

Parenting Your Teenage Student: Transition & Change

Cypress-Fairbanks ISD
Department of Psychological Services



Welcome Back!

Part 2

Today's Overview

What Not To Do/What To Do

Household Rules

Major/Minor System

Minor But Aggravating

Troubleshooting

Taking Care of Yourself



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

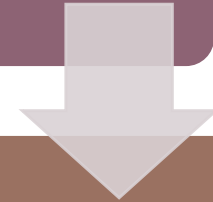
What NOT To Do...



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

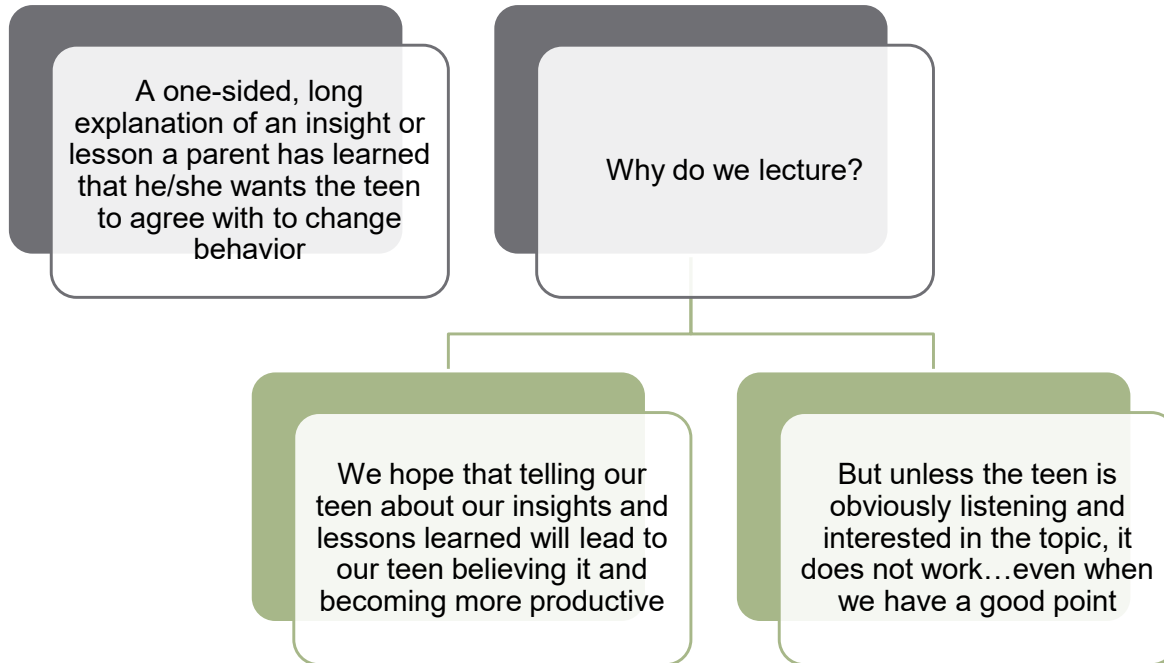
Usually happens without
planning




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...
"This family is so boring."	"Well, you're not so interesting either."	"What's going on?" Then, "Why do you think we never do anything you like?"
"School sucks!"	"If you would try harder, it wouldn't be so bad."	"What makes you hate it?" Then, "What's difficult about your science class?"

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!"

