



Episode #111:

**Author Katherine Lewis Tells us the Good
News About Bad Behavior**

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Debbie: Welcome to the Tilt Parenting podcast, a podcast featuring interviews and conversations aimed at inspiring, informing and supporting parents raising differently wired kids. I'm your host, Debbie Reber, and today is an episode about bad behavior, specifically *The Good News About Bad Behavior*. That's the name of a new book by journalist, author, speaker, and parent educator Katherine Lewis, and in this episode, Katherine and I talk about what our kids behavior is telling us and how we as parents and teachers and other adults in kids' lives can best respond to it while encouraging our kids to develop into healthy adults. In researching and writing her book, Katherine connected with one of our favorite parenting thought leaders, Dr. Ross Greene, and reframed her own thinking about bad behavior as being a child's way of demonstrating lagging skills. Her book aims to help parents navigate the tricky behavioral situations we face and to work with their children toward better solutions. I really enjoyed this conversation and I hope it offers you some good food for thought. I also wanted to let you know that Katherine is currently on a book tour for *The Good News About Bad Behavior* and she still has a few stops left as the time this episode is airing on June 5th. So if you live in Seattle or San Francisco, you have a chance to see her. You can get Katherine's tour info on her website at www.katherinerlewis.com or find it on the show notes page for this episode.

Since we're talking book tour this week. I am doing my first of eight events I'm having in the US, starting with Baltimore on Thursday, June 7th and then moving on to Seattle, Portland, San Jose, Chicago, Washington D.C., Maplewood, New Jersey, and New York City. I'm calling this the *Differently Wired Tilt Your World Book Tour* and I would love for you to join me in conversation about how we can change the future for differently wired kids for all of the dates at the tour stop info and to register for one of the events just go to tiltparenting.com/tour.

Lastly, I can't believe I'm actually saying these words, but *Differently Wired* comes out and exactly one week I'm so excited for this book to be out in the world and that also means you have one week left to get those exclusive extras I created for people who pre-order the book before June 12th. I'm talking about the 30 downloadable pdfs of check sheets, templates, sample contracts, and daily tools. The cheat sheet for what to say in difficult situations with other people, the *Differently Wired* digital resource guide so you can access every single resource, articles, and books and podcast episodes and experts mentioned in the book with just one click and access to a live virtual four week book club about the book. All of those bonuses will be available only to people who pre-order before the book comes out next Tuesday, June 12th. To get them, you can visit tiltparenting.com/book and learn exactly what you need to do to



access those extras. Thank you so much. And now here is my conversation with Katherine.

Debbie: Hey Katherine, welcome to the podcast.

Katherine: Thank you so much for having me on.

Debbie: I'm so happy that I discovered you and your awesome new book, via the interwebs, and just so happy that we're able to bring you on the show because I think your book and the message you're sharing though it is really going to be an interesting one for our audience. So before we get into that, I always start these conversations by asking people to just tell me a little bit about yourself, your background, and who you are as a writer and a parent.

Katherine: Absolutely. So I'm a journalist. I started off in business journalism, gosh, 20 years ago and really was very much focused on that until I had children. And then suddenly all these questions of parenting and education and instilling character and executive function started to be much more interesting to me. And around I guess 2008 when the recession really hit and newspapers were having trouble. I lost my job along with the other 24 people in my bureau here in Washington D.C. area. So then I went freelance and really was able to write about whatever I wanted, that I could get someone to pay me for. So then I started delving much more into education and parenting and trying to understand psychology and what was going on in my kid's brains. And through that I just sort of shifted my writing practice more and more to be writing about parenting subjects and child development. And then in 2015 I wrote an article for Mother Jones magazine about school discipline that went viral and that was really such a wonderful launching pad to write much more about child development and delve into the neuroscience of how our brains get wired the way they are. And eventually writing this book *The Good News About Bad Behavior* which came out in April 2018.

Debbie: I love hearing stories like that because I think it's just so cool when work life and parenting life joins together. So what a great thing to be able to focus your professional energy and and time doing all this research, which you can then totally using your own life.

