

Mary Miele:

Hello everyone. Welcome to the September episode of the Evolved Education Podcast, I'm Mary Miele, the founder of Evolved Education and the start of school is in full swing here in New York City where I am. I have three children right now in very different places. I have a high school student, a middle school student, and an elementary school student. So my hat is in many different places at this time.

So I am excited today to present to you a resource that has been immensely helpful to my family and to the leadership that I provide here at Evolved Education. And I'm pretty much an open book when it comes to what's going on in my life and in my business and in my kids' journeys and my parenting journeys. And one of the constants that I've always experienced is that if there's something going on that just doesn't feel quite right or I just don't like the way it's going. I see something in my kids or in my parents saying that I'm not enjoying and I don't like it for whatever reason. I'm very curious about it. And if it becomes a pattern and I just feel as though I don't have enough skill, I tend to reach out to experts and I tend to partner with them and I ask them for their guidance and for their support. And certainly our family was going through some challenging times last fall and we connected with Dr. Jacqueline Cahalan.

Dr. Jacqueline Cahalan:

Cahalan, yep.

Mary Miele:

Cahalan. Thank you. And I'm, just so excited to present Dr. Cahalan to you because she has really, really helped us to really center our practice of parenting in a way that feels, that's the most important thing, it just feels good. And we feel as though partner to partner We're really connected. And when we have moments where we're not, we have some skills and some language that Dr. Cahalan has taught us to bring things together. And I'm not saying that our journey is your journey as in you who are listening because We're all dealing with different types of challenges as parents and as family units.

But I just wanted to say that today we're going to be talking primarily about school. And about really supporting your student to, or your child to have strong mental health and wellbeing, especially as they transition into the school routine. And you as a parent now are separating a little bit from your child in that experience. We're now not seeing them every day, maybe. In the summer maybe we did or maybe they're away at camp or something for a while and we had them back and now they're flying off again. And of course we want to just know what are some of those tools in the toolbox that we could have in our belt to make sure that our child has strong mental health and wellbeing. So I'm going to turn things over to Dr. Cahalan who's going to just tell us a little bit more about her background and then I'll get into the Q&A portion of this. So thank you so much for being here and I'm excited to give you this opportunity to introduce yourself to our audience.

Dr. Jacqueline Cahalan:

Okay, thank you so much. I'm so excited and happy to be here. My name is Dr. Jackie Cahalan. I am a licensed clinical psychologist. I have a bachelor's degree in human development and family studies and a PhD in school psychology. And I've worked in a variety of settings including schools and hospitals and different clinical settings. And my current work focuses a lot on working with parents. A lot of my background was training around child and adolescent development and mental health and working with kids and families.

I work a lot with parents right now and a lot of that came from when I became a parent and I really developed a whole new appreciation for just how emotional and demanding and messy and isolating and just complicated it can be. And so I really just feel like it gave me a whole new lens and a whole new perspective for the work that I was already doing before. And now a lot of my work centers on really just supporting parents however I can through therapy, through consultation, I provide guidance and support and tools and I try to meet parents wherever they're at to help them just feel more empowered and content. And just like their lives are running more smoothly in this role and just their lives in general. So thank you for having me, I'm, happy to be here.

Mary Miele:

I'm so happy You're here and everyone's just going to be so supported as we get into all of what you have to talk about. So I guess I just want to get right to it. So I'm a parent, right? You heard what I have going on, lots of kids in different places in their lives. What are some things I should be thinking about when I'm considering their mental health and wellbeing?

Dr. Jacqueline Cahalan:

Okay. So I think to start off, the biggest thing is just acknowledging that the transition back to school, it's a big transition. It's a big thing, it's really emotional. It's really draining. You're going from the summer where a lot of times things are really lax and then you're entering even it might be the same school, it might be a new school.