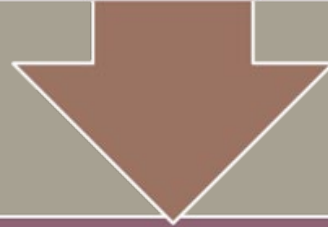
Talking About Yourself

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



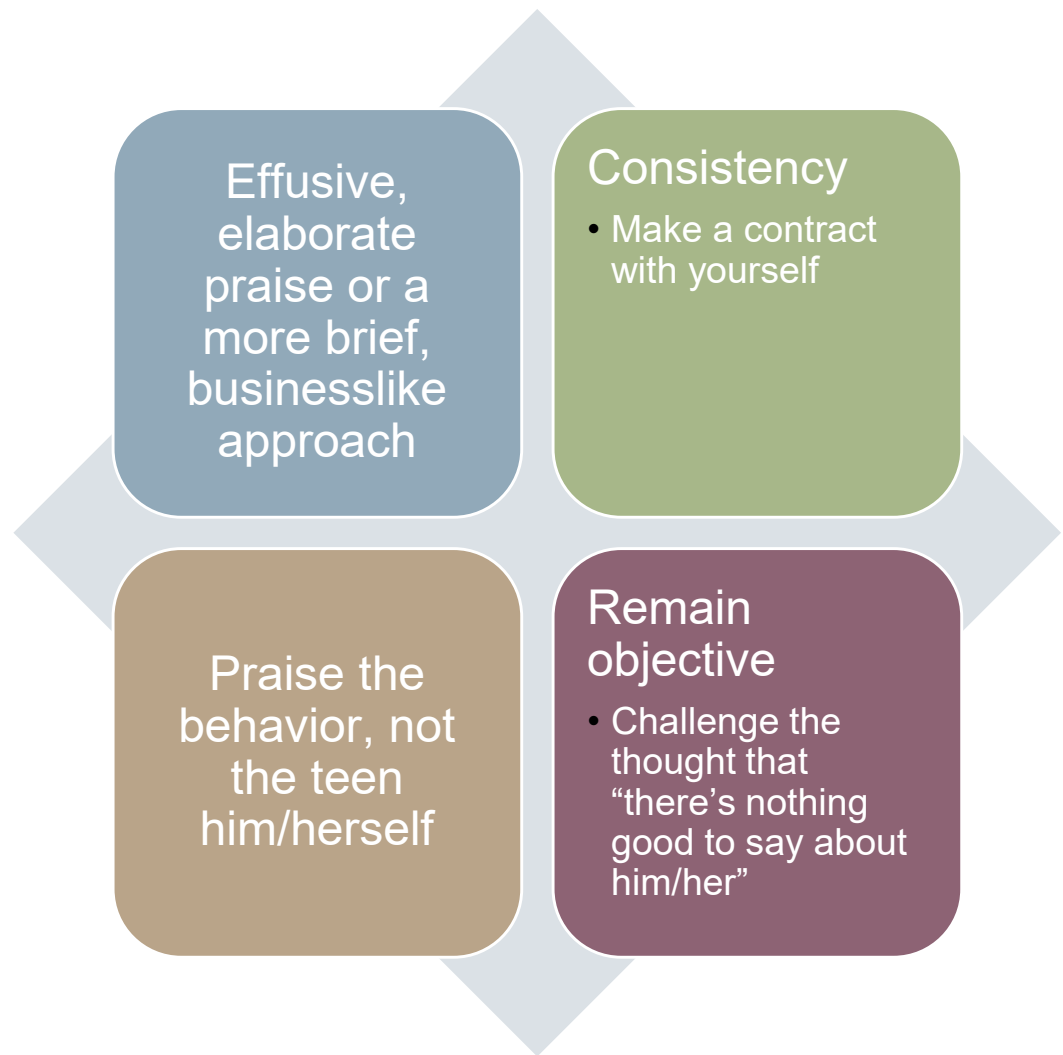
For example,

"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:



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



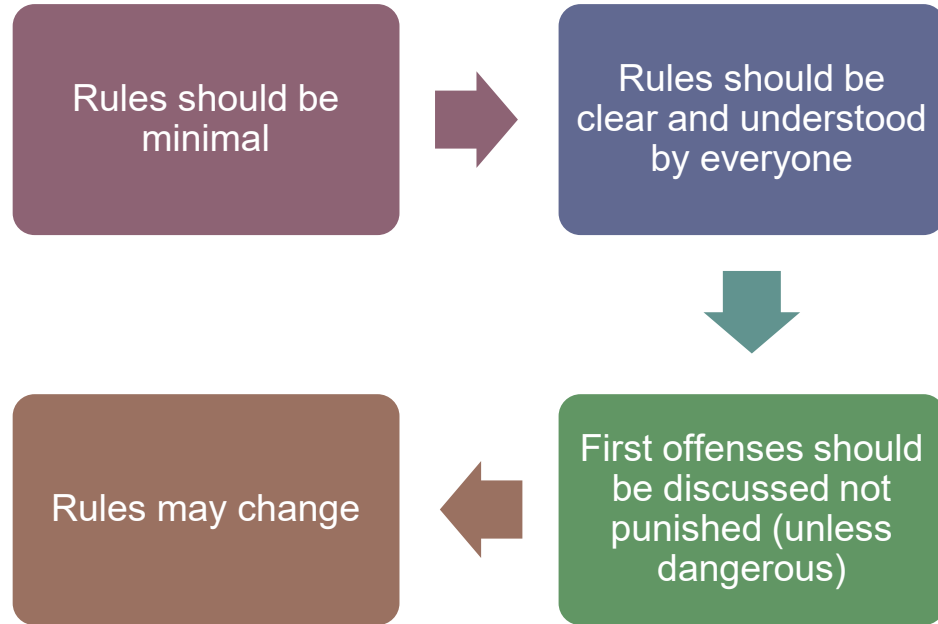
WITH OTHER
STRATEGIES IN PLACE,
SHARED FUN WILL BE
EASIER



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

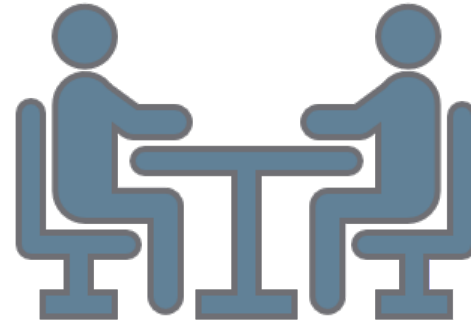
Regular
Arguments

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



```
graph TD; A[Develop with your adolescent or by yourself] --> B[Well-defined system of behavioral consequences]; B --> C[Consequences depend on seriousness of behavior]; C --> D[Helps to provide consistency of consequences]; D --> E[Make sure you can follow through!];
```

A vertical flowchart with five steps, each in a colored box with a downward arrow connecting them. The colors are blue, green, brown, purple, and dark brown.

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 a 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 a 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 write a
good quality 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 spends the next 2 hours engaged in back and forth banter with her best friend in a combination of FaceTime calls and group text chats. As the minutes tick away you become increasingly upset thinking about how your daughter could have spent this time doing extra credit for biology.



What do you do?