Katherine: Right? It's the definition of news you can use when I'm writing about discipline and at 3:30 my kids tumbling the door and do something I don't like, that's my new knowledge.

Debbie: Yes, that is a hazard of this business. As we know I'm in the same situation with, you know, getting to speak with so many parenting experts and then I get many opportunities to see where I'm screwing up and to practice the things that I'm learning. So I want to talk about your book, so that's going to be the focus of our conversation. Can you tell us, you gave us kind of an overview of how you got into this, but specifically talking about behavior. Tell us a little bit more about the impetus behind *The Good News About Bad Behavior* and then beyond that,



what you are hoping like it does in the world, if you have a big goal for how you hope it changes conversations or impacts parents.

Katherine: Oh, what a wonderful question and I guess it is a long story because I started puzzling over this question of why won't my kids do what I want, really when my youngest was 3 and she's now 11, so in one way or another I've been kind of pulling at that thread for 8 years and really got interested in it because my kids are just so different from I am, you know, the way I am. They are rambunctious, high energy, creative. And I was the typical good girl who did what I was told and I love to sit and read for hours and they love to read also, but they also have so many other interests and ideas about how they should behave in a family. And so I started trying to understand how we could all work together. And over the course of those eight years, I really came to understand their behavior not as bad behavior or trying to be difficult, but as needing skills to manage the transition or to handle their impulses or simply to learn to be civilized and sit at the table during dinner.

Over the course of those eight years, I was also volunteering in their school. I was a girl scout leader. I coached Odyssey of the Mind, which is a creative problem solving team and in all these settings I saw other kids who just seemed so different from the kids that I grew up with in how they responded to discipline in how they interacted with adults and each other. And so that got me curious about whether it was a broader issue and change in how kids are developing today that maybe would be something important for everyone to know about. And then as a journalist, I started speaking to experts. I started interviewing psychologists and I met a man named Ross Greene who, who's a psychologist in New England. And at the time I spoke with him writing a typical parenting feature story. He was about to move his family from Boston to Maine. He was uprooting his team kids and his wife and leaving his practice at Harvard Medical School and Massachusetts General Hospital. And that impressed me. So I started learning more about his model of discipline, which started with children in locked psychiatric wards who really had intense challenges that made them a threat to themselves or others. And his model which is very collaborative and cooperative, was remarkably successful. So he managed to reduce holds in those settings from 20 a month to zero. So from kids needing to be restrained physically or medically. So often suddenly they were just cooperating with, with the adults. And he moved his model into juvenile justice settings and had very similar success. And then in schools where principals were telling me that there are discipline problems have been reduced 70-80 percent that teachers were able to do more instruction. The kids were getting along better.

And that's what led to the Mother Jones story. And really this whole book and in terms of what I hope the book will do in the world. I looked at his model and three other discipline models that are based on research and science for what kids need and how kids brains develop. And from those I pulled the three common threads that I think they all share, which are a very strong adult child connection, communication about what's going on, the problem at hand, and then a focus on capability building so that children are seen as needing skills, as



I said earlier and not bad, that kids need to build their ability, their social emotional skills and their ability to manage their own behavior, thoughts and emotion. And so all of these models share that. And there's so many examples in the book of how to implement those three steps, connection, communication and capability building and ask for what I hope it will do in the world. I would love for adults to stop seeing kids who are acting out as bad kids or being difficult or somehow a problem and instead look at it as an opportunity to strengthen that child skills. Whatever this skill at hand may be. And really it's good when kids misbehave because then it shows us how to help them. It's this red flag or signal to us that, oh, attention is needed here and this is how kids develop. They, they go through stages when they are struggling with some new challenge and they need support often to figure it out and and that's our role. It's not that we're going to always have perfectly behaved children. It's to always be constantly supporting them and helping them tackle these challenges. One of the most startling findings in my book was the figure that 1 in 2, children, by the time they're 18, we'll have some kind of mood or behavioral disorder or a substance addiction. And to me that was just stunning that every other kid in my child's preschool class, by the time they graduate from high school will have something pretty serious that they are managing. And I hope that it's actually a hopeful and optimistic statistic because it sort of normalizes when your child is going through something, whether it's ADHD or anxiety or some kind of brain difference that you're dealing with one challenge, your neighbors probably dealing with something else, and we all are in it together.

