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PROACTIVE, PERCEPTIVE, AND POSITIVE PARENTING OF ADOLESCENTS: A PROPOSED WORKSHOP

Marbella Oseguera

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PROACTIVE, PERCEPTIVE, AND POSITIVE PARENTING OF
ADOLESCENTS: A PROPOSED WORKSHOP

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Child Development

by
Marbella Oseguera
August 2023

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ABSTRACT

During adolescence, teenagers develop new needs for autonomy, respect, and privacy, but parents can be unaware of adolescents' developmental changes or struggle with adapting their parenting practices. Unawareness of teens' needs or unwillingness to restructure the parent-adolescent relationship can lead to misunderstandings, pushback from teens, and increased parent-teen conflict. If parents are unable to resolve conflict appropriately through positive guidance, they are likely to engage in psychological control. Psychological control is a harmful practice that is used to manage adolescents' behaviors and maintain authority within the parent-teen relationship. Extensive research has demonstrated the negative effects of psychological control on adolescents' development and the parent-adolescent relationship and how using positive guidance leads to better outcomes. However, there is a lack of affordable research-based resources to help support parents of typically developing teens.

This project aimed to develop a workshop for parents of adolescents and provide them with tools to promote teens' development and enhance the parent-adolescent relationship. The workshop topics include teens' cognitive and psychosocial development, peer and parent influences, causes of conflict between parents and teens, characteristics of psychological control, and positive guidance strategies for parents of adolescents. Parents of teens, siblings, teachers, or anyone who engages with adolescents could benefit from the implementation of this workshop.

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DEDICATION

As a first-generation student this project is dedicated to everyone in my family who inspired me and supported my education. Antes que todo le dedico este proyecto a mis abuelos Marcelina Leyva, Salome Diaz, Teresa Oseguera-Lua, y Jose Oseguera, nunca hubiera tenido la oportunidad de obtener una maestría y un mejor futuro sin todos sus sacrificios, estoy eternamente agradecida.

Next, I dedicate this project to my parents Marbella Diaz and Jose Manuel Oseguera, for being the driving force behind all my pursuits and accomplishments. Thank you for believing in my dreams and providing me with unwavering guidance, love, and support.

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CHAPTER ONE: INTRODUCTION

Problem and Purpose of Project

Adolescence is a unique developmental period that challenges parents to adapt their guidance strategies to support their teenager's changing needs (Kobak et al., 2017). Teens experience a variety of cognitive, physical, and socioemotional changes that cause a shift in their priorities and push them toward independence (U.S. Department of Health and Human Services [HHS], 2018). Although these changes are essential in helping teens mature into adults, it is common for parents to be unaware of their teen's new needs or to know how to appropriately cope with these changes (Small & Eastman, 1991). These feelings of unpreparedness can make it challenging for parents to provide positive guidance to their teens during conflicts and can contribute to psychological control (Van Doorn et al., 2011).

Psychological control involves the use of constraining, manipulative, or intrusive tactics to manage adolescents' behaviors and uphold authority within the parent-teen relationship (Barber & Harmon, 2002). These tactics are abundant and can include ridiculing a teen, causing anxiety, withdrawing love, stifling exploration, and holding excessive expectations. When parents use psychological control, they are not considering teens' desires for autonomy, privacy, and respect. This causes adolescents to push back on control, leading to increased altercations and decreased parent-teen relationship quality (Parkin &

Kuczynski, 2012). Although the use of psychological control can be deliberate or unintentional, the effects are nonetheless damaging to the parent-teen relationship and many domains of adolescent development (e.g., social, emotional, behavioral). Conversely, positive guidance is an effective strategy in which parents encourage teens' autonomy, respect their privacy, support their decisions, and aid them in emotional regulation (Fletcher, 2016). This leads to adolescents' healthy development (i.e., positive self-esteem, decreased externalizing behaviors; Lansford et al., 2014) and strengths in the parent-adolescent relationship (Jung et al., 2019).

Despite the substantial differences between psychological control and positive guidance — plus parents' general worries surrounding adolescence — there appear to be limited resources to support parents of typically developing adolescents during this challenging period. There is a need for a resource that can increase parents' knowledge in complex areas of adolescent development, enhance their understanding of peer and parent influences, inform them of parent-teen conflict, and help them avoid harmful parenting practices (i.e., psychological control) and implement positive guidance. This project aimed to create a comprehensive workshop that serves these purposes and also provides parents with strategies to support teens' developmental needs and foster a positive parent-adolescent relationship. The following literature review presents the information that was utilized to develop the proposed workshop.

CHAPTER TWO: LITERATURE REVIEW

Teenagers' Cognitive and Brain Development

In adolescence, a teenager's brain is already the same size as an adult's brain but still requires many years of maturation to reach its full potential (National Institute of Mental Health [NIH], 2020). As teens continue to develop, their brains produce millions of neurons, eliminate less-used neurons, and strengthen important brain connections (Konrad et al., 2013). These processes can be examined by increases in white matter represented by myelinated axons and decreases in gray matter associated with synaptic pruning. By the time a child reaches adolescence they have formed many synapses and their brain must become more selective to best support their development, consequently weaker or unused neuronal connections are pruned to allow the brain to efficiently strengthen important connections (Mills & Anandakumar, 2020). This pruning, reorganization of cells, and development of pertinent brain structures lead to strengths in teens' cognitive functioning, learning ability, decision-making, abstract thinking, and reasoning (Jensen & Nutt, 2015).

Unlike younger children, teens can now use logic when making decisions and engage in metacognition to reflect on their thoughts and choices (HHS, 2018). Despite these cognitive advancements in intellectual maturity, certain areas of the teenage brain continue to be underdeveloped and adolescents can experience struggles with emotional regulation, impulse control, and stress

(Jensen & Nutt, 2015; Roaten & Roaten, 2012). These effects, coupled with societal pressures and curiosity lead adolescents to engage in risk-taking behaviors as they try to learn and gain experience. Additionally, teens tend to value short-term rewards or enjoy the sensations caused by risk-taking; therefore, making risk-taking even more probable (HHS, 2018; Spear, 2000). From a neurological standpoint, adolescent risk-taking appears to be associated with higher levels of activation in the brain's reward system (i.e., limbic system), and unlike teens, adults can activate control functions in areas of their brains that are underdeveloped in adolescents, such as the frontal lobes.

The brain development of teenagers and their cognitive abilities emphasize strengths and challenges common during adolescence. It might seem like a paradox for adolescents to experience great levels of intellectual maturation but still be controlled by their emotions, impulses, and desire for positive sensations. This is only natural as brain maturation occurs in stages, but it can be difficult for parents to understand adolescents' brain and/or cognitive development due to the complexity of these topics. This leads to parents blaming their adolescent's actions or behaviors on puberty, hormones, social forces, or general teenage angst (Buchanan et al., 1990), rather than attributing these behaviors to two prominent structures in the adolescent brain: the prefrontal cortex and the limbic system.

The Prefrontal Cortex

The prefrontal cortex is the area of the brain that is concerned with executive functions such as mood regulation, planning, judgment, insight, attention, inhibition, and organization (Hathaway & Newton 2022; Roaten & Roaten, 2012). However, this is also the last area of the brain to fully develop, and it does not reach full maturation until adulthood (i.e., 25 years old; Arain et al., 2013). Maturation of brain structures begins at the back of the brain leading to less white matter and refinement of neuronal connections in the prefrontal cortex (Arain et al., 2013). Hence, other areas of a teen's brain are more fine-tuned and able to efficiently transfer information between one another, while the prefrontal cortex is not developed enough to do so. This lack of refinement and late development of the prefrontal cortex can cause teens to experience many challenges as they are forced to make decisions while being guided by more fine-tuned areas of their brains. Without a fully developed prefrontal cortex, teens are likely to rely on their limbic system when making decisions; hence, teens are dominated by their emotions and do not weigh the risks and rewards of their actions appropriately (Jensen & Nutt, 2015; Hathaway & Newton 2022). This can lead teenagers to make very unfortunate and reckless decisions such as participating in unsafe sex, drug use, school misconduct, impaired driving, etc. (Jensen & Nutt, 2015; Spear, 2000).

For example, a teen might decide to hang out with some friends, have a few drinks, and then drive home instead of calling their parents to pick them up.

Although a teen recognizes that this behavior is illegal and wrong, they still make this reckless decision because they enjoy sensation-seeking and immediate rewards (e.g., social approval) and they cannot properly judge situations. Such dangerous behaviors are likely to frustrate parents who have fully developed prefrontal cortexes and can see that their teens are acting irrationally. However, it is pertinent for parents to understand that although teens might appear mature, they lack the ability to fully think things through and only time can grant them this skill. Until then, teens must rely on the emotional area of their brain: the limbic system.

The Limbic System

The limbic system is composed of 3 main structures: the amygdala, hippocampus, and hypothalamus. All these structures serve similar purposes as they are involved with motivation, learning, survival, positive feelings, and the expression and regulation of emotions (Arain et al., 2013; RajMohan & Mohandas, 2007). Specifically, the amygdala is most concerned with mechanisms of survival such as fear conditioning, emotional memory, and the fight or flight response (RajMohan & Mohandas, 2007). This is the part of the brain where emotions such as fear, anxiety, and aggression are produced. Meanwhile, the hippocampus handles the production of long-term memories and is the structure that supports teenagers' learning (Boeree, 2009; RajMohan & Mohandas, 2007). The hypothalamus is the most prominent region of the limbic system because it is concerned with regulating blood pressure, heart rate, and

breathing (Boeree, 2009; RajMohan & Mohandas, 2007). This system is also responsible for emotional regulation by releasing feelings of pleasure when physiological needs (e.g., hunger, thirst, sexual desire) are satisfied and by controlling the release of hormones via the pituitary gland (Stangor & Walinga, 2014).

Unlike the prefrontal cortex, the limbic system is well developed by adolescence; therefore, teens are likely to rely on this brain structure when making decisions in highly emotional contexts. Casey et al., (2008) considered the brain development of adolescents and compared this to the brain development of adults and children. While younger children have an underdeveloped prefrontal cortex and limbic system, and adults have both systems fully developed, adolescents' limbic system is mature, while their prefrontal cortex is not. This disparity can lead teenagers to act on their emotions and make less-than-optimal decisions, although they understand that what they are doing might be wrong. Hence, an adolescent's underdeveloped prefrontal cortex is telling them that they should know better, while their limbic system is pushing them to act in ways that will be rewarding. This is why adolescents are likely to partake in risky behaviors or display intense emotions; they seek immediate satisfaction and lack maturity in prominent areas of control such as the prefrontal cortex (Casey et al., 2008).

Overall, although adolescents are more physically and emotionally mature than younger children, they are still far from being considered adults. Teenagers'

cognitive development shows great advancements in abstract thinking, reasoning skills, and learning capacity, but prominent areas of the brain remain underdeveloped, such as the prefrontal cortex. While the prefrontal cortex continues to develop, teenagers must depend on less rational brain structures when making decisions (e.g., the limbic system). Hence, teens are likely to appear risky, impulsive, emotional, or even unreasonable when they are simply acting according to their cognitive capacities.

Teenagers' Psychosocial Development

Erik Erikson (1950) defined psychosocial development as changes that occur due to conflicts between an individual's psychological needs and social needs. Erikson believed that there are 8 stages of psychosocial development and that in any prominent developmental period, an individual is faced with a crisis. If the crisis is handled effectively then the individual develops psychological strengths such as a sense of competence and a positive self-image. However, if the conflict is not handled accordingly, an individual is likely to experience difficulties developing attributes (i.e., virtues) that are essential to the next stages of psychosocial development.

Psychosocial development begins as early as infancy when a baby is faced with the conflict of trust vs. mistrust. Through this crisis, an infant learns which adults they can trust to care for them. If their needs are adequately met an infant learns how to trust and obtains a sense of hope. From then on, a child encounters many different developmental conflicts such as obtaining a sense of

initiative through exploration or experiencing guilt caused by hindrances. By the time a child reaches adolescence, they are faced with the crisis of identity vs role confusion. During this crisis, an adolescent is trying to discover who they are and obtain a positive sense of self via exploration. If a teen is unable to successfully question and explore their values and beliefs, they are likely to face an identity crisis and be unsure of their role within society.

Identity Formation

An integral part of adolescence is the process of identity formation. All the physical and cognitive changes that teens experience lead them on a journey of self-discovery as they explore their interests and reflect on who they truly are (Crocetti, 2017). Erikson (1950) noted that for an adolescent to form their identity they must recognize and consider societal expectations, analyze their past experiences, and contemplate their values and aspirations. Although this is already a monumental task, identity formation becomes even more complicated because it is influenced by many factors such as peer opinions, popular trends, or parental decisions (Adams & Montemayor, 1983). Marcia (1980) explored these influences and categorized adolescents' identity formation through a series of statuses based on levels of commitment and exploration. These statuses include diffusion, foreclosure, moratorium, and identity achievement.

The status of diffusion is used to characterize adolescents who have not yet explored their options, questioned their purpose, or committed to an identity. In this status, the adolescent is not concerned with identity formation and has not

truly questioned their values or stances on principal issues (e.g., politics, religion). Adolescents who continue within this status may experience difficulties with forming connections with those around them and finding a purpose in their lives. The foreclosure status describes adolescents who have not experienced proper exploration but have already committed to an identity. This status is most common in adolescents who were not provided with opportunities for exploration and thus established an identity that was chosen for them. For example, a family may own a business that is going to be passed on to their teen; therefore, the teen might feel they have no choice but to fall into this chosen identity. In other cases, a teen might willingly identify with their role models and choose to follow their path instead of exploring their own identity.

The moratorium status occurs when an adolescent is exploring their identity but has not yet committed to one. This status can feel overwhelming to teens as they are riddled with questions, challenging currently held beliefs, and exploring new roles. At this time, it can feel like adolescents will never discover who they are, although most eventually do, as proven by the achievement status. In this status, teens have properly explored their values and beliefs and committed to their identity. This status is difficult to achieve in adolescence, as a teen is more likely to experience constant moratorium; however, by early adulthood, an individual is likely to have obtained their identity (Marcia, 1980). The identity formation process does not automatically begin in adolescence or simply end once a teen matures into an adult; nonetheless, identity formation is a

fundamental feature of adolescence because teens finally gain the tools that are needed to think critically about who they are and envision their future.

