

Parenting During Adolescence

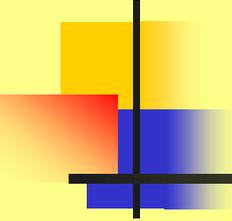
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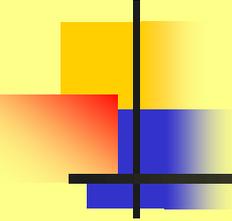
Developmental Psychology

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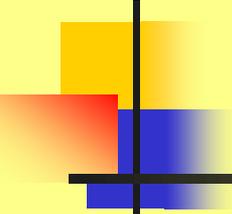
Two dimensions of parenting

- **Control:** Parents' efforts to structure, manage, and monitor children's behavior
- Set rules and expectations, supervise or guide children
- Appropriate structure, greater parental control is associated with better outcomes, prevention & reduction of problem behavior
- (But what is “appropriate” structure?)



Two dimensions of parenting

- **Support:** Parents' attempts to provide emotional support, be responsive to the child's needs, and use encouragement, praise, physical affection
- High levels = accepting and nurturing parenting
- Low levels = cold and rejecting parenting



Parenting Styles

	Accepting, Responsive	Rejecting, Unresponsive
Demanding, (Assertive) Controlling	Authoritative	Authoritarian
Undemanding, Uncontrolling	Indulgent, Permissive	Rejecting- Neglecting

What is “good” parenting?

BATTLE HYMN OF THE TIGER MOTHER

This is a story about a mother, two daughters, and two dogs.

This was supposed to be a story of how Chinese parents are better at raising kids than Western ones.

But instead, it's about a bitter clash of cultures, a fleeting taste of glory, and how I was humbled by a thirteen-year-old.

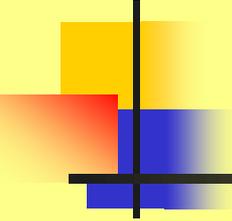
AMY CHUA

BRINGING UP BÉBÉ



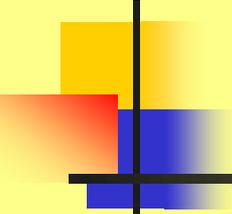
One American Mother Discovers the
Wisdom of French Parenting

PAMELA DRUCKERMAN



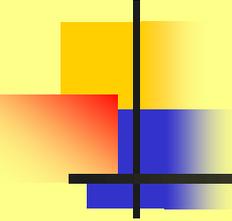
Parenting Styles

- Authoritative parenting more common in European American than ethnic minority families
- Authoritative parenting has been associated with *many* positive developmental and adjustment outcomes
- There are debates about these findings for ethnic minority youth and youth in other cultures, where authoritarian parenting predominates



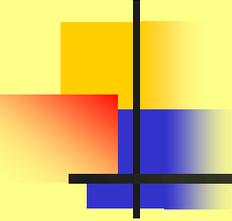
Parenting Challenges

- Parental monitoring and control are important, but how much and what type?
- Further distinctions between:
- *Psychological control* - parental intrusiveness, love withdrawal, guilt induction – attempts to control child in ways that undermine the self
 - Leads to increases in depression, anxiety, problem behavior
- *Behavioral control* - providing structure, having clear (and demanding) expectations and rules
 - Leads to reductions in conduct problems, substance use
 - At high levels, behavioral control is perceived by teenagers as psychologically controlling



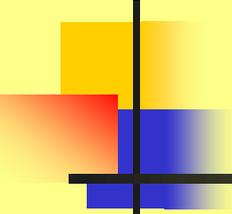
Developmental Challenges

- Autonomy is a fundamental developmental task, particularly in adolescence
- **Includes:** Capacity to be self-regulating, make independent decisions
- **Involves:** Co-regulation with parents (not total independence)
- E.g., family decision-making where teen makes own decisions, but with some parental input