Debbie: So much of what you just shared is totally resonates with me and I'm sure with listeners. So I want to go back. First of all, I love that Dr. Greene's work was such a part of your book. I know we had emailed back and forth a little bit about this, but he is certainly, you know, I've had them on the podcast. He is someone. Most of our listeners are very familiar with his book, *The Explosive Child* for me, was just changed our family's life and the whole model of reframing lagging skills and you know, it. It's just such a shift that once you make it, it's kind of like getting new glasses, you know, everything changes in your life. So I love that that was underlying your book and then you talked about stop seeing kids as acting out and looking at things that are happening as opportunities and maybe talk a little bit more about that. That's something that I've worked just personally a lot on is trying to look at any time, you know, in the past when we've had some big intense reactions or just things just totally caught me off guard and suddenly we're in this situation where things are not going well to try to think, okay, what is the learning moment here? Like how can I flip this on its head and turn it into an opportunity? So can you talk a little bit more about that? How parents can make that shift in their mindset in terms of how to approach bad behavior?

Katherine: Absolutely. I and I, I also want to start by saying obviously this is very hard for parents too, like it's not, it's not so easy to, to go through a day with a child who's highly emotional or has difficulty with transition or who isn't cooperating in the way that you need. And I just want to acknowledge that, you know, these are really big challenges and one of my goals with the book is to offer some kind of community and support to parents who feel like this, this is much harder than



I thought, you know, and it is, it's harder now than it was in the past. The tools from the past don't work anymore. So I'm hoping that this new framework, these new eyeglasses, as you say, will help people to, you know, have a little more courage to deal with the challenges. And I guess the way that I would. The way that I see it is that our, our children just aren't learning the normal developmental stages that they need the way that they used to. So kids used to learn social emotional skills through play, through managing their own time, through all the things that have sort of disappeared from our modern society and it's entirely possible that there's something else going on. Some other environmental factor that's contributing to the rise in anxiety and depression, ADHD, behavioral issues and developmental challenges that kids are facing. But we're sort of here in the trenches and we have to get through our day. So the more that we look at a kid acting up as showing us that there's something needed, it just puts us in the mindset of problem solving and being capable instead of feeling like, oh no, now my day is ruined and the plans that I had for, you know, getting through these activities are managing our household routine are disrupted.

So for me it's been very helpful just to try to attack those kinds of situations with enthusiasm instead of despair and, and I think that's often what we go to when our kid is acting up as we think, oh I did something wrong or I didn't prepare for this moment or I should have known this was going to happen. And so we had that sense of failure that we've somehow caused it or that we're to blame for not preventing it. And those are just not helpful emotions. They're not going to make us stronger in the moment at dealing with our child. It's not going to give us that resilience or sense of confidence that we need to lead our children through a difficult moment. And that's one of the things that I've found at least that is much more helpful.

Debbie: I think that too, you know, this sense of failure and should-ing on ourselves as I say, like it is a pretty new. I mean it's a generational thing. I, I know that my parents certainly, you know, I was a kid growing up in the seventies and the eighties, they were not sitting around discussing how they could do this, this and this, or protect me, you know, emotionally from this. Or it was kind of like, no, I'm your parent. You have to learn these things. It was more hands off and I think there is something to be said for the way that we feel we need to be everything for our child now and there is a strong urge to protect them from failing to. And really it's so much more helpful if we can model failure in a great way. Like we're all learning here.