But you're entering a new year where there's new teachers, there's new routines, there's do I have a new locker? Do I have a new bus? Where do I sit in the lunchroom, if they're in middle school or high school and they're changing classes. Nine times a day, they're deciding where do I sit and where do I put my things and what does this teacher want from me? And it is so many little things that they are trying to negotiate and adapt to and it's a lot, it's a lot. And so I think the first thing is just really having an awareness and an appreciation for the fact that that it's going to take out a lot out of them and It's going to take some time for them to adapt and to adjust to.

I think one thing that can be really helpful for kids as they're going through this is just speaking about it. Saying, "Wow, wow, I'm so proud of you. Look at all the things you're doing today." You might be seeing in them just that they seem a little bit off. Their sleep might be off, they might be a little dysregulated, they might be having power struggles or sort of meltdowns around things that normally are even keel and they're pretty calm about. And I think a lot of times you can just acknowledge that and sidestep it almost and They're like "I want this for dinner." And to sort of ignore that and say, "Wow, you have quite a day. You must be tired," or recognizing, okay, they're coming off the bus and they're a little out of sorts. Are they hungry? Have they eaten all day?

A lot of times lunchtime in school is very quick and they're talking to their friends and they don't have food that they like and so they might be just really kind of cranky. And it's like, "Ph you need a snack, that's what you need right now." And so some of it I think is just recognizing your kid, knowing where you're at, having an appreciation for where they are and also just setting an expectation of, "Look, this is going to be tricky. New things are tricky. It's going to take a little while, but you can do this. I'm here for you." Other people in their lives are here for them. "Your teachers are there for you. We're going to get you through this. You're doing a great job." So that combination of validation while also holding expectations and support, I think that's a really good place to start and that can actually go a really long way.

Mary Miele:

Can I ask a pointed question? This is just something I was running with one of my friends this morning and she was talking about how the first two days of school went really well for her. This is an elementary school child and it was very happy and coming back and then day three came and upon coming home there was a huge meltdown. And it was over the social time of school. It was over lunchtime and she couldn't get the context from her child as to what even happened. But all she could really understand was that something went down at lunch that was unpleasant.

And so we were just talking about it and this particular mom said, "I didn't really want to meddle too much because I wanted her to have room there because I expected that to be a little bit tricky. It's a new school for her. But at the same time I thought maybe I should connect with school and just let them know that this is something she struggled with. But then I didn't want to necessarily reach out to school to say that it happened because then they would think I was really alarmist, I don't know what to do." And we were just both sitting there going, "Wow, yeah, that's hard. I don't know what to do either." So we were just both sitting there going, "Well I don't know, whichever way you go is probably fine." What do you say? That's a tricky situation, right?

Dr. Jacqueline Cahalan:

Yeah, no, it's a tricky situation and I think especially in the beginning of the year when you are figuring all this out, you're going to have more of those. First of all, I want to say I think it's really normal sometimes that the first two days, couple days go really well and you're like, "Oh it'll be a great year." And then there's a little honeymoon period. And then after that there might be kind of some kind of a letdown or emotional discharge or something because you're engaging that executive functioning. And you're holding it together, holding it together, holding it together and then all of a sudden the dam kind of breaks. So that's not unusual, that piece of it.

I think for stuff like that... Again, you can go either way and I think some of this always comes down to knowing your kid and knowing what kind of rattles them, where they often have difficulties and how usual or unusual. I would say a lot of times if it seems like oh it's a little bit, nothing super egregious and you're not quite sure what it is. I would try to, first of all again, you're acknowledging you're validating, "This has been a lot, you've had a really hard day. Why Don't you help them However your kid calms down, why Don't you go take a break here. Why don't you go outside and play." Whatever they do to decompress and then talk to them about, I think my first step would be to try to help them problem solve, try to give them the support to see if they can solve the problem themselves. If they can once they're calmer, "I'm here to help you," try to strategize with them around is it trying to figure out where to sit?

