

**Antelope Springs
Parenting Teenagers
Session 2**

**Parenting Teenagers by Dinkmeyer and McKay
Chapter 1 and 2 summaries**

A. Basic concepts of personality definition

1. Unique way we perceive/organize the world (inner sentences)
2. Consists of beliefs, goals, emotions and attitudes.
3. Behavior can be understood, personality not easily understood
4. Look for goals of the behavior (IMPACT)

*“A child’s behavior is purposeful. He behaves or misbehaves in order to achieve the goals he sets for himself. **He will only set a pattern of behaving or misbehaving when he perceives himself achieving his goals through such behavior.** This is called achieving payoff. It should be remembered that the child is only dimly aware of his goals.”*

Dr. Hugh Allred, *A Rational Approach to Discipline*

B. Lifestyle (contains both assets and liabilities)

*In early childhood, humans use their creativity to develop **beliefs to live by.** The psychiatrist Alfred Adler called this plan a **LIFESTYLE.** **Lifestyle unifies the various aspects of personality.** Each person’s lifestyle is unique and includes convictions or beliefs about oneself, others and the world. It also includes long-range goals that are chosen and in line with the person’s beliefs.”*

Dinkmeyer and Mackay, *The Parents Guide*

1. Creative blueprint for living
2. Lifestyle beliefs are the inner sentences or stories that we live by
3. Influences for development
 - a) Heredity,
 - b) Family atmosphere and values (do you explore or enforce?),
 - c) Role models,
 - d) Methods of child rearing,
 - e) Birth order
4. We look for evidence to support basic lifestyle sentences
 - a) Comfort seeking
 - b) Pleasing
 - c) Control others
 - d) Control self
 - e) Superiority
 - f) Martyr
 - g) Victim
 - h) Social interest (high mental health levels)

*“It is simply not true that parents are directly responsible for the total personality development of the child. **The most significant factor in the development of any child’s lifestyle is the personal meaning the child derives from her or his position in the family constellation.**”*

Walter Tolman, *Family Constellation*

C. Lifestyle and the Challenges of Living

1. Sex and Love

*“Most teens respect the values of people who are honest with them and who treat them as mature individuals. **Lecturing and moralizing will not be effective. If anything, they might serve to make emotional and sexual intimacy appealing - and for all the wrong reasons. It is effective for parents to state their beliefs and values firmly, clearly, and respectfully, and to help their teen think through the values they’ve presented.**”*

Dinkmeyer and Mackay, *The Parents Guide*

2. Education and school (self image and academic performance)
3. Work
4. Family

D. Promoting Positive Personality in Your Teen

1) Live together in mutual respect, treating each other as equal human beings with equal rights. As you develop mutual respect, you and your teen will be more trusting and less interested in denying each others rights.

*“If parents recognize their teenagers as persons of equal worth, they will feel less inclined to force them into acceptable molds. Parents of course will continue to guide and influence teens toward a happy, productive adult life. But guiding and influencing are not the same as molding or rejecting a teen’s basic personality. **Guidance encourages cooperation, rejection encourages rebellion.**”*

Dinkmeyer and Mackay, *The Parents Guide*

- 2) Focus on positive behavior, contributions, efforts and any movement toward cooperation. Minimize mistakes.
- 3) **Accept your teen as is, apart from your expectations.** Acceptance helps teens feel good about themselves and accomplish goals.
- 4) Help your teen become more responsible by giving responsibility and expecting responsible behavior
- 5) Let your teen learn from the logical consequences of living. **Avoid a relationship based on rewards and punishments.**

- 6) Have the courage to be imperfect. Say “I’m sorry” when you are wrong or have been ineffective. Don’t place unreasonable demands on yourself. In the same way encourage your teen to have the courage to be imperfect and live with limitations.
- 7) Develop reasonable standards and expectations. More important, serve as a model by living up to them yourself, as consistently as possible.
Teens learn more from parents actions than from words.
- 8) Listen carefully to what your teen has to say. Make an attempt to understand your teens feelings.
- 9) Take your teen seriously. Care about things that are important to your teen: clothes, social relationships, sports, art, music, school activities, books, movies, and so on.
- 10) Understand and appreciate the wonderful way that your teen is developing.