Autonomy and Desires for Respect

Identity formation in adolescence is not only defined by exploration and commitment, but it is also associated with other psychosocial factors such as an adolescent's desire for autonomy, privacy, and respect. Autonomy is a significant part of adolescence because it prepares teens for adulthood by allowing them to become independent, self-reliant, and responsible (Russell & Bakken, 2002). Consequently, as teens get older, they seek autonomy over personal areas of their lives, especially if they believe that their peers are granted more autonomy than them (Daddis, 2011). Adolescents seek autonomy over their physical appearance, room décor, curfew, choice of friends, dating age, and media usage. These are all common desires for autonomy as they are associated with identity formation and independence; however, parents and teens do not often agree on who has control over these issues because teens feel entitled to their independence, while parents might struggle to release control (Smetana & Asquith, 1994).

Aside from desires for autonomy, adolescence is a time when teenagers start setting boundaries and requiring privacy. For instance, teens might want to have their bedroom doors closed or not want to discuss personal matters with their parents. Privacy and boundary setting in adolescence can be challenging because teens desire autonomy and respect but still require monitoring and

protection (Caughlin & Petronio, 2004). Consequently, there is a lot of negotiation that must be done to make sure that parents are respecting their teens' developmental needs, while still setting rules that will keep their teens safe. However, parents' and adolescents' perceptions of privacy can vary.

Parents may see boundary setting or desires for privacy as acts of defiance or worry that their teen is becoming distant, but to the adolescent, it is mostly a matter of independence and a desire for respect (Hawk et al., 2008). Adolescents are likely to consider their privacy to be invaded if their parents are eavesdropping, soliciting information about private matters, or setting strong rules about what adolescents must disclose (Dietvorst et al., 2018; Hawk et al., 2008). Generally, it is recognized that parents do have a right to know about their teens' whereabouts and to protect them, but they do not have to invade their teenagers' privacy to do so. Instead, parents can partake in parental monitoring which involves openly communicating with adolescents and being aware of the many aspects of their lives (e.g., friendships, activities). Parental monitoring has been found to not only reduce risky behaviors among adolescents but also promote trust and open communication (Jacobson & Crockett, 2000; Shilington et al., 2005; Ying et al., 2015). Although it can be challenging to negotiate boundaries with teens it is necessary to do so because this will allow for open communication and clear expectations between parents and adolescents which will cause teens to feel acknowledged and respected.

The Influences of Peers and Parents

Although parents were once adolescents too, teens want to fit in and be able to relate to someone who understands their current experiences and perspectives. As adolescents become aware of their social image and try to form their identity, they will be more influenced by their peers than by their parents (Ciranka & van den Bos, 2019). Some common things that parents might notice are that their teen starts dressing, talking, or even behaving differently because of peer influence. Peer influence is heightened during this developmental period because teenagers are constantly focused on how they are perceived by peers; thus, they tend to feel as if they are always being judged by an imaginary audience (Vartanian, 2000). This constant fear of judgment and effort to maintain a “cool” persona, makes adolescents vulnerable to peer pressure and causes them to engage in risky decisions, which parents seek to protect them from.

Although parents can reasonably worry about peer pressure or about losing influence over their teens, parents need to understand that peers do not completely replace them and that peers can also positively guide adolescents (U.S. Department of Education, 2003). Peer influences normally have a negative connotation and are believed to be associated with drug use, delinquency, or risqué behaviors, but this is not always the case. Peers play a valuable role in socially guiding adolescents by informing them of current trends, helping them cope with external stressors (e.g., arguments with parents), and aiding them in identity formation and exploration (Tomé & Matos, 2012). Furthermore, peers

have a positive influence on adolescent's behaviors and can serve as motivation for school achievement and participation in extracurricular activities, as well as lead to increases in self-esteem, empathy, and social involvement (e.g., active participation; Padilla-Walker & Bean, 2009; U.S. Department of Education, 2003).

Despite peers' pertinent influence, a parent's role is not forgotten. The role of a parent is much more significant than that of a peer as parents are ultimately responsible for preparing their adolescents for adulthood by protecting them from risks and dangers, instilling values, informing them of social norms, and providing appropriate guidance (U.S. Department of Education, 2003). Consequently, although teens view parents as weaker role models and they might not explicitly recognize or want to admit that their parents are influential in their development, parental influence is much stronger than peer influence in many instances. In decisions that involve norms, adolescents are more likely to be influenced by their parents because teens understand and trust that parents are aware of societal norms and standards (Biddle et al., 1980). Therefore, parents' influence appears to lie in their wisdom and in the adolescents' ability to trust their guidance. Although parents could feel like they are losing their teens to peers it is important for them to distinguish the role of peers and their own influence as parents to best support their adolescents. In doing so, parents must not be dismissive of their teen's friends and instead help bring out the positive aspects of peer relationships (i.e., motivation, increased self-esteem) and friendships (i.e., trust, intimacy, sense of belonging) by getting to know their teens' friends,

supplying friendship bonding opportunities, modeling positive friendships, monitoring their teens' relationships, and teaching their teen how to avoid negative influences (U.S. Department of Education, 2003).

Causes of Parent-Teen Conflict

Parent-adolescent conflict can be described as hostile interactions between parents and adolescents in which both exhibit harmful behaviors or attitudes (Silva et al., 2020). Since parent-teen conflict requires both the parent and the teen to behave in a reactive way to behaviors or circumstances, conflict with younger children (i.e., 5-10 years old) is not as likely to occur. With young children, parents might experience frustrations related to mistaken behavior, but the parent and the child are not likely to become confrontational or defensive. This is partly because children continue to see their parents as sources of authority and are not as concerned with personal factors of their lives being controlled such as their chores or friendships (Tisak, 1986; Tisak & Tisak, 1990). However, as children reach adolescence, conflict becomes more prevalent and intense because views of parental authority change, and the parent-adolescent relationship must be restructured to support teenagers' desires for autonomy, privacy, and respect (Branje, 2018).

Perceptions of Parental Authority

It can be challenging for parents to restructure the parent-teen relationship because parents and adolescents have different perceptions of parental authority. As previously discussed, adolescents seek autonomy and respect for

their boundaries; they would like to be provided with freedom and given control over personal aspects of their lives such as their stylistic choices, friendships, habits, and privacy. However, parents feel that they should maintain control over these and various other facets of a teen's personal life while teens believe their parents should only have control over ethical and moral matters such as the adolescent's ability to curse, lie, or argue with their siblings (Smetana & Asquith, 1994). Such disparities in perceptions of authority normally lead to increased conflict between parents and adolescents (Sorkhabi, 2010), but some factors can influence teens' opinions of parental authority and relative amounts of parent-teen conflict. The age of a teen is one significant factor as Fuligni (1998) found that older adolescents were more against parental authority than younger teens; thus, leading older teens to have higher perceptions of parent-teen conflict than younger teens. The gender of the parent is another influential variable because teens are more likely to experience heightened conflict with their fathers over control of personal issues (e.g., chores, political beliefs, friendships, curfew, physical appearance) but not with their mothers, likely due to mothers' ability to consider teens' perspectives and needs (Sorkhabi, 2010).

Invasions of Privacy

Aside from conflicts over authority, conflicts regarding privacy invasions are also common among parents and adolescents. As children age their perspectives on privacy change. Parents might notice that teens start locking their bedroom doors, become upset when parents go through their belongings,

and act annoyed by constant parent attention or supervision. This is normal behavior as teens want their privacy to be respected, but parents worry about their teens' safety and these concerns can lead them to overstep boundaries and invade teens' privacy. Most often, teens will consider their privacy to be invaded if parents are asking personal questions, eavesdropping on their conversations, or setting rules related to parent-teen conversations and information sharing (Dietvorst et al., 2018; Hawk et al., 2008). Overall, privacy is a significant cause of parent-teen conflict due to its bidirectional nature. It has been found that adolescents' perceptions of invasions of privacy (e.g., parents being nosy) lead to increased parent-adolescent conflict and this increased conflict causes teens to have heightened perceptions of privacy invasions (Hawk et al., 2008).

Methods of Resolving Parent-Teen Conflict

Parent-child conflict is considerably more common during adolescence; therefore, the way conflict is resolved is essential and critical to the parent-teen relationship. Parents and adolescents use different methods to resolve conflict. Teens are likely to use emotional tactics, avoidance, or submission to resolve conflict with parents (Riesch et al., 2003) This involves practices such as yelling, slamming doors, walking away from conversations, trying to calm down, or accepting full or partial blame for the issue. However, parents are more likely to resolve conflict through guidance or punishment.

Guidance

Guidance involves positive parental behaviors (e.g., effective communication) that can be used to teach children valuable skills by helping them understand and learn from their mistakes instead of punishing them for mistaken behaviors (Gartrell, 2020). In conflict resolution, this includes behaviors such as establishing clear expectations, calming down before engaging with teens, negotiating, compromising, and decreasing blame with “I” statements (Riesch et al., 2003). When parents decide to use guidance to resolve parent-teen conflict, they are often able to communicate openly and calmly as a means of reaching some understanding or consensus on a solution that everyone can agree on (García-Ruiz et al., 2012).

Punishment

Unlike guidance, punishment involves using negative practices to decrease teens’ undesirable behaviors and manage conflict (Telep, 2019). Punishment can include behaviors such as slapping, shaming, yelling, and withdrawing rewards from a teen, or rigidly enforcing parental authority (Riesch et al., 2003; Telep, 2019). Punishment is not an effective conflict resolution strategy and only teaches teens to be fearful, avoidant, or aggressive (Parke, 1969). When parents use punishment to try and resolve conflict, they will often engage in psychological control (Van Doorn et al., 2008; Van Doorn et al., 2011). Psychological control in conflict resolution can present itself as defensive behaviors such as yelling, insulting a teen, or losing self-control. By using such

strategies, the parent seeks to uphold some level of power or control over the adolescent (García-Ruiz et al., 2012). Psychological control not only involves aggressive behaviors, but it can also include withdrawing from the situation. Through withdrawal, a teen or a parent decides to avoid any form of confrontation by ignoring the conflict and instead becoming distant. In this case, the conflict is never resolved, and this can cause problems within the parent-adolescent relationship because unresolved conflicts can accumulate and lead to eventual outbursts (García-Ruiz et al., 2012).

The Types of Psychological Control

Psychological control is not only associated with parents' conflict resolution styles; psychological control includes any intrusive, manipulative, or constraining parental behaviors that undermine adolescents' psychological development (Barber & Harmon, 2002). Although psychological control can be used unintentionally, this practice involves using emotionally manipulative strategies to influence teens' behavior and control the dynamics within the parent-teen relationship. Methods of psychological control are abundant and can be categorized by behavioral descriptions (e.g., manipulative, constraining, and miscellaneous).

Manipulative Methods

Manipulative methods of psychological control include actions such as withdrawing love, inducing guilt, instilling anxiety, and shaming an adolescent (Barber & Harmon, 2002). For instance, a teen might be having a difficult day

and want to spend some time alone and instead of respecting this request, a parent might tell their teen that they probably think they are a horrible parent and that is why they do not want to spend time with them. With the use of these methods, a parent recognizes the power they hold over their teens' emotions, and they seek to maintain this control by manipulating the adolescents' perceptions of a situation.

Constraining Methods

Constraining methods of psychological control involve avoiding communication, hindering individuation, and stifling exploration (Barber & Harmon, 2002). By engaging in these behaviors parents attempt to discourage teen's autonomy or participation in family matters by not allowing the teen to express themselves physically or verbally. For example, a teenager might ask their parents for money to go shopping for new clothes and the parents refuse and instead buy their teen clothes that they would like them to wear. As a result of this, the adolescent feels disrespected because they are being forced to wear clothes that they were not allowed to choose.

Miscellaneous Methods

Additional or miscellaneous methods of psychological control include rejections of affection, indifference, personal attacks, and ignoring the adolescent (Barber & Harmon, 2002). Through these behaviors, parents maintain their control by belittling teens and causing self-doubt. Aside from common categorizations of psychological control, other behaviors have been specifically

classified as psychological control by adolescents. These parental behaviors include ridiculing a teen, embarrassing them in public, invalidating their opinions, comparing them to others, violating their privacy, and holding excessive expectations (Barber et al., 2012).

Factors Related to the Use of Psychological Control

Parent Characteristics

Parents are not perfect, they are not immune to their feelings, opinions, and beliefs. Like everyone else, parents are allowed to get offended; have insecurities; and feel fear, worry, and frustration. However, all these feelings should be handled accordingly, or parents could risk using psychological control with their adolescents. For example, it has been found that parents who are more emotionally sensitive to hurtful comments from their children or who do not approve of their children's negative emotions are more likely to use psychological control (Walling et al., 2006). Additionally, various other personal factors can cause parents to use psychological control. If parents happen to experience feelings of low self-worth, anxiety, hopelessness, or depression they are more likely to use psychological control with their teens because these conditions cause them to be overwhelmed by negative emotions which make it challenging for them to cope with adolescents' changing needs and supply positive guidance (Trang & Yates, 2022). Parents' mental well-being is crucial in influencing the guidance practices they use. Costa et al., (2018) found that when parents' own psychological needs (e.g., autonomy, competence, and relatedness) were not

being met they were more likely to use psychological control because they felt pressured to be successful parents, but they were too frustrated to do so.

Aside from mental states, specific personality traits can also affect parents' use of psychological control. Parents who are perfectionists or are overprotective of their children (i.e., helicopter parents) are more likely to engage in manipulative or constraining methods of psychological control (Padilla-Walker et al., 2021; Soenens et al., 2006). Parenting style is another significant predictor of psychological control. Baumrind's Parenting Styles Theory (1966, 1997) is used to characterize parenting behaviors based on the amount of responsiveness and demandingness that parents exhibit. These dimensions of parenting can influence the guidance practices parents use (Darling, 1999). This theory suggests that authoritarian parents (engage in low warmth combined with high levels of control) display elevated levels of psychological control because they are more concerned with their expectations instead of their adolescents' needs (Darling, 1999; Smetana, 2017). Barber and Harmon (2002) have emphasized the link between authoritarian parenting and psychological control by indicating that there is a resemblance between the behaviors that authoritarian parents and psychologically controlling parents exhibit (e.g., low warmth, intrusiveness, manipulation) and the negative effects that these behaviors have on adolescents' development.