Is it that someone is saying things that they don't, like trying to isolate what the issue is and see if you can help them solve the problem for themselves. Ideally, and I was going to get into this a little bit later, but especially as your kids grow older, you to the extent they're able, kind of want to be shifting into a consultant role where you are trying to help give them tools and strategies to solve their problems.

Obviously if the problem feels really egregious, if there's something that seems really hurtful or really inappropriate or if this is ongoing more than a couple of days and it seems like your kid is really in over their head, then obviously you want to call the school and try to make that direct contact. Again you know your kid best. I always say that. So if it seems like something where you can kind of coach them and support them and try to help them through it, I think that's a great first line of defense. If it seems like more than that That's when I would reach out and-

Mary Miele:

That's great.

Dr. Jacqueline Cahalan:

[inaudible 00:12:39] the school.

Mary Miele:

Yeah, so I kind of heard you say it's like validate that it's tricky. Give them some self-care so they could maybe take a bath or just go outside for a walk, listen to some music, do something that just puts those feel good chemicals back into their brain. Then you can talk about it with your child and say, "Hey let's, talk about what happened." And again, I love the idea of me being a consultant to my child. I could do that I'm a consultant in my everyday life. So that feels really good to me. So get it, consult, say "Hey, let's put this out on the table, let's see what happened. What are some ideas you have, what are some ideas? Do you want to hear some of the ideas I have going forward? What do you think your plan's going to be?" I think that feels pretty good to me. So thank you. Well let's-

Dr. Jacqueline Cahalan:

Yeah and then can I just add-

Mary Miele:

Let's-

Dr. Jacqueline Cahalan:

... one-

Mary Miele:

Go ahead. Yeah.

Dr. Jacqueline Cahalan:

Just one thing I wanted to say about what you said. I think That's perfect and I think one of the things You're sort of recognizing there is that when kids are really dysregulated or really good in a really emotional state, they're not able to problem solve in those moments. They're using very emotional primitive parts of their brain and it's really hard for them to access those higher order cognitive problem solving skills. So if you jump in too hard without the piece where you're helping to regulate them, you're not going to get very far with the problem solving. So that's why we go that way.

Mary Miele:

I feel like you and I have worked on this before, but I just want to actually emphasize that to everyone else listening. I don't know if you just heard that because I really did hear that. And I just would like to say from my standpoint, I do not like to see my kids in pain and I don't think any mother does. And so I want to get them out of it as soon as possible. And I'm also a teacher so I tend to just sort of jump in immediately with a solution or something to get them to get better. Like "Let's just do this, let's get better, let's get better, hurry, hurry, move along. Let's not be in pain." And what I've learned is just what You're teaching, which is take a beat everybody just calm down. Life is long. We can talk about this later at dinner, it still will be here.

Yeah, that's been really helpful. I know I learned that lesson with you and I needed it and I think that's really, really important. I hope everyone just heard that because I think that's a good takeaway. For sure, a very good takeaway. So let's go back just a couple of points here because I want to get to the newbies in all of this. Meaning if you have a child who's just starting school, preschool, kindergarten, this is all new to you. And so what kinds of things and we're talking about mental health and wellbeing, so what are some things that you teach parents who are in that particular situation.

Dr. Jacqueline Cahalan:

Okay, yeah, good question. So I think first of all, again having an awareness of how new this is to kids, if it's their first time in school, they don't have a schema or an idea of what school looks like. So anything that they have done that you can compare it to or anything that you can do to help make things more known or help them know what to expect is going to be helpful. So sometimes a lot of schools, a lot of kindergartens and preschools will offer times to come in and meet the teacher and see the space and be in the classroom through an orientation or something before school actually starts.

We're a little bit past that mid-September. But definitely take advantage of that and you can talk it through with your kids too if maybe they've done story time at the library like "Oh you're going to read books kind of like you did here." Anything you can connect it to help them give an idea of what to expect is going to help. The unknown is scary. Once we feel like we know things there's more predictability, you want to project a lot of confidence going into, I know that again, similar to the older kids, I know this is hard there's a lot of helpers at school, anyone there can help you.

