

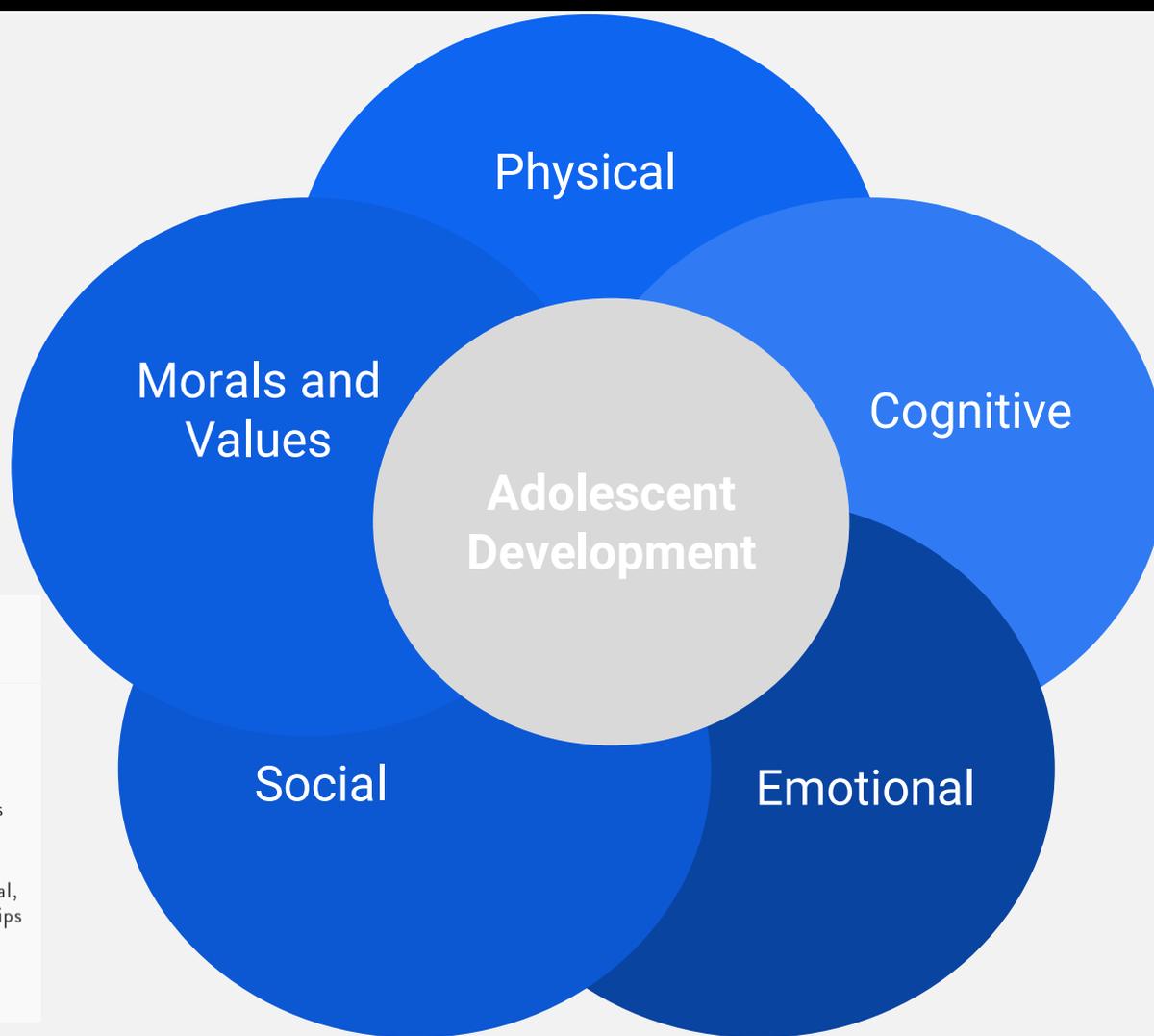
ENHANCING CAREGIVER SUPPORT OF ADOLESCENTS

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ADOLESCENCE IS A TIME OF:

- Rapid physical and psychological (cognitive and emotional) growth and development
- Development of new skills and capacities
- Changing relationships, expectations, roles and responsibilities.



PHYSICAL

hormonal changes and development



COGNITIVE

changes in the way the brain functions



EMOTIONAL

how adolescents process emotions and stress



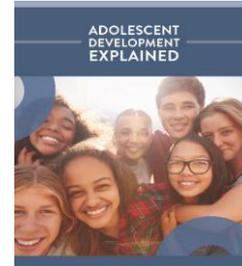
SOCIAL

changes in familial, social, and romantic relationships



MORALS AND VALUES

how adolescents regard their place in the world



Office of the Assistant Secretary for Health



<https://opa.hhs.gov/sites/default/files/2020-08/ade-webinar-1-slides.pdf>

Girls

- Appearance of breast buds (between 8 and 12 years of age), followed by breast development (13-18)
- Development of pubic hair (11-14)
- Growth spurt begins (average age, 10), which adds inches to height and hip circumference
- Menses begins (average age, 12, normal age range between 9 and 16)
- Enlargement of ovaries, uterus, labia, and clitoris; thickening of the endo-metrium and vaginal mucosa
- Appearance of underarm hair (13-16)
- Dental changes, which include jaw growth and development of molars
- Development of body odor and acne