Finally, parents' gender can also influence their use of psychological control, but the research on gender differences varies. According to adolescent

reports, it appears that mothers use psychological control more often than fathers do (Barber & Harmon, 2002; Lansford et al., 2014; Shek, 2007a; Symeou & Georgiou, 2017). However, other researchers have found no gender differences in the levels of psychological control used by mothers and fathers (Kuczynski & Kochanska, 1995; Mason et al., 1996; Rogers et al., 2003).

Adolescent Characteristics

Various adolescent characteristics such as shyness, emotion regulation abilities, and tolerance for negative behaviors can influence teens' perceptions of psychological control. Adolescents who report higher levels of shyness also report greater levels of perceived psychological control (e.g., teens describe their parents as intrusive, rejecting, and emotionally distant; Van Zalk & Kerr, 2011). This relationship can be associated with parents' own anxious, controlling, or overprotective behaviors which lead adolescents to rely on their parents in social situations; thus, causing shyness and increased perceptions of psychological control (Bullock et al., 2018; Van Zalk & Kerr, 2011). Aside from shyness, adolescents' ability to regulate negative emotions also influences their perceptions of psychological control. Adolescents who experience dysregulation of angry emotions or poor coping skills (as shown by higher levels of worry) are more likely to perceive greater rates of maternal psychological control (Luebke et al., 2014). Similar to emotion regulation, adolescents' tolerance for negative behaviors also influences their perceptions of psychological control. For instance, emotional reactance can mediate teens' perceptions of psychological control and

their expression of negative behaviors. Adolescents who are less likely to have negative reactions to psychological control are also not as likely to experience negative symptoms or behaviors associated with this practice (Laird & Frazer, 2019). This implies that an adolescent's reaction to psychological control depends on their disposition and tolerance for controlling behaviors; thus, some adolescents might be more likely to define certain parenting practices as psychological control while others might not.

Beyond factors that influence adolescents' perceptions of psychological control, there are specific adolescent characteristics that can affect parents' use of psychological control. Age and gender are two pertinent variables to consider. Psychological control can occur among both young children and teens. While some studies have found older teens are more likely to report their parents as psychologically controlling than younger adolescents (Albrecht et al., 2007), earlier research has shown that younger children tend to experience higher levels of psychological control than older children (Darling & Steinberg, 1993). However, few studies compare parents' use of psychological control among young children and adolescents (Barber et al., 2002). A meta-analysis on the effects of psychological control among preschoolers, elementary-age children, and adolescents discovered that teens are indeed more affected by psychological control than younger children (Kuppens et al., 2013). This finding is related to adolescents' desires for autonomy and identity formation, which makes teens more attuned to factors that might interfere with their developmental goals.

However, these same desires are what can lead parents to engage in psychological control as children mature into adolescents (Barber et al., 2002).

Along with research on age differences, research on gender differences and the effects of psychological control has found that boys and girls are both equally and negatively impacted by this practice (Cui et al., 2014; Schleider et al., 2013). However, research on gender differences in adolescence is not as clear. Specifically, some studies have shown that female adolescents are more likely to experience higher rates of psychological control than male adolescents (Bean & Northrup, 2009; Smetana & Daddis, 2002), but other studies have shown the opposite (Morris et al., 2002; Laird, 2011) or have found no gender differences between male and female adolescents' exposure to psychological control (Steeger & Gondoli, 2013).

Situational Factors

While adolescent and parent characteristics are the most common variables that impact the use of psychological control, there are also situational factors that must be considered. Various stressors can cause parents to become overwhelmed and engage in negative parenting practices (i.e., psychological control) because they lack the proper resources to adequately handle stress and positively respond to adolescents' behaviors (Scharf & Goldner, 2018). For instance, some scholars assert that parents who are affected by poverty or live in high-crime neighborhoods are more likely to use psychological control because they are faced with high levels of stress which leads them to experience

challenges in incorporating or maintaining effective parenting practices and instead turn to psychological control as a means to protect adolescents from danger (Trang & Yates, 2022).

Divorce and interparental hostility can also lead to greater rates of psychological control and other negative factors. Compared to adolescents from intact families, adolescents with divorced parents experience greater maternal psychological control, and poorer parent-adolescent relationships (Shek, 2007a). Likewise, children who come from households with high rates of interparental hostility also experience greater levels of psychological control (Stone et al., 2002) because interparental hostility can blur boundaries and expose children to the parent's conflict which could lead the child to engage in parent conflict and face retaliation. Furthermore, when there are high levels of hostility between parents some negative behaviors will likely spill over into the parent-adolescent relationship and teens will be affected by their parents' conflict resolution strategies which could involve psychological control.

Culture and nationality also tend to affect adolescents' experiences with psychological control. Most research related to psychological control is conducted in countries such as China and the United States; however, the use of psychological control has been found across many distinct nations as well. Adolescents in various countries such as France, India, Jourdan, Saudi Arabia, Argentina, and Kuwait all experience some rate of psychological control (Dwairy

& Achoui, 2010). Therefore, it seems that psychological control is used by various parents around the world.

The use of psychological control also appears to be cross-cultural since adolescents from distinct cultures or ethnic groups (e.g., Peruvian, South Korean, Belgium, American; Taiwanese) are similarly affected by psychological control (Chou & Chou, 2020; Gargurevich & Soenens, 2016; Soenens et al., 2012). However, when dissecting cultures more specifically and considering collectivistic and individualistic cultures, differences arise. It appears that collectivistic cultures which value group work, family duties, and harmony instead of independence, competition, and individuation might be more likely to engage in psychological control as a means of maintaining order in the family (Rudy & Halgunseth, 2005). Yet, children from collectivistic cultures do not seem to experience negative outcomes from the use of psychological control, while children from individualistic cultures do (Rudy & Halgunseth, 2005). Consequently, the use and negative effects of psychological control vary across collectivistic and individualistic cultures and according to the values of the culture.

The Effects of Psychological Control

Psychological control is detrimental to adolescents' development in many aspects. The use of this negative parenting practice can drastically affect adolescents' well-being and lead teens to experience many psychological, behavioral, social, and academic problems. Additionally, psychological control

can also impact the parent-adolescent relationship and family system by causing bidirectional and intergenerational effects.

Psychological and Behavioral Impacts on Adolescents

Psychological control can cause substantial psychological and behavioral effects on adolescents. Barber and Harmon (2002) note that when parents use psychological control, adolescents can feel upset, disrespected, or unworthy of love, and this can lead teens to either blame themselves for their parent's behaviors (i.e., internalize) or “act out” to show their anger or frustration (i.e., externalize). Teens who somehow feel they are responsible for their parent’s use of psychological control are likely to self-report internalizing behaviors such as depression, anxiety, maladaptive perfectionism, and social withdrawal (Flamant et al., 2020; Loukas, 2009; Soenens et al., 2008; Symeou & Georgiou, 2017). The use of psychological control can even cause long-term effects on an adolescent’s mental health and lead to poorer psychological well-being as demonstrated by lower life satisfaction, less sense of control, and higher levels of hopelessness (Shek, 2007b).

Aside from exhibiting internalizing behaviors, adolescents who have experienced psychological control and do not know how to properly express their frustrations can also display externalizing behaviors such as delinquency or physical and relational aggression. These externalizing behaviors can be categorized as bullying, spreading rumors, lying, cheating, stealing, vandalizing property, or showing general defiance through demands and threats (Albrecht et

al., 2007; Murray et al., 2014; Symeou & Georgiou, 2017). Psychological control can also affect adolescents' ability to comprehend and control their emotions (i.e., emotional intelligence), which in turn influences adolescents' expression of externalizing or internalizing behaviors. For example, Gugliandolo et al., (2015) found that adolescents who experienced high levels of psychological control also reported lower levels of emotional intelligence which were then associated with increased externalizing and internalizing behaviors. Overall, psychological control substantially affects adolescents' behaviors and well-being because teens are likely never taught proper coping mechanisms by their parents; thus, adolescents are forced to suppress their feelings or impulsively act on their emotions (Inguglia et al., 2020).

Social and Academic Impacts on Adolescents

Psychological control can also lead adolescents to experience many academic and social challenges. Indeed, teens who have experienced psychological control can struggle with test anxiety, decreased academic self-efficacy (Xu et al., 2017), and lower academic achievement (Yau et al., 2021). These effects likely occur due to parents' high academic expectations or their inability to allow children to conquer academic challenges independently (Xu et al., 2017).

Aside from academic challenges, psychological control is also likely to negatively influence adolescents' social relationships because when parents use psychological control, they are essentially teaching their children that their

feelings are not valid, their opinions do not matter, and they are not worthy of love or respect (Barber & Harmon, 2002). These negative feelings can cause many insecurities in adolescents and create challenges in socializing. For instance, teens can struggle with poor self-worth which leads to problems with social withdrawal (Lin et al., 2020), shyness (Bullock et al., 2018) social anxiety (Loukas et al., 2005), and sometimes even social aggression (Loukas et al., 2005). Psychological control can also cause teens to experience challenges interacting appropriately with peers leading to feelings of loneliness and problems with peer rejection (Bullock et al., 2018; Janssens et al., 2017). Some teens can even experience challenges with developing friendships due to jealousy, insecurities, and poor emotional regulation skills which are perpetuated by psychological control (Kim et al., 2017). Likewise, adolescents can also encounter problems with friendship competence because psychological control can cause difficulties with conflict management, intimacy, and emotional or physical support, which are all aspects that are needed to create and maintain friendships (Cook & Fletcher, 2012).

Effects on the Parent-Adolescent Relationship

The negative impacts of psychological control can also be seen in the parent-adolescent relationship. Teens who have experienced psychological control report lower parent-adolescent relationship quality, heightened levels of resistance, and increased conflict with their parents (Parkin & Kuczynski, 2012). Through adolescent reports, Shek (2006) also found that psychological control

negatively affects teens' willingness to communicate with their parents, trust in their parents, and satisfaction with parental discipline and expectations. It was even discovered that psychological control was a greater predictor of parent-adolescent relationship quality than behavioral control which involves monitoring, reasonable expectations, and knowledge of child development.

Although adolescents' evaluations of the parent-teen relationship are valuable, it is pertinent to acknowledge the bidirectional influence of the parent-adolescent relationship in which the parent and adolescent both influence each other's behaviors and have a mutual impact on their relationship (Paschall & Mastergeorge, 2016). Psychological control has many independent and negative effects on adolescents; however, the behaviors that adolescents exhibit affect parents' behaviors, creating a cycle where parents' practices influence teens and teens' behaviors impact parents' practices. The most significant area where this bidirectional relationship can be found is in adolescents' expressions of internalizing and externalizing behaviors and parents' use of psychological control. In a three-year longitudinal study, it was found that fathers' use of psychological control in year 1 predicted internalizing and externalizing behaviors in adolescents in year 2 (Kaniušonytė & Žukauskienė, 2016). Additionally, teens' externalizing problems in year 2 led to fathers' increased use of psychological control in year 3. Other reciprocal relationships include adolescents' shyness and parents' use of psychological control (Van Zalk & Kerr, 2011) and maternal

psychological control, and teens' peer victimization and bullying behaviors (Wu et al., 2022).

Along with bidirectional effects, psychological control can also cause intergenerational effects. It has been found that grandparents' use of psychological control can contribute to parents' own use of psychological control (as measured by adolescent reports; Sun et al., 2021). Therefore, children are likely to learn harsh parenting behaviors from their parents and eventually use these practices with their children causing a cycle of intergenerational trauma. These intergenerational effects can be detrimental to adolescents' development. Seay et al., (2016) examined these effects among grandmothers, teenage mothers, and their children. It was discovered that grandmothers' use of psychological control increased their teenage daughter's potential for abuse which later caused them to use harsh discipline (e.g., spanking, yelling) with their children, and lead the children to experience externalizing behaviors. This shows that harsh parenting practices can be passed through generations and cause significant effects on children's development.

The Properties and Types of Positive Guidance

In adolescence, parents could feel frustrated or overwhelmed by teens' heightened emotions and continuous changes (Christie & Viner, 2005), but it's important to remember that although adolescents might seem rebellious or appear to be acting against their parents, they are simply trying to prepare themselves for adulthood. Hence, teens continue to require their parent's support

to achieve optimal development (Nieman & Shea, 2004; U.S. Department of Education, 2005). Parents can choose to foster adolescent development and promote a healthy parent-teen relationship by using positive guidance strategies instead of psychological control.

Positive guidance involves parental actions that foster teens' self-esteem, encourage their efforts and progress, and consider their developmental needs (Fletcher, 2016). Furthermore, positive guidance also includes appropriate rules and parental supervision (Nieman & Shea, 2004). Examples of positive guidance involve being understanding and supportive of a teen's decisions, reinforcing desirable behaviors, setting reasonable consequences, expressing care through affection, promoting autonomy, and communicating effectively (Centers for Disease Control and Prevention, 2021; Fletcher, 2016; Nieman & Shea, 2004). For instance, instead of becoming frustrated and using psychological control to manage an adolescent's aggressive behavior, it would be more appropriate to talk with the adolescent about what might be causing the aggression and be empathetic about their problems. There are various forms of positive guidance that parents can use, but some specific practices involve autonomy-supportive parenting, effective communication, and co-regulation.

Autonomy-Supportive Parenting

Autonomy-supportive parenting is a significant form of positive guidance that includes efforts to encourage adolescents' identity formation, promote their independence, and support their preferences and desires (Eccles et al., 1997 as

cited in Benito-Gomez et al., 2020). This practice is the opposite of psychological control because it involves respecting adolescents' opinions and allowing for safe exploration and individuation (Benito-Gomez et al., 2020). By using autonomy support, parents can help meet adolescents' developmental needs and make them feel acknowledged and in control of their lives. When adolescents believe that their parents understand and respect them, they can experience many positive and longstanding outcomes.