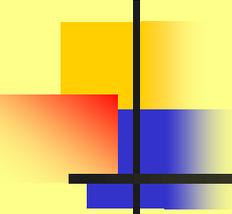
Parenting Challenges

- Parenting must be:
- **Developmentally appropriate**
 - Consider teens' developing autonomy, whether the child is capable of making good choices, be responsible
- **Domain-appropriate**
 - Must consider the type of activities parents are trying to manage, control
 - Parents are seen as having legitimate authority to regulate some issues but not others



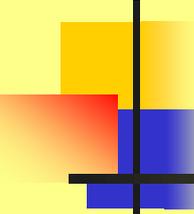
Legitimate Parental Authority and the Personal Domain

- Across the teen years, parental authority is seen as legitimate for:
 - **Moral** issues: consequences for others' rights, welfare, fairness
 - Hitting, teasing, bullying, stealing..
 - **Conventional** issues: behavioral regularities that structure interactions (manners, etiquette)
 - How teens talk to grown-ups, whether they use good table manners
 - **Prudential** issues: negative consequences for one's health, comfort, or safety
 - Risky issues (drug and alcohol use, smoking), food choices and diet
- Parental, adult authority *rejected* over:
 - **Personal** issues: involve privacy, control over one's body, personal preferences & choices
 - choice of friends, leisure activities, books and music, how one spends one's earning or allowance, what one talks about on the phone...



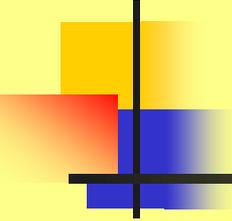
The Personal Domain...

- Expands during adolescence
- Teens claim more personal jurisdiction than parents are willing to grant
- Parents lag behind teens in granting autonomy personal freedoms
- These parent-teen discrepancies lead to:
 - *Conflict* in parent-teen relationships
 - Teens' *nondisclosure* and *secrecy* about activities, whereabouts, associates



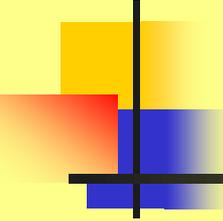
Good parenting during adolescence = “Precision parenting”

- Parenting is a *moving target* during adolescence, requires flexibility to adapt to change
- Parents must balance:
- Teens’ **needs for autonomy**, control over the personal domain (which is expanding)
- **Parents’ need to keep teens safe, develop responsibility, acquire rules and expectations necessary for successful adulthood** (teens’ ability to meet parents’ expectations also is changing)