Katherine: Right. Absolutely. And you know, for parents who have very young children, you're sort of in the perfect position to be more hands off in those early years and let kids experience some bumps and bruises and make choices they regret because then they'll be much better positioned to handle difficulty in, you know, early childhood and teen years. And, you know, one of the challenges I think parents do face now is because that's no longer our model. We do have to be more hands on at times in supporting our kids. And it's hard. There's a little bit of tension there. We want to let our kids fail, but we also have to be that coach or mentor, helping them process the failure sometimes and plan for what they



might do differently. So it's a middle ground of where we, we no longer can just be at the hands off parents. Like when I was growing up, I walk myself home from school in upper elementary. I made myself a snack. I managed my homework. I really was making so many decisions. And because I was doing that from very young, I was able to. And our kids now, if they haven't had that experience, they may need to build up to it a bit and we can be that sort of sounding board and safe place to help them process their mistakes and, and plan for the future. And especially for kids who have any kind of, you know, neurodiverse challenge that they're managing, it can take a lot longer for that learning to happen. Then we maybe think it should. So we have to be raised with all of our patience and all of our zen, you know, to, to just say, okay, I guess it's going to take another time to learn not to leave the notebook at school or that if you start a fight, you're going to get in trouble or you know, all these things that our kids get into.

Debbie: Absolutely. So what about this idea of letting go of control? So you talked about the pressure that we put on ourselves to do all these things, right for how we feel as parents. But there's also that piece, especially when it comes to our kids' behavior, which is often external and in public situations or environments where it's going to be noticed by other people. So can you talk a little bit about that piece of letting go of what other people are thinking of, of our parenting and our discipline?

Katherine: Oh, absolutely. Yeah. It's so hard. I think the silent judgment of other parents has been responsible for more bad parenting choices than possibly anything because it's, it's so visceral you can sort of feel when your kid's acting up or even, you know, my daughter in third grade refused to brush her hair, so every day she went to school with a tangle full of hair, pulled back in a ponytail. It just was so hard for me to let go and say, this is not a fight I'm getting into with my child. My relationship is more important. It's her body. And so, but once we start practicing, letting go of those feelings that other people are judging us, the easier it gets. And when we take into the big perspective, keep that at the forefront of our mind, we're not worried about that one day in third grade or the moment in the grocery store at age four, we're, we're really supposed to be focused on age 25 or 35 when our kids are capable and independent and they will never get to be independent if we don't start letting them practice now.

So for them to learn self control, we have to start giving up control and it's a process throughout our child's life and development that we begin with them as tiny babies and we're in charge of everything and from that moment we need to think of our goal as constantly expanding the circle of things they're responsible for and shrinking our part of that role until we completely work ourselves out of the job of being the parent because they can take over everything and launch successfully into the world and again, make choices that maybe we might disagree with, but they can learn from them and take ownership of those choices.

Debbie: Yeah. And doing that appropriately in terms of respecting the timeline that they're on, which may be different from their same age peers, but I love that,



you know, that's something we talk a lot about is keeping your eye on the end goal. Like taking a step back, looking at the big picture and what we ultimately want for our kids to be fulfilled. Autonomous individuals who know how to, who can live the life that they want to lead.

Katherine: I always say to my kids, I say, your job is to figure out who you are and how you know you are going to be in the world and what fills you with passion and what you're gonna contribute. And my job is to support you because I can't make those decisions. I'm not going to know and be able to tell what they should do. That's going to be their passion. And one of the other people that I followed in my book, Vicki Hoefle, who wrote a book called Duct Tape Parenting. She said, you know one of the scenes in my book that if your child is suddenly diagnosed with a fatal illness, you're not going to care about that missed homework or the broken coffee pot or whatever the thing in front of you that's amping you up right now is so that's another way to keep it in perspective. Is this, is this really life or death or is this something that's a learning opportunity?

Debbie: Yeah, and that reminds me, and I've had been thinking about this and looking at your book to the work of Alfie Kohn who wrote Unconditional Parenting, and for me that book, I don't know Asher, who's now 13, was probably 5 or 6. I looked at that for the first time, but the way he talked about just really questioning all these things that we're correcting our children about and wondering why. Why is this something that needs to be corrected? Why is this something you are asking your child to do? Where do those ideas stem from? And I think that's just really interesting. We, I think we come into parenting with these ideas about what equals good behavior without sometimes even questioning where those come from. I'm wondering what you found in working on this book about the root of our expectations about what behavior should and shouldn't look like.