Autonomy support allows adolescents to feel more content and secure in social relationships because they have learned that their opinions are valid, hence they can express themselves freely. This can lead to improved parent-teen relationship quality (Jung et al., 2019) and friendship maintenance (Demir et al., 2011). The positive effects of autonomy support can also be psychosocial as a meta-analysis revealed that autonomy support contributed to adolescents' positive mental health, executive functioning, self-motivation, self-regulation, competence levels, and academic achievement (Vasquez et al., 2016). Additionally, autonomy support can also influence aspects of adolescents' emotional development and lead to healthy emotion regulation and positive self-esteem (Brenning et al., 2015; Lansford et al., 2014). Researchers have found that autonomy support can even decrease adolescents' internalizing and externalizing behaviors (Lansford et al., 2014; Vroljik et al., 2020). Unlike, the effects of psychological control, the benefits of autonomy support appear to be cross-cultural as adolescents from collectivistic (i.e., Ghana) and individualistic

countries (i.e., United States) both experience lower levels of depression and higher self-worth if their parents use autonomy support (Marbell-Pierre et al., 2019).

Effective Communication

An important facet of guidance involves effective communication among parents and adolescents. It is often believed that teens are difficult to have a conversation with because there is a misconception that they do not want to speak to their parents; however, this is not always true. It is more likely that parents might not know how to communicate with adolescents or that teens may not know how to start a conversation with their parents (U.S. Department of Education, 2005). Effective communication is certainly difficult, especially during stressful times or when an adolescent has made a “bad” decision; however, it is valuable for parents to know how to communicate with teens without overreacting, being too controlling, or invalidating teens’ feelings.

The U.S. Department of Education (2005) and the U.S. Department of Homeland Security (2021) provide guidelines for effective communication with teens and the suggestions begin with creating opportunities for communication. Although adolescents could be spending more time in their room or might appear as if they do not want to have a conversation it is important to make sure that they know that their parents are available to talk. Adolescents will likely not respond well to scheduled conversations; thus, parents can create conversations by participating in shared activities with their teens, creating family meals, or

planning a trip to a location that their adolescent likes. Opportunities for communication can also be created by asking adolescents about things that are important to them like their interests, friendships, or hobbies. It is valuable for parents to talk about their teenagers' interests, but conversations can also be centered around school events, family matters, current events, and even parents' own experiences as adolescents or adults. Discussing these topics with an adolescent will make them feel included, trusted, and as if they are an integral part of their parent's lives.

Although finding opportunities for communicating with adolescents can be difficult, the most challenging part of communication is talking over differences when arguments occur. It is natural to become frustrated and to want to ignore a problem or become angry, but parents must be careful because not resolving conflict properly can lead to psychological control (García-Ruiz et al., 2010). Misunderstandings and arguments can be avoided if parents set clear expectations and reasonable consequences with their teens before any issues arise. If problems do occur, it is important for parents to respond calmly, maintain a kind tone, and set their emotions aside to clearly listen to what the adolescent is saying. Responding this way will show teens that they can be open and vulnerable with their parents and come to them with issues, secrets, or in search of advice. It's valuable to recall that teens often feel misunderstood or that they are not taken seriously, but they do have important things to share. Parents should make sure to sit down and be engaged in conversations with teens

because this will show them that their time, effort, and thoughts are valued.

When parents participate in effective communication adolescents can experience various positive effects such as greater life satisfaction and autonomy (Bi & Wang, 2021), less participation in risky behaviors (Aspy et al., 2007), and higher self-esteem (Zhang et al., 2019). The parent-adolescent relationship can also benefit from effective communication as it promotes trust and closeness between parents and adolescents (Bi & Wang, 2021).

Co-Regulation

Co-regulation is a unique form of positive guidance that encourages mutual self-regulation between parents and adolescents through parents' emotional coaching, modeling of appropriate self-regulation strategies, and feedback for teens' emotions (Rosanbalm & Murray, 2017; U.S. Department of Health and Human Services [HHS], 2022). This form of guidance also includes positive parent interactions that can provide a supportive environment and enhance an adolescent's ability to comprehend, express, and regulate their thoughts, emotions, and behavior (HHS, 2022; Rosanbalm & Murray, 2017). Co-regulation between parents and adolescents can be achieved by supplying a warm and responsive relationship, providing safety and structure, and teaching self-regulation skills. Specific examples of co-regulation with adolescents include monitoring, providing support and empathy in times of intense emotion, limiting opportunities for risk-taking behavior, granting control in decision-making, giving time and space to calm down in times of conflict, etc. (Rosanbalm & Murray,

2017). Consequently, co-regulation can be used to avoid conflict between parents and adolescents because this strategy promotes a supportive environment and a healthy parent-adolescent relationship, which can decrease opportunities for conflict. Some other benefits of co-regulation include enhanced cognitive abilities, small improvements in adolescents' physical health and mental health, and decreases in delinquent behavior (Rosanbalm & Murray, 2017).

Concluding Thoughts

During adolescence, teens experience various cognitive and psychosocial changes that can lead to conflicts in the parent-adolescent relationship. Although conflict and challenges are expected during this developmental period, how parents resolve conflicts or respond to their teenagers' needs will impact various aspects of an adolescent and a parent's life. Psychological control is a harmful practice in which parents choose to become distant or use other detrimental strategies (e.g., ignoring, withdrawing love, instilling anxiety) to manage conflict or cope with their adolescents' changing needs. There are several reasons why a parent would choose to engage in psychological control but despite these reasons, this practice often causes negative effects on an adolescent's development and the parent-adolescent relationship. Conversely, positive guidance is a caring approach in which parents listen and communicate attentively, support their adolescents' needs, and promote socio-emotional growth. Autonomy-supportive parenting, effective communication, and co-

regulation are some positive guidance strategies that reinforce various domains of adolescent development and enhance the parent-adolescent relationship.

CHAPTER THREE: EXISTING INTERVENTIONS FOR PARENTS OF ADOLESCENTS

It is well-recognized that the teenage years are a challenging time for parents. While raising adolescents, parents are likely to feel overwhelmed by all the changes their teens are experiencing (e.g., physical, behavioral, emotional, social) and thus seek support or resources (Spring et al., 2002). Fortunately, various books, online blogs, and workshops are available to support parents of adolescents; however, there are also many barriers that parents can encounter when trying to access these exact resources.

Limitations of Current Parent Resources

One inconvenience that parents can encounter when searching for resources would be the length of the interventions. Most workshops that are offered to parents can be considered a substantial time commitment since they can be 6 to 9 weeks (about 2 months) long and parents must meet once a week for 2 hours (The Family Connection, 2023; Program for Early Parent Support, 2023). Although the resources are valuable, it can be challenging for parents to commit so much time to a workshop when they likely have other responsibilities as well (e.g., childcare, employment, self-care, household duties); therefore, parents are not able to get the most out of the resource so they might decide to seek other resources such as books instead. However, the information in these resources is also divided across different books and it can become costly to

purchase a book for every domain of adolescent development or topic of concern (e.g., brain development, communication, conflict).

Existing interventions can also be limited in content. Currently, there does not seem to be any accessible resource that teaches parents of teens about psychological control although this topic is influential to adolescents' development and the parent-adolescent relationship. There are various workshops that discuss related topics such as discipline (Sproutable, n.d.) and authoritarian parenting (Active Parenting Publishers, n.d.; The Family Centre, n.d.), but there is a need for a resource that explicitly discusses psychological control. This is a critical facet to include in parent education courses and resource materials.

Aside from limitations in content, parents can encounter many barriers when trying to access existing interventions. Specifically, one of the major barriers is cost. There is a myriad of workshops geared toward parents of adolescents and these workshops focus on important topics such as brain development, conflict resolution, and positive guidance but these workshops are also pricey making it difficult for parents of a lower social economic status (SES) to have access to these resources. For instance, one online workshop that is geared toward teaching parents how to use positive discipline with their teenagers is priced at \$299 per individual and \$399 for a group (Sproutable, n.d.). Another workshop on how to effectively parent teens is priced at \$150 per person, \$200 per couple, or \$325 for private sessions (The Family Centre, n.d.).

Even recorded DVDs on the active parenting of teens cost \$85 each or \$429 for all DVDs, although they only include 3 hours of content (Active Parenting Publishers, n.d.). Overall, while these are great resources, their exorbitant pricing makes them inaccessible to many parents. This is especially true for families from a lower SES who are more susceptible to using psychological control as a protective mechanism because they are hypothetically too overwhelmed to use effective practices (Trang & Yates, 2022). Expensive workshops and lack of access to free resources create an imbalance in who is receiving support because although low SES families are potentially the most in need, they would not be able to afford resources that inform them of adolescents' development and positive guidance practices.

Another significant barrier that prevents parents from accessing interventions is location. There are many free workshops that are offered to parents of teens and that are aimed at teaching parents about important topics such as communication, boundaries, misbehavior, and guidance but these workshops are only for residents of that area. For example, one free workshop on conflict resolution was only offered in person to parents in New York (Every Person Influences Children, 2023). Likewise, another workshop on the active parenting of adolescents is currently being offered online at no cost for Southern Oregon families only (The Family Connection, 2023). Since it is likely that many parents cannot travel for these resources, it makes it challenging for them to

obtain any support, and the interventions that are near them might not be geared toward adolescents.

While other regions or counties in California might supply many resources for parents, there are limited interventions for parents of adolescents in Riverside and San Bernardino counties. Although the resources are more likely to be free, they are only offered to parents of children ages 0 to 5, where parents can learn how to nurture children's early development (First 5 California, n.d.; San Bernardino City Unified School District, 2019; Walden Family Services, n.d.). The only resources in the Inland Empire that appear to be geared toward parents of teens are intervention programs for parents who have teens that are exhibiting problematic behaviors (San Bernardino City Unified School District, n.d.; Victor, 2021) and classes to teach parents how to prepare their adolescents academically and financially for college (San Bernardino City Unified School District, n.d.). Consequently, there are virtually no interventions for parents of typically developing adolescents in the Inland Empire. Local parents continue to face barriers when searching for resources that will teach them about adolescent development, conflict resolution, inappropriate practices (i.e., psychological control), and positive guidance.

CHAPTER FOUR: SUMMARY AND PURPOSE OF THE PROJECT

The Need for a Workshop for Parents of Teens

There are many changes that occur during adolescence that trigger new desires and needs in teens. Through cognitive changes, adolescents gain skills in critical thinking, decision-making, and reasoning (Jensen & Nutt, 2015). These new skills promote teens' psychosocial development and cause them to shift their priorities and find value in peers, independence, and privacy (HHS, 2018). In turn, these changes and new values lead teens to seek parental support in exploring and forming their identity and obtaining autonomy over personal matters. All these elements are crucial for healthy adolescent development and forming a positive parent-adolescent relationship; however, they involve limiting the control that parents hold over teens. This task can be challenging and, in an effort, to uphold authority parents might engage in psychological control. Psychological control is a negative practice that involves manipulative, constraining, or intrusive parental behaviors such as inducing guilt, hindering individuation, or holding excessive expectations or demands (Barber & Harmon, 2002). When parents use psychological control, adolescents can experience low self-esteem, depression, anxiety, physical aggression, and peer rejection (Janssens et al., 2017; Symeou & Georgiou, 2017). On the contrary, positive guidance includes parental efforts that acknowledge and support adolescents' developmental needs (e.g., autonomy-supportive parenting, effective

communication, and co-regulation; Fletcher, 2016). Positive guidance can lead adolescents to feel loved and respected, while also contributing to increases in self-esteem, emotion regulation, executive functioning (Vasquez et al., 2016), and high parent-adolescent relationship quality (Jung et al., 2019).

Despite the varying effects of psychological control and positive guidance on adolescents' development existing interventions for parents of adolescents are limited, expensive, lengthy, or not readily accessible. Furthermore, there does not appear to be a resource that includes information related to psychological control although this practice is harmful to adolescents' development and the parent-adolescent relationship. The aim of the current project was to address the shortcomings in existing interventions and develop a research-based workshop to aid parents in understanding and supporting adolescents' development. After participation in this 4-session workshop parents should be able to: 1) describe adolescent brain, cognitive, and psychosocial development; 2) understand the differences between peer and parent influences; 3) distinguish how conflict occurs and can be resolved within the parent-adolescent relationship; 4) differentiate between positive guidance and punishment; 5) summarize the methods, antecedents, and negative effects of psychological control and; 6) successfully incorporate positive guidance strategies (e.g., autonomy-support, co-regulation, effective communication).

CHAPTER FIVE:

METHOD

Overview

The purpose of this project is to provide parents of adolescents with resources to support healthy teen development and foster a positive parent-teen relationship. Numerous factors such as a parent's knowledge of adolescent development, familiarity with appropriate conflict resolution strategies, use of psychological control, and incorporation of positive guidance strategies can affect a parent's ability to effectively support their teen's development and cultivate a healthy parent-adolescent relationship (Barber & Harmon; 2002; Fletcher, 2016; García-Ruiz et al., 2010; Shek, 2006). To aid parents of adolescents in supporting teens' needs and accomplishing other related goals (e.g., avoiding the use of psychological control) a 4-session workshop has been created. This workshop includes information on 1) The cognitive and psychosocial changes that occur during adolescence; 2) the influence of peers versus parents; 3) causes of conflict between parents and adolescents; 4) the ways in which parent-teen conflict can be resolved in a positive or detrimental manner; 5) the different types of psychological control; 6) antecedents and effects of psychological control; 7) methods and impacts of positive guidance; and 8) how parents can incorporate autonomy-support, effective communication, and co-regulation. The following sections include guidelines for the future implementation of this workshop.

Participants

Recruitment of parents or guardians will be conducted online using virtual flyers (Appendix A). The virtual flyers will be shared via listservs or on social media websites. A snowballing sampling procedure will be used to identify parents who would like to participate in the workshop. The target population is parents or guardians of typically developing adolescents that are 10 to 19 years of age. The workshop is meant to be provided to small or large groups of 6 to 20 parents/guardians.

Materials

Parents or guardians attending the workshop will be asked to complete a pre-workshop survey and a post-workshop survey. The pre-workshop survey includes a basic demographic questionnaire, an assessment, and an adaptation of the Psychological Control-Disrespect Scale (PCDS; Barber et al., 2012). The demographic form will be used to learn more about each workshop participant and better tailor the workshop to parents, while the assessment will be used for the purposes of evaluating parents' knowledge prior to participating in the workshop. The PCDS has also been incorporated within the pre-workshop survey to determine parents' general opinions regarding psychological control. The content in the post-workshop survey varies. This survey includes an assessment that will be used to reassess parents' knowledge and attitudes after participation in the workshop and an evaluation form that can be used to consider parents' feedback and make any future improvements to the workshop.