You're going to do a lot of exciting things. I know it's a little bit scary. And so again validating, putting those expectations in place. Another big thing with little kids is they don't understand time so much. Their brains just aren't developed, yet they more understand sequence so when you're explaining to them how the day is going to work, you're not going to say, "Oh I'm going to pick you up at 2:00." You're going to say, "Oh you're going to go, you're going to read books, you're going to have lunch, you're going to play," whatever. If you have an idea of what the classroom routine is, that's helpful, you can talk them through it "and then after whatever the last activity is, then I'll be there to pick you up," "or so-and-so will be there to pick you up, what's going to happen. And then we're going to have a snack at whatever point of the day and you're going to tell me all about it."

So talk them through it and then "I'm going to be at work," or "I'm going to be running errands," or "I'm going to be doing whatever." So they know what they're doing, they know what you're doing and they know when you're going to be reuniting. Because the separation piece is really big, especially with these younger kids that maybe haven't had as much experience with separation.

What else do I want to say? Oh, one thing that can be really helpful if your kid is having a hard time with separation is you can offer them something to connect them back to home or back to you. So maybe you put a little note in their backpack or maybe you wear a little bracelet and they wear the same one or maybe they have a little stuffed animal or a little item from home that serves as it's a transitional object. Which basically it represents the comfort of you, it represents the comfort of home and then they have it with them and it can help give them some extra security if they're having a hard time.

Mary Miele:

Yeah, I love that. I used to do that with my daughter. I would give her a little token at camp. She wore a necklace I gave her so it's a way to connect and it made me feel good too. I didn't feel so left out.

Dr. Jacqueline Cahalan:

Well and we do well with adults too. We might have a piece of jewelry we wear that connects us to a person or something else. So we also use these little things to help us feel connected throughout our days.

Mary Miele:

That's really great advice. And so now I'm thinking about my middle school and high school students and I feel as though they have really different needs. I certainly am not dealing with separation. They're kind of very excited to leave the house, not excited to always to go to school, but they're excited to have their independence. But we've talked about this before, there's just a difference in the way that I'm parenting my older children than my younger children. So what kind of advice do you have as our children get older to pay attention to their mental health and wellbeing?

Dr. Jacqueline Cahalan:

Yeah, okay. So as your kids get older, you want it to ideally be a gradual process where you are giving them more responsibility and you're giving them more control over their lives and you are taking a step back. And as I mentioned before, you're really moving more from a very direct role where you're really directly managing their day-to-day lives to more of a consultant. Where ideally what happens in this situation is you take a step back, they have teachers that are setting expectations, they have coaches who are setting expectations. There are other people who are basically telling them what they need to do. And your job then is more to ideally align with them and say, "Well this is the homework assignment, how are you going to get this done? How can I help you do this?" Or "The coach is saying they want you to practice this between practices, what do you need to do? When are you going to do this?"

So you're helping support them emotionally with when they come home and they're like "It's too much." And you're like "It's okay, it's okay. We'll get through this." But also a lot of times you're helping them with their executive functioning, especially in middle school where they're going through a major leap in development, their brains are going through major reconstruction. And they're ultimately becoming more in depth efficient thinkers, but it can look like a hot mess for a while to be honest. And so talking them through helping them say, "Okay, what do you need to be organized?" Helping them make lists, helping them figure out routines. Like "When are you going to do your homework? When are you going to take a shower?" And giving them control to figure out what's going to work best for them, but really helping to model that. Putting clocks wherever they need them to help keep them focused on time and routines.