Katherine: That's a great question and yeah, I so interesting with Alfie Kohn. I, I read that book when Maddie was like 3 and I just thought this is insane. This is ridiculous that I put aside and I've completely come full circle to really appreciate all of his work and his ideas and I think it's because I had to take that journey myself to start questioning and, and now I say we need to ration our no's, right? If you're going to tell your child, no, that could provoke a power struggle, so make sure you have a good reason for setting that limit or that boundary. And if you don't say no or correct your child all the time, then when you do, they will pay more attention because they realize it's more infrequent. You know, we, our kids get tuned out to our corrections if we're like the parents and peanuts going well wah wah wah, you know, if we're always correcting them and yeah, the root of the expectations, that's such a great question. I think that actually our society has changed dramatically and we don't even realize it, but 50 years ago the boss was in charge of the factory and then probably the dad was in charge of the mom and the mom was in charge of the kids and there was this chain of command and authoritarian practices were just embedded through out our society and we've really come to be a much more open, respectful and egalitarian world in the developing world. And certainly in the U.S. where we've had a Civil Rights movement. We had a Women's Rights movement. We've had LGBTQ Rights movement, we're having a Neurodiversity Movement, and so all



of these different groups of people are saying, we all deserve to be equal, so why wouldn't children also expect to be equal and to have a voice? And so all of those authoritarian ideas are still embedded in a lot of our adult brains and it seems natural to go to, but it's not the world we live in anymore and perhaps our children understand that better than we do and they're demanding equality and a voice in our homes and in our schools that we just instinctively pull back from because of how things were when we were children.

Debbie: Yeah, that's such a great answer. It's such an interesting thing to think about. I love that thinking of this as its own movement and it is and it's a really cool concept.

Katherine: Yeah. It's a Children's Rights movement.

Debbie: Yeah, absolutely. So I wanted to just talk about behavior in the context of differently wired kids because for parents raising atypical kids, the behavior is kind of, you know, again that external thing. It's the thing that we're constantly having to problem solve around to negotiate support for in schools and it's what draws attention to our kids and creates a lot of the problems in the classroom for many of our kids. So do you have any thoughts on how we can best advocate for our children and compassionately educate educators and other people about shifting the way that they're perceiving our kids' behavior?

Katherine: Yes. Such a good question. And this really is the challenge because even educators who say, Oh, I understand, you know, we have this, you know, education plan and we have, you know, we know that your child has ADHD or that they have some kind of processing issue. They may understand it intellectually and believe it, but then they also have these expectations underlying the surface that they may not be consciously aware of. So even though intellectually they may say, Oh, I understand that this behavior is coming from some specific different wiring in that child's brain, they respond to it instinctively. So it's just almost the same process as the way that we are raising our children is helping to kind of constantly educate the people who are in charge of our kids during the day. So of course that starts with connection, right? Having a strong relationship with your child's classroom teachers, the counselor, the principal, and whomever in the school who can be an advocate and sort of having a steady conversation where you can inject, you know, Oh yeah, I know it's so hard with, you know, kids who have ADHD that they really seem to space out or it takes them long, doesn't it take them longer to learn how to keep track of all those assignments so that it can be a little bit of an undercurrent in that conversation all the time.

And then when something comes up, it is not the first time you've had that conversation with that educator and you're sort of reminding them yeah remembered this kid has ADHD or has a processing issue. And we also have to be patient with them as well because it's not easy. I mean, I've observed so many classrooms for this book and it's a huge challenge to manage. Even typically developing kids in a class now really aren't so cooperative. So they have a lot on their plate. And as much as we can be sort of an ally and offering



suggestions and understanding when they make mistakes and misjudge our kids and try to work together with them that may not always feel fair that we have to do that, but it is often the only path that we have to try to take whatever allyship we can get in the school building and, and build on that. And one great thing that I've seen some parents do is start a book group with whoever in the, in the building is sympathetic that maybe read my book, of course *The Good News About Bad Behavior* or read *The Explosive Child* or *Lost at School* or another book where you're not coming in to educate them, but you're relying on an expert or a book to say, Oh, these are some ideas that we should consider in how our kids are being handled in the, in the school.

