



# TRANSITIONS

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## THIS IS PART OF A JOURNEY...

- Who has done this before?
- For whom is it the 1<sup>st</sup> time?
- Last time?
- Who has done it the most times?
- What wisdom can you share?



# FEELINGS...

- What feelings/thoughts are most salient for you right now?
- How do you guess your sons and daughters are feeling?
- Often a parallel process



# EXPECTATIONS FOR COLLEGE

What we often tell students...

- First year students are faced with so many new people, ideas, experiences, & dilemmas.
- They are asked to assume greater responsibility for all aspects of their lives.
- Challenges and growing pains are inevitable and normal
- Their challenge....
- Your challenge....easier said than done!



# HOW TO BEGIN

- Think about how we as seasoned adults handle change
- Beginning college is a turning point –  
A Time of Change
- As parents, you must let go on a new level



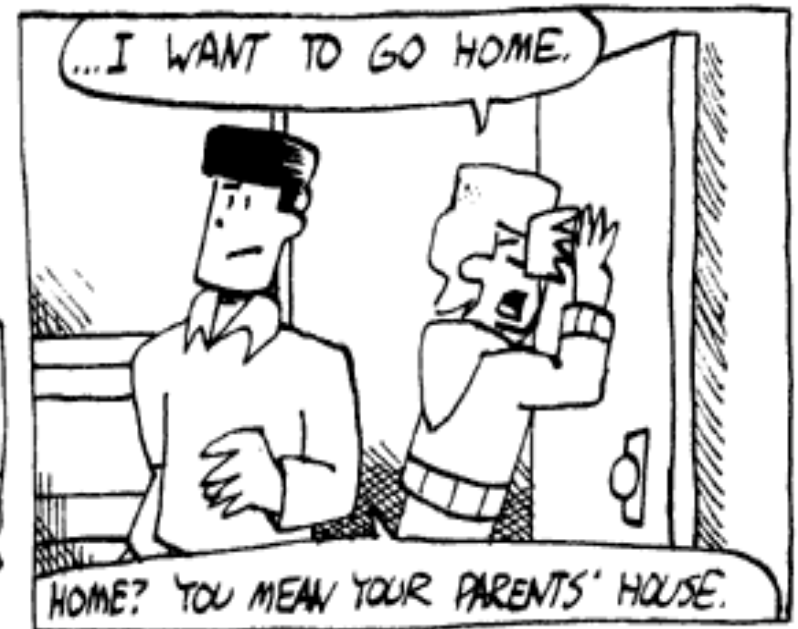
# THE PROCESS OF LETTING GO

- Remember this process began long ago
- There was help then, where is it now?
- The continuum
- Best advice...finding a balance!



# THE PROCESS OF LETTING GO

- Adding to their ambivalence is their movement toward independence along with times of retreating into anxiety and hanging on





## CONTRADICTORY ROLES

“There are only two lasting bequests we can hope to give our children. One is roots; the other is wings.”

Hodding Carter



# CONTRADICTORY ROLES

- Giving roots and wings has been your job from the beginning
- Accepting these contradictory roles...building closeness and fostering independence – can be a struggle
- You will need to protect less, but may worry more
- To reach independence, they need freedom, but with that comes responsibility
- College students are just BEGINNERS in this process



# CONTRADICTORY ROLES

- The two parts of you – rational and scared
- Your child will be presented with a host of pressures that are part of the growing up process
- Information + support + encouragement =  
SELF RELIANCE



# DEVELOPMENT TASKS

- Separation/individuation from family and home environment
- Identity formation...who am I? Who do I want to be? What do I want to become?
- Achieving intimacy with peers



# HOW TO REACH THESE DEVELOPMENTAL GOALS?

- Via parental guidance, example and teaching
- By observing their friends and peers
- Through their own intuitive sense of need
- By trial and error
- BALANCE, BALANCE, BALANCE is KEY!!



# SEPARATION/INDIVIDUATION

- Entails a physical and/or psychological separation from home (often for the first prolonged period of time)
- Good news is that this process has in some ways been going on since toddlerhood, so you've had some practice



# SEPARATION/INDIVIDUATION

- Less and less reliance on Mom and Dad and family for managing daily affairs





# SEPARATION/INDIVIDUATION

Research indicates that college students who fail to separate enough from their parents have a much tougher time meaningfully investing in undergraduate life, and, later on functioning as independent adults in society...



