

Parenting Your Teenage Student: Transition & Change

Cypress-Fairbanks ISD
Department of Psychological Services



Welcome Back!

Night 2

Today's Overview

What Not To Do

What To Do

Household Rules

Major/Minor System

Minor But Aggravating

Troubleshooting



Video Clip: A Common Parent-Teen Argument

What NOT To Do...

The BIG 4- avoid these

Discussing
problems “on-
the-fly”

Nagging

Lecturing

Arguing

Why do we do these?

Irritation and anger with teen’s
behavior

Instinctual, impulsive responses

Why are the BIG 4 important to avoid?

Because they often lead to major arguments and damaged relationships

What NOT To Do...



1. Discussing Problems “On-The-Fly”

See a problem, mention it to your teen right away...right?

- Well-intended, natural, a valid concern, not intended to cause conflict



Why does it not work?

- Your teen is not motivated to talk about an unpleasant subject right now because he/she is busy, it is an interruption, and it is irritating

2. Nagging

A set of repetitive, sometimes hostile verbal reminders about something for our teen to accomplish

He/she does not usually share our enthusiasm

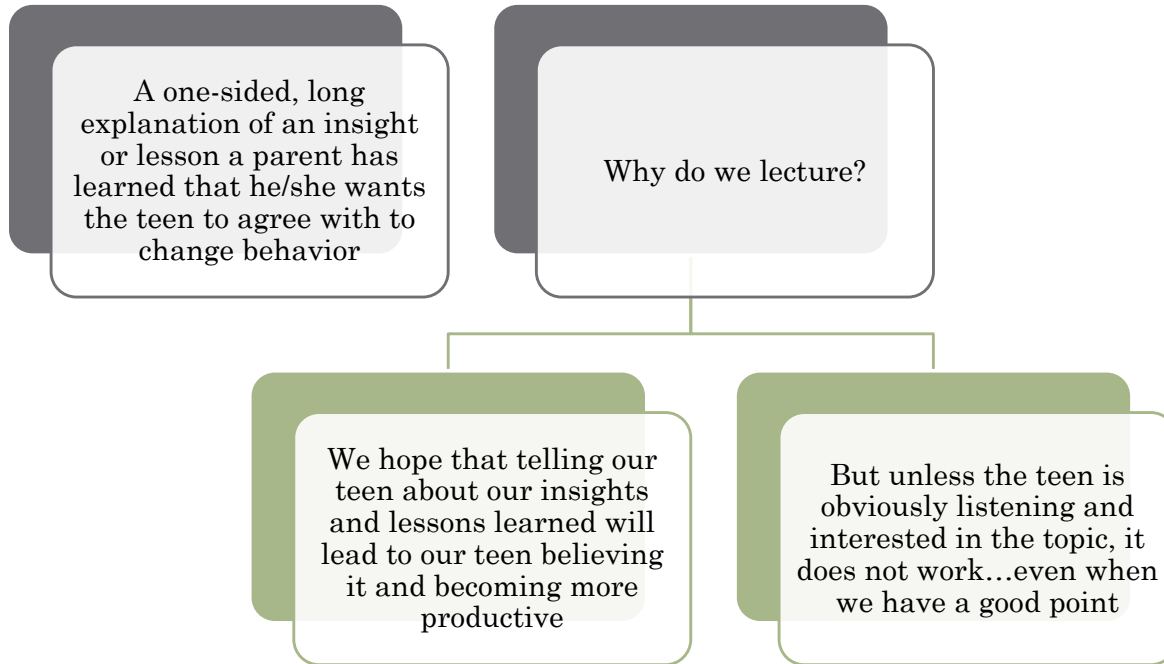
Usually happens without planning




Why do we nag?

We think repetition works

3. Lecturing



4. Arguing

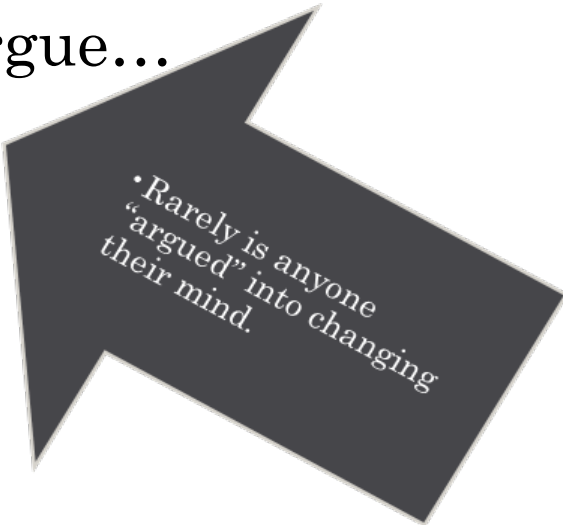


- We think we will get our point across with enough evidence.