Debbie: Yeah, that's great advice. I mean, I think that we are in the best position, you know, parents with typical kids too. And I, I've been using this phrase a lot compassionately educate because I think we need to see other people in this relationship with our child through the eyes of compassion because I mean as parents we know what we're dealing with, but these are these other teachers and camp counselors and you know, other people who interact with our kids are doing the best they can too and without the same kind of tools and resources that we necessarily have access to. So I really like that allyship, you know, designing that alliance. Alright, I just wanted to circle back to one question. You talked about 1 in 2 this statistic that 1 in 2, I think you said teenagers, are by the time they're adults are experiencing a mood or behavior disorders and are there things that we can do as parents as we're raising our kids to help them avoid having a mental and behavioral health problems down the road?

Katherine: Oh, what a great question. Yeah. So this is the National Institutes of Mental Health Study and it was of all children, so kids up to age 18 was that statistic. I think that using this model that's in my book of connection, communication and capability building is our best defense where we are steadily trying to build our children's social and emotional skills and their executive function and I sometimes joke it's like I have to be my kids' therapist and executive function coach because you're just sort of painstakingly every opportunity you get trying to nudge them further along that path and when we're doing that, we are helping our kids to avoid challenges in the future. And one of the models in my book, the Pax Good Behavior game, which is used in classes, has been shown to reduce symptoms of ADHD and ODD and to actually sometimes bring kids into the typical range who have been on the borderline or have a know have a diagnosis.

So it can be very powerful. And the other really important finding in my book was how devastating criticism can be to children. So the research on parental criticism is really scary. And it goes back in the behavioral science, observational research is decades old that people who have some kind of mental illness for psychiatric condition are more susceptible to parental criticism and that when they have recovered and they're in a steady state, they can relapse much more easily when they're exposed to a lot of parental criticism. So that's another really strong argument that compassion and encouragement is the tool that will help our kids and the more we can try not to correct and criticize and point out all of their mistakes, the better position they'll be for mental health.



And this holds for depression, eating disorders, schizophrenia, bunch of other conditions, alcoholism and addiction, that the more that our loved ones are critical of us, the more we're sort of weakened and more likely to relapse into those kinds of conditions.

- Debbie: That is fascinating. And I was just talking about this idea of positive reinforcement with someone earlier today. There's a executive functioning coach named Seth Parlor, who I've had on the show a couple of times who is fantastic by the way.
- Katherine: I listened to that podcast. I love it.
- Debbie: Oh good. He's so great. And one of the things he said, the first time I interviewed him was that our kids need five positive comments for every one negative piece of feedback. And when he said that, I was like, oh my gosh, I am doing this wrong, you know? And I had to sit down with my husband and say, hey, we really need to cut back on just the little littlest things, you know, don't forget to put your napkin here. Don't, you know, just all those things, those are all can be perceived as I'm growing up, I'm doing it wrong. And so I've, since that conversation made such an effort to notice, just notice all the growth that's happening and it's, I recognize how Asher responds to those things. And, and I love that. That's such a piece of helping our kids become healthier adults who feel good about themselves. So that's really fascinating.
- Katherine: Yeah. We're like the memory keepers for our kids. They may not notice how they're growing and changing. So we, the more we can point it out, the better. And our kids, you know, kids who are atypical, they know they can, they know they're making mistakes, they already feel bad about themselves, they can see, you know, compared to their peers have, they're different. So they don't need us pointing out those mistakes to them.
- Debbie: Exactly. Tell me something I don't already know. Yeah. So, okay, so your book is called The Good News About Bad Behavior. And I would like you to tell us what the good news is about that behavior?
- Katherine: The good news is that it is a totally normal way that kids develop nowadays that these things that seem like bumps in the road or problems are just the path to success. And so we should, as I said at the beginning, view them as opportunities and not problems. And the other good news is that there's so many research backed, road tested methods of discipline that are compassionate and collaborative that will help our kids to develop the skills that they need. So there's so many amazing resources and I tried to kind of pull all of them into my book and highlight the four that I thought were the most comprehensive. So there's so many different things to try and if one doesn't work, probably another one will. And even when we as adults mess up and criticize our kids or yell at them or blame them, that itself is an opportunity for us to model apologizing and making amends for a mistake. So it's hard parenting any child, but especially differently wired kids and we should be compassionate with ourselves as well that if we mess up and we don't do what we had intended, we



can then see that as a chance to show our children how we take responsibility for making a mistake and, and how we can be apologetic and make amends. And they're so forgiving when we actually are sincere about that.