Pre-Workshop Survey

The pre-workshop survey is divided into three parts (Appendix B). The first part of this survey includes a demographic questionnaire. Parents will be asked to report their age, gender, marital status, ethnicity, race, highest level of education, annual household income, occupation, and their adolescent's age and gender. The second part of this survey includes three open-ended icebreaker questions and 11 assessment questions. The icebreaker questions will be used to determine parents' concerns, challenges, and fears related to the teenage years, while the assessment questions will help gauge parents' familiarity, awareness, and confidence in various topics that will be discussed in the workshop. The assessment questions have been written in a third-person perspective to allow parents to consider a general standpoint. Specifically, the questions ask about parents' awareness of teens' developmental needs, peer vs. parent influences, and causes of conflict between parents and teens. The questions also investigate parents' confidence in communicating with teens and their familiarity with positive guidance, psychological control, co-regulation, and autonomy-supportive parenting. These assessment questions will be rated on a Likert scale ranging from 1 (not familiar) to 3 (very familiar). The final part of the pre-workshop survey includes 10 questions that have been adapted from the PCDS (Barber et al., 2012). These questions will be used to allow parents to reflect on which behaviors they define as psychological control. The questions will be rated on a Likert scale ranging from 1 (not at all) to 5 (definitely yes).

Post-Workshop Survey

The post-workshop survey also consists of three sections (Appendix C). The first part of this survey contains the same 11 assessment questions included in the pre-workshop survey. These questions have been rewritten in a first-person perspective and will be used to evaluate parents' personal awareness and familiarity with adolescent development, peer and parent influences, conflict, psychological control, and positive guidance practices. The second part of the survey includes the PCDS to measure parents' opinions on psychological control after participating in the workshop. The last section of the post-workshop survey includes an open-ended workshop evaluation form that consists of 8 questions. This form will be used to evaluate the effectiveness of the workshop and incorporate parents' suggestions in future sessions. The form asks parents 1) how many sessions they attended, 2) if they believed the workshop was helpful, 3) which information was most valuable to them, 4) if they felt any information was unnecessary 5) if any information was confusing, 6) if they have suggestions for improving the workshop, 7) if they plan to implement positive guidance with their adolescents, and 8) if they would recommend this workshop to other parents of teens.

Resource Compilation Document

A document has been created to allow parents to have easy access to supplemental workshop resources. This document is organized by sessions and contains the title, format, link, and description of the resource (Appendix D).

Procedure

The workshop sessions and measures will be fully completed online by following the proposed workshop schedule (Table 1). One day before the workshop, parents will be sent a reminder email that includes a link to complete the pre-workshop survey and a Zoom link that parents or guardians will use to join the workshop. Parents will be asked to complete the survey before the first workshop. The survey will be completed online via Qualtrics and will take approximately 10 to 15 minutes to complete. The workshop will consist of 4 sessions that will be divided across two weeks, with two sessions per week. Each session will be conducted in the evenings at 6 pm for approximately 1 hour and 30 minutes. The sessions will be hosted online using Zoom software to present the PowerPoints and virtual activities. Sessions will begin with an overview of the information to be covered, a review of the previous session's main topics, and a timeslot allotted for questions. Each session will end with a recap, a presentation of additional resources, a timeslot allotted for questions or comments, and a note on which topics will be discussed in the next session. Session 4 will conclude by asking participants to complete the post-workshop survey online via Qualtrics. This survey should take 10-15 minutes to complete. Finally, parents will be emailed the resource compilation document after completing the workshop.

Table 1. Workshop Schedule and Topics

Session Number	Materials and Topics	Allotted Time
1 (Week 1)	<p>Pre-workshop Survey</p> <ul style="list-style-type: none"> • Qualtrics survey with demographics, assessment, and PCDS <p>Session 1 PowerPoint (Teens' Brain, Cognitive, and Psychosocial Development)</p> <ul style="list-style-type: none"> • Literature, videos, and activities • Key takeaways • Extra resources • Discussion of next session topics 	1 hour and 30 minutes
2 (Week 1)	<p>Session 2 PowerPoint (Peer & Parent Influences, Causes of Conflict, and Conflict Resolution Strategies)</p> <ul style="list-style-type: none"> • Recap of the previous session • Literature, videos, and activities • Key takeaways • Extra resources • Discussion of next session topics 	1 hour and 30 minutes
3 (Week 2)	<p>Session 3 PowerPoint (The Characteristics of Psychological Control)</p> <ul style="list-style-type: none"> • Recap of the previous session • Literature, videos, and activities • Key takeaways • Extra resources • Discussion of next sessions topic 	1 hour and 30 minutes
4 (Week 2)	<p>Session 4 PowerPoint (Positive Guidance with Teens)</p> <ul style="list-style-type: none"> • Recap of the previous session • Literature, videos, and activities • Key takeaways • Extra resources <p>Post-workshop survey</p> <ul style="list-style-type: none"> • Qualtrics survey with assessment and workshop evaluation form 	1 hour and 30 minutes

Development of Project Materials

The workshop will consist of four PowerPoint presentations that are made up of research-based content, discussion questions, videos, and activities. Several topics will be covered per session. The first session will discuss adolescents' brain, cognitive, and psychosocial development (Appendix E). The second session will focus on the influence of peers versus parents, causes of conflict among parents and adolescents, and conflict resolution strategies (Appendix F). The third session will review the types, antecedents, and effects of psychological control (Appendix G). The final session will focus on positive guidance strategies and how parents can incorporate these practices with their adolescents (Appendix H). During each session, parents or guardians will be encouraged to ask questions or share their perspectives.

Session 1: Teens' Brain, Cognitive, and Psychosocial Development

The first session will begin with a brief introduction and a reminder to complete the pre-workshop survey. After, a discussion will be held regarding parents' concerns, challenges, and goals as parents of adolescents to make parents feel comfortable and remind them that this workshop was created to support their needs. This conversation will then lead to an introduction of the topics that will be discussed in the current session. For session 1 these topics include teen brain, cognitive, and psychosocial development. These topics have been selected to be discussed first because it is crucial for parents of adolescents to be familiar with various domains of adolescent development in

order to acknowledge teens' needs and understand how a desire to meet these needs guides teens' behavior. Adolescents experience many physical, cognitive, emotional, and psychosocial changes that lead them to develop new needs (HHS, 2018). However, research has shown that parents of teens tend to struggle with adapting to the changes that accompany adolescence or seem to be unfamiliar with their adolescents' new needs (Small & Eastman, 1991).

To enhance parents' familiarity with adolescent development, teen brain development will be discussed first because a discussion of this topic can provide parents with concrete evidence to describe teens' behaviors. Parents will first learn about white matter and grey matter, the prefrontal cortex, the limbic system, and factors that influence teens' decisions. Specific information will be provided about the role of the limbic system and the prefrontal cortex in decision-making and how these two systems vary in their objectives and development. Research shows that the prefrontal cortex is concerned with higher-order thinking and the use of reasoning abilities, but this system is underdeveloped in adolescence (Arain et al., 2013). Therefore, teens' decisions and behaviors are predominately guided by the limbic system which is driven by emotions and the fulfillment of positive sensations (Casey et al., 2008). Describing this imbalance in brain development should help parents understand that teens do not intentionally act inappropriately, but instead act according to their abilities.

Along with brain development, cognitive development will also be discussed to emphasize teens' cognitive strengths and limitations and allow

parents to understand how to best support their teens. There will be a specific discussion dedicated to risk-taking behaviors because this is common in adolescence and many parents struggle to understand how brain and cognitive development impact risk-taking (Jensen & Nutt, 2015). Parents will be asked to ponder any risky decisions they made as a teenager to remind them that risk is natural, and then parents will learn about how emotions, social approval, and the limbic system contribute to risk-taking behaviors.

The final topic that will be discussed is teen psychosocial development because it is another part of adolescent development that affects behaviors. Adolescents are tasked with forming their identities, and they will engage in behaviors that support this goal (Erikson, 1950). Teens will demand autonomy, privacy, and respect as they maneuver through adolescence (Daddis, 2011; Hawk et al., 2008) and parents need to be aware of these desires to release their control. The areas of psychosocial development that will be covered include Erikson's stages of psychosocial development; Marcia's identity statuses; and teens' desires for autonomy, respect, and privacy. These topics will be discussed to highlight adolescents' needs and provide parents with information to support teens' independence and identity formation.

Session 1 and all of the following sessions will conclude with a recap, additional resources, and a note on which topics will be discussed in the next session.

Session 2: Peer and Parent Influences, Causes of Conflict, and Conflict

Resolution Strategies

The topics that will be covered in session 2 include peer and parent influences, conflict between parents and teens, and conflict resolution strategies. These topics relate to adolescents' psychosocial development and highlight how peers gain influence in adolescence and how these new influences can cause conflict in the parent-teen relationship (Smetana, 1995). The discussion of peer and parent influences will begin by asking parents who they believe has more influence over teens — parents or peers. This will allow parents to share their perspectives on influences and frame a conversation surrounding peer influence. Many parents are concerned about losing influence over their teens (U.S. Department of Education, 2003) therefore it is important to consider why peers tend to hold more influence over teens than parents. The social influence of peers will be discussed to allow parents to recognize the role that peers play in helping teens with identity formation, exploration, and relatedness (Biddle et al., 1980; Tomé & Matos, 2012).

Additionally, parents will also learn about positive and negative peer influences because research has shown that parents generally worry about peer pressure, but peers can have various positive effects on adolescents (U.S. Department of Education, 2003). The positive influence of peers will be discussed first to demonstrate the several ways in which teens support one another and hopefully ease parents' worries about peers. Afterward, parents will

learn about peer pressure and why teens might be inclined to engage in risky behaviors. This section will end by discussing what parents can do about peer influences. More focus will be placed on sustaining positive peer influences instead of combating peer pressure because through the support of positive peer relationships parents can enhance their relationship with their teens and guide teens away from negative influences (U.S. Department of Education, 2003).

The next section will begin by asking parents about what influences they believe they have on their teens. This question elucidates parents' opinions of parental influences and allows for information to be discussed according to parents' perspectives. Research has shown that teens view parents as weaker role models when compared to peers, but in some domains, parental influence is much stronger than peer influence (Biddle et al., 1980). Consequently, parents will be provided with information on the many influences they have on their adolescents to remind them of their significant role in their teens' lives. Comparing peers versus parents' influences should allow parents to feel more comfortable with peer relationships because parents will recognize their impact on teens' development, while also acknowledging the value of peers.

The second topic to be discussed includes the causes of conflicts between parents and teens. Conflict will be defined and then there will be a discussion of the differences between conflict with teens and children because as children age, their views of authority change, and conflict can become more common; thus, parents must adapt their conflict-resolution strategies to best support their teens

(Branje, 2018). Parents will be provided with common causes of conflict and with a video example of what conflict can look like between parents and teens. A common cause of conflict between parents and adolescents is privacy invasions (Hawk et al., 2008) therefore parents will be informed of the bi-directional relationship between teen privacy and conflict. Afterward, parents will be asked to name common conflict resolution strategies that are used with adolescents and then they will be presented with methods that teens use to resolve conflict. Parents will then be introduced to guidance and punishment, to elucidate the different ways conflict can be resolved. More time will be spent on the discussion of punishment because guidance will be reviewed in detail in session 4.

The discussion of punishment will include a comparison of conflict resolution with teens versus children so that parents can understand why conflicts with teens are more common and why previous conflict-resolution strategies are no longer effective. Research finds that disagreements over control are a common cause of conflict due to teens' desires for autonomy, privacy, and respect (Smetana, 1995). While teens push for freedom, parents could believe that control is necessary to keep teens out of trouble. Therefore, parents will be reminded of monitoring and how this strategy can be used to protect teens without invading their privacy. Parents will also discover that difficulties in adapting conflict-resolution strategies and in repressing desires for control can lead to the use of psychological control (Van Doorn et al., 2008; Van

Doorn et al., 2011). Afterward, a quick introduction to psychological control will be supplied to prepare parents for session 3.

Session 3: The Characteristics of Psychological Control

In session 3, parents will learn about the types, antecedents, and effects of psychological control. Psychological control can be commonly used with adolescents when the parent seeks to maintain some level of power or control over their teens (García-Ruiz et al., 2010), but this practice can also be used unintentionally because there are many different behaviors that can be classified as psychological control. Consequently, parents will first be introduced to several types of psychological control and then shown a video example of psychological control and asked to list which behaviors they saw being used.

After becoming familiar with the types of psychological control, parents will learn about the factors that influence the use of psychological control. These factors include parent characteristics, teen characteristics, and situational factors. Among various qualities, parents will discover that psychological control is commonly used by parents who are emotionally sensitive (Walling et al., 2006), authoritarian (Darling, 1999), perfectionists (Soenens et al., 2006), or tend to struggle with their mental health (Trang & Yates, 2022). The discussion of these characteristics will allow parents to reflect on their own qualities and consider where any potential use of psychological control arises from. For teen characteristics, parents will discover that teens' perceptions of control can increase if they are shy (Van Zalk & Kerr, 2011), struggle with emotion regulation

(Luebbe et al., 2014), have a low tolerance for negative behaviors (Laird & Frazer, 2019), etc. By learning about these factors, parents can determine if their teens would categorize certain parenting behaviors as psychological control. In regard to situational factors, parents will discover that the use of psychological control can be impacted by poverty (Trang & Yates, 2022), hostility levels (Stone et al., 2002), culture (Rudy & Halgunseth, 2005), and many other circumstances. Discussing situational factors should help parents recognize how the family setting can contribute to the use of psychological control. Overall, these antecedents of psychological control will be presented to help parents understand where psychological control can arise from and consider how they might limit or avoid using this practice.