Where do things go at the end of the day so that they're not... No one wants to be scrambling at 7:00 in the morning because they can't find a calculator or this or that. Where do things go. And helping them be organized and talking them through what you think will and won't work for them. Those kinds of things can be really, really helpful. The other thing is don't be afraid to let them make mistakes. This is when they are supposed to make mistakes and then the world should help self-correct them. There should ideally be natural consequences. And again, whenever we're talking about this stuff, we're sort of talking about a moderate level, you are going to be there to be the catchall. You're not going to let them do things hopefully that are super dangerous or make mistakes that could be really, really harmful.

But you're going to give them some leeway where if they forget their homework or if they screw up on something to say like, "Okay, well what does the teacher say?" Or "Where can you get extra help?" Or not swoop in and sort of try to clear away every bump in the road because they need to learn how to deal with that. And the sooner they can start to learn how to manage those things, the better off they're going to be when they're applying for colleges or when they're going away for college and are they

ready to do that? Or when they're applying for jobs. They need to learn how to cope with some of this stuff.

And when they're younger, the problems a lot of times and the stuff they're dealing with is smaller and the schools and the teachers expect it. The schools should be ready for the kids to make these kinds of mistakes and to come in and to meet them in a developmentally appropriate way to try to help them. And then your job as the parent is to support that process, make sure they're getting enough sleep, make sure they have good food and nutrition and that they can be the best learner they can be and then letting them go kind of do their thing. And again, it's sort of a gradual process that starts small and is going to hopefully increase with time over the span to whereby the time they're a senior in high school, they are really starting to operate pretty independently.

Mary Miele:

Sure. Gosh, when you say all of this, I get it and it makes such good... I'm like "Yes, that's my job description, I can do that." And then you throw in the complexities of people and just differing skill levels and differing energy levels and expectations that are tricky. For instance, right now I have high school families here at Evolved and also my own high school student and the reality is grades are very important for the college process right now. Probably more so than any time in history because our testing situation has declined. So you just need to be taking the hardest classes that you can take and do really well in them. That's how we compete in academics. And so when we talk about mental health for our teenagers, it's really hard to see students struggling because of the systems that we've placed them into. And what advice do you have for families who are dealing with that very real challenge, which is I have to protect my child from not having every opportunity in the higher educational landscape by making sure they're getting a B or above, by taking harder classes?

What do you... That's-

Dr. Jacqueline Cahalan:

Yeah, no it's... Look I feel like the system is in such a bad place right now because what you're saying is true. It's the reality of where things are. We are in a moment where there's a lot of pressure and there's a lot of expectations for really high achievement. Again, I think the more you can label these things for kids, just call it out. Say "Look, this is not fair. I am really sorry that it is like this for you. I wish it was not this way, it was not like this when I was a kid. But..."

There's sort of the validation and then there's the but, what can we do to help you? Because the reality is I love you, I want you to have opportunities. How can we make this work? And then trying to figure out what is reasonable for that child given what their strengths and their weaknesses are. What are reasonable goals and what do they want for themselves and is there a way to get all this to align? So to really help try to focus them in on their goals and saying "Look, this is really hard. I'm sorry, this grade should not be this important, but I know that you really want this for yourself and I really want to help you get there. And there's no guarantees in life but I know that if we can focus and buckle down now and I'm going to be here to help you, that is going to hopefully put you in a better position to have some more choices." So again, it's that combination of validating and supporting, but also this is what it is.

Mary Miele:

Sure that helps. It does feel a little more centering. It does give you actionable script that you can use with your child to navigate the system. It is what it is, this is what it is. And then the question, how can

we work together to accomplish what we need to within this particular system? And I think that's really, really helpful. Where did you-

Dr. Jacqueline Cahalan:

Yeah and I think-

Mary Miele:

Yeah.

Dr. Jacqueline Cahalan:

Just one more. I think one piece of that is just trying to find these ways where you can be aligned with your kids. So a lot of times I think these things come off and they turn into big power struggles where the kid's like "I don't want to do this," and the parents' like "No, this is really important. You have to do this." And the parents are coming from a really good place because they have sort of a broader perspective a lot of times, but when it creates that kind of dynamic, it's just going to add more stress and it's going to be difficult for everybody. Whereas I think if you can really help your kids tap into that so it is more of an alignment and you're trying to approach it from like we're on the same team here, it's going to get you further.