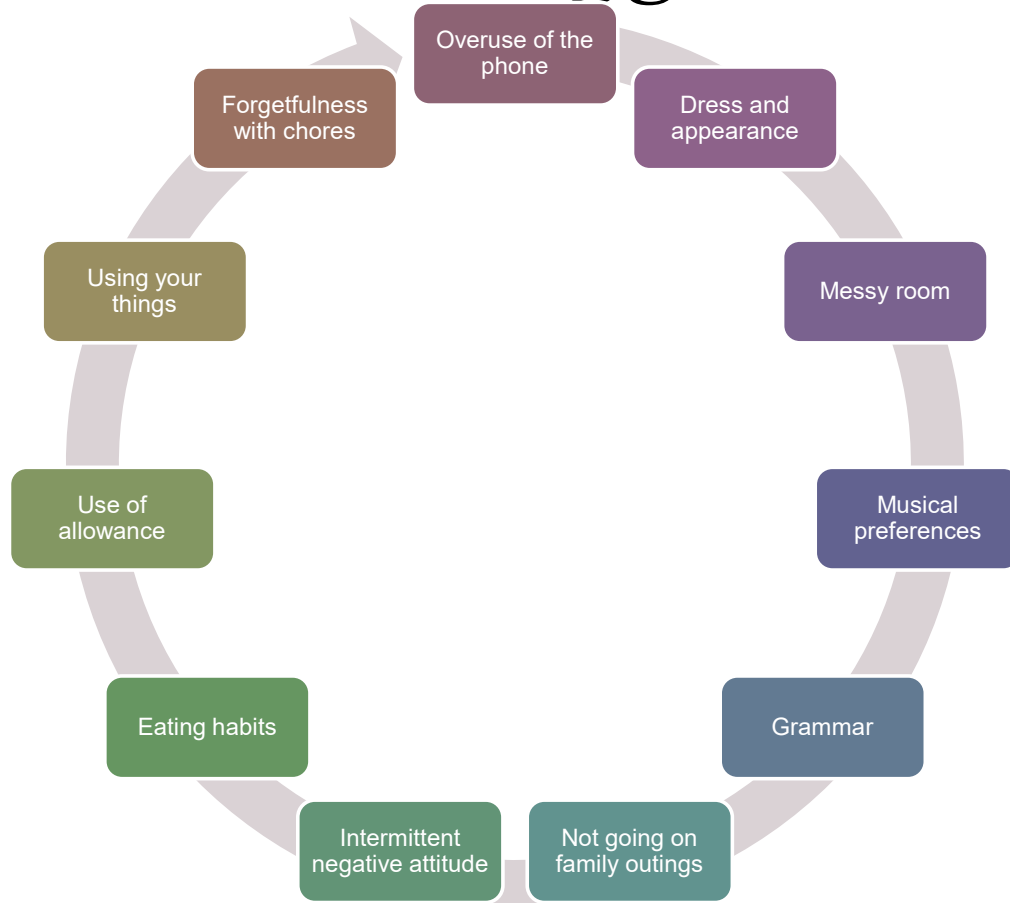
MBA #2

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

Difficulty at School: Behavior

Link

Link your home system to school behavior

Communicate

Open communication between home and school

Establish

Establish a behavior contract

Behavior Contract Examples

My Daily Checklist

Target Behavior	Goal Completed?	
Getting Ready for School in the Morning		
Brushed Teeth	Y	N
Showered	Y	N
Ready On Time	Y	N
Took my medications	Y	N
School		
Turned in my math homework	Y	N
Turned in my reading homework	Y	N
Wrote down my reading homework	Y	N
After School		
Completed my reading homework	Y	N
Completed my chores (took out the trash, emptied the dishwasher)	Y	N
Packed my book bag for tomorrow	Y	N
Before Bed		
Brushed Teeth	Y	N

I completed ____ / ____ items on my daily checklist or ____ %
 (To calculate, divide the number of items completed that day by the total number of checklist items)

My Personal Goals	Met Goal Today?
1.	Y N
2.	Y N
3.	Y N

My Behavior Contract

I agree to:

 for _____
 length of time

When I do this, I will have this reward:

If I do not follow this agreement then:

Signed _____

Kid Adult

Date _____



Contingency Contract

When I complete my daily checklist at 90% accuracy, I may choose from one of the following rewards:

-
-
-
-

When I complete my daily checklist, but NOT at 90% accuracy, I may choose from one of the following rewards:

-
-
-
-

When I have not completed my daily checklist, I must do one of the following of my parent's choosing:

-
-
-
-

We agree to abide by and follow the above contingencies for completing daily checklists. This means delivering rewards when they are earned and completing tasks or losing privileges when rewards are not earned.

Parent _____ Child/Adolescent _____

Taking Care of Yourself

How Are You Doing?



5- Life is great



4- Things are pretty good



3- I'm doing okay



2- Things are not so hot



1- Life is awful



How to Take Care of Yourself

Importance of Self-Care

- It is difficult to make good parenting decisions and take care of another person, if you are feeling stressed and overwhelmed yourself
- People who are stressed have more difficulty
 - Regulating their emotions
 - Being patient
 - Thinking things through before acting

Proactive Practice to Self-Care

Social supports

- Talk to supportive friends/family

Make time for yourself

Schedule time with your partner

Increase the amount of quality family time

Lead a less programmed, simplified life

Manage money well

Increase opportunities for family time that is routine and ritual (i.e., family dinners)

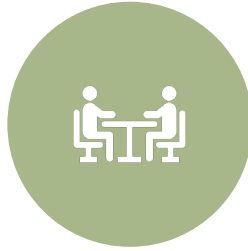
Participate in some group activity that makes you feel part of the community

Develop healthy routines

Professional Help



PARENTS MAY CONSIDER
SEEKING PROFESSIONAL
ASSISTANCE TO MANAGE
FEELINGS OF STRESS,
DEPRESSION, AND
ANXIETY RELATED TO
DIFFICULTY
IMPLEMENTING
EFFECTIVE PARENTING
METHODS



PSYCHOTHERAPY (AND
MEDICATION, IN SOME
INSTANCES) CAN BE
EFFECTIVE TO LESSEN
STRESS AND HELP
PARENTS REGAIN
EQUILIBRIUM



SELF-HELP BOOKS

Marriage/Partnerships and Relationships

Be open to examine your relationships from time to time to see how you are doing and how to improve