Why We Argue...



- Instead, we usually become more defensive and stuck in our opinion.



- Rarely is anyone "argued" into changing their mind.

What TO Do...

What TO
Do...



The BEST 4:

- Sympathetic listening
- Talking about yourself
- Shared fun
- Positive reinforcement

Why do these?

- Happen naturally sometimes...
- BUT when there's conflict with your teen, they happen less without purposeful effort

Sympathetic – or Active – Listening



Continually checking to make sure you are understanding your teen's message

(even if you do not agree)



When to use it?

*At the beginning of a problem-solving discussion

*Necessary to realistically solve the problem



What it looks like

*It is not just sitting and nodding

*Use openers, nonjudgmental questions, and summarizing statements

TEEN'S STATEMENT	DO <u>NOT</u> SAY THIS...	RATHER, SAY THIS...
<p>“This family is so boring.”</p>	<p>“Well, you’re not so interesting either.”</p>	<p>“What’s going on?”</p> <p>Then, “Why do you think we never do anything you like?”</p>
<p>“School sucks!”</p>	<p>“If you would try harder, it wouldn’t be so bad.”</p>	<p>“What makes you hate it?”</p> <p>Then, “What’s difficult about your science class?”</p>

Sympathetic – or Active – Listening

Sympathetic- or Active- Listening



**Importance of
tone of voice**



**Summarize
teen's statements
and check in**



For example:

“Sounds like you feel our family is almost depressing.”

“What you're saying is that Science is your hardest subject, and you're not getting the help you need to do well?”



Tips:

You don't have to agree with what your teen says

Do not prepare your rebuttal while your teen is talking

Talking About Yourself



Spontaneously talk about yourself

May feel uncomfortable, self-conscious, or odd at first

Kids are often interested in parents' thoughts, concerns, or problems



Tips

Do not sneak a hidden message or moral into your story

Pick something interesting

Relax



For example:

“I can’t say I’m looking forward to my fortieth birthday.”

“You won’t believe what my boss said to me today!”

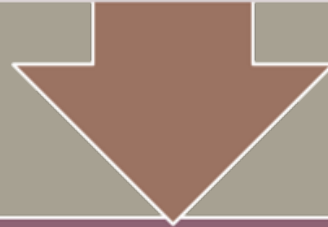
Talking About Yourself

Where resistance may come from

Not wanting to burden
teen with your
problems

Thinking that a parent
should only be
interested in their
teen, not vice-versa

Trying to present
yourself as a perfect
role model



Should a teen know about all of a parent's risk taking behavior?

If good relationship, consider
talking about some secrets, but not
all

If strained relationship, consider
keeping it to yourself

Positive Reinforcement

A sincere compliment, letting your teen know when he/she has done something well



When to use it?

During or after your teen completes a task that you appreciate



For example,

“Looks like you put a lot of effort into that paper.”

“The grass looks really good.”

“Thanks for helping me move that stuff into the basement.”

Positive Reinforcement Tips:

Effusive, elaborate praise or a more brief, businesslike approach

Consistency

- Make a contract with yourself

Praise the behavior, not the teen him/herself

Remain objective

- Challenge the thought that “there’s nothing good to say about him/her”

Shared Fun



Strongly related to a good relationship



Why it is difficult

Finding an activity that is enjoyable for parent and teen



Tips

Do not discuss anything difficult or controversial

Do not take the whole family along

Do this on a regular basis and plan in advance

Avoid doing something your teen likes and you hate

If your teen refuses, be patient, don't take it personally, and try the other strategies first

Where to Start

Strategies vary in terms of control and cooperation required

Start with strategies you can control

- Avoiding the BIG 4
- Using positive reinforcement
- Talking about yourself

Instead of the BIG 4:

- Set up a time to talk about the issues later
- Make sure they are issues that need to be addressed
- If it becomes an argument, drop the conversation for the time being

Continuing...