Boys

- Testicular enlargement, beginning as early as 9-½ years of age
- Appearance of pubic hair (10-15)
- Onset of spermathe, or sperm found in the ejaculate
- Lengthening of genitals (11-14)
- Rapid enlargement of the larynx, pharynx, and lungs, which can lead to alterations in vocal quality (i.e., voice cracking)
- Changes in physical growth (average age, 14), first seen in the hands and feet, followed by the arms and legs, and then the trunk and chest
- Weight gain and increases in lean body mass and muscle mass (11-16)
- Doubling of heart size and vital lung capacity, increase in blood pressure and blood volume
- Growth of facial and body hair, which may not be completed until the mid-20s
- Dental changes, which include jaw growth and development of molars
- Development of body odor and acne

Factors that contribute to the timing of physical changes:



GENES



EXERCISE BEFORE AND DURING ADOLESCENCE



CHRONIC ILLNESS



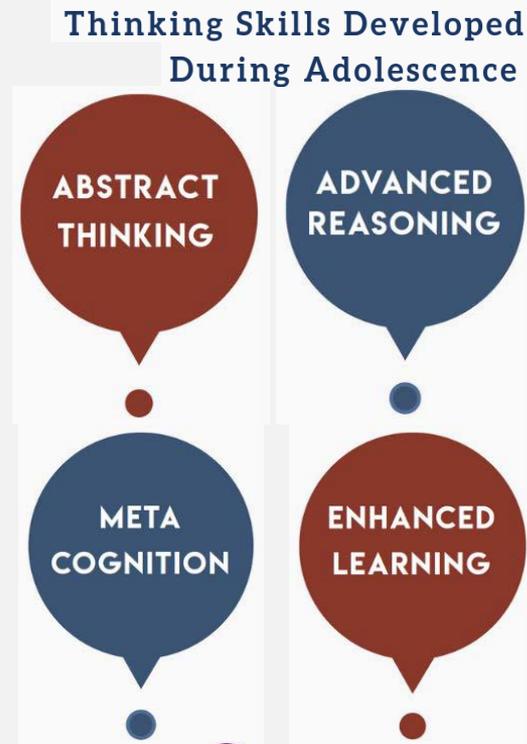
SUBSTANCE USE



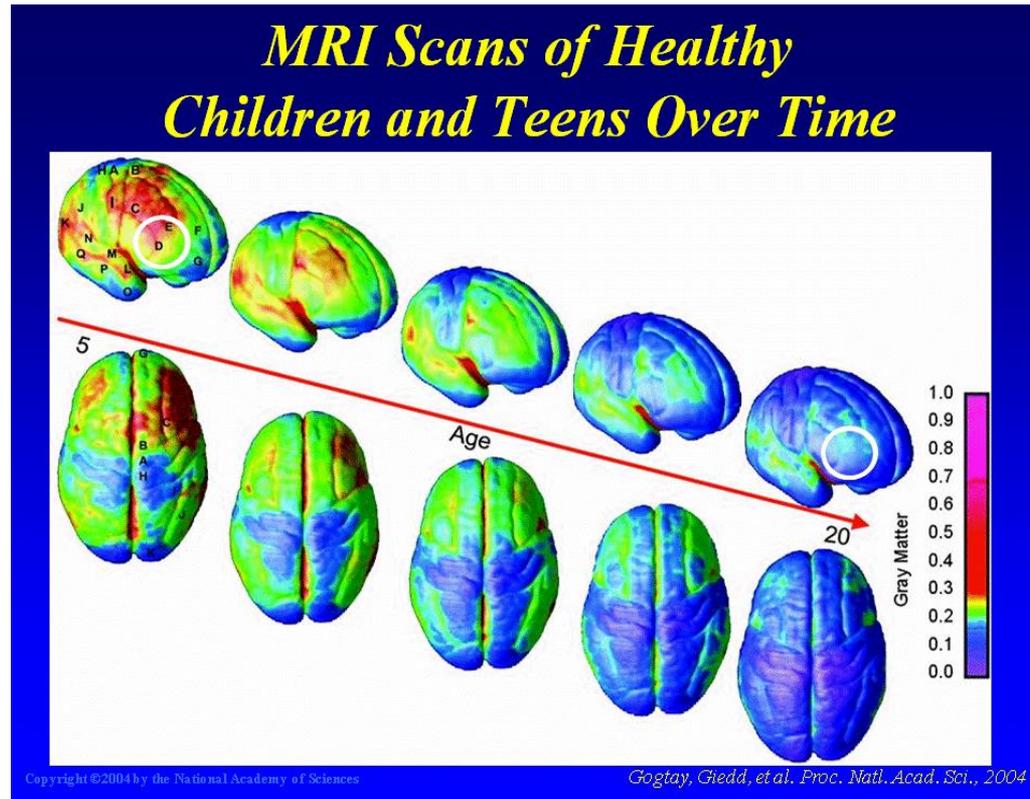
DEVELOPMENT IN OTHER AREAS

CHART SOURCES: Adapted from www.aacap.org/publications/factsfam/develop.htm, American Academy of Child and Adolescent Psychiatry, *Normal Adolescent Development*, handout, 2/2005; <http://www.nlm.nih.gov/medlineplus/ency/article/02003.htm>.

- The brain grows new brain cells, prunes excessive growth, and strengthens connections between cells.
- This increases capacity for enhanced learning, abstract thinking, advanced reasoning, and metacognition.