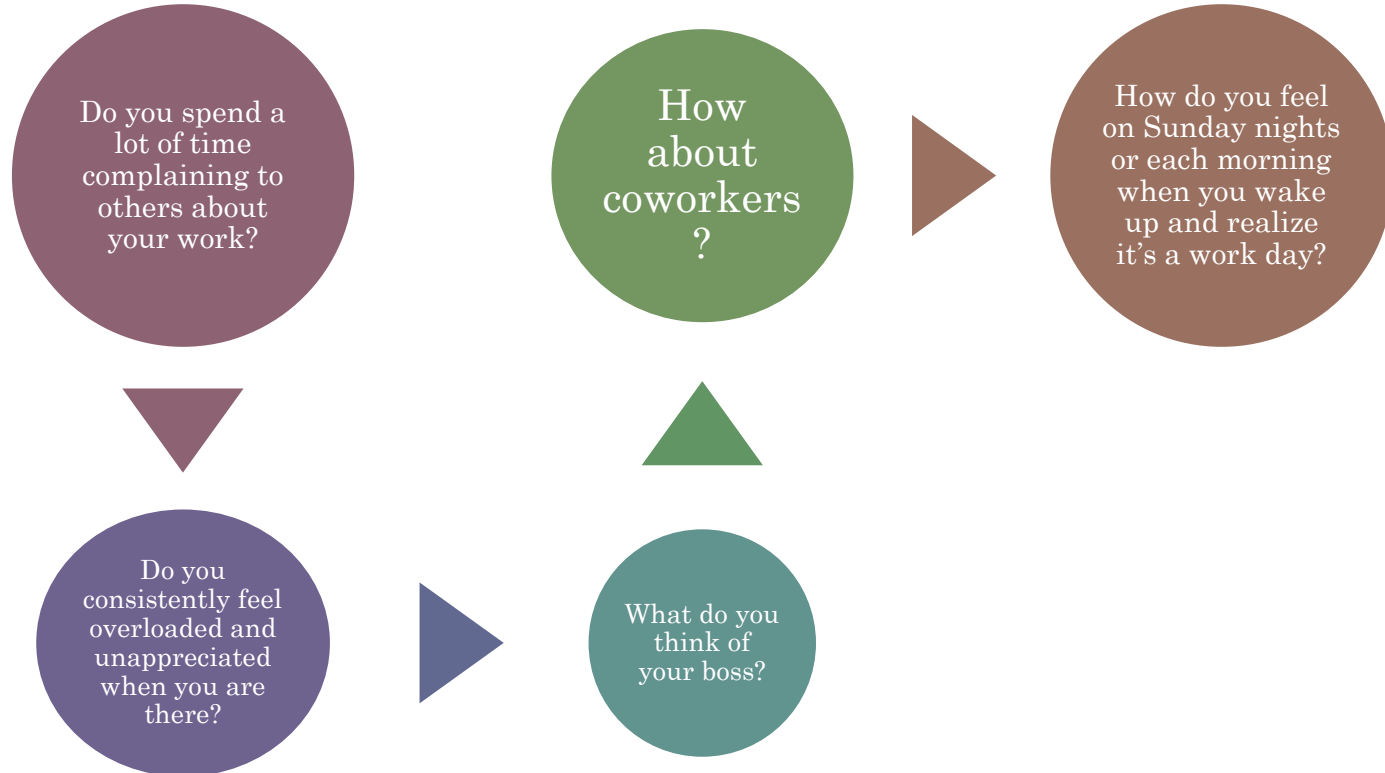


Marital counseling

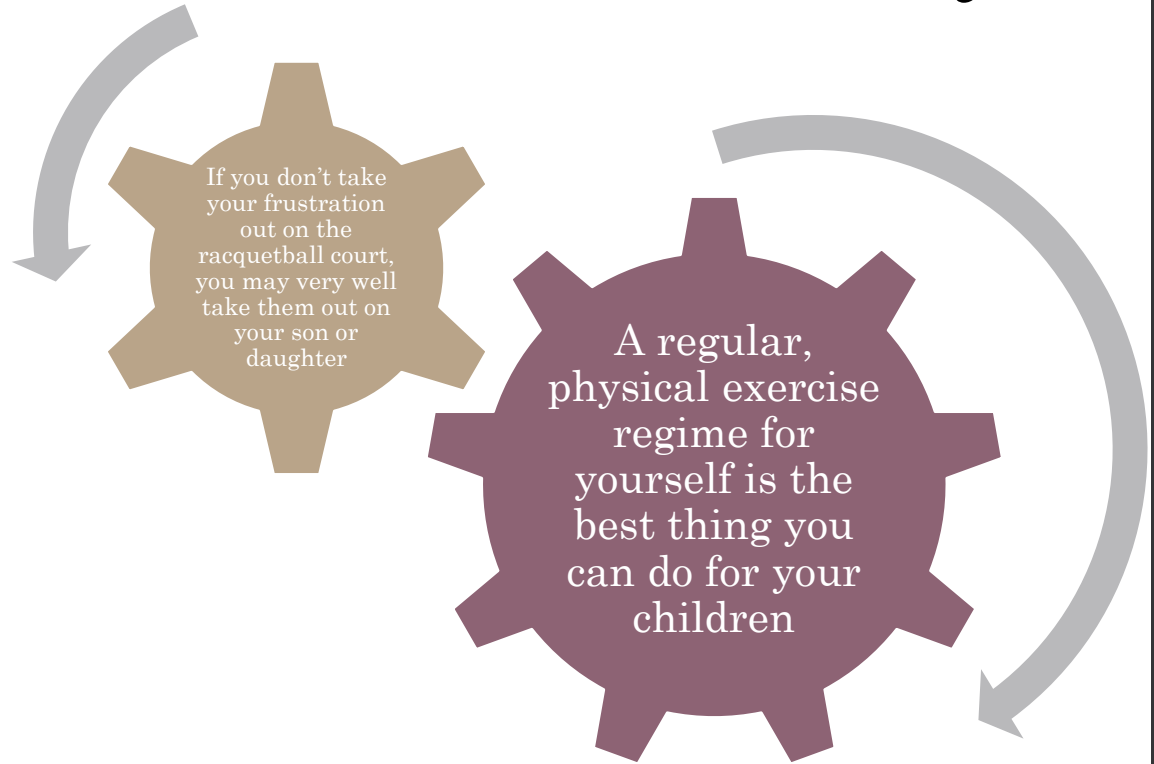
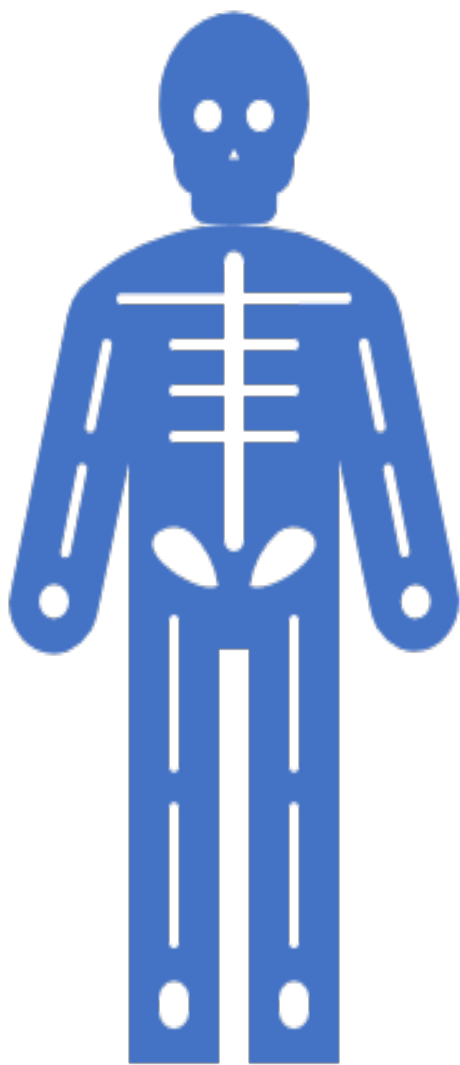
If you decide to seek professional help,

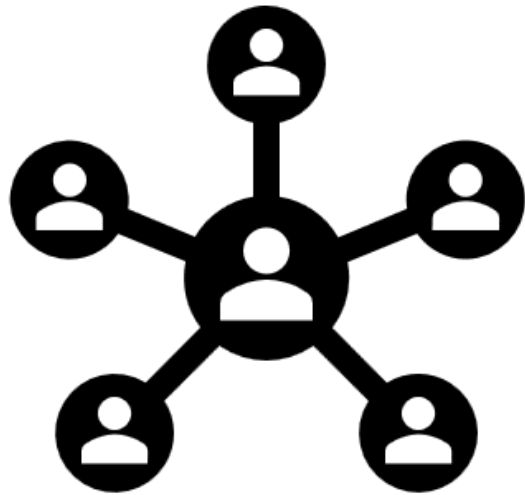
- Choose the counselor together
- Go in together the first day
- Listen respectfully

Your Job: Questions



Your Body





Pass the Buck

Involving another caretaker to take over responsibilities while you take care of yourself

Relaxation



What do you do to relax?

Independently?

With your spouse?

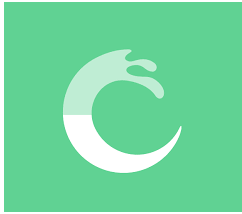
With your children?

With your friends/family?



**Consider: Progressive
Muscle Relaxation**

Relaxation



Pacifica



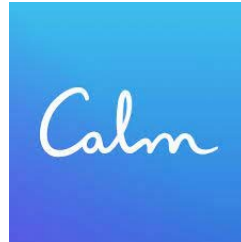
Mindfulness Daily



Happify



Headspace



Calm



Breathe2Relax



THANKS!