SYMPATHETIC
LISTENING REQUIRES
MORE INPUT FROM
YOUR TEEN



TAKES PRACTICE



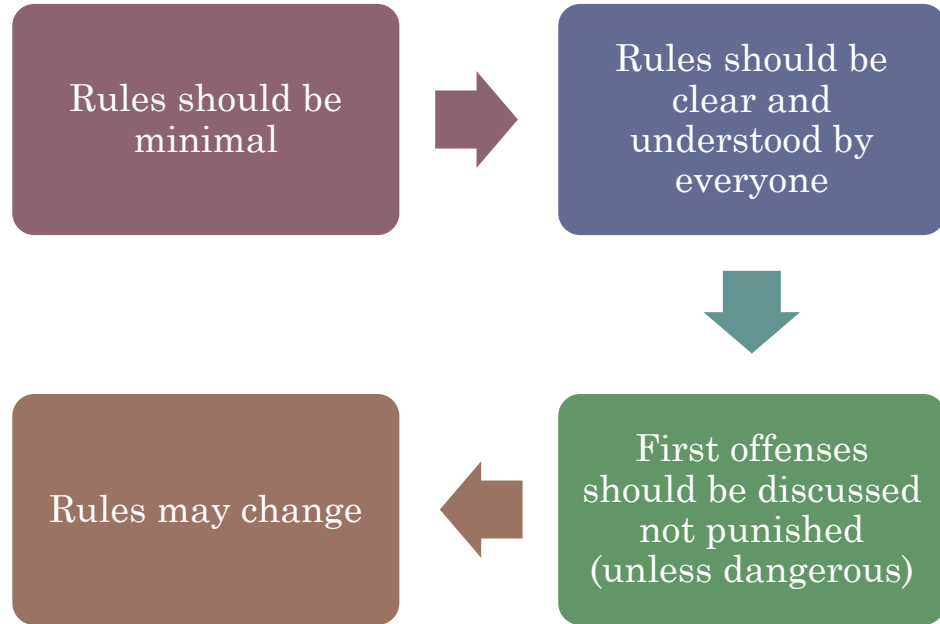
WITH OTHER
STRATEGIES IN PLACE,
SHARED FUN WILL BE
EASIER



Let's practice!

Household Rules

Guidelines for Household Rules



Setting Up and Maintaining Rules

Rules + Relationship = Discipline

Rules - Relationship = Rebellion

When to Establish Rules

Two Indicators

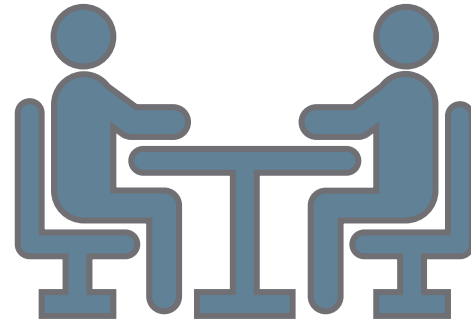
Regular
Arguments

Significant
First Offense



Activity


Write down 2-3 rules that you would like to establish in your household and discuss with a partner.



The Major/Minor System

The Major/Minor System

Develop with your
adolescent or by yourself



Well-defined system of
behavioral consequences



Consequences depend on
seriousness of behavior



Helps to provide consistency
of consequences



Make sure you can follow
through!

Major Consequences (Choose one)

Grounding: Two weeks

Fine: \$50 or pay back double the value of stolen or damaged articles

Chores: 15 hours of work around the house

Community service: 15 hours of volunteer work at church or other institution

Educational Activity: Research subject and write good-quality eight page paper

Medium Consequences (Choose One)

Grounding: One week

Fine: \$25

Chores: 8 hours of work around the house

Community Service: 8 hours of volunteer work at church or other institution

Educational Activity: Research subject and write good-quality four page paper

Minor Consequences (Choose one)

Grounding: Two
days

Fine: \$10

Chores: 4 hours

Community
service: 4 hours

Educational
Activity: Research
subject and two-
page paper

Activity

Take some time
to draft your
own
Major/Minor
System



Your Teens Have Their
MBAs!