The prefrontal cortex (white circle) is the last part of the brain to develop.



The prefrontal cortex is responsible for planning, decision-making and goal-setting.

Piaget's Model of Cognitive Development

0-2 years
Sensorimotor

2- 7 years
Pre -
Operational

7-11 years
Concrete
operations

Adolescence – Adult
Formal Operations

Ages 10-14

- Primarily present focused, with limited thoughts of the future
- Expansion of intellectual interests
- Ability to do physical/mental/emotional work expands
- Capacity for abstract thinking increases
- Experimentation and risk-taking behaviors may emerge

Ages 15-19

- Interests focus on near-future and future
- More importance is placed on goals, ambitions, life roles
- Capacity for goal-setting and follow-through increases
- Work habits become more defined
- Planning capability expands
- Ability for foresight grows
- Risk-taking behaviors may emerge

CHART SOURCES: Adapted from www.aacap.org/publications/factsfam/develop.htm. American Academy of Child and Adolescent Psychiatry. *Normal Adolescent Development*, handout, 2/2005; <http://www.nlm.nih.gov/medlineplus/ency/article/02003.htm>.

- Adolescence is marked by increasing ability to perceive, assess, and manage emotions.
- Biological, physical, and cognitive changes are interrelated with emotions and are contextually and environmentally influenced.
- Hormones and self-regulation skills influence how adolescents navigate emotions.

Ages 10-14

- Sense of identity develops
- May feel awkward/strange about developing self/body
- Self-focus increases
- Increases capacity for feelings expression
- Close friendships gain in importance and influence
- Realization of imperfections of parents
- Interactions with parents change (e.g., rejects overt affection, increases sarcasm/rudeness/complaints about rules, etc.)

Ages 15-19

- Independent functioning increases
- Developing more cohesive personal identity
- Examination of experiences becomes more important (may journal/blog/post)
- Increased capacity for delayed gratification
- Increased capacity to analyze situations/circumstances
- Continued decline in engagement with parents
- Peer relationships remain important and social networks expand
- Increasing emotional steadiness
- Increasing concern for others

EMOTIONAL

CHART SOURCES: Adapted from www.aacap.org/publications/factsfam/develop.htm. American Academy of Child and Adolescent Psychiatry. <http://www.aacap.org/publications/factsfam/develop.htm>. <http://www.nlm.nih.gov/medlineplus/ency/article/000033.htm>.

- Social development helps teens move from the limited roles of childhood to the broader roles of adulthood.
- By expanding social circles, adolescents build social networks and form stronger relationships.
- Acceptance from peers is especially important. Teens may change how they think, speak, dress, or behave to gain approval from evolving friend groups.
- Positive peer groups can help youth learn and practice healthy relationship skills, such as cooperating, resolving conflicts, and sharing.

Erickson's Identity vs. Role Identity Development:

- Taking risks can be a positive part of growing as adolescents experiment to learn more about themselves and others.
- Identity formation is a fundamental task that requires adolescents to become aware of and explore who they are in different life contexts.
- Intersectionality highlights how multiple social identities are additive and interactive.

- Exploring romantic relationships is a hallmark of adolescence.
- Youth in relationships are developing their sense of self and learning about their likes, dislikes, and values.
- Youth who date may engage in risky sexual behaviors or find themselves in unhealthy dating relationships.
- Adolescents may have immature or unrealistic expectations or ideas about relationships from media or friends.

Ages 10-14

- Girls develop socially earlier than boys
- Shyness, modesty, embarrassment increases
- Showing off increases
- Increasing need for privacy
- Developing sexual interest
- Beginning to explore sexuality and sexual orientation
- Concerns about physical/sexual attractiveness to others may begin
- Worries about being “normal” are common
- Short-term romantic relationships may occur

Ages 15-19

- Feelings of love and passion intensify
- More serious relationships develop
- Sharing of tenderness and fears with romantic partner increases
- Sense of sexual identity becomes more solid
- Capacity for affection and romantic love increases

SOCIAL

CHART SOURCES: Adapted from www.aacap.org/publications/factsfam/develop.htm. American Academy of Child and Adolescent Psychiatry. *Normal Adolescent Development*, handout, 2/2005; <http://www.nlm.nih.gov/medlineplus/ency/article/02003.htm>.

Kohlberg's Levels of Moral Development

MORALS AND VALUES

Level 1 Ages 4-10 Pre-Morality

- Stage 1. **Punishment and obedience orientation**: Doing what is right because of fear of punishment.
- Stage 2. **Hedonistic orientation**: Doing what is right for personal gain, perhaps a reward.

Level 2 Ages 10-14 Conventional Morality

- Stage 3. **Interpersonal concordance orientation**: Doing what is right according to the majority to be a good boy/girl.
- Stage 4. **Law and order orientation**: Doing what is right because it is your duty and helps society.

Level 3 Ages 14+ Post- Conventional Morality

- Stage 5. **Social contract or legalistic orientation**: Doing what is right even if it is against the law because the law is too restrictive.
- Stage 6. **Universal ethical principles orientation**: Doing what is right because of our inner conscious which has absorbed the principles of justice and equality and sacredness of life.

