

**Antelope Springs
Parenting Teenagers
Session 1
Class Overview**

“Your defining act of love for your child will not be the 2:00 A.M. feedings, the sleepless, fretful night spent beside him in the hospital, or the second job you took to pay for college. Your zenith will occur in the face of a withering blast of frightening rage from your adolescent, in allowing no rage from yourself in response. Your finest moment may well be your darkest. And you will be a parent.”

Bradley

1. Expectations

- a. Attendance, start & end times, coming late, class format, taking notes, keeping handouts, etc
- b. Homework
- c. What you want out of class

2. Overview of books

- a. **Yes, Your Teen is Crazy!** By Bradley

This particular book is a very valuable resource to parents in terms of looking at teens from a number of different perspectives. Please read this with an open mind.

- c. **Parenting Teenagers** by Dinkmeyer and McKay

This Adlerian approach to parenting will be the source of some handouts and discussion centered on; birth order, competition, goals of misbehavior, encouragement, lifestyle, listening, disciplining and other pertinent topics.

- d. **What Teens Need to Succeed** by Bensen, Galbraith and Espeland.

- e. Other books: **Positive Discipline For Teenagers** by Jane Nelson, **Raising Self Reliant Children in a Self-Indulgent World** by Glenn & Nelson, **Parents, Teen and Boundaries** by Jane Bluestein

3. Homework for week two:

Read chapters 1, 2, and 3 in Bradley and chapters 1 and 2 in Dinkmeyer. Be prepared to discuss how personality develops, adolescent brain chemistry, a view in your teen’s world and peer influences.

Write a 1-3 page paper on what you think your strengths and difficulties are in working with teens. What would you most like to improve in your effectiveness with teens?

**Antelope Springs
Parenting Teenagers
Session 1
"Understanding Your Teenager and Yourself"**

I. Ineffective methods of parenting

"We call parents who let their children run roughshod over them permissive. Those who run roughshod over their children we call autocratic. Permissive and autocratic parenting differ greatly, but they share an important characteristic, they're both ineffective."

A) Permissiveness *"It's important to understand why permissiveness is an ineffective method of parenting. We believe it fails because it takes away respect from BOTH the parent and the teen."*

- 1) Parents usually afraid to take a stand
- 2) Avoid conflict at all costs
- 3) Feel powerless with youths
- 4) Backlash from restrictive childhood
- 5) Teens interpret permissiveness as a sign of weakness
- 6) Breeds disrespect, discouragement and invites rebellion
- 7) Pampering breeds disrespect (list on page 4)

"Do nothing regularly for people that they can do for themselves."

B) Autocratic approaches *"Equally as ineffective as the permissive method of parenting is the autocratic, "get tough" approach. Autocratic parents believe they know what's good for everybody else, and they try to force their ideas on others."*

- 1) Extremely critical of teen's performance
- 2) Demanding and threatening
- 3) Manipulate by rewards and punishments
- 4) Reminding and nagging
- 5) Over involved in homework
- 6) Don't trust or respect teens
- 7) Belief that theirs is the one right opinion and stubbornly hold on to it

II. Effective parenting approaches and foundation to understanding your teen.

A) Mutual respect and equality, keys to effective parenting

God gives us teenagers so that WE can learn to grow up!

- 1) mutual respect
- 2) mutual trust
- 3) mutual concern and caring
- 4) empathy-sympathetic understanding for one another
- 5) desire to listen to each other
- 6) emphasis assets rather than faults
- 7) commitment to cooperation and equal participation in resolving conflicts
- 8) sharing of thoughts and feelings rather than hiding them
- 9) mutual commitment to common goals
- 10) support for and acceptance of one another as imperfect in the process of growth

B) Understanding the framework “*At any other time of life the behaviors manifest in the adolescent years would be considered as evidence of mental illness*”

- 1) one foot on the dock...
- 2) physical influences
- 3) sexual maturation
- 4) peers
- 5) school
- 6) birth order, etc