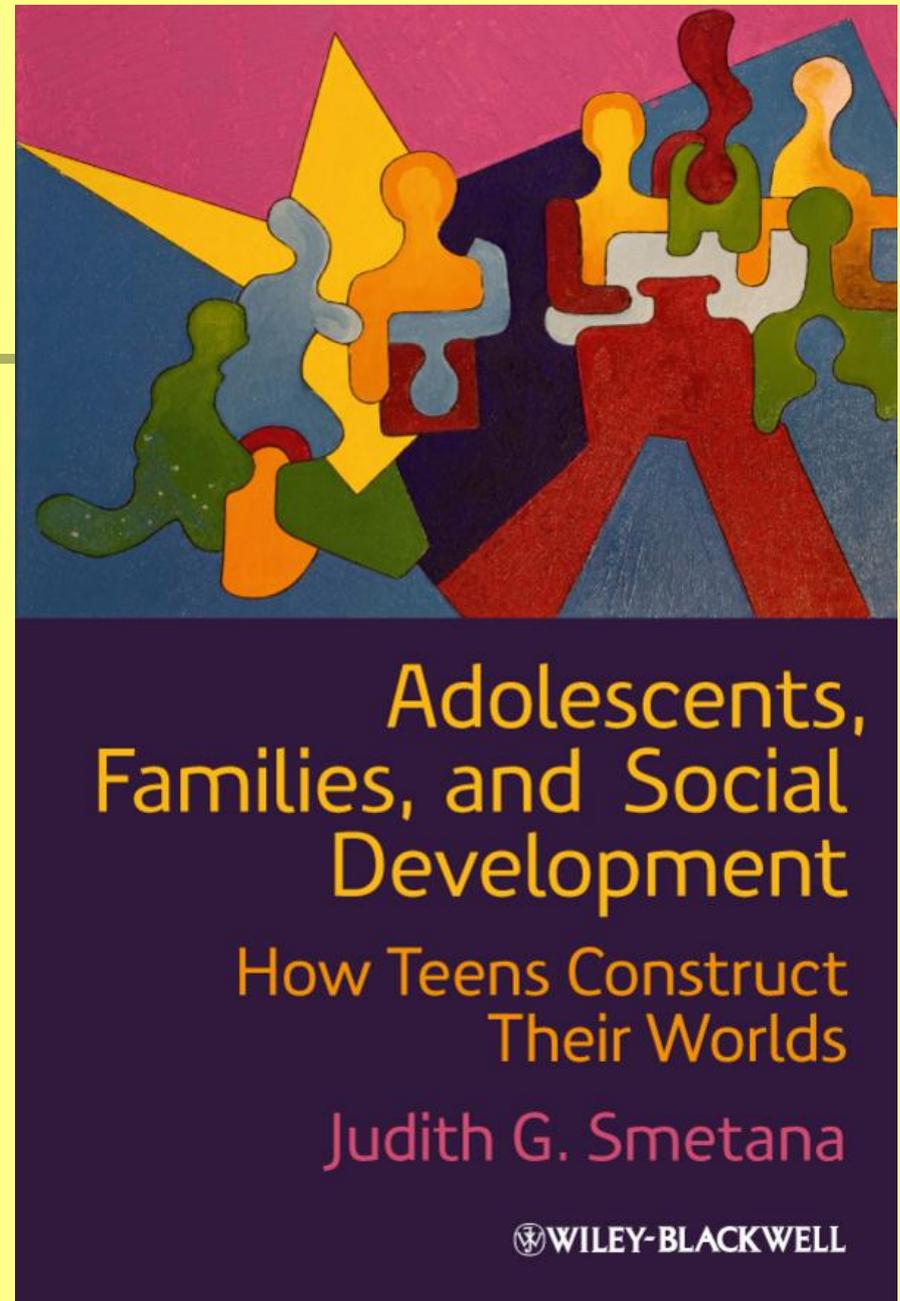
Good parenting during adolescence

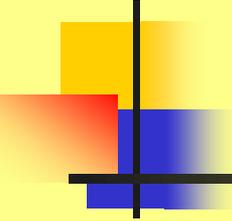
- Parents and teens need to be able to negotiate disagreements
- “Monitoring” is not enough
- Warm, trusting relationships are necessary if teens are going to keep parents informed



Thank you!

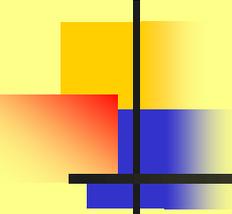
- For more info:





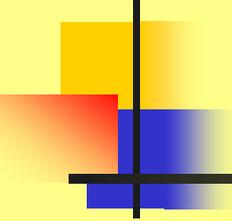
Practical Implications: Approaches to Family Rules

- Only have rules needed to maintain the “culture” of the family, maintain reasonable efficiency, fairness and safety and well-being of all family members.
 - Be open to reasonable requests from the child to suspend, alter, or abolish particular rules
 - Remember that the child is growing faster than parents are ready for



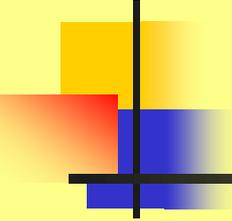
Practical Implications: Approaches to Family Rules

- Be willing to negotiate, but be firm in areas that would compromise the child's safety or well-being, the welfare of others, or that would constitute a major breach of generally shared social or family conventions
- Be prepared to negotiate over issues where the child has a reasonable claim to claiming it as **personal** ("I am old to enough to do this."; "But, it isn't hurting my grades and I know when to study")



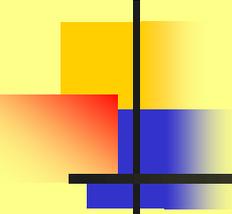
Practical Implications: Approaches to Family Rules

- Be prepared to negotiate when the governing conventions outside the home (“But all my friends can do it”) are at variance with those of the family. This is a tough call, but don’t alienate the child over a small issue that does not place the child in any jeopardy (e.g., sleep-overs; clothing)
- In cases where parents have to be firm, try not to become angry, but respond in a matter of fact and warm manner.