The last section of this session will discuss the effects of psychological control. This practice has various detrimental effects on adolescent development and on the parent-adolescent relationship (Barber & Harmon, 2002). These effects will be broken down into teens' behavioral effects, teens' social effects, and effects on the parent-adolescent relationship. Parents will learn about how psychological control can negatively impact teens and promote externalizing and internalizing behaviors (Murray et al., 2014; Symeou & Georgiou, 2017), social withdrawal (Lin et al., 2020), loneliness (Bullock et al., 2018), and peer rejection (Janssens et al., 2017). Parents will then be asked about what effects they believe psychological control has on the parent-teen relationship. Parents' responses to this question will elicit a discussion of how psychological control

affects the parent-adolescent relationship and leads to decreased relationship quality and increased levels of parent-teen conflict (Parkin & Kuczynski, 2012). Parents will also receive information on the bi-directional influence and intergenerational effects of psychological control to illustrate how psychological control can create a cycle of destructive behaviors and contribute to intergenerational trauma. This extensive discussion of the many effects of psychological control should allow parents to understand how detrimental this practice is to adolescent development, the parent-teen relationship, and future generations.

Session 4: Positive Guidance with Teens

The fourth and final session will focus on the use of positive guidance with teens. Parents will learn about positive guidance, autonomy-supportive parenting, effective communication, and co-regulation. These practices have been found to be appropriate to use with adolescents (U.S. Department of Education, 2005) and to support positive adolescent development and the parent-adolescent relationship (Fletcher, 2016). Various activities have been incorporated into this session to allow parents to “practice” positive guidance techniques. First, positive guidance will be defined, and parents will be provided with some examples of positive guidance. Positive guidance involves encouraging teens’ efforts and progress, and considering their developmental needs (Fletcher, 2016) while providing appropriate rules and parental supervision (Nieman & Shea, 2004). This information will be reviewed to help parents

recognize that positive guidance is a practice that supplies both structure and support.

The first type of positive guidance that parents will be introduced to is autonomy-supportive parenting because this practice is the opposite of psychological control and it teaches parents how to support their teens' decisions, encourage their identity formation, and promote their independence (Benito-Gomez et al., 2020). Parents will be provided with many examples of autonomy support, including a video example where they will be asked to indicate in which way the parents in the video were being supportive. Next, parents will learn about the effects of autonomy-supportive parenting which include improved parent-child relationship quality (Jung et al., 2019), decreased externalizing and internalizing behaviors (Lansford et al., 2014; Vrolijk et al., 2020), and healthy emotion regulation (Brenning et al., 2015). These effects will be presented to parents to emphasize the positive outcomes of using autonomy-support and to allow parents to compare these impacts to those caused by psychological control. After discussing the effects of autonomy support, parents will receive suggestions on how to incorporate this practice with their teens and will be provided with hypothetical scenarios that they must respond to using autonomy-supportive parenting. This activity should teach parents how to use autonomy support to promote teens' independence and individuation.

For the next part of the session, parents will learn about effective communication, starting with misconceptions about communication. It is believed

that communication between parents and teens is difficult, but the reality is that parents might not know how to communicate with adolescents or that teens may not know how to start a conversation with their parents (U.S. Department of Education, 2005). With this in mind, parents will receive information on how to effectively communicate with teens and how to handle differences to avoid misunderstandings. This information will be presented to help parents consider their teens' perspectives, improve their communication with them, and limit or prevent parent-teen conflicts. It has been found that participating in effective communication can contribute to higher levels of trust and closeness between parents and teens (Bi & Wang, 2021), while also leading teens to experience higher self-esteem (Zhang et al., 2019) and less participation in risky behaviors (Aspy et al., 2007). These effects will be shared with parents to encourage them to use this practice with their teens, and an activity will be introduced where parents can practice their communication skills by responding to common scenarios.

The final part of this session will focus on the characteristics of co-regulation. Co-regulation is a practice that can be used with teens to promote mutual self-regulation between adults and teens. Parents will learn that they can achieve co-regulation by participating in emotional coaching, modeling appropriate self-regulation strategies, and providing feedback for teens' emotions (Rosanbalm & Murray, 2017). Parents will also learn about the effects of co-regulation because this practice is often used with children thus parents might

not be familiar with its ability to improve teen mental health, decrease delinquent behavior, and limit parent-teen conflict (Rosanbalm & Murray, 2017). These effects will be presented to parents to promote closeness with their teens because although teens value their independence, they still require love and support (U.S. Department of Education, 2005). Methods to incorporate co-regulation will also be included in this session, along with an activity that provides parents with stressful situations and asks them to respond to behaviors using co-regulation. This information should assist parents in coping with personal stressors and teens' outbursts through self-regulation, empathy, attentiveness, and affection (Rosanbalm & Murray, 2017).

After all the information is presented, the fourth session will be concluded by once again discussing parents' goals, concerns, and challenges as parents of teens to remind them of their value and reiterate the goals of this workshop in helping them overcome any struggles and achieve their parenting goals. After this discussion parents will be provided with a recap, additional resources, overall workshop takeaways, a link to complete the post-workshop survey, and allotted time for questions and comments.

CHAPTER SIX: DISCUSSION

Summary

The purpose of this project was to develop a research-based workshop for parents of typically developing adolescents to inform them of various topics essential in supporting adolescents' development and the parent-teen relationship. Parents require support and increased access to resources during adolescence because this period can be challenging to manage. Teenagers experience many developmental changes (i.e., brain, cognitive, psychosocial), generating new needs that will help prepare them for adulthood. These needs require parents to reduce their control to be able to provide teens with autonomy, respect, privacy, and opportunities for exploration (Kobak et al., 2017). However, parents of teens can have trouble releasing control or adapting their practices to fit teens' new needs (Small & Eastman, 1991; Smetana & Asquith, 1994). Being unaware of how to best support adolescents' developmental needs or being overly focused on maintaining control can lead to many struggles and increased levels of conflict between parents and teens (Barber, 1994). In such cases, parents and teens are likely to experience disagreements over personal matters such as a teen's physical appearance, friendship choices, risk-taking behaviors, or invasions of privacy (Smetana & Asquith, 1994).

Without advanced knowledge of adolescent development and proper support on how to cope with adolescents' changing needs, parents can become

frustrated with teens' behaviors and use punishment to try and resolve conflict. In adolescence, it is common for punishment to involve psychological control — an emotionally manipulative practice that is used to influence teens' behavior and control the dynamics within the parent-teen relationship (Barber & Harmon, 2002). Psychological control has been shown to negatively impact teens' development and the parent-teen relationship leading to externalizing behaviors, internalizing behaviors, academic challenges, difficulties with socializing, heightened conflict, and decreased relationship quality (Janssens et al., 2017; Parkin & Kuczynski, 2012; Symeou & Georgiou, 2017; Xu et al., 2017). To help parents of teens avoid the use of psychological control, they must be informed of other effective practices such as positive guidance. Different forms of positive guidance (e.g., autonomy support, co-regulation, effective communication) have been shown to have positive effects on adolescents' development leading to increased self-esteem and decreased externalizing and internalizing behaviors (Lansford et al., 2014) while also strengthening the parent-adolescent relationship (Jung et al., 2019).

Despite parents' concerns surrounding adolescence and the varying effects of psychological control and positive guidance, there appear to be limited resources for parents of adolescents. In fact, there is an imbalance in the number of resources available for parents of teenagers and parents of young children. There are many local interventions dedicated to informing parents of young children about developmental milestones, positive guidance, effective

communication, and many other crucial topics (Walden Family Services n.d.; Reach Out, n.d.). Additionally, there is even a statewide resource dedicated to the first 5 years of a child's life where parents can easily access books, activities, videos, support services, and pertinent information (First 5 California, n.d.). Although the first years of a child's life are significant and parents rightfully require support during early developmental periods, adolescence is a time of change and parents continue to require resources to support adolescent development and foster a positive parent-teen relationship. Nevertheless, local and state resources for parents of adolescents are scarce. There are no statewide resources for parents of teens and the most prominent resource is a hotline that all parents can call to receive emotional support and counseling (California Department of Social Services, n.d.). Local resources for parents of typically developing teens are also limited as most interventions are for parents of teens with problematic behaviors (San Bernardino City Unified School District, n.d.; Victor, 2021) or are focused on measures to prepare teens for college (San Bernardino City Unified School District, n.d.). Overall, parents of teens do not have access to many resources that can help them navigate the teenage years and existing resources that serve this purpose are lengthy, expensive, and locally inaccessible.

Implications of the Workshop

The current workshop was created to address the shortcomings of existing interventions and provide parents of teens in the Inland Empire with a resource

that can help them cope with teens' changing needs and empower adolescents. Cost, time commitment, quality of content, parent engagement, novelty of information, and use of evaluative materials were variables that were considered when developing this workshop. First, this workshop was created using research-based information and has been broken down into 4 sessions allowing parents of teens to have access to a comprehensive resource that is credible and easily digestible. Second, the current workshop is composed of common and new information. This allows parents to strengthen their existing knowledge on familiar topics (e.g., teen development, peer pressure, conflict) and acquire new knowledge on topics that have not been included in other resources before such as psychological control, co-regulation, and autonomy-supportive parenting. Third, this workshop consists of activities, videos, and discussion questions, making it an interactive resource that provides parents with opportunities for self-reflection and critical thinking. Fourth, and unlike other existing workshops for parents of teens, this workshop includes pre-and post-surveys that can be used to measure parents' knowledge of the workshop topics, examine parents' opinions of psychological control, and allow for future improvements based on parents' feedback. Lastly, this workshop is expected to be cost-free, online, and of minimal time commitment (i.e., two weeks), increasing accessibility for busy parents and parents of a lower socioeconomic status.

Expected Outcomes of Implementing the Workshop

Through participation in this workshop, it is expected that parents will have an increased understanding of adolescents' perspectives, attitudes, and behaviors and also obtain valuable skills in managing conflict, providing autonomy support, communicating effectively, and avoiding psychological control. This will be measured by comparing parents' responses from the post-workshop survey and pre-workshop survey. Specifically, it is anticipated that parents' awareness of adolescents' developmental needs, familiarity with workshop topics, and confidence in using positive guidance should all increase after participating in this workshop because other parent workshops have incorporated pre-and post-surveys and reported increases in parents' knowledge on related topics such as brain development, punishment, and positive guidance (Rivera, 2020; Younger Sackett, 2021). It is also expected that after participating in the workshop parents will be more open to defining various behaviors as psychological control because they will now be aware of the various types and effects of psychological control.

In terms of parent feedback, it is anticipated that parents will find the workshop helpful and note that they are likely to use the techniques that they learned because other workshops that have included evaluation forms have received similar responses from parents (Krzeminski, 2020; Younger Sackett, 2021). It is also possible that parents might provide constructive criticism related to the workshop topics, and the pace or timing of the sessions because the

workshops are meant to cover a lot of information in a short amount of time, and this can be intimidating. Consequently, parents might believe that some of the topics could be omitted or that the workshop should be scheduled at a different time. Any feedback from parents will be considered and implemented in future workshops.

Limitations and Future Recommendations

This workshop was developed specifically for parents of teens, but the information in each session can be beneficial for anyone who engages with adolescents, works directly with parents, or would simply like to obtain knowledge on adolescent development. This includes parents of younger children or pre-teens, older siblings, middle school or high school teachers, and/or any professionals in the field of child development. Despite the vast population who could benefit from the implementation of this workshop, it is valuable to mention that the information for this workshop was gathered with typically developing adolescents in mind so the methods learned in the workshop might not apply to troubled teens or teens with disabilities. Extra resources for parents of troubled teens have been included in the resource compilation document, but it is suggested that the workshop is adapted to later include specific information on how to spot teens who might be considered “at risk” and manage problematic behaviors. Likewise, the information in the workshop can also be modified to support parents of teens with specific disabilities like autism, ADHD, or any other disorders. It is also recommended that for future sessions

the workshop is updated to include more resources or information to directly help parents cope with any stressors that they might experience as parents of teens because parents' own mental well-being influences the practices that they use with their adolescents (Trang & Yates, 2022). The pre-workshop survey can also be edited to ask parents about what stress-relief techniques they use and elicit a conversation about mental well-being. It would also be optimal for the pre-workshop survey to be modified to measure parents' familiarity and awareness of workshop topics from a first-person perspective as well as a third-person perspective and allow parents to think about the workshop content from different standpoints.

Aside from these significant limitations and suggestions, there are also some minor recommendations that must be considered to increase the accessibility of the workshop. For recruitment purposes, it is recommended that a registration form is created to provide parents with a list of topics and hold sessions for the topics that receive the most votes. This form can also be used to schedule workshop dates and times by allowing parents to choose session times that might be more convenient for them. To provide parents with attendance options and make the workshop more flexible other suggestions include recording future online workshop sessions so that attendees can re-watch any sessions they might have missed, or hosting the workshop in person for parents who prefer face-to-face interactions.

Conclusion

The teenage years are often categorized as a stressful time filled with intense emotions, rapid changes, heightened peer influence, risk-taking behaviors, and pushbacks on parent control. However, this time can also be exciting as parents are provided with the opportunity to assist teens in identity formation, boundary setting, emotion regulation, and effective decision-making (U.S. Department of Education, 2005). It is necessary to inform parents about the positive components of adolescence and remind them of the valuable role that they hold in a teen's life, while also educating them on important topics (e.g., peer pressure, positive guidance). This mission is crucial because the attitude that parents have toward adolescence and the practices that they implement during this developmental period have a significant impact on teens' emotional well-being and parent-teen relationship quality. Consequently, parents of adolescents require support to navigate this tumultuous time, adapt to teens changing needs, implement effective and age-appropriate strategies, and change their perceptions of adolescence. The proposed workshop serves as a much-needed resource to achieve these goals and help parents engage in proactive, perceptive, and positive parenting of adolescents.

APPENDIX A:
WORKSHOP FLYER

Free Online Workshop for Parents of Teens!

Are you interested in learning about:

- teen development
- parent-teen conflict
- how to interact with and guide teens

Scan QR Code to Register!



Dates: September 12th, 14th, 19th, and 21st
(Tuesdays and Thursdays)

Time: 6:00 pm - 7:30 pm

For questions contact Marbella Oseguera at
osegueram@coyote.csusb.edu

APPENDIX B:
PRE-WORKSHOP SURVEY

Hello, thank you for your participation in this workshop please start by filling out the following demographics questions. This survey has 3 sections and should take 15 - 20 minutes to complete. Please make sure to read all the questions carefully.