Ages 10-14

- Testing of rules and limits increases
- More consistent evidence of conscience impacting behavior
- Capacity for abstract thought in navigating situations
- Ideals develop, including selection of role models
- Questioning of moral rights and privileges increases

Ages 15-19

- Interest in moral reasoning increases
- Interest in social, cultural and family traditions expands
- Emphasis on personal dignity and self-esteem increases
- Capacity for insight increases

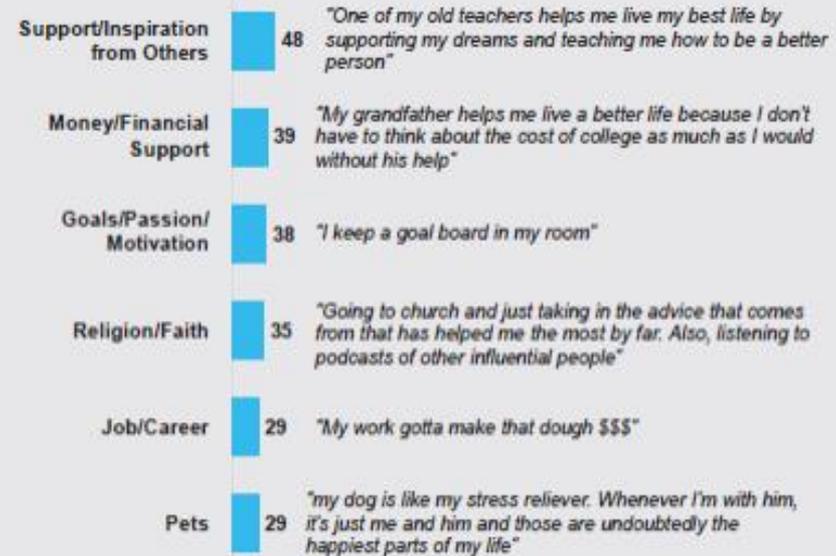
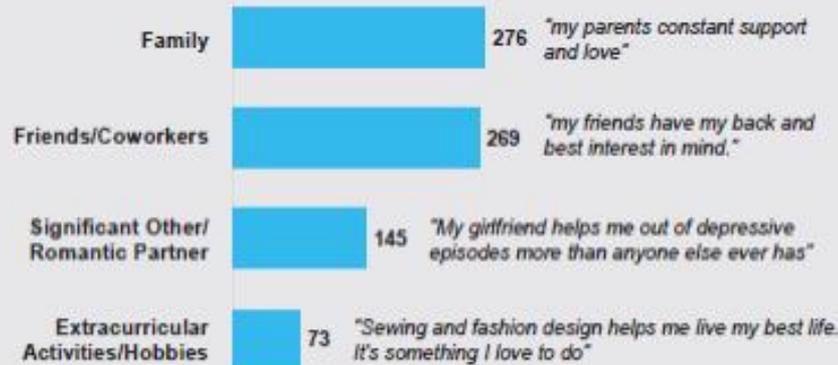
MORALS AND VALUES

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MORALS AND VALUES

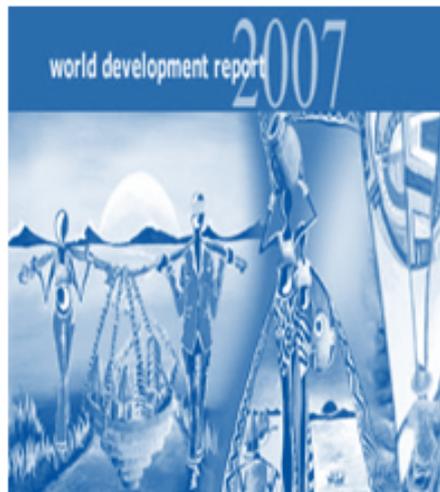
Youth Voices: Tell us about something or someone that helps you live your best life.

In a recent MyVoice survey, adolescents were asked about something or someone that helps them live their best life (see Appendix B for more detail on the MyVoice methodology). The top 10 answers from the 913 responses received are shown in the figure below. Overall, youth most commonly cited support from family, friends, romantic partners, and extracurricular activities or hobbies.



SOURCE: Generated using data from the MyVoice (2019) report.

World Bank framework: Youth transitions seen through three lenses



First lens: Broadening opportunities for young people to develop skills and use them productively.

Second lens: Helping them acquire the capabilities to make good decisions in pursuing those opportunities

Third lens: Offering them second chances to recover from bad decisions, either by them or by others.

Source: World Bank. World Development Report 2007. Development and the next generation. World Bank. Washington, USA. 2007.

The Youth Risk Behavior Surveillance System (YRBS)

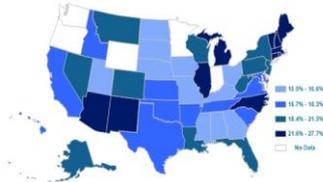


- Monitors priority health-risk behaviors that contribute to the leading causes of morbidity and mortality among youth and adults:
 - Unintentional injuries and violence
 - Sexual behaviors
 - Alcohol and other drug use
 - Tobacco use
 - Unhealthy dietary behaviors
 - Inadequate physical activity.
- Also monitors health outcomes: obesity and asthma
- National, state and local results
- 2019 Sample = 13,677 9th-12th grade students
- <https://www.cdc.gov/yrbbs>