C) Goals of effective parenting “*The ideal goal of a parent is to work themselves out of a job.*”

- 1) independence
- 2) responsibility

D) Constructive Teen Goals “*All behavior is goal oriented, that is to say all behavior has purpose.*”

- 1) belonging (attention, involvement, acceptance, intimacy, dependency)
- 2) uniqueness/different (power, autonomy, independence)
- 3) purpose/meaning (respect, productivity, sense and order, choices)

III. Goals of Misbehavior “*Behavior can be considered misbehavior if it occurs in a pattern, breaks a rule or norm and bothers you. The term misbehavior refers to actions and words that disregard or disrespect the rights or safety of others, or that are self-defeating or even dangerous to oneself. Misbehavior is disrespectful.*”

- A) attention
- B) power
- C) revenge
- D) display of inadequacy
- E) excitement, F) peer acceptance, G) superiority

“The key to changing behavior in others is to understand that you can never change anyone else, the only way to have any type of influence on others is to change the way that you respond to them and thus change the relationship. No one can control anyone else, or make them do anything. We can invite, influence, model, reason, cooperate and encourage. Only upon those principles can we exert any type of influence upon anyone else.”

IV Essential Assets for Teens

“*Why do some kids grow up with ease, while others struggle? Why do some kids get involved in dangerous activities, while others spend their time contributing to society? Why do some kids beat the odds in difficult situations, while others get trapped? We recognized that many factors influence why some people succeed in life and others have a harder time-including economic circumstances, genetics, and trauma. These factors seem difficult and even impossible to change, but they aren’t all that matters. **Our surveys revealed that the difference between troubled teens and those leading healthy, productive lives is strongly affected by the presence of what we call developmental assets.**”*

Parenting Teens

What Teens Need to Succeed by Bensen, Galbraith and Espeland

Overview of Developmental Assets

“The usual definition of assets is “property or resources”. We chose this term because the things we identified – building blocks for human development – act like assets in a young person’s life. They increase in value over time. They provide a sense of security. They are resources upon which a child can draw again and again. They help young people make wise decisions, choose positive paths, and grow up competent, caring and responsible. And they’re cumulative, meaning that the more assets a young person has, the better.”

External Assets

Support

Learning

1. Family support
2. Positive family communication
3. Other adult relationships
4. Caring neighborhood
5. Caring school climate
6. Parent involvement in schooling

Empowerment

7. Community values youth
8. Youth as resources
9. Service to others
10. Safety

Boundaries and Expectations

11. Family boundaries
12. School boundaries

Competencies

13. Neighborhood boundaries
14. Adult role models
15. Positive peer influence
16. High expectations

Constructive Use of Time

17. Creative activities
18. Youth programs
19. Religious community
20. Time at home

Internal Assets

Commitment to

21. Achievement motivation
22. School engagement
23. Homework
24. Bonding to school
25. Reading for pleasure

Positive Values

26. Caring
27. Equality & Social Justice
28. Integrity
29. Honesty
30. Responsibility
31. Restraint

Social

32. Planning & Decision Making
33. Interpersonal competence
34. Cultural competence
35. Resistance skills
36. Peaceful conflict resolution

Positive Identity

37. Personal power
38. Self esteem
39. Sense of purpose
40. Positive view of future

More assets mean fewer problem behaviors

(from **What Teens Need to Succeed** by Benson, Galbraith, Espeland)

This is a summary of the research project that suggests that the success of teens in life is directly related to the number and types of assets that they have available to them. The groups, 0-10, 11-20, 21-30, 31-40 represent the NUMBER OF ASSETS present in those individuals lives.

For example when teens have less than 11 of the 40 basic assets present, we know that 53% of that group use alcohol at least 3 or more times in the last 30 days or have been drunk in the last 2 weeks. So, comparatively, only 3% of those teens that have 31-40 of the assets present would use alcohol in that same way.