1. What is your age?

2. What is your teen's age?

3. What is your gender identity?

4. What is your teen's gender identity?

5. Are you of Spanish, Hispanic, or Latino origin?

Yes

No

6. Choose one or more races that you consider yourself to be:

White

- Black or African American
- American Indian or Alaska Native
- Asian
- Native Hawaiian or Pacific Islander
- Other_____

7. What is the highest level of education you have completed?

- Some high school or less
- High school diploma or GED
- Some college, but no degree
- Associate or technical degree
- Certification
- Bachelor's degree
- Graduate degree (MA, MS, MBA, PhD)
- Professional degree (JD, MD, DVM, OD)

8. What is your current marital status?

- Married
- Widowed
- Divorced
- Separated
- Never Married

9. What is your annual household income?

- Less than \$25,000
- \$25,000-\$49,999
- \$50,000-\$74,999
- \$75,000-\$99,999
- \$100,000-\$149,999

\$150,000 or more

Prefer not to say

10. What is your current occupation?

For this section, please answer the following questions. Your responses will be kept 100% anonymous and you do not have to answer any questions you do not feel comfortable answering.

1. What are some concerns or fears you have about the teenage years?

2. What are some challenges you've experienced as the parent/guardian of a teen?

3. What are some of your goals as a parent/guardian of a teen?

4. How aware do you believe most parents are about teens' brain and cognitive development?

- Not at all aware
- Somewhat aware
- Fully aware

5. How aware do you believe most parents are about teens' psychosocial needs (desires for autonomy and privacy)?

- Not at all aware
- Somewhat aware
- Fully aware

6. How aware do you believe most parents are about the negative influences of teens' peers?

- Not at all aware
- Somewhat aware
- Fully aware

7. How aware do you believe most parents are about the positive influences of teens' peers?

- Not at all aware
- Somewhat aware
- Fully aware

8. How aware do you believe most parents are about the positive influences they have on teens' lives?

- Not at all aware

- Somewhat aware
- Fully aware

9. How aware do you believe most parents are about the factors that cause conflicts between them and their teens?

- Not at all aware
- Somewhat aware
- Fully aware

10. How familiar do you think parents are with using guidance to resolve conflict?

- Not at all aware
- Somewhat aware
- Fully aware

11. How familiar do you think parents are with psychological control (types, causes, and effects)?

- Not at all aware
- Somewhat aware
- Fully aware

12. How familiar do you think parents are with autonomy-supportive parenting?

- Not at all aware
- Somewhat aware
- Fully aware

13. How familiar do you think parents are with co-regulation (mutual emotional regulation between parents and teens)?

- Not at all aware
- Somewhat aware

Fully aware

14. How confident do you think parents are in communicating with teens?

Not at all aware

Somewhat aware

Fully aware

Psychological control involves practices that are used to influence teens' behavior and control the dynamics within the parent-teen relationship. Please complete the following section by indicating which behaviors you would define as psychological control. Your answers will remain 100% anonymous.

1. Ridiculing or putting a teen down (e.g., calling them stupid, useless, etc.).

Not at all

Probably not

Maybe

Probably yes

Definitely yes

2. Embarrassing a teen in public (e.g., making jokes about them in front of their friends).

Not at all

Probably not

Maybe

Probably yes

Definitely yes

3. Not letting a teen physically or verbally express themselves.

- Not at all
- Probably not
- Maybe
- Probably yes
- Definitely yes

4. Violating a teen's privacy (e.g., entering their room, going through their things).

- Not at all
- Probably not
- Maybe
- Probably yes
- Definitely yes

5. Making a teen feel guilty for something they have done or something they should do.

- Not at all
- Probably not
- Maybe
- Probably yes
- Definitely yes

6. Expecting too much from a teen (e.g., to do better in school, to be a better person).

- Not at all
- Probably not
- Maybe
- Probably yes

Definitely yes

7. Comparing a teen to someone else (e.g., to their siblings).

Not at all

Probably not

Maybe

Probably yes

Definitely yes

8. Ignoring a teen (e.g., walking away from them when they are speaking)

Not at all

Probably not

Maybe

Probably yes

Definitely yes

9. Withdrawing love from a teen (e.g., refusing to hug them when upset)

Not at all

Probably not

Maybe

Probably yes

Definitely yes

10. Not allowing a teen to explore their identity (e.g., controlling clothing choices)

Not at all

Probably not

Maybe

Probably yes

Definitely yes

APPENDIX C:
POST-WORKSHOP SURVEY

Thank you for your participation in the workshop. Please carefully answer the following questions according to how you feel after completing the workshop. This survey has 3 sections and should take 10 - 15 minutes to complete. Please make sure to read all the questions carefully and respond to each section.

1. I feel more familiar with teens' brain and cognitive development.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

2. I feel more familiar with teens' psychosocial needs (autonomy, privacy).

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

3. I am more aware of the negative influences of teens' peers.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

4. I am more aware of the positive influences of teens' peers.

- Strongly disagree
- Somewhat disagree

- Neither agree nor disagree
- Somewhat agree
- Strongly agree

5. I am more aware of the positive influences that parents have on teens' lives.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

6. I am more aware of the factors that cause conflicts between parents and teens.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

7. I am more familiar with how guidance can be used to resolve conflict.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

8. I am more familiar with psychological control (types, causes, and effects).

- Strongly disagree
- Somewhat disagree

- Neither agree nor disagree
- Somewhat agree
- Strongly agree

9. I am more familiar with autonomy-supportive parenting.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

10. I am more familiar with co-regulation (mutual emotional regulation between parents and teens).

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

11. I am more confident in my ability to communicate with teens.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

After participating in the workshop, please indicate which behaviors you would define as psychological control. Your answers will remain 100% anonymous.

1. Ridiculing or putting a teen down (e.g., calling them stupid, useless, etc.).

- Not at all
- Probably not
- Maybe
- Probably yes
- Definitely yes

2. Embarrassing a teen in public (e.g., making jokes about them in front of their friends).

- Not at all
- Probably not
- Maybe
- Probably yes
- Definitely yes

3. Not letting a teen physically or verbally express themselves.

- Not at all
- Probably not
- Maybe
- Probably yes
- Definitely yes

4. Violating a teen's privacy (e.g., entering their room, going through their things).

- Not at all
- Probably not
- Maybe

- Probably yes
- Definitely yes

5. Making a teen feel guilty for something they have done or something they should do.

- Not at all
- Probably not
- Maybe
- Probably yes
- Definitely yes

6. Expecting too much from a teen (e.g., to do better in school, to be a better person).

- Not at all
- Probably not
- Maybe
- Probably yes
- Definitely yes

7. Comparing a teen to someone else (e.g., to their siblings).

- Not at all
- Probably not
- Maybe
- Probably yes
- Definitely yes

8. Ignoring a teen (e.g., walking away from them when they are speaking)

- Not at all
- Probably not

- Maybe
- Probably yes
- Definitely yes

9. Withdrawing love from a teen (e.g., refusing to hug them when upset)

- Not at all
- Probably not
- Maybe
- Probably yes
- Definitely yes

10. Not allowing a teen to explore their identity (e.g., controlling clothing choices)

- Not at all
- Probably not
- Maybe
- Probably yes
- Definitely yes

For the last section of this survey, please complete this workshop evaluation form:

1. Please indicate which workshop sessions you attended (multiple responses allowed)

- None
- Session 1: Teens' brain, cognitive, and psychological development
- Session 2: Peer vs parent influence, causes of conflict, and conflict resolution

Session 3: The characteristics of psychological control

Session 4: How to use positive guidance with teens

2. Did you find this workshop helpful? Why or why not?

3. What information do you believe was the most helpful?

4. Was there any information that you believe was unnecessary or unhelpful?

5. Was there any information that you found confusing?

6. Do you have any suggestions for improving this workshop?

7. Will you continue to use the information or techniques that you learned in this workshop?

8. Would you recommend this workshop to other parents of teens?

APPENDIX D:
RESOURCE COMPILATION DOCUMENT

Workshop Resources Compilation

Session 1 (Adolescents' Brain, Cognitive, and Psychosocial Development)

1. **Title:** The Teenage Brain: A Neuroscientist's Survival Guide to Raising Adolescents and Young Adults (Frances E Jensen & Amy Ellis Nutt, 2015)

Type: Book

Link: <https://www.amazon.com/Teenage-Brain-Neuroscientists-Survival-Adolescents/dp/0062067850>

Description: “Renowned neurologist Dr. Frances E. Jensen offers a revolutionary look at the brains of teenagers, dispelling myths and offering practical advice for teens, parents, and teachers”. Dr. Jensen covers topics such as learning, risk-taking, drug use, multitasking, etc.

2. **Title:** How Risk-taking Changes a Teenager's Brain | Kashfia Rahman

Type: Video

Link: <https://www.youtube.com/watch?v=VLDwh4ivNf4>

Description: Kashfia Rahman, a Harvard freshman, shares her research on teenage risk-taking, teenage brain function, emotions, and habituation.

3. **Title:** Erik Erikson's Identity Crisis: Who am I?

Type: Video

Link: <https://www.youtube.com/watch?v=He7CrBLn-RE>

Description: Matt discusses Erikson's theory of psychosocial development and the crisis of identity vs role confusion, considering how teens successfully develop their identity.

4. **Title:** Marcia's States of Adolescent Identity Development

Type: Video

Link: https://www.youtube.com/watch?v=a8HIY_bqrVo


Description: Tiffany discusses Marcia's states of adolescent identity development and the ideas of exploration and commitment.

5. **Title:** Teen Identity Development. 5 Tips for Parents (Center for Parent & Teen Communication, 2017)

Type: Handout

Link: <https://parentandteen.com/wp-content/uploads/CPTC-teen-identity-tips-for-parents.pdf>

Description: The center for parent and teen communication shares tips for supporting adolescent identity formation through chances for exploration, open communication, positive role modeling, and engagement



Session 2 (Peer & Parent Influences, Causes of Conflict, and Conflict Resolution Strategies)

1. Title: Friendships, Peer Influence, and Peer Pressure During the Teen Years (de Guzman, 2007)

Type: Handout

Link: <https://extensionpublications.unl.edu/assets/pdf/g1751.pdf>

Description: Guzman provides a guide for parents on the parent-teen relationship, peer influence, and the value of teenage friendships.

2. Title: Conflict Resolution with Pre-teens and Teenagers (Raising Children Network, 2019)

Type: Website

Link: <https://raisingchildren.net.au/teens/communicating-relationships/communicating/conflict-management-with-teens>

Description: The Raising Children Network supplies tips for managing conflict between parents and teens.

3. Title: Daniel Siegel: Why Teens Turn from Parents to Peers

Type: Video

Link: <https://www.youtube.com/watch?v=thxIUme7Pc8>

Description: “Daniel Siegel, a neuropsychiatrist, explains why adolescents turn to their peers and away from their parents for security, attachment, and approval.”

4. **Title:** Managing Your Teen's Privacy

Type: Video

Link: <https://www.youtube.com/watch?v=VYEgZWnTv1g>

Description: Sara Lister-Guest, a marriage and family therapist provides tips on how parents can respect teens' privacy while still protecting them.



Session 3 (The Characteristics of Psychological Control)

1. **Title:** The Psychology of Parental Control: How Well-Meant Parenting Backfires (Wendy S. Grolnick, 2002)

Type: Book

Link: https://www.amazon.com/Psychology-Parental-Control-Well-meant-Parenting-ebook/dp/B0020BUXAY/ref=sr_1_1?crid=1DAJR42ROEAS&keywords=The+Psychology+of+Parental+Control%3A+How+Well-meant+Parenting+Backfires+%28Wendy+S.+Grolnick%2C+2002%29&qid=1676685076&s=books&sprefix=the+psychology+of+parental+control+how+well-meant+parenting+backfires+wendy+s.+grolnick%2C+2002+%2Cstrip+books%2C312&sr=1-1

Description: Grolnick discusses misconceptions related to parental control, where parent's desire for control arises from, and the effects of control on children's development.

2. **Title:** Intrusive Parenting: How Psychological Control Affects Children and Adolescents (Brian K. Barber, 2002)

Type: Book

Link: <https://www.amazon.com/Intrusive-Parenting-Psychological-Children-Adolescents/dp/1557988285>

Description: In this research-style textbook, Barber reviews psychological control research; describes the history of psychological control; and examines methodologies and findings related to child and adolescent development.



Session 4 (Positive Guidance with Teens)

1. **Title:** What is Co-regulation?

Type: Video

Link: <https://www.youtube.com/watch?v=Zluj2YrewU>

Description: Suki describes the importance of co-regulation and how it relates to the nervous system, evolutionary psychology, and social relationships.

2. **Title:** Ellen Galinsky: Move Aside Helicopter and Snowplow Parents, Here Comes Autonomy Support

Type: Video

Link: <https://www.youtube.com/watch?v=FZ1-QaNUHcM>

Description: Galinsky discusses the research behind autonomy-support and how parents and teachers can implement autonomy-support.

3. **Title:** Co-regulation from Birth to Young Adulthood: A Practice Brief (Meyer, 2017)

Link: <https://empowermyteen.com/>

Description: Mary Warren shares her experience as the parent of a troubled teen and discusses how therapeutic programs can help.

APPENDIX E:
SESSION 1 POWERPOINT SLIDES

Teens' Brain, Cognitive, and Psychosocial Development

Session 1

Survey Reminder

Welcome! before we start today's session, please ensure that you filled out the survey sent to your email!



Question 1

What are some words or phrases used to describe teens?



Breakdown of today's session topics!

