raising-resilient-children\_recording-1\_2021-05-27--t10-12-34pm--access2ed

[00:00:00] **Delphine:** Welcome back to the access to education podcast, where we talk about all things having to do with learning disabilities and learning challenges, resilience. It's the idea that we can all handle difficult things that come our way and bounce back. When I think of my own learning challenges, I like to think that I've shown resilience in.

I hope that I modeled this for my own kids. As my own children go through their own learning challenges. I try really hard to encourage each of them and remind them that sometimes things are just hard. Sometimes it's not easy, but that sometimes the challenges bring with it growth and a feeling of achieving something.

Amazing problem is it's not easy to do. And there are so many days when I just feel done when I just want things to be easy, to not struggle. I don't want the struggle to keep me down and it's tough to sometimes keep myself up and going and keep my own kids going. So today on the podcast, [00:01:00] I'm bringing on Leah.

A certified life, coach, mom, and stepmom who works with clients to help them grow their toolbox, to build confidence and face their challenges. Leah, welcome to the show. I'm excited to talk about resilience. , what people will not have heard was our resilience and trying to get this podcast going. We started in zoom.

We moved to Zencaster. It took us 10 minutes, but we did it. So I feel

[00:01:22] **Leah:** Right.

[00:01:23] **Delphine:** we've, we've accomplished our goal today.

[00:01:26] **Leah:** Well, I'm excited to be here and I think we're done because we proved resilience.

[00:01:31] **Delphine:** The resilience as possible.

[00:01:32] **Leah:** That's right. That's right. No, thanks for having me on. I'm so excited to be here.

[00:01:36] **Delphine:** I think this is a really important conversation to have, even just for me to, with you tonight, in terms of when we have kids with learning challenges, there's already a challenge in front of them. There's already that feeling of they can't, they won't that like just barriers already that I think can sometimes.

Even as an adult, I sometimes think, well, I won't take on that job because I can't do that part of it or [00:02:00] that part of it is hard for me rather than trying to kind of work through the difficulties and be able to see the awesome things I'm capable of, or that our children are capable of.

[00:02:08] **Leah:** , absolutely. And that is one of the challenges is that if you, if you don't ever persevere through things, you don't come out on the other sides to see how, how strong you are and to see that. I'm able to bounce back that you're able to get through things you're able to recover. And so that is one of the challenges when we push back and we resist things and we don't want to deal with them because we think, oh, it's going to be too hard.

Or we don't want to see our kids struggle any more than they already are, but we're actually going to deprive them of.

some very important lessons to help them see that they can overcome these things and build their resilience at the same time.

[00:02:48] **Delphine:** so let's start with a really basic question. Let's make the first question. Really easy. How do you define resilience? What's your definition of resilience?

[00:02:57] **Leah:** Well, I always start with going to [00:03:00] like the basic definition. So if you're going to go to the dictionary, it's going to say, you know, the capacity to recover quickly from difficulties and, uh, toughness. And so there's, , I would say that there's a challenge, a change, a circumstance that is unwanted and resilience?

is really your ability to withstand, to adapt and even transform. so it's weathering. Storm, you know, carry on in the fight, the face of adversity and challenges and all those things will allow you to make you stronger. I think the misnomer with resilience is when we talk about resilience, people often think that, oh, that means that I'm not going to face adversity. I'm not going to face the challenges.

And I wish that resilience was this little pill that you could take and it would help you avoid challenges. But yeah. We can't avoid adversity is like our shadow. So it's always going to be there. Sometimes it's small. Sometimes it's big resilience is how we deal with it. And [00:04:00] so we, we learn how to get stronger.

We learn how to cope, , and hopefully in productive ways, that's what resilience is a coping in productive ways.

[00:04:10] **Delphine:** so let's. Think now about, , what kind of leads people to fall off of feeling confident? I guess what causes people to fall out of confidence? Is there something that happens that makes confidence, you know, less easy to come by?