MBA #1

The cell phone rings, and your 16-year-old daughter dives for it. A two hour conversation ensues. As the minutes tick away you become more and more upset thinking about how your daughter could have spent this time doing extra-credit for biology.



What do you do?

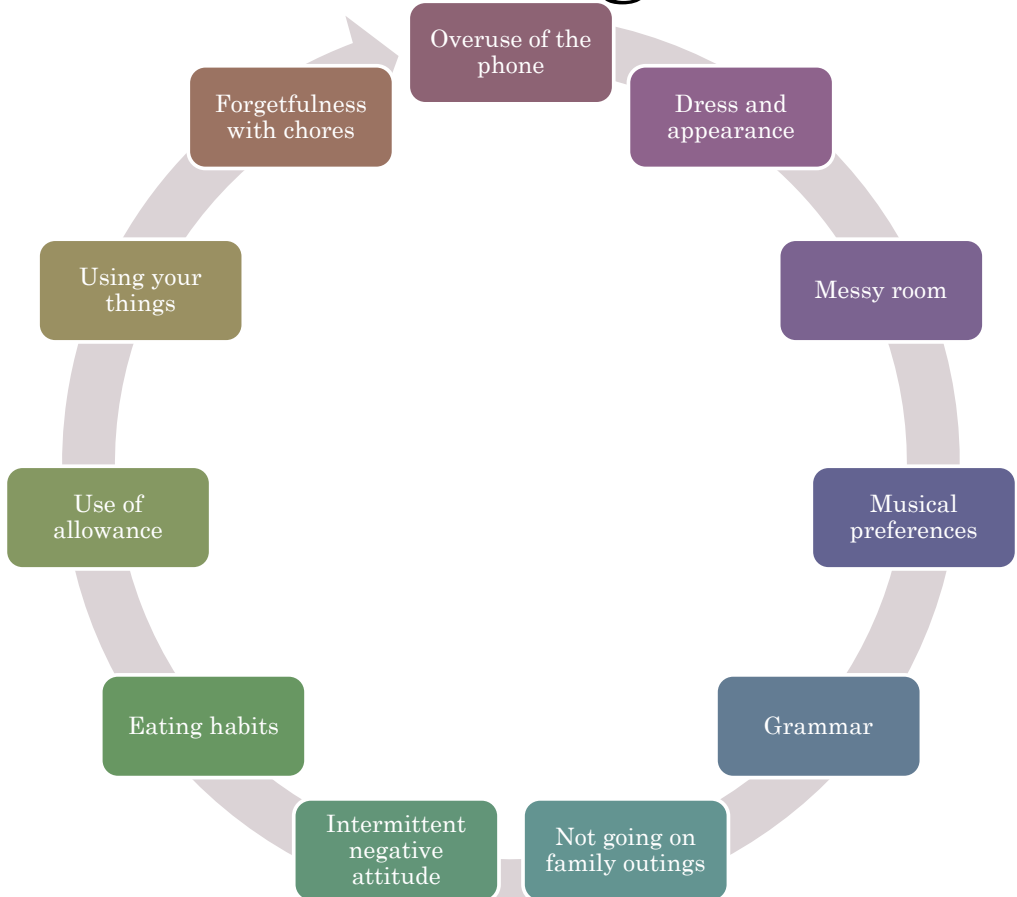
MBA #2

Your child's room is A MESS! Everytime you walk by, you get a pit in your stomach just thinking about that room. You have even forgotten what the carpet even looks like!



What do you do?

MBA: Minor But Aggravating



What are NOT MBAs?



Anxiety disorders



Depression



Attention-Deficit/Hyperactivity Disorder



Conduct disorder



Eating disorder



Alcohol and drug abuse



Divorce-related problems



Sexual abuse

Troubleshooting

Troubleshooting Concerns

When do you need to troubleshoot?

- There is no change in your child's behavior.
- The behavior is changing but it is too small of a change.
- The behavior has gotten worse (remember there may initially be some worsening of behavior).
- Change happens but it does not last.
- Change only happens in one setting.

Troubleshooting Concerns



CHECK YOUR
SYSTEM



CHECK YOUR
EXPECTATIONS



CHECK EACH
OTHER

Other Issues

Bedtime

Car

Chores

Curfew

Grades and homework

Meals and eating habits

Swearing

Troubleshooting Concerns

What can we help you troubleshoot?



THANKS!