1. Teen's Brain Development

- White matter, grey matter, and pruning
- The prefrontal cortex
- The limbic system

2. Teen's Cognitive Development

- Strengths and limitations in cognitive development
- Risk-taking behaviors among teens

3. Teen's Psychosocial Development

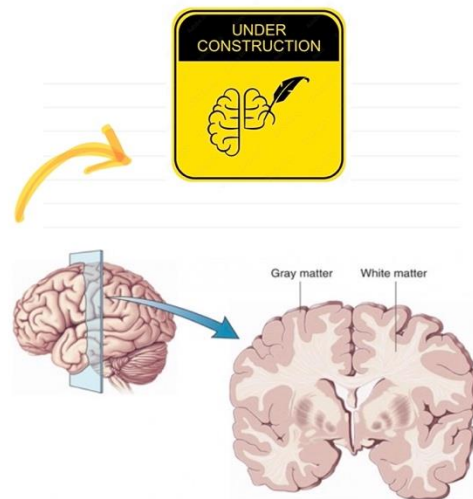
- Erikson's stages of psychosocial development
- Teen's task of identity formation (Marcia's Identity Statuses)
- Teens' desires for autonomy and respect



Sec. 1 Teens' Brain Development

Teens' Brain Development

- Not size, but brain reconstruction! Millions of neurons are produced, pruned, and strengthened.
- White matter increases (speed of signals)
- Grey matter decreases (pruning)
- The use it or lose it principle



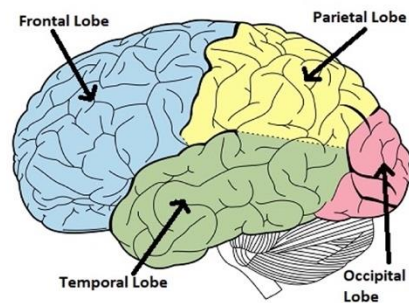
Teens' Brain Development



<https://www.youtube.com/watch?v=dISmdb5zfiQ>

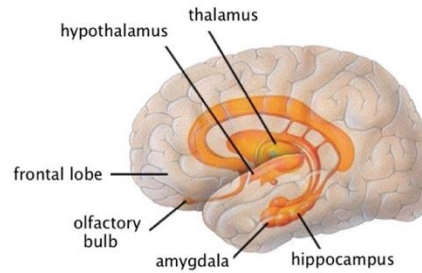
The Prefrontal Cortex

- Located in the frontal lobe
- Concerned with executive functions such as mood regulation, planning, judgment, insight, attention, inhibition, and organization.
- Last area of the brain to fully develop!
- Capacity exists, but fine-tuning is missing.



The Limbic System

- Located in the cerebrum
- Mature since birth!
- 3 important structures: the amygdala, hippocampus, and hypothalamus.
- Involved with motivation, survival, positive feelings, and the expression and regulation of emotions.



Parts of The Limbic System

- **Amygdala:** the part of the brain where impulses and emotions such as fear, anxiety, and aggression are produced.
- **Hippocampus:** responsible for producing long-term memories and supporting learning.
- **Hypothalamus:** concerned with regulating blood pressure, heart rate, breathing, and hormone release.



Sec. 2 Teens' Cognitive Development

Teens' Cognitive Strengths

The brain changes that teens experience cause many cognitive **strengths** in:

- Abstract thinking
- Reasoning and Morals
- Metacognition
- Learning capacity



Teens' Cognitive Limitations

A teen's underdeveloped pre-frontal cortex and well-developed limbic system can cause various **struggles** in:

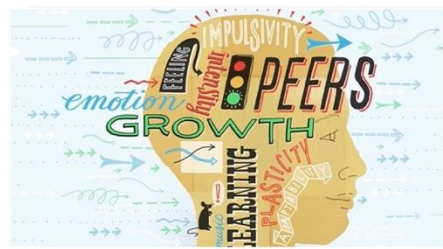
- Emotional regulation
- Impulse control
- Stress
- Judgment
- Risk-taking behaviors



The Cognitive & Brain Development Paradox

- Teens experience great cognitive advancements and intellectual maturity.
- Emotions, impulses, and desire for positive sensations still rule teens' decision-making! This is natural. Teens are behaving according to their capacities.

“Scientists used to think that human brain development was pretty complete by age 10, that a teenage brain was just an adult brain with fewer miles on it.” – Francis Jensen (*The Teenage Brain*)



Question 2

What are some risky decisions you made as a teen?

Join by Web



- 1 Go to PollEv.com
- 2 Enter MOSEGUERA182
- 3 Respond to activity



Teens' Risk-Taking Behaviors

- Without a fully developed prefrontal cortex, teens must rely on other brain systems for decision-making (limbic system).
- Teens' reliance on social approval, impulses, and emotions can lead to risk-taking behaviors.
- Although teens might appear mature, they lack the ability to fully think things through.





Sec. 3 Teens' Psychosocial Development

Erikson's Stages of Psychosocial Development

Psychosocial development: changes that occur due to conflicts between a person's individual needs and demands in society.

- describes how personality develops, and how social skills are learned from infancy through adulthood.
- 8 stages

- In each stage, a person faces a crisis pertinent to their age.
- Successful or "unsuccessful" completion of a stage can lead to strengths or difficulties in psychosocial development.



Erikson's Stages of Psychosocial Development

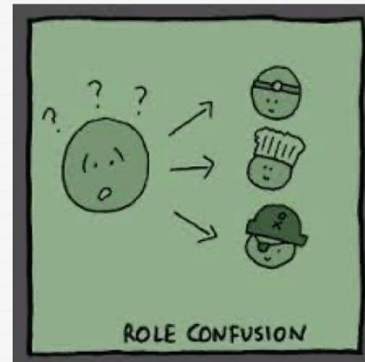
Approximate Age	Psychosocial Crisis/Task	Virtue Developed
Infant - 18 months	Trust vs Mistrust	Hope
18 months - 3 years	Autonomy vs Shame/Doubt	Will
3 - 5 years	Initiative vs Guilt	Purpose
5 -13 years	Industry vs Inferiority	Competency
13 -21 years	Identity vs Confusion	Fidelity
21 - 39 years	Intimacy vs Isolation	Love
40 - 65 years	Generativity vs Stagnation	Care
65 and older	Integrity vs Despair	Wisdom

(C) The Psychology Notes Headquarters - <https://www.PsychologyNotesHQ.com>



Identity vs. Role Confusion

- During this crisis, a teen is trying to discover who they are and obtain a positive sense of self through exploration.
- An identity crisis can occur if a teen is unable to successfully question and explore their values and beliefs.



How Does a Teen Form their Identity?

The physical and cognitive changes that teens experience lead them on a journey of self-discovery as they explore their interests and reflect on who they truly are!

- This involves consideration of societal expectations, values, and aspirations and analysis of past experiences.

- Identity formation is also influenced by peer opinions, popular trends, or parental decisions.



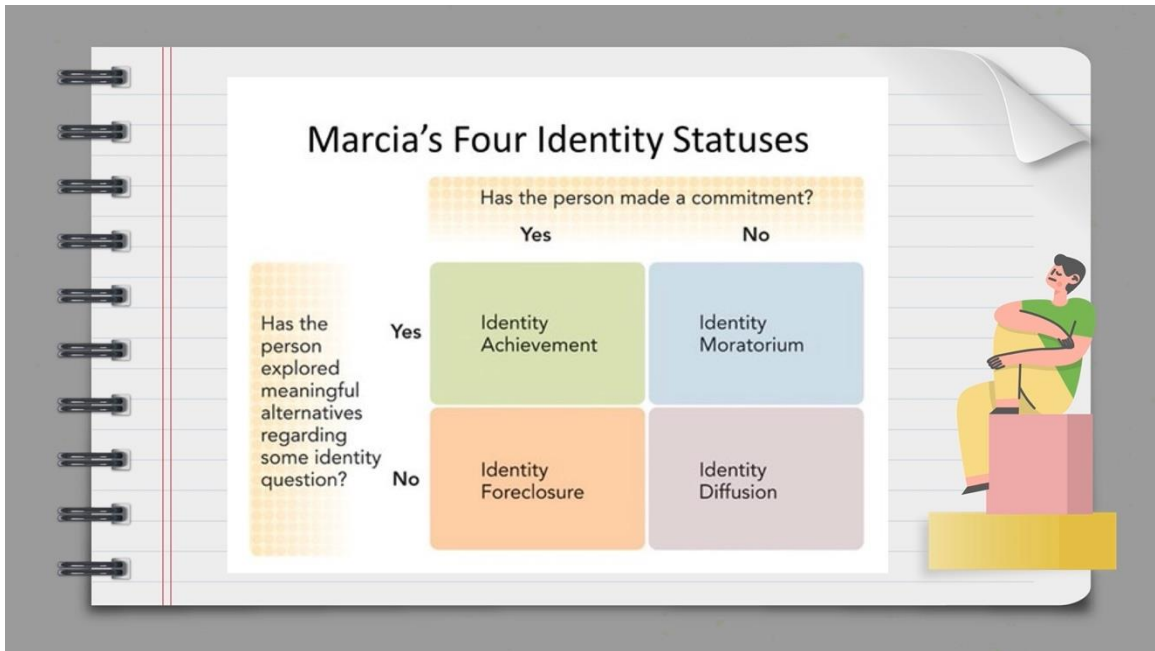
Marcia's Identity Statures

There are statuses a teen can experience when forming their identity.

- **There are 4 statuses:** diffusion, foreclosure, moratorium, and identity achievement.
- Marcia's identity statuses are based on levels of **commitment and exploration** to careers, norms, and ideologies.

- Focuses on role models who provide exploration options for teens and on the teen's ability to commit to these options or make other choices.






Teens' Desires for Autonomy

Another area of psychosocial development includes a teen's desire for autonomy.

Autonomy: Efforts to prepare teens for adulthood by allowing them to become independent, self-reliant, and responsible.

- Teens seek autonomy over personal areas of their lives such as physical appearance, room décor, curfew, choice of friends, dating age, and media usage.

AUTONOMY
THE DESIRE TO BE SELF DIRECTED



Teens' Desires for Privacy and Respect

During adolescence, teens start **setting boundaries** and **requiring privacy and respect**.

- Privacy invasions= Eavesdropping, soliciting information about private matters, or setting strong rules about what teens must disclose.

To avoid privacy invasions, while still protecting teens parents could use monitoring which involves:

1. Setting reasonable rules.
2. Communicating openly with teens.
3. Being aware of teens' friendships and activities.



Session Takeaways!

- Although teens look grown and have some advanced cognitive capacities, their brains are still developing!
- Teens will likely take risks or make some “bad” decisions. This is normal behavior. It’s important to have open and honest conversations with teens about the dangers of risk-taking.
- Teens should have opportunities to explore and develop their identity.
- Teens’ desires for autonomy, respect, and privacy should be considered.
- Parents should remember what it was like to be a teenager.

Resources

Books: The Teenage Brain: A Neuroscientist's Survival Guide to Raising Adolescents and Young Adults (Frances E Jensen, 2016)

Videos: How Risk-taking Changes a Teenager's Brain | Kashfia Rahman

<https://www.youtube.com/watch?v=VLDwh4ivNf4>

Erik Erikson's Identity Crisis: Who am I?

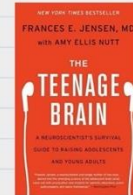
<https://www.youtube.com/watch?v=He7CrBLn-RE>

Marcia's States of Adolescent Identity Development

https://www.youtube.com/watch?v=a8HIY_bqrVo

Handouts: Teen Identity Development. 5 Tips for Parents (Center for Parent & Teen Communication, 2017)

<https://parentandteen.com/wp-content/uploads/CPTC-teen-identity-tips-for-parents.pdf>



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QUESTIONS?



What's Next?

In the next session, we will be discussing the influence of peers vs. parents, sources of conflict between parents and teens, and conflict resolution strategies.

See you next session!

*Please use the same Zoom link

bye for
now

APPENDIX F:
SESSION 2 POWERPOINT SLIDES

Peer & Parent Influences, Causes of Conflict, and Conflict Resolution Strategies

Session 2

Recap of previous session!

Brain & Cognitive Development

- Teens' brains are still developing. The amygdala dominates because the prefrontal cortex is not fully formed yet.
- This unbalanced relationship between the amygdala and the pre-frontal cortex is what leads teens to take risks.

Psychosocial Development

- Teens are trying to form their identity during this time. Parents can help them through this process (avoid role confusion).
- Teens will want more autonomy, privacy, and respect. Parents should acknowledge their desires.

Breakdown of today's session topics!

1. Peer and Parent Influences

- Are parents or peers more influential?
- In what areas do parents and peers hold influence?
- Peer pressure

2. Conflict Between Parents and Teens

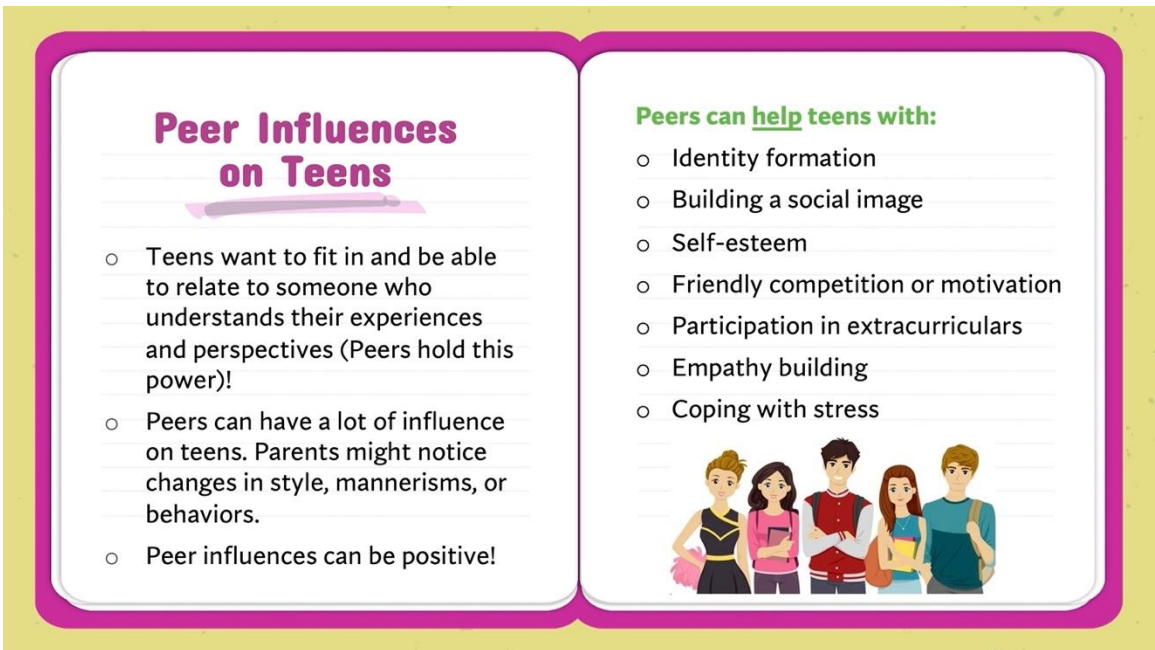