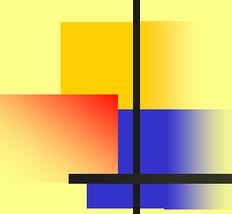
Practical Implications: When the Child Does Something Wrong

- Kids do misbehave
- There are better & worse ways to respond
- People are not perfect, but try to respond to misbehavior in a calm, matter of fact, and respectful manner
- Deal with today's problem and try not to bring up every past failing
- When things are over, forgive and forget



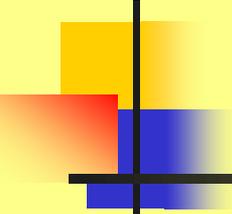
Practical Implications: When the Child Does Something Wrong

- Try *not* to use punishments that are designed to inflict discomfort or cost to the child
 - E.g., spanking, grounding for an extended time
- These do not provide the child with any reason (beyond punishment avoidance or generating a teacher's favor) for the action
- Teens associate such punishments with the person meting them out, rather than with their own misconduct; they invite revenge and provide kids with a sense that they have the right to retaliate



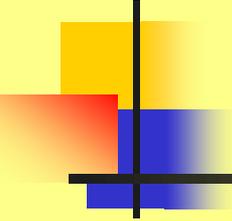
Practical Implications: When the Child Does Something Wrong

- **DO** try to use logical consequences that are connected meaningfully with the transgression
 - E.g. , Restitution - Repaying for damages, cleaning up
 - Loss of Privileges: overnights, staying up late, TV time, etc.
- **KEY:** Must fit the “crime” - cannot be indefinite or harsh
 - e.g., grounding that goes on for too long becomes expiative and undercuts the consequence
- **Collaborate with the child in establishing logical consequences**



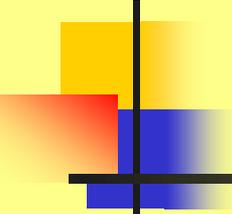
Practical Implications: When the Child Behaves the Way You Want

- **DO** try to use **validating rewards** that are done as an act of appreciation for earned recognition rather than as way to motivate the child
 - E.g., Taking the child out to dinner after a school concert to recognize achievement as a musician
 - **MISTAKE**: Paying a child for grades
- **DO** try to use **validating praise**
- Validating praise uses moderate language & focuses on the specifics of the action - which lets the child know that her actions are appreciated & that the act, not the child, is being evaluated



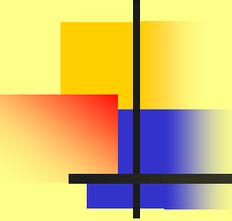
Practical Implications: When the Child Behaves the Way You Want

- Examples
 - "Tanya, that was a kind thing that you just did. I am sure that Marcy appreciated the time you spent with her when she wasn't feeling well"
 - "Mike, thanks for helping clean up the basement. It makes everything better for everyone. I really appreciate it"
- Encouraging praise is especially effective as a response to what we might refer to as "everyday acts of character"



Practical Implications: Common Parenting 'Do's' and 'Don'ts'

- **DON'T** Make the parent's esteem appear to be contingent on the child's behavior
- **GRADES: Don't** make grades the parent's issue & not the child's issue
- **DO** Balance help with over-involvement
- **DO** Allow the child to earn his/her own "D"
- **ATHLETICS OR PERFORMANCE ACTIVITIES**
- **DO:** Be an audience member and fan, not a team-mate or "stage mom"



Finally....

- Remember that the primary developmental task of this period is to establish independence, personal responsibility, and identity