Health Related Behaviors in Oklahoma's Teens

**Marijuana
Use:
16.7 - 18.3%**

Percentage of High School Students Who Currently Used Marijuana*



One or more times during the 30 days before the survey

State Youth Risk Behavior Surveys, 2019

**Prescription
Drug Abuse:
14.5 - 16.5%**

Percentage of High School Students Who Ever Took Prescription Pain Medicine Without a Doctor's Prescription or Differently Than How a Doctor Told Them to Use It*

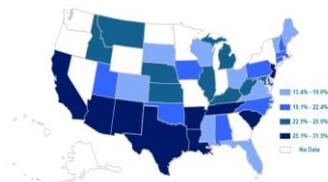


Counting drugs such as oxycodone, Vicodin, OxyContin, hydrocodone, and Percocet, one or more times during their life

State Youth Risk Behavior Surveys, 2019

**School
Access to
Illegal Drugs:
19.1 - 22.4%**

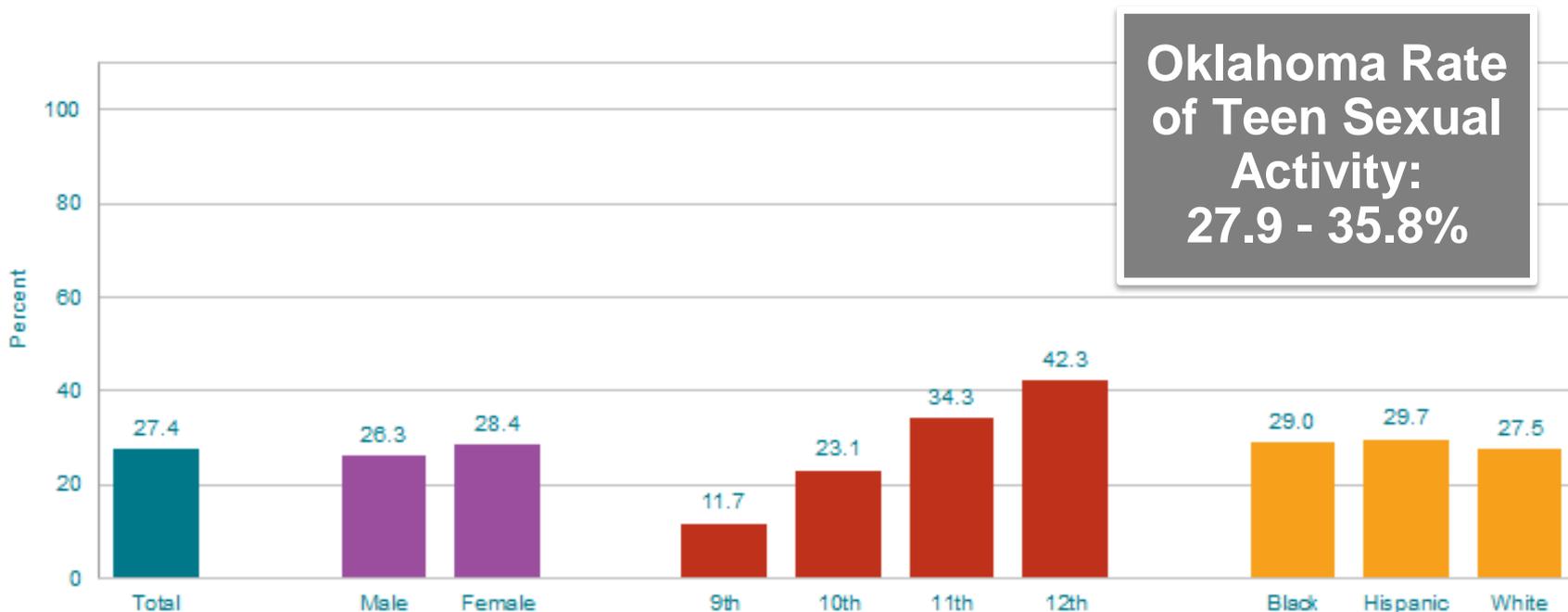
Percentage of High School Students Who Were Offered, Sold, or Given an Illegal Drug on School Property*



During the 12 months before the survey

State Youth Risk Behavior Surveys, 2019

Percentage of High School Students Who Were Currently Sexually Active,* by Sex, Grade,† and Race/Ethnicity, 2019



*Had sexual intercourse with at least one person, during the 3 months before the survey
†10th > 9th, 11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th, 12th > 11th (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Supporting Healthy Sexual Decision- Making

What works at what age

EARLY TEEN YEARS (AGES 11-14)

Young teens tend to be concrete and short-term in their thinking, and often do not consider long-term consequences when making decisions. This is a good time to talk about delaying sexual activity but a bad time to hammer home long-term benefits or consequences.

MIDDLE TEEN YEARS (15-17)

Risk peaks during these years, and teens of this age question limits and authority. Scare tactics do not work at this age; rather, emphasize the influence of peers. Talking about how to handle peer pressure and changing social circles (about being associated with certain cliques or groups, and about how hanging around with older and younger teens affects sexual behavior and risk-taking) works best at this age.

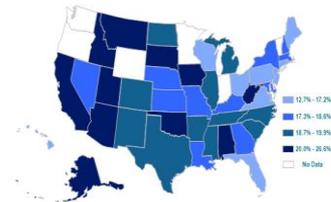
LATE TEEN YEARS (17 AND OLDER)

Older adolescents are entering new social situations such as work and college, so talking about sexual behavior in the context of wider relationships can be helpful. For example, one might talk about how sexual behavior helps form a personal identity or define young people, both in how they may see themselves and how they are viewed within an intimate relationship, in their community, or in various peer groups.

