, you deserve that. Every single day you get off, so please enjoy it. However, food for thought for you around, entitlement. Set expectations early. So this is a really good one as you're coming into the new term in September, you know, kind of make a mental note of this.

Set the expectations Clearly outline classroom rules, the importance of respect for each other, the, and the importance of responsibility within the classroom. Now, one of my business values is around responsibility, whether it's responsibility for me working with the kids or the parents, but actually parents' responsibility in part of this relationship and the kid's responsibility in their own, you know, work, that they're doing to improve their life and, and, you know, whether that's anxiety or confidence or anger, but actually taking responsibility.

So it's really important that we set those expectations early. Encourage teamwork, promote group activities, especially kind of the cooperation and consideration of others. So I love teamwork. Now it doesn't always work in a classroom, you know, but it can. And I think just really encouraging that Helps.

The other thing, and I think we don't do enough of this, and I get that it's not always our responsibility as an educator, but teaching conflict resolution is huge. I have had, probably in the last month, four different conversations with various, like a TA, head of year, a teacher, and a headmistress. Where what I've asked for is Yes, I understand this has happened, but what I want you to do is teach them to learn to solve this dispute.

Friendly and understand the perspectives of others. Now, I get that some children are not always in a place, straight away, to be able to have that reparation

conversation. But actually, just saying to, you know, two kids and going, okay, well, don't do it again. Stay out of each other's way. You're not teaching them anything.

And, you know, they have to spend a long time with each other in school. So whether that happens in year one, year seven, they've still got years to, to spend with these people. So why would we not be teaching conflict resolution and actually understanding that perspective of each other really helps with that.

Dialling down that entitlement attitude. Rewarding positive behaviour. You know, using that positive reinforcement to acknowledge and, and to encourage respectful behaviour, whether that's in the classroom, whether that's with each other, whether that's just talking about other people, you know, really kind of reward that, and whether you use house points, whether you use, you know, ClassDojo, whatever it is, even if you just spotlighting that child or that teen and go in, I really loved what you just did there.

I really loved the way that you spoke about that person, even though you, you're not like best friends. So thank you for that. And highlighting that is really important. Yes, I think sometimes when we do PSHE, we talk about growth mindset, we talk about empathy, we talk about gratitude, you know, all with trying to foster emotional intelligence.

But ask kids for real life examples, because sometimes we can have, you know, the posters, we can have the slides, we can, but actually, having real life examples from the kids that they can learn from is, is brilliant. I have just got, just before I started recording, I got a message via, I don't know if it was Insta or Facebook, I can't remember now, but , really, really lovely.

Person, so mom, I have had, kind of had contact, with her because one, her daughter has won a, won a competition from me and, she'd gone on to buy the book. And her and her daughter, her daughter's about to go to high school. I won't, I won't name them, but shout out to you both and lots of love.

You know who you are. They've read the book together and she said, which was really surprising because this, you know, this young girl is only in year six, but, but mom and daughter read it together. And what she said was it was the real-life examples that really helped. She's about to go from primary to secondary.

And you know, this is aimed, my book is aimed at, Parents and educators. So, so to hear that a young person is reading it is just. Beautiful, warms my heart. But actually, it was the real-life examples that she got the most out of. So that is so cool, and I think that's how kids learn. They learn through stories, they learn through real life examples, they learn from each other.

You know, so absolutely, when you're doing them, to try and incorporate those lessons on empathy and gratitude and stuff like that. Then get them involved, don't just talk and , and I know most of you don't. I know most of you are, very hands on. I hear it. I talk to you. But yeah, get them involved and, and get them to tell you their real-life stories.

So, to wrap up,

this is something That can sneak up on us all and I know we all want to raise like respectful kids, of course we do. There is nothing better than getting a message from somebody out there in the community who says your son, your daughter, your child is so polite and, you know, so articulate, are so kind.

You know, just getting that kind of praise for your kid when you're not there is absolutely beautiful and so if there is an element of anything that we've discussed today that you think, oh, actually, I've just give you the tips. I've just give you the tips to do it. Now, if you sign up to, the podcast listening lounge on the, on the Resilient Academy.

Then, you will, you will get a transcript of this. And in that transcript is, all the points that I've just said. So you have it to hand that you can literally, if you need to print it off and go through now, you won't. Your child will be, of course, beautiful, but we want them. To not just be respectful now, but this is future proofing them, isn't it?

This is not just for today, but this is also for tomorrow. So, I get how hard it is as a parent, and I hope that these tips that I give you will help in this situation. What is, can be amazing, crazy world of parenting. So sending you all lots and lots of love. There is big announcements coming over the next couple of weeks.

So please watch out for them. But know that if there's anything at all that you want me to cover, this actually came from a parent and they asked, they requested this topic. But if there's anything that you want me to cover, then absolutely drop me a

message and we will. And lastly, I am looking to interview some younger people over the summer.

I want to get their views; I want to get their experience of school. Or home education, whatever it is. I want us as parents and as educators to hear what it's like for kids out there. And so if you've got a young person who would be on the podcast with me, they will get a treat for doing it, by the way.

Because we're all about rewarding the effort. And I know it's not always easy, we would do it online. It'll take 25 minutes and we will have a laugh on the way. So if you know a young person who'd love to come on the podcast, please reach out, let me know. I would love, love, love to hear what their experience like being a kid these days, take care of everyone and see you soon.

Bye for now.