[00:04:29] **Leah:** It's interesting because we tend to blame our circumstances. We tend, tend to look and see, oh, there's an event that happened or a situation that happened. And that's what is the cause of my feelings when really. Feelings are created by the thoughts. So confidence is a feeling that we have. So when we are feeling less confident, we have to turn and look at what am I thinking?

We think we have to go out and do something to gain confidence and that's part of it. But [00:05:00] the first place we always want to start is what's going on in our mind. So you may have. Situation and think like, you know, something bad happens often when people go through transitions, like even the pandemic that we're all experiencing.

We look at that and we think, oh, it knocked the confidence out. Me or people will be struggling with having a disability or people will be struggling in a marriage or struggling with a job loss. And we think that's the cause of us losing confidence, but confidence is. Feeling. So the feeling when we feel like insecure is derived from our thoughts about that situation.

So it was sort of like we're, we're inserting, we've got the, the situation and then we insert our thought and then we have the feeling of confident or not confident. So usually people, when they feel they're lacking, confidence is coming from thoughts. Like. I'm not enough. I'll never be able to do this. We start to question our own self-worth.

We [00:06:00] compare ourselves to others. We compare ourselves to what we think other people think of us. Um, we so often rely on other people for our definition of success and we rely on them to validate us. So seeking that external validation is one of the biggest challenges. One of the biggest threats to our confidence, because we're constantly looking for other people to tell us that we're good, or that we've got this when really it's an internal thing that has to come from our thoughts.

So it is such an important part of being resilient because when you have confidence, you can pretty much tackle anything that you, that you face.

[00:06:39] **Delphine:** So as you're talking about the confidence in the building that comes from what I'm thinking about a little bit is I'm thinking of those situations in school where there's bullying, what's going on, where there's out and out differences, like where children really start to feel like they're different than their peers are those the sorts of examples of things [00:07:00] that can have.

And I feel like I'm asking the obvious question, but are those really the things that can affect. The person's ability to feel resilient, to feel confident because they've, they've had to your point of like you look to other people for reassurance, are those the sorts of things that can undo the feeling of resilience or confidence?

[00:07:22] **Leah:** Well, they certainly can. And if that is our only source of, of confidence, so I, you know, think of it, like filling up a bucket and we want our bucket to be overflowing with confidence for ourselves and for our kids. If we are only relying on other people to fill that bucket, then if people don't fill it or they knock it over, they bullied, they spill it, they do something intentionally to knock our bucket.

Then we will be pretty dry. We won't be able to have the confidence?

which is why we need to learn how to self validate. And we need to teach our kids how to self validate. We need to [00:08:00] teach them all about it. Self-worth and the, you know, the idea that self-worth comes from being not by doing they are, you know, worthy just because they're human.

And so really helping our kids learn to love themselves and learn to, give themselves that validation that. I am doing a good job. I am trying as hard, as I can do. I have these strengths and also helping them embrace their weaknesses. I also have these weaknesses and that's okay. It kind of makes me an awesome human, the fact that I have all these positives, you know, quote, unquote positives and quote unquote negatives, because we all have strengths and weaknesses.

So I think that when kids encounter things like bullying, we want them to have solid foundations. So we want them to know who they are and that they don't need to rely on other people, feeding them compliments or [00:09:00] feeding them praise. It's nice. When that happens, but if it doesn't happen, we don't want them to crumble.

So we've got to teach them how to do it internally, which means as parents, we got to figure out how to do it internally.

[00:09:13] **Delphine:** which is hard, right? Like I also often find myself with my own kids. And I I've recently been catching myself more and not because we were having this conversation, but because I think we're noticing between, so I've got three kids. And sometimes I praise one more than the other, but then the other acts out in a negative way and then gets negative reinforcement from me rather than, so it's really causing me as a parent even say, okay, I've got a watch.

How, when and where I give the compliment to the, the one who is deserving of it, because they just, you know, I mean the other day, my, my one son opened the dishwasher and put his dish in the dishwasher, unprompted. And for me, I was like, yes, I'm rewarding that. Right? Like, I'm praising

[00:09:57] **Leah:** oh yeah.

[00:09:58] **Delphine:** But then when the [00:10:00] older brother just like put his plate on and he was like, well, you're not going to thank me for clearing my plate.

Well, no, because the rate, so it was interesting for me to see how that dynamic plate right. And how I was like, oh, okay. I think I probably need to be a little bit careful. About how that plays out, but this leads really nicely kind of into my next question, which is like, as parents, what can we do when we see that our kids are struggling to stay positive?

So I'll give you an example. I have a kiddo who we've worked very hard with. We've done lots of speech therapy. We've done lots of OT. We've done all kinds of programming with him. But he can sometimes get into what we call our, his negative vortex, where it's, everything is negative and then he'll pull everyone and anyone he can into that.

And as parents we're like, oh my God, I'm so tired of having to come up with another positive thing to say. So how do we use parents kind of help our kids? With that resilience of, of knowing what [00:11:00] they're good at and feeling good. Right. Cause we know that that's important about themselves without feeling like we have to pull at every little positive thing.

Cause I can tell you, I get exhausted by the end of the week. I'm like, I'm done trying to find all the positive things. So what can we as parents do?

[00:11:14] **Leah:** Well, there's a couple things. I mean, I think one of the most important things about being resilient is understanding that we are going to have positive and negative emotions. So first making that check, is it really a problem that sometimes. Your child is reacting in quote unquote negative ways. And I keep using the quote unquote, because there's really no such thing as a positive and a negative emotions.

They are just emotions. Emotions are experienced. Some of them feel better than others do. And I think sometimes as parents when our kids are having, , more unpleasant emotions or expressing negative ones, We start to panic because we don't like how we feel about it. So the first place we got to clean up our own thinking.

So [00:12:00] we've got to get to the place where I can tolerate my child, being a little upset. Or a negative or sad, and it's really hard, but we want to make sure we're not trying to make our kids feel better so that we feel better. So that's always the first thing, like do?

it, do a check-in like I can tolerate being a bit uncomfortable with this because I know that, you know, this is a natural feeling that my child is having.

So I mean, I think the other thing I. In the past several years, I've really put a big emphasis in my own life. and then teaching my own kids is that life is really 50, 50. It's made up of a lot of hard, a lot of great, but a lot of hard. So it's not a problem when you are going down that hard road, it's not a problem when you are feeling sad or overwhelmed or negative.

So I think when we have a child's coming and expressing, you know, our go-to in our mind is going to be like, [00:13:00] Oh, not again, like here, we starting over and I think we have to approach it with like, yeah, you're having a tough time. It sounds like, , this is going to be one of those challenging days and you can just sit with it.

I think we don't have to race in and correct it. We don't have to race in and help them feel better because then, they may just hide that emotion and we don't want them doing that because when we suppress emotions, we have a lot more issues down the road. So letting the child know it's okay to struggle.

It's hard. It's. And, and it is okay. We don't want to be too quick to it and letting them know really that nothing has gone wrong when they are feeling that negative emotion. So we have to give them, I think, first permission to feel. And sometimes we don't even have to do any more than that. Just the awareness and the acceptance of that feeling.

And they realize like, oh, nobody's trying to make me feel better. I can just sit here for a little bit and feel that [00:14:00] then we can see all right now, what can we do? We've allowed them to feel we've allowed them to express we've cleaned up our own mind. So we're not trying to fix them so that we feel better.

But if we want to do a little bit more. , it's really doing that thing like modeling and making it, making it part of our, our family culture to engage in the more positive practices of things like, , gratitude and self compassion. And I think self compassion and love is the best place to come to when you have a child who's, who's not feeling positive because chances are the beating up on themselves.

So really teaching them about, everybody makes mistakes. That self-compassion that, which is that combination of being aware of what you feel and the common humanity. Everybody, I would be having a hard time if I was faced with this as well. And then that loving kindness of really letting them know that you're there for them and, and listening, definitely feeling that they're not alone.[00:15:00]

, I think we can't underestimate the importance of connection either. So even if it's just, you know, they're having negative talk rather than trying to talk them out of it, we can help them with the self-compassion and then just sit there and listen, listen more than we talk holding space for how they feel.

And then, and then once they've allowed themselves to feel, that's when we can maybe jump in and come up with like helping them be more resourceful by asking them questions. Like, what do you think you could do? What's a different way to look at this situation, is it true that it's all bad? What is one good thing you can find, you know, going down that, that road of helping them see different perspectives.

[00:15:41] **Delphine:** and that different perspectives I think is really important and interesting. Um, but I, I think it's just. I don't even know how to express it, but the different perspectives. Is so important to be able to talk about and to [00:16:00] look at, because in that moment it might be really hard because it's the first time they've written without training wheels.

And so sometimes I, I don't, I don't know, but I would think that maybe I need to try this with my own son. The next time he tells me he can't do something, but you know, the first time that they ride without training wheels, it's a really big moment. And it's one of those, like, I can't do it. I can't do it.

I can't do it. And then. They do it and they take off and they they're able to do it. And so maybe being able to find those things that they've already done, that seemed impossible.

[00:16:33] **Leah:** Yeah, well, I mean, think of like a child learning how to walk and, and, you know, sometimes bringing these things up to show them like, when you were a baby, , you stood up and then you fell down. And then you stood up again and then you fell down and you stood up again and then you fell down and showing them all these things, everything that we do or that we know how to do, there was a point when we didn't know how to do it.

And so we have, we are able to learn it. And so [00:17:00] this is a, is a new thing. I also, depending on the age of the child and, and the level, I like to teach them a little bit about their brain and just let them know, listen, The reason this is hard is because your brain is going like what? I've never done this before.

And the things that you've done so many times, it's like your brain has a super highway. It just knows, oh, we're going to drink water or we're going to pour ourselves a glass of water. And so it jumps on the super highway. Didn't knows exactly how to do and it just keeps driving like an automatic pilot.

It doesn't think twice about it, but oh, this math problem. It's like this dense jungle that it has to go through. And so you've got to get out there and take the machete and carve a path all the way through. And then the next time you do it, you'll still probably have to take the machete and carve a path.

And you keep doing that. And eventually it becomes this clear path all the way through the jungle. And that's how our brain works. That's how the wiring [00:18:00] works. It's by repetition. So letting them know, like, of course you don't know how to do it. You've never done it before. Of course it's hard. Your brain is saying, what is this?

I don't know how to do it. And our brain really doesn't want to do hard things like our brain just wants to sit back and just stay in comfort zone and, , seek pleasure, avoid pain and do what's easy. That's what our brain wants to do. so helping them understand that I think can be key too.

[00:18:28] **Delphine:** so we've talked a little bit just now, obviously about parents and kind of what they can do. But when I think about kids who have learning challenges, who struggle, it's not just at home, that things are hard. It's often really at school. So, what is it that educators be them classroom teachers be they, , educational assistants, administrators, , office administrators who, the secretary who greets the kids at the door.

Like what are the things that those people around them can do? Because this isn't really about just [00:19:00] supporting them at home. Because home is a certain amount of the day, but school is also a really big part of the day. So what advice do you have for teachers or anyone working in a school setting who might come into contact with these kids who are struggling?

[00:19:12] **Leah:** Well, I think, , educators do spend so much time with our kids and as much as we want to talk about what they can do for our kids and with our kids, I think it's a lot of what they are doing on their own. I'm reading a great book right now called permission to fail. I feel by mark bracket. And one of the things that he talks about with educators is they need to understand what emotions are and what feelings are and that emotional intelligence.

And so that they're able to model that for their kids. And they're the students now, emotions are what drive everything we do. Like I said earlier, how we show up how we act, how we react to things. So they fuel all our actions. , but our actions. Depending on what emotion they're fueled by will look different.[00:20:00]

So if a teacher is being fueled, you know, a teacher, the action may be teach the student, teach the class, prepare the lesson, but if it is fueled by. , frustration and burnout and annoyance. They're going to teach that lesson very differently than if it's fueled by compassion and curiosity and, and love.

So I think that, , the first thing that teachers need to do is they gotta check their own emotions. They gotta check to make sure that they're taking care of themselves. And that they're in a place to model good emotions, right. And clean up their own thoughts. So it's basically the same thing that parents have to do, you know, before you're going to help your kid, you got to clean up your own mind.

You've got to check in with what's happening with your emotions. So first place start there. The second thing I think that we really need to. Help. And it's not just teachers, it's more, the education system redefined success in school. You know, we talk so much about, it's kind of [00:21:00] ironic. I remember my kids and my kids are older now they're between 16 and 23, but I remember when they're in elementary school and it was all the rage about talking about growth mindset, which I love growth mindset.

It's fantastic. It's fabulous. Carol Dweck in her. Her I'd recommend that book to anybody. It's amazing. And so the school was talking all about it, but how much of it was actually adopted grades were still the important thing. And, and I sort of look now like, like my fourth child is just graduating from, , high school and he's applying to university.

And what are the criteria for the application of university grades 100% grades, nothing more than grades. And I was like, okay, 10 years ago when he was in elementary school, it was all about growth mindset and, and teaching kids. Like it's about the effort that you put in and it's about your creativity and it's about looking at different perspectives, but when it comes down to it, it's actually [00:22:00] about grades.

And that's, that's really not ideal. It's certainly not ideal for a child who has a learning disability, but it's not ideal for any child. Like we, we. Are teaching them one way, but we're evaluating them another way. So I think we need to be looking at. Redefining what progress is. And certainly when, a child is struggling with school, struggling with any kind of learning disabilities, we need to redefine success for them and make success like pit stops along the way to their quote unquote destination.

Cause whether or not we ever get to that destination is questionable. But I think, looking at how can we evaluate along the way, the effort that people are putting in. We don't want to be constantly focused on the destination cause for some kids that ends destination. Is a long way away. It feels like they're [00:23:00] never going to get there.

And it's so easy to give up, but if we have these, you know, these rewards and we show them the progress along the way, they need to have a little bit of immediate gratification. Like, listen, we've got our kids. With technology, we have taught them that immediate gratification is everything. So, , for them to expect a wait until you get the final grade, no, if we're teaching them through technology, immediate gratification, we've got to be helping reward them along the way.

So I think that we all need to do a better job. And within the school system, they need to. And then it comes down to expectations as well. , both as parents and teachers, if you have too high of expectations, that can be, it can be really discouraging, but we also know that to low expectations is also very.

Demotivating for kids. I've seen that so many times where, , the kids just like, Ugh, this teacher doesn't care whether I [00:24:00] handed in or the teacher doesn't care about this or that. So I think we've got to find that middle ground of expectations where, , they're not too high and they're not too low, , they gotta be just right

[00:24:12] **Delphine:** and I think we've gotten really good. And this is in my experience in the schools currently, but yeah. I think we've gotten good about talking about kids mental health and checking in with them. But I think you're right. That resilience piece of being able to bounce back from difficult situations is maybe not.

So much the focus and you're right, that we spend a lot of time talking about their emotions and can they identify them and can they label them. But then, you know, again, it comes down to, well, is that a level one, two, three, or four? And notice I'm not talking about letters, I'm talking about numbers because we've moved from numbers to letters, right?

So there's also that that's in there as well. So it is a very hard balance to make and teachers are doing. You know what they know and what they [00:25:00] understand. And again, they're not specialists in emotional understandings, I mean, they've gone to school to learn how to teach kids. Not necessarily how to help them regulate emotion if that's what's needed.

[00:25:11] **Leah:** Right. And I think, I think that is what's needed. That is a big piece of it that, that, um, we're lacking in, in most of us. I mean, I, I wouldn't just say it's teachers who are lacking in how to regulate emotion. I think it's, most of us we're lacking in learning how to manage our emotions. And I think that the more we invest.

In our emotional wellbeing and our emotional intelligence, our emotional resilience, the better off we're going to be in all areas.

[00:25:39] **Delphine:** well, and I, I feel like I want to highlight a little bit for teachers who might be listening, but parents too, that, that, that self care, that self-love piece, which I am the first one to raise my hand and say, I suck at right. So I am not good. I look after everybody else first. And then I can't get off the couch, you know, it'll be four weeks of me giving, [00:26:00] giving, giving, giving.

And I sit on the couch one day and I don't move all day. And I look at my husband and go, what is wrong with me? And he's like, well, you're exhausted because you've done. And then he'll remodel. And I'm like, oh right. Because I forgot that I, I am in there somewhere. So yeah. I mean, that's very true for teachers in terms of, they've got 30 kids in front of them and potentially that they're having to fill buckets for on a daily basis.

Let's just use the bucket analogy. But then, you know, they've got all these kids taking from their bucket, but then who is filling them and listen, lots of our students give us cute, amazing, awesome things in the day. So to say that our students don't fill our buckets would not be giving our students enough credit.

However, the teachers and parents are no good to the child. If they don't look after themselves first. Right. It's the oxygen mask. And I always laugh when they do it in the airplane. They say, you know, parents put it on first. I'm thinking in an emergency. I'm not putting it on me first. I'm for sure.

Putting it on my kid first. Like I'm but it is that idea of the oxygen mask on the adult first.

[00:26:58] **Leah:** It is. And I'll offer [00:27:00] you a radical thought that when you are not taking care of yourself, you are actually being incredibly selfish. And when you think about it that way, you know, because I think a lot of us, especially if you're a mom or even teachers, we think that, , well, if I'm taking care of other people, I'm being selfless.

You know, that's what I want to be, but we're actually being selfish because we have people, we have dependence. We have children who are vulnerable, relying on us. And if we get to the point of our breaking point, we're no good to anybody. and then what. Who's going to take care of them. So that airplane analogy , it's so cliche because we use it all the time, but it is so true.

And, and until we start taking care of ourselves and when we take care of ourselves, we actually do a better job at taking care of the people that we want to take care of. We have more energy, we have more compassion, more patience, more tolerance. [00:28:00] We have more confidence. It just spills over. But I think a lot of time we feel guilty for doing it.

And that's why I like to offer to people. You're incredibly selfish. If you're not taking care of yourself,

[00:28:13] **Delphine:** well, and as you're talking, I'm thinking of all the things that I do from my own self care, which. Inevitably tend to be the things that I'm good at. So I feel more confident, right? So if the child is able to, and I'm just thinking about the child kind of doing their own self care in terms of, if they're really good at soccer and soccer is the thing that keeps them going, then that's going to be the thing to keep them in because.

Whatever right. Instead of saying, well, you didn't finish your homework, so you can't go to soccer practice today that I could. Now, as we're talking about it, I'm like, okay, I totally get why you don't necessarily want to take away the thing that gives them the confidence to stand up in front of the class and give a presentation or the confidence to go into the Sprite.

Like it's all of those things. [00:29:00]

[00:29:00] **Leah:** Exactly. It's all those things. Yeah. Yeah. And we tell them, we tend to take away the things that are probably the things that would help them the most. That's that's we, we, because we start to think, well, this is going to be your pain point. This is what's going to hurt you the most, but that's not the best way that, , our kids learn.

[00:29:19] **Delphine:** Yeah, it's an interesting realization. I've come to, so there we go. There's

[00:29:23] **Leah:** there you go.

[00:29:24] **Delphine:** the day.