Mental Health in Adolescence

**Considered
Suicide in
Past Year:
20 - 26.6%**

Percentage of High School Students Who Seriously Considered Attempting Suicide*

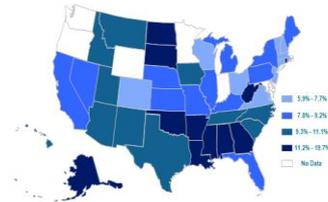


*Ever during the 12 months before the survey

State Youth Risk Behavior Surveys, 2019

**Attempted
Suicide in
Past Year:
11.2 - 19.7%**

Percentage of High School Students Who Attempted Suicide*



*One or more times during the 12 months before the survey

State Youth Risk Behavior Surveys, 2019

**Guiding
Caregivers in
Supporting
Healthy Teen
Behavior**

CAREGIVER-TEEN COMMUNICATION

Good communication with your teen is one of the foundations of good parenting. As children become adolescents, they normally get more involved with peers and talk less to caregivers. Less communication with caregivers can be a normal part of establishing independence. But teens still want and need to communicate with their caregivers, feel close to their caregivers, and be able to turn to their caregivers when they have problems or when they need to talk. Here are some tips for how to establish good communication with your adolescent.

1. **Listen.** This is the single best thing you can do to establish good communication. Listening sounds simple, but often it is not. Let your teenager finish their story without interrupting. Let them tell the whole story. Remember that listening does not necessarily mean agreeing with everything they say. Sometimes they just need to talk and know that you are listening—you do not have to interrupt, agree or disagree, or come up with an immediate solution to their problems. For starters, you just have to listen.

2. **Communicate in Specifics.** Adolescents need specifics, especially when it comes to communicating about rules and expectations. When giving your teen instructions or criticism, talk about specific behaviors, not personalities or generalities. Also, whenever possible, tell them what to do, rather than what not to do.

3. **Show empathy.** Show that you understand how they feel. Even if you do not necessarily agree with what your teenager is feeling, it is still helpful to put yourself in their shoes and communicate to them that you understand how they feel.

4. **Use “Door Openers,” rather than “Door Closers” in Communicating.**

a. Door Openers

“Tell me what happened.”

“What do you think is the right thing to do?”

“How do you feel about that?”

“What happened next?”

“That’s a good question.”

b. Door Closers

“I’ll tell you what you ought to do...”

“I don’t want to hear that kind of talk.”

“So, what?”

“Why are you asking me?”

“Don’t come crying to me if you end up in a mess.”

5. Take Time-Out When Things Get Heated. Caregiver-teen disagreements are a normal part of raising adolescents. It is fine to disagree or have conflicts with your teen, but sometimes you can feel this escalating. *As the adult, it is your responsibility to know when things are escalating and take appropriate action.*

6. Be Ready to Communicate Openly When You Least Expect It. You cannot always predict when your teen will want to communicate with you. It rarely occurs when the parent tries to push it. If you push it, you may get a response of “I don’t know,” or an evasive one or two-word answer. At other times, they may begin to open up on their own when you least expect it. The key is to be ready to use good communication skills when these moments occur.

THE COERCION CYCLE

Patterson, 1982

START

- 1 Parent/Teacher makes a request.
- 2 Child passively ignores them.
- 3 Parent/Teacher repeats request.
- 4 Child delivers a defiant "No!"

- 8 Parent/Teacher may freak-out.
- 7 Parent/Teacher may give up.
- 6 Child explodes in a nuclear rage.
- 5 Parent/Teacher makes a threat.

- 9 Child avoids the initial request.
- 10 Parent/Teacher become reluctant to make requests.
- 11 Child exposed to less demands.
- 12 Child behavior requires a request.

REPEAT



USING PRAISE AND COMPLIMENTS WITH YOUR TEENAGER – CAREGIVER

During times of stress or conflict, it is common for caregivers to get caught up in focusing on the negative aspects of a teenager's behavior. There is a real risk in this. If you get caught up in focusing on the negative, you may neglect to reward, praise or compliment your teenager's positive accomplishments or behavior. If this happens, your teenager may begin to feel that they can never please you, your relationship and closeness will suffer, and you will begin to lose influence over your teenager's behavior. Here are some signs to watch out for:

Signs that your parenting may be focusing too much on the negative:

1. You find yourself seldom saying positive things about your teenager.
2. You feel irritated at your teenager much of the time.
3. You find yourself constantly delivering punishment or negative consequences.
4. You find your real or threatened punishments getting drastic – for example, you begin to talk about kicking them out of the house or disowning them.
5. You find yourself thinking that your teenager can't or won't do anything right.
6. You find yourself accepting only perfection (for example if your child brings home 5 good grades and one poor one, you only point out the poor one).
7. You find yourself thinking negative things about your teenager most of the time.
8. Your relationship with your teenager has very few moments where it feels close and supportive.

Every teenager, even at their worst, is doing some things right.

Your effectiveness as a caregiver will be improved if you recognize this. Sometimes caregivers are concerned about giving too much recognition or too much praise. Sometimes caregivers may think that their teenager should know the right thing to do and just do it, whether they get recognition or not. This is usually a mistake. One of the ways teenagers learn to value doing the right things is because important adults in their life recognize their efforts and reward their accomplishments. For example, imagine how it would be on a job if you did something very well, or worked hard to accomplish something, and your boss never seemed to notice or care. You might begin to think there was no point in working hard anymore. That is frequently how it goes with teenagers.