Mary Miele:

That makes really good sense. I love that part about your coaching and your work with us is that again, what I started saying in this podcast was that we went through the coaching work with you and came out of it feeling really good about our parenting work. Whereas when we came in we weren't and I would say that's because we both feel pretty aligned with the kids and I think you want that.

I think a lot of parents it's easy to lose sight of it because we have our own challenges and expectations within the world around our parenting and that causes mental health concerns for us as parents. We get anxious and we get worried and we have these struggles as human beings and then that impacts our children in some way and it's hard to unpack that and repack it I think. I know you do it all the time for your job, but I think it's very hard as a human being to do that because you have to have so much self-awareness. In addition, you also have to have so many skills for your own child and if you have multiple children as I do, it's very different for each kid. They're just different people. So it's pretty fascinating work. Yeah.

Dr. Jacqueline Cahalan:

100%. And this is where I want to jump in and just make my disclaimer that I think parents do feel a tremendous amount of stress and a tremendous amount of pressure to be a certain way or do certain things or they're failing their kids or they're failing as a parent in this role, especially in this moment where there's so many expectations and we're in such a high achievement culture. There is no right or wrong way to do things like parenting is messy, it's real, you're in it with your kids. There's no such thing as a perfect parent and you shouldn't try to attain that. You want to ideally just try to be making decisions that are aligned with your values and your lifestyle. You're going to screw up. We all screw up. We all have moments where we are not our best selves and we don't show up really the way we want to.

There is always, always room for a do-over. There's always room to go back and say "I really screwed that up before. You came in and you needed something from me and I was a mess and I'm sorry and this

is what I meant to say." And you always can go back in and make that repair and really it's that consistency that's the most important thing. It's really more about just keep showing up, keep trying, keep being there with your kid. If you screw it up, if things go really badly, find a moment later on and try to reconnect around it and that is okay. This is a messy, messy, emotional, demanding, exhausting process or thing or whatever you want to call it.

Mary Miele:

For sure, for sure. And back to school time as it is a transition means that we're all learning. I'm thinking right now we're about to launch a division here at Evolved for parents. And it just reminds me of something we were just discussing there, which was that parents are learning along with our children. Our children are developing, we all understand that because we see them as babies and then now They're teenagers. We understand that whole development but oftentimes we lose sight of the fact that as parents we are also developing and there's almost like a school that we're all going through with that development. Just as our kids are going through school, so are we.

Dr. Jacqueline Cahalan:

Yes, but we have no guidebook, we don't have... They have a structure and we're-

Mary Miele:

There's no textbook for it.

Dr. Jacqueline Cahalan:

... sort of off on our own winging it.

Mary Miele:

I want a textbook. I think it's best. I do like this approach of just being like you said, there are no rules here. There's not really a right or no wrong. It's really is a human experience and you have values that are perhaps different than my values. Even if we share some values, we might have others that are a bit different and that's the beauty of it all right. And of course that makes it more complicated but... Well any last pieces of wisdom that you didn't get to that you wanted to share with us? I don't know if there was anything else on your mind.

Dr. Jacqueline Cahalan:

Yeah, one thing I did just want to spend a minute or two talking about is when to look for extra help. When to know back to school there's distress involved and it's hard and it's a transition. But when are the times where you should really maybe start to be a little bit more concerned or aware of that your child might need a little bit of extra support. And I think one big thing there is just first of all knowing who your child is. Knowing what their baseline is and by knowing, kind of taking into account how are they typically, how do they typically respond to change or to challenges, then you can be more aware of any changes in their behavior. And what's different and are they suddenly having trouble with sleeping or eating or they're just a lot moodier or they're separating themselves more they're doing things different.