Yes, Your Teen is Crazy by Bradley Chapters 1, 2 and 3 Summaries

Chapter 1 The Adolescent Brain

A: Current Brain Research

1. Giedd’s study of brain imaging at the Child Psychiatry Branch of the National Institute of Mental Health.
 - a. MRIs on 1000 “kids” over a nine year span found that the throughout the teens years and into the 20s, “substantial growth occurs in a brain structure called the corpus callosum. The corpus callosum is a set of nerves that connects all the parts of the brain that must work together to function efficiently, as in making good decisions. This set of “wires” is critical to things like intelligence, consciousness, and self – awareness.”
 - b. They also found that the “prefrontal cortex of the brain goes through a wild growth spurt that coincides with the onset of the adolescence. In fact they found that this part of the brain does the bulk of it’s maturation between the ages of 12 and 20.”
 - c. What this means to you: The good and bad news is that, first, this wild brain development may create new unpredictable thought pathways,

wherein action thoughts can outrace judgment capabilities just as they did in early childhood. **Second, teens may be neurologically handicapped in recognizing and processing emotions such as anger and fear. In adolescent children, the maddening behavior is just the result of mixed-up wiring that will straighten out in time, if, and only if we adults respond NOT with raging, hurtful punishments, but with carefully crafted responses intended to calmly but firmly teach brain-challenged children to become functional adults.**

2. Common Adolescent “Disorders”
 - a. Shepherdus Germanus Seizure Syndrome
 - b. Aphasia Whenus Iwannus
 - c. Maturantionnus Erraticus
 - d. Moodus Elevatoris Irrationnus

3. Recognizing the Pain and Confusion
 - a. Since we’ve begun to keep such records, researchers have found that, psychologically speaking, teenagers are very consistent creatures from generation to generation. Yet a romantic myth has somehow evolved that today’s kids are so different from the way we were in our day – that as teenagers we were more responsible, less violent, less sex-driven, more spiritual and so on. . . Our research shows adolescent personality to be amazingly similar over time comparison studies, which now makes sense in light of our new adolescent brain research.

 - b. Teens left on their own as small adults not only screw up big time, they become depressed and rageful in the bargain.

Chapter 2

Your Adolescent’s World:

Sex, Drugs, and Rock’N Roll

Like You Never Saw

- A. Drugs: A Short Term Antidote for the Pain/Alcohol is the Drug
 - a. The first truly frightening fact you need to confront is that drug use often DOES make major sense in the context of the adolescent world. Drugs can serve so many purposes so well. They change painful emotional realities, make uncool kids cool, provide friends, enable identity development, help rebel against authority, spotlight adult hypocrisy, and do many other wonderful things for your kid, at least in the short term. In the long term, they can kill her.

- b. Believe it or not, your child stands a **radically better chance of dying from booze than from marijuana, heroin, cocaine and hallucinogens COMBINED.**
 - c. Marijuana and heroin are NOT the same drugs they were years ago. Marijuana potency has increased radically due to innovations in production. Heroin “purity” rates have increased by factors of 4 to 9.
- B. Sex: Too Much + Too Soon = Too Late
 - C. Intimacy and Sex : A Warped View
 - D. Rock ‘ N Roll: A World of Violence and Aggression
 - E. Adolescent Suicide: The Ultimate Rock ‘N Roll
 - F. Speaking of Guns

Chapter 3

Peer Influence and Your Child

- A. Parents of adolescents sooner or later feel desperately outmatched by the power that peers seem to gain overnight over their child. They anxiously fret, saddened and scared by the apparent loss of their teenager to the whims of this weird adolescent culture.
- B. The Power of Peer Pressure: Ways You Can and Can’t Win
 - a. The first measure of peer power is TIME. **How many hours per week to you get to sit and talk intimately with your teenager?**
 - b. Peer Groups Can’t Ruin Kids. Myth number one is about how peer groups recruit and then convert good kids to bad ones.
 - c. Peer Pressure Can be Your Ally. Researchers find that the most prevalent form of peer pressure teenagers “suffer” from is a demand from their friends that they finish school.
 - d. **Their Friends Are Not the Problem.**
 - e. Your Values Are Most Powerful to Your Child.
- C. Internet Insanity: Don’t Laugh it Off
 - a. The internet has been linked to teenage depression, isolation and even suicide risk.
 - b. Many adolescents find “cyber” connections much easier to maintain than real ones because computers are great to hide frailties behind, at least for a while. The result is often a kid who gradually withdraws from taxing “real-time” involvements to the fantasy internet world.
 - c. Remember that a child’s fantasy flight into those peer worlds, whether cyber or real, **becomes dangerous only when the connections with you are lost.**