There are two ways you can offer praise and recognition to your teenager. One way is called “unlabeled praise.” Unlabeled praise is a general compliment that doesn’t really point out what they did to earn it. For example, you might say, “You’re a really good kid.” This kind of positive comment is fine and good, but it is not as effective as a “labeled praise.” A labeled praise points out exactly what your teenager did that you appreciate. For example, if your teenager brings home a good or improved grade, you can say something like, “I know you’ve been working on that subject—good job.” Or you might say, “Those extra hours of homework you put in really paid off.” Or you might say, “Your grandmother and I are both proud of what you’ve accomplished with your grades...” You should use your own words; just make sure to mention what they did that you are complimenting or recognizing.

You should AVOID mixing compliments with criticism or sarcasm. For example, DON’T say, “Well, I’m glad you did your chores without being asked—it’s the first time you’ve ever done that!” The negative kills the positive. Keep your positive statements positive.

POSITIVE RECOGNITION

Instructions: Come up with a list of some specific things your teenager has done right recently or that you think they might do right in the next week. For each one, write down a good labeled praise that you could use to recognize it. Try to use as many of these as you can during the next week.

Positive Behavior	Labeled Praise



Teenagers and Rules. Teenagers need clear rules and boundaries from caregivers. Most teenagers will tell you that they do better when they have some rules and structure, even if they argue or debate with you about the rules. As a caregiver, it is important that you set clear rules and boundaries when they are called for. Here are 13 tips for setting rules with teens:

1. ***Make the right number of rules.***
2. ***Make your rules clear and specific.***
3. ***Rules should address a real and serious problem.***
4. ***Rules should be enforceable.***
5. ***Rules should be feasible.***
6. ***Enforce rules consistently.***
7. ***Enforce rules promptly.***
8. ***Adults in charge should agree on rules and consequences.***
9. ***Things don't have to be completely equal and fair.***
10. ***Expect rules to be argued and tested.***
11. ***Enforce rules unemotionally.***
12. ***It is often helpful to get your teen's input into rules.***
13. ***Use positive rewards in addition to enforcing rules and giving consequences.***

CREATING RULES FOR TEENS – CAREGIVER

Instructions: List your teen’s problems that you think need rules. Then write a rule that goes with that problem. You can include rules that you already have in place if you think they are good ones. Then go back and check the rule against the criteria listed to see how it stacks up. Rate it honestly. Use only enough spaces for the number of serious problems you see in your teen.

PROBLEM NEEDING A RULE	POSSIBLE RULE	EVALUATE THE RULE
		<ul style="list-style-type: none">• Clear and specific?• Addresses a serious problem?• Enforceable?• Feasible for teen to really do it?• Adults in charge agree?• You can enforce it consistently and unemotionally?• Did you get teen’s input?

REWARDS AND CONSEQUENCES

POSITIVE
REINFORCEMENT

NEGATIVE
REINFORCEMENT

POSITIVE
PUNISHMENT

NEGATIVE
PUNISHMENT

Something is **added** to **increase** the likelihood of a behavior.

E.g. Child gets praise from parent for good school grades

Something is **removed** to **increase** the likelihood of a behavior.

E.g. A child cleans their room to avoid nagging parents

Something is **added** to **decrease** the likelihood of a behavior.

E.g. Parent scolding a child for fighting with their sibling

Something is **removed** to **decrease** the likelihood of a behavior.

E.g. Child losing iPad privileges after refusing to eat vegetables

REWARDS AND CONSEQUENCES

In order to help you teen's behavior improve and mature, caregivers need to control rewards and "optional" privileges that the teenager wants and enjoys. The first step is identifying these "optional" privileges. There are three kinds of privileges:

1. ***Basic Privileges or Rights.*** These are things that teens are entitled to and that caregivers provide to their children unconditionally. Most caregivers know automatically what these things are and would never use them as rewards or consequences. Basic privileges are things like:
 - a. Regular family food (not including soft drinks or treats)
 - b. Clothing
 - c. Shelter
 - d. Love

1. **“Growth” Privileges.** These are things that are not basic rights, but do contribute positively to a teen’s development and growth. Many are activities that are good for teenagers. They may build self-confidence, promote physical fitness, or provide opportunities for achievement and social development. They are the kinds of activities that caregivers want to encourage. Because of this, try to avoid taking them away as a consequence. Here are some common examples of “growth” privileges.
 - a. Extracurricular school activities (band, music, drama club, ROTC, student government)
 - b. Organized sports (e.g., running track, soccer team, football team, basketball team)
 - c. Community activities (e.g., church teen groups, 4-H).
 - d. Volunteer community service activities (e.g. working at humane society shelter)
 - e. Access to things like library books or educational materials

Make a list of things you consider “growth” privileges for your teen.

3. **“Optional” Privileges.** A privilege that is not a basic privilege or a growth privilege is an optional privilege. These are the privileges that caregivers should control. They can be taken away as a consequence for breaking a rule. They can be granted as a reward for doing well. Optional privileges must be valuable to the teenager in order to work as effective consequences or rewards. Here is a list of some common optional privileges. Rate how important each one is to your teen. Then list some others of your own. Make a note of those you rate as “high” in value.