So you want to sort of take into account the piece around the child. The other piece you want to take into account is the support system. So what kind of support system does this child have? Some families can handle more turbulence regarding what's going on. Some schools offer much broader based support

in terms of things. Some people already have therapists involved or have other professionals or other types of support that are involved and some don't. So how much can you manage? And then I think you're sort of looking for if it's feeling like It's just a lot to manage or if you're noticing really extreme changes that seem atypical. Two weeks is generally a guideline. If It's going on for two weeks these changes, and they haven't... A lot of times with a transition to school there'll be some bumps. And then after a couple of weeks things sort of tend to settle down. Anytime there's an issue concerning safety.

So whether you think the child is in danger of harming themselves in some way. Whether they're just really dysregulated, where they're having tantrums that could be dangerous or they're making really, really bad decisions. Anytime you're worried about the safety of other people, those are times to definitely be a little more concerned. And if you're ever having these kinds of worries don't be afraid to reach out. We started by talking about when do I reach out to the school and when do I not. If You're just really concerned about I don't know what to do here and I don't know if this is something to worry about or not, reach out. Reach out to the school, reach out to someone like me. I do a lot of just talking with is this something to worry about or is this more sort of like a developmentally typical thing?

Don't be afraid to ask for help. We need our communities, we need our support systems. And so if you're noticing some of these things and you're just feeling unsure, just ask. Get another set of eyes, get another opinion and that can be really helpful. There are some kids that the level of distress they're going to feel is going to be really more than they can manage and we don't want that. Some distress is fine, like a moderate level of stress and anxiety is okay We're going to support them there. But if It's getting really overwhelming then we really want to bring some more stuff in.

Mary Miele:

That makes good sense. And I think that's really important to just amplify is that if you do see anything that is out of character for your child or They're really struggling for period of time, two weeks is a really nice way to think about that. Then that's the time to reach out to a professional to get more clarity. I always say I don't really mind going to the doctor for example, if I'm concerned if my child has strep throat, might as well just get it checked. If it's a negative, great. If It's a positive I'll be so happy I went. So it's a similar situation when it comes to our brains. It's just not always so evident that it is something to look into because our baseline for these kinds of symptoms, isn't talked about all that often.

And we also maybe don't know what's normal. What's not normal. Some parents are not in the field of education or working with kids so they don't know and that's okay. That's why you have professionals that you can reach out to. So the best case scenario is you get checked up and they say, "You know what? This seems very normal. Let's just move forward with what you're doing or let's tweak these things so everyone can feel better." And even better case scenario is that you get support when your child actually needs it. Because in my experience, that's always been a fabulous investment.

Dr. Jacqueline Cahalan:

Yep. 100%. 100%.

Mary Miele:

Wonderful. Well, oh my goodness, this has been great. I feel like we've all gotten so much from you already in this short time together. Where can everyone find you if they would like to... We will also put all of Dr. Cahalan's URLs and contact information in the show notes of this podcast. So you can go onto the website and find that there. But why don't you tell us a little bit more about how people can find you.

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Dr. Jacqueline Cahalan:

Okay, perfect. Yeah, the most information is probably available on my website, which is drjacquelinecahalan.com. I'm going to spell that because it's a mouth D-R-J-A-C-Q-U-E-L-I-N-E-C-A-H-A-L-A-N.com. I'm also on Instagram at [drjcahalan](#) or on Facebook at Dr. Jacqueline Cahalen.

Mary Miele:

Nice. Very good. Very good. Well, thank you so much for sharing your wisdom with us and your experience and expertise. We are very grateful and so are our children. And thanks everybody for listening. We'll certainly speak with you offline. If you have any questions on this topic, please start following our various Instagram channels. We now have one dedicated to parenting work, it's [evolveparenting](#) on Instagram and TikTok actually. So feel free to jump on there and gain some advice and wisdom for your own journey. And thank you so much for listening, we'll see you next month.

Dr. Jacqueline Cahalan:

Bye. Thank you.