# SEPARATION/INDIVIDUATION

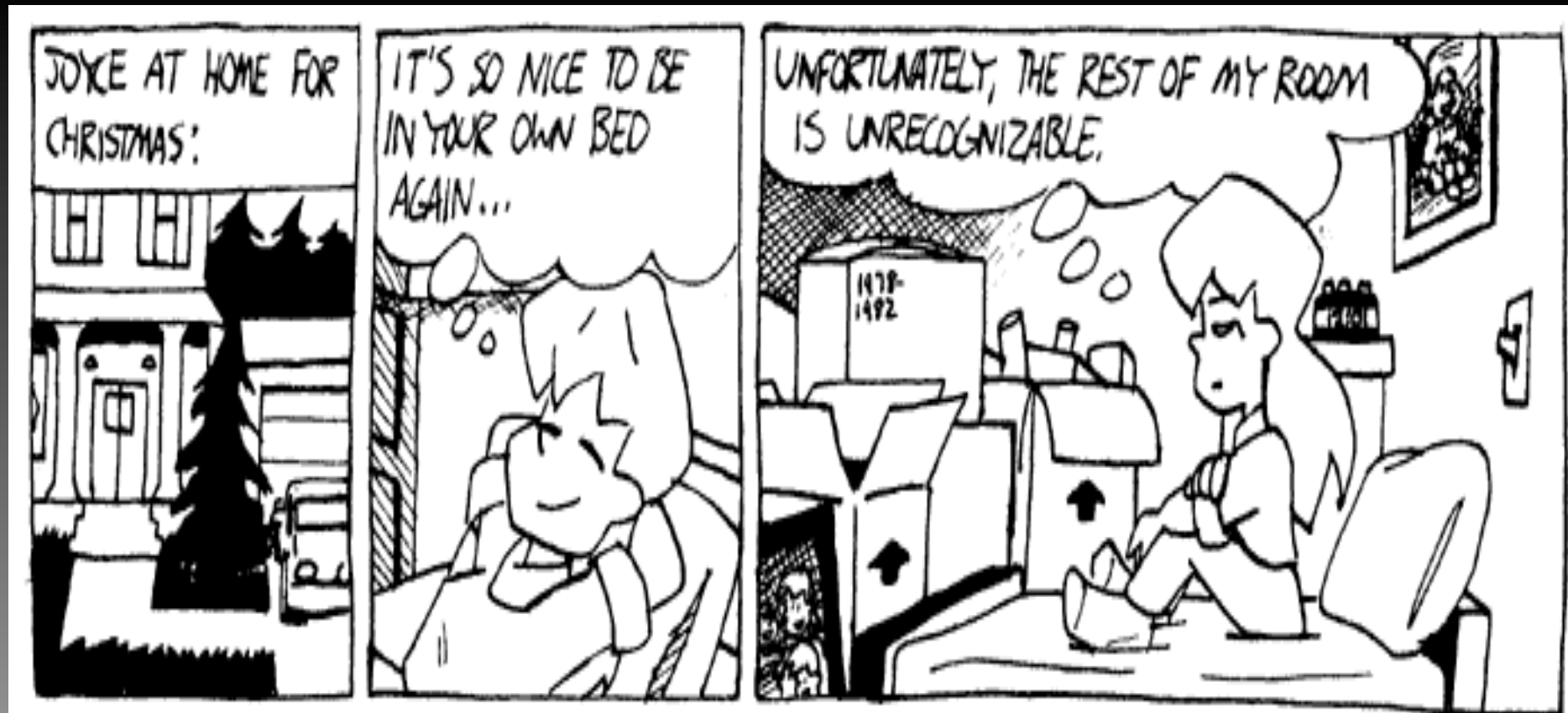
However, there is still an important role to be played by ongoing attachment with your son or daughter.

Emotional and financial support are necessary for your students to perform well in the collegiate environment.



# SEPARATION/INDIVIDUATION

Ideally, this process is a gradual one!





# IDENTITY FORMATION

- Helps students answer the question of “who am I?”
- Complex process that started years ago, but is now intensifying
- College years are full of critical, identity-based choices and commitments
- Hart Career Center, once feet are on the ground



# ACHIEVING PEER INTIMACY

- This phase tends to affect college students in a highly significant way.
- Again, this exploration started back in puberty, but the concurrent separation from family intensifies the need.
- Increasing reliance on getting intimacy needs met primarily through peer group, not family as much.



# WAYS TO CONNECT

## Structured and Unstructured Ways

- Class-related activities or events
- Student Activities/co-curricular programming
- Student Organizations
- Academic Clubs
- On-campus jobs
- Residence hall neighbors



## WHAT YOU CAN DO TO FACILITATE THE TRANSITION

- Don't panic!
- Remember the good foundations you've given them
- Don't make assumptions
- Listen carefully
- Support, encourage, but try not to hover
- Focus on clear communication
- Remember resources we have at IWU for parents (Parent Board, Dean of Students, CCS)



## RESOURCES ON CAMPUS

- Dean of Students Office, 556-3111
- Multicultural Student Affairs, 556-3412
- Arnold Health Services, 556-3107
- Counseling & Consultation Services, 556-3052
- Academic Advising, 556-3231
- Hart Career Center, 556-3071
- Office of Residential Life, 556-3113
- Student Activities, 556-3850
- Security, 556-1111



# DON'T BLINK!

They will be  
walking  
across that  
graduation  
stage before  
you know it!