OPTIONAL PRIVILEGES	How Valuable to Your Teen?		
	Low	Med	High
Access to television			
Playing video games			
Computer time			
Access to car, bike, cycle			
Going places with friends			
Phone time			
Allowance			
Music player			
Having friends over			
Cell phone			

How to Use Optional Privileges as Consequences and Rewards

The link between behavior and a consequence or reward is important for making it work. Here are some suggestions that will give you the best chance of success:

1. ***Specifically State The Link Between a Behavior and a Consequence or Reward.*** It is important that the teenager understand that the consequence or reward depends on their behavior and is directly linked to their behavior.
2. ***Make the Criteria Specific.*** For example, a criterion such as “if you get your math grade up, then we’ll see about video game privileges,” will not get the best results. You’ll get better results by saying something like, “When your average in math gets over 70, then you’ll get an hour a night of video games. When it gets over 80, then you’ll get two hours.”
3. ***Pick the Right Amount of Progress To Reward.*** This is the single most difficult task for caregivers in linking behavior with consequences or rewards. In some cases, it is better to give small or partial rewards for small or partial progress along the way. In other cases, it may be better to have a teenager work toward a long-term goal for a bigger reward. The choice between setting up short-term vs. long-term rewards depends on teen maturity, how habitual the problem is, if the plan is working, etc.

4. ***Start with Smaller Negative Consequences and work Up If Necessary.*** If a rule is broken, then apply a negative consequence consistently (that means *100% of the time*, unless you granted an exception in advance or it was impossible to follow the rule). Usually, it will be the consequence you have picked in advance when you set the rule. For example, if a teenager is hitting a younger sibling at home, you might set a no-hitting rule with the consequence that if the teenager hits, he will lose an important optional privilege for three days. If the rule is broken only rarely, then you can stick with this. If the rule is broken repeatedly (like once a week or more), you need to raise the consequence and increase the penalty.

5. ***Know When To Stop Piling It On.*** Hopefully, you will never be in this situation. But, there can come a point where taking away optional privileges or applying negative consequences has piled up so high that it's time to stop, even if things aren't better. Don't get into a battle of wills with your teenager, or put them in a hole so deep that they can't see working their way out. If lost privileges and negative consequences have piled up to that point that the teenager has very little freedom or privileges left, then stop. You really don't want a teenager who feels they have nothing left to lose, or who can't see the possibility of working their way out of the hole. For example, if your teenager already is "grounded" for a long period of time (like a month or more), adding additional days or weeks will probably serve no purpose and may backfire.

6. ***Pair Compliments with Every Reward.*** Always pair rewards with compliments. For example, you might say something like, "You've working really hard to stop hitting your little brother and I'm proud of how well you've done. You've been a good big brother with him. You've earned some of the extra privileges we talked about..." By pairing rewards with compliments and praise, the teen will learn to feel proud of themselves for doing the right thing. Some caregivers make the mistake of thinking, "Why should I praise them or reward them for doing what they are supposed to do anyway?" This approach to parenting teenagers can backfire and result in teenagers who never really feel good about doing the right thing. Complimenting them for "doing the right thing" paired with rewards is far more effective at teaching the lesson you want to teach.

WHAT RULES SHOULD CAREGIVERS SET – TEEN

Caregivers make rules for their teenagers. This is a normal part of life. The best kinds of rules are those that help you solve a problem or that keep you out of trouble. For example, if you have a problem hitting a younger brother or sister at home, there may need to be a rule about it—and a consequence if you break it. If you aren't getting your homework done, there may need to be a rule about that. If you are having problems with your behavior, there may need to be rules about that.

In this exercise, come up with a list of rules you think caregivers can set to help teenagers avoid trouble. For this exercise, think about these four questions:

1. What rules can caregivers set that are fair and helpful?
2. What reward could you earn for doing well following a rule, and what consequences are fair if you break a rule?
3. What rules would help you succeed in school?
4. What rules would help you make good choices about friends?

Rewards are something you earn with your behavior. A reward is a positive consequence of your behavior. Lots of things can be rewards. Earning extra freedom or privileges is a reward. Caregivers or friends may compliment you when you accomplish something and this is a reward. Feeling proud of yourself is a reward you give to yourself. There also are negative consequences or punishments when your behavior is not good. For example, losing privileges or being grounded is a consequence.

In the list below are some problems that a teenager might have. For each of these problems, write down a rule you think caregivers could make, and rewards or consequences that could go with each rule.

PROBLEM	WHAT HELPFUL RULE COULD CAREGIVERS SET?	WHAT ARE REASONABLE REWARDS AND CONSEQUENCES?
A 14 year-old avoids doing their homework. They put it off until the last minute, then can't get it finished. They feel bad about turning in unfinished work, so they "forget" to take it to school.	Rule:	Reward:
		Consequence:
A teenager has a younger brother at home. The little brother gets into their stuff and irritates them. Occasionally they hit their brother.	Rule:	Reward:
		Consequence:
A 15 year-old has a number of chores around the house that they are supposed to do, but they don't get them done without lots of nagging.	Rule:	Reward:
		Consequence:

RESOURCES

Information for Parents with Teens (Ages 12-19)

<https://www.cdc.gov/parents/teens/index.html>

Youth Risk Behavior Surveillance System Website

<https://www.cdc.gov/healthyyouth/data/yrbs/index.htm>

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