1. Problem Alcohol Use (has used 3 or more times in the last 30 days, or gotten drunk once or more in the last 2 weeks)
 - a. 0-10 = **53%**, 11-20 = **30%**, 21-30 = **11%**, 31-40 = **3%**

2. Illicit Drug use (used illicit drugs cocaine, LSD, PCP or angel dust, heroin and amphetamines 3 or more times in the past 12 months)
 - a. 0-10= **42%** 11-20= **19%** 21-30= **6%** 31-40= **1%**

3. Sexual Activity (had sexual intercourse 3 or more times in lifetime)
 - a. 0-10= **33%** 11-20= **21%** 21-30= **10%** 31-40= **3%**

4. Violence (Has engaged in 3 or more acts of fighting, hitting, injuring a person, carrying a weapon or threatening physical harm in the past 12 months)
 - a. 0-10= **61%** 11-20= **35%** 21-30= **16%** 31-40= **6%**

5. School Problems (Has skipped 2 or more days in the last 4 weeks and/or has below a C average)
 - a. 0-10= **43%** 11-20= **19%** 21-30= **7%** 31-40= **2%**

6. Depression/Suicide (Is frequently depressed and or has attempted suicide)
 - a. 0-10= **40%** 11-20= **25%** 21-30= **13%** 31-40= **4%**

7. Resists Danger (Avoids doing things that are dangerous)
 - a. 0-10= **6%** 11-20= **15%** 21-30= **29%** 31-40= **43%**

8. Maintains Good Health (pays attention to healthy nutrition and exercise)
 - a. 0-10= **25%** 11-20= **46%** 21-30= **69%** 31-40= **88%**

9. Helps Others (Helps friends or neighbors one or more hours per week)
 - a. 0-10= **69%** 11-20= **83%** 21-30= **91%** 31-40= **96%**

10. Values Diversity (Places high importance on getting to know people of other racial/ethnic groups)
 - a. 0-10= **34%** 11-20= **53%** 21-30= **69%** 31-40= **87%**

11. Succeeds in School (Gets mostly As on report cards)
 - a. 0-10= **7%** 11-20= **19%** 21-30= **35%** 31-40= **53%**

12. Delays Gratification (Saves money for something special rather than spending it right away)
0-10= **27%** 11-20= **42%** 21-30= **56%** 31-40= **72%**

William Glasser's Needs Structure:
"Needs are genetically embedded and part of each of us"

After reading and discussing the meaning of each need rate yourself on how STRONG the need is for you. Please don't rate it based on the level of fulfillment, we are interested in need STRENGTH. Circle the number that best reflects your need strength in each area. A "1" indicates low need strength and a "10" is very high. When you are done with rating yourself, rate each of the other family members, based on how you see their need strength in each area. Remember it's not about fulfillment, only about the strength of each need. **Discuss and write about how your needs will influence the way you parent and interact with your children.**

1. **Survival**

This need includes safety, a sense of wellness, protection, and overall a desire for an absence of threat or danger. It can be focused on health, money or lifestyle and is sometimes manifested in behaviors that reflect low risk or high protection.

1 2 3 4 5 6 7 8 9 10

2. **Love/Belonging**

The need to feel valued, nurtured and to both give and receive love and compassion is the central theme of this need. It can be manifest in behaviors that connect in cooperative, kind ways.

1 2 3 4 5 6 7 8 9 10

3. **Power**

When we want to feel a sense of control over others, or the environment this is called power. This need also can include the need to have power "over" self. This is sometimes seen as the need to influence the outcome of decisions or activities. Think of Gandhi or Hitler, both were high on this need.

1 2 3 4 5 6 7 8 9 10

4. **Freedom**

Freedom is the need to have a sense of choice. Persons who are high on this need will say that they need to feel that they can make choices and generally respond poorly to being compelled.

1 2 3 4 5 6 7 8 9 10

5. **Fun**

When this need is high and being fulfilled we see playing, laughing, relaxing, traveling, whatever the person defines as fun becomes very important.

1 2 3 4 5 6 7 8 9 10