Debbie: Absolutely. I get a lot of practice with that one and is definitely paying off. So first of all, congratulations on the book. It really is fantastic and it's so well researched and it's a great resource for all parents. But there's so much practical application for parents raising atypical kids. So can you tell us how listeners can find you? And I know that you're on a book tour right now, so anything you want to share about that as well?

Katherine: Yes. I appreciate the question. My website is katherinerlewis.com and that has my book tour schedule and it has articles that I've written or been interviewed in. I'm also on facebook at Katherine Lewis or that's my Facebook page and Twitter is @KatherineLewis. Instagram is @KatherineReynoldsLewis, which I'm just learning so I welcome from you tips on using Instagram, but I'm really always excited to connect with anybody who's read the book or who's interested in these ideas. My contact information is all on the website as well.

Debbie: Wonderful. And my tip for instagram is just all selfies all the time. So listeners, I will make sure that all of the links for Katherine's social media and website and her book tour will be on the show notes page so you can just go there and click through and find that as well as her book, *The Good News About Bad Behavior*. Katherine, thank you so much for coming by. I'm so happy to have had this conversation with you. And I look forward to staying connected with all the awesome work you're doing.

Katherine: Oh, thank you. So I'm really glad that we were able to discover one another and look forward to hopefully meeting in person sometime soon.

Debbie: You've been listening to the tilt parenting podcast for the show notes for this episode, including links to Katherine's book, *The Good News About Bad Behavior*, her book tour stops, and all the other resources we discussed. Visit tiltparenting.com/111. If you like what we're doing at the Tilt Parenting podcast and you'd like to support us. There are a few easy and meaningful ways you can do this. One is to join my Patreon campaign. Patreon is an online platform that allows people to make a small monthly contribution to support the work of an artist, or a musician, or in my case, a podcaster. It's super easy to sign up and even a small donation helps if you'd like to support the show, visit patreon.com/tiltparenting, or you can find a link at the Tilt Parenting website. The other way you can help is to head over to itunes and leave a rating or review or both if you haven't done so already. This really helps keep our podcast highly visible, which in turn makes it easier for me when I try to land those big guests. Thank you so much and thanks again for listening. For more information on Tilt Parenting, visit www.tiltparenting.com.

RESOURCES MENTIONED:

- [Katherine Lewis' website](#)
- [*The Good News About Bad Behavior: Why Kids Are Less Disciplined Than Ever, and What to Do About It*](#) by Katherine R. Lewis
- [Katherine Lewis on Facebook](#)
- [Katherine Lewis on Twitter](#)
- [Katherine Lewis on Instagram](#)
- [*The Explosive Child: A New Approach for Understanding and Parenting Easily Frustrated, Chronically Inflexible Children*](#) by Dr. Ross Greene
- [Lives in the Balance](#) (Dr. Greene's website)
- [*Lost at School: Why Our Kids With Behavioral Challenges are Falling Through the Cracks and How We Can Help Them*](#) by Dr. Ross Greene
- [Dr. Ross Greene Talks About How Collaborative and Proactive Solutions Benefits Atypical Kids](#)(podcast)
- [*Unconditional Parenting: Moving From Rewards and Punishments to Love and Reason*](#) by Alfie Kohn
- [*Duct Tape Parenting: A Less is More Approach to Raising Respectful, Responsible, and Resilient Kids*](#)by Vicki Hoefle
- [A Conversation with Executive Functioning Coach Seth Perler](#)
(podcast)