[00:29:26] **Leah:** Awesome. Good. Take home point.

[00:29:28] **Delphine:** , so were there any good books that you recommend that parents can either read to their kids about resilience in terms of like story books that talk about resilience and growth mindset, if that's what you want to call it or books that parents can read about, , sort of their own way of supporting their children to be resilient.

[00:29:47] **Leah:** , as far as parents reading for their kids are having for the kids, , there's big life journal. I don't know if you have, , those ones, they have journals and they have all sorts of supporting things. Even they're great emails for [00:30:00] parents to get on those and they have good exercises and that's all about growth mindset.

I think that. , teaching our kids and modeling, , it's one thing to teach our kids. It's great, but they are going to learn so much more when we are modeling, having a growth mindset. So definitely Carol Dweck's book on, , mindset , is a book that, . I purchased years ago and actually bought copies for, for my kids.

Not that they read them, I had this, , the summer everyone's gonna read. And we're all gonna read about gross mindset. And I laugh because three of my kids are out of the house now. And I think I have like three books just sitting in a pile. So that I was like, oh, they didn't take it with them, but they really should because it was a great book.

, other books is like the one I was saying earlier permission to feel by mark bracket. I think that is a great book for, , parents as well as educators. And , he has a whole system that they teach in the school that helps kids [00:31:00] understand how to learn, , how to process their emotions. So it's called the ruler program, but it's, it's really fantastic.

Another book that I really love is, , the upside of stress by Kelly McGonigal. And I think that one, what I like so much about it is. It, it looks at stress from a different perspective, and that is helpful for us as parents, for, for teachers as well as for our kids. Like stress is not necessarily bad.

In fact, what's bad is our reaction to stress and what causes the problems is our reaction to stress. so once again, it's always about the thought about what the situation is. So when I read that book, it really opened my eyes. To, , allowing people to feel like allowing our kids to have some of the everyday feelings that maybe will fall under the umbrella of stress.

But they learned that, oh, it's how I react to it. I can look at it [00:32:00] as being a positive thing instead of looking at it as being anxious and they shouldn't be anxious. Oh, the anxiety is actually showing me that I care deeply about this, or I'm excited about something. So that was a great book. And then, you know, a fun book.

I love Marie Forleo and she has the book everything's figured out about. And I think that one is. You know, it tells a lot of little stories about resilience and stories about people have gone through different challenges and, and it's a pretty light read, , she's entertaining. , so that is one that I do.

I do love looking at as well.

[00:32:35] **Delphine:** so Lee, if people are interested in working with you, , as a family or kids, or how do they work with you and where can they learn more?

[00:32:43] **Leah:** So they can learn more I'm on Instagram and facebook@hl.life coaching. So I teamed up with a partner, Heather stables. We're both actually, , speech, language pathologists as well. And we've been working in that field for the past 20 years and, , we're life [00:33:00] coaches. And so you can find us on Instagram. We also have a podcast.

It's called building resilience. And so we talk about a lot of the things that we talked about here, confidence and resilience and self-compassion and neuroplasticity and all the things that help drive our resilience. And then I work with people one-on-one I work with, I work with teens. I work with parents.

I. Tend to work with a lot of moms who are overwhelmed and stressed and, you know, going through different transitions in their life. So I'll work with that. And then I also work with people who are facing very specific adversities. You know, my, my background in working in the area of traumatic brain injury.

Sort of naturally has helped me working with people who have different challenges, chronic illnesses, injuries, , are going through things like a divorce or a job loss. I went through a divorce myself as well, and these are all things that most of us are going to be hit with at least something. And [00:34:00] so I work with them to help them build their confidence and resilience and help them to have a much more?

joyful life because that's, we want to feel good.

We want to know how to feel good. And that usually stems from resilience and confidence. Yes.

[00:34:15] **Delphine:** well, you thank you so much for the conversation today. It's been a really good one.

[00:34:18] **Leah:** Awesome. I have loved being here. Thank you so much for having me.