

Letting Go to Grow

By Gweneth Lloyd, D.S.W.

Associate Director, Psychological Counseling Center

Chances are as you prepare to engage in the actual and final process of sending your child off to college; you will encounter a crescendo in your relationship like no other. It may be one that can be comforting as a few piano notes, loud as the bangs on a drum or as unpredictable rhythms of a musical composition. The struggle between parent and child to “let-go” of each other is a process that begins during labor and delivery and extends through the lifetime of the relationship and sometimes even well beyond that.

In our society it is socially sanctioned that somewhere between ages 18-21, the child-to-adult rites of passage begins. Colleges and universities have come to represent one of the experimental grounds for exploring and experiencing the tasks, activities, rights and responsibilities of on-becoming and adult. Parents have the breath-holding challenge of standing back and observe their child apply, test, evaluate and select the mores, values and standard that they have been ‘spoon-fed’ over the last seventeen to eighteen years. The physical departure of your child to college will come to represent one of the pivotal points in our relationship status with your child and likewise for your child too. Colleges and universities perceive and manage any enrolled student as an “adult” with all the rights, privileges, responsibilities and consequences that such a status holds.

Strategies for working through “letting-go” process:

- To maximize the growth of your now young “Adult-child” it is necessary for you to manage your “Adult-child” similarly. You start doing so by gradually changing your perception of them as a child---even when they behave as such. You will need to remind him/her that they are now young adults and that their decisions and actions carry consequences that may have positive or negative outcome.
- It is not unusual for him/her to call you and demand that you come and pick him/her up to return home. Transitioning to college can be very anxiety provoking. Talk to him/her about feelings, fears, and concerns. Partialize the problem by breaking it down and focus on one or two things at a time. Before ending the conversation, have an understanding of what action he/she will take before you talk the next time. Don’t take control of the situation unless it is life threatening or he/she has demonstrated that he/she has done everything possible to manage or solve the problem. It will be necessary for you to remember that in this new status role change, in some situations, there will be time when there is nothing more you can do. As painful as it may be, you may even discover that the best you could do was to do nothing. Remember, crisis provides an opportunity for change and change can enhance growth.
- Gradual change in your perception will lead to your young “Adult-child” assuming greater ownership for his/her life. This will mean in your role as parent, you are transitioning from commander and chief to “consultant.” You will need to squelch the urge to direct or control. Instead, be a good listener and redirect the

decision back to him/her. Build his/her self-confidence by empathizing and reminding him/her of a similar time or situation which he/she managed by exercising good problem-solving skills. When he/she makes a decision with unpleasant outcome, again, squelch the urge to say, "I told you so." Instead focus your response on talking about what he/she thinks can be done differently without commanding or controlling the process.

- One of the roles of a consultant is to offer options. Try not to be the problem-solver but instead a resource director/facilitator. There is not one problem related to the students overall academic, social, psychological and physical success that as corresponding resource is not available to assist. For almost every conceivable problem a student may encounter, there is an established campus base resource office professionally staffed to assist the student. Therefore, in your role as a consultant-Parent redirect him/her to the appropriate office for assistance. Keep the resource folder you received during orientation next to the bedside and/or in your bag. Use it as your reference/resource guide. As you already know, the college website can also be very resourceful.
- Establish clear and mutual expectation with your young "Adult-child" about finance management, reasonable academic performance including communication of final grade, your visitation to campus and his/her visitation home centered on frequency of visit. Address these issues early on as they tend to be the general problem areas. It is not unusual that he/she will want to come home almost every weekend, especially if he/she is engaged in a romantic relationship with someone at home or experiencing homesickness. Certainly this behavior has the potential for limiting the kind of experience that he/she could be experiencing especially around developing interpersonal relationships during downtime on weekends. If this is a potential problem, talk about it and have a mutual understanding about frequency and financing of the trips. You may consider limiting the trips home to one to two weekends per month. As his/her campus residence is now home turf, resist the urge to do surprise visits. You may be more surprise than you want to be. Therefore, tell him/her that you are considering visiting and give a time/day range. When you visit, resist the commander and chief role of firing one question after the other or commenting on what he/she looks like. Be constructive in your communication especially about room condition, roommates and friends you will meet. Remember, your non-constructive comments can have lasting consequences.
- Remember, a good consultant is always open seeking consultation for self in order to effectively support and assist. As your "Adult-child personal consultant, the Psychological Counseling Center welcome your call/inquiry in assisting you especially in the psychological/emotional health and safety of your young "adult-child."
- Remember, your son/daughter lives in a supportive community of peers and countless professionals. Your son/daughter is "**able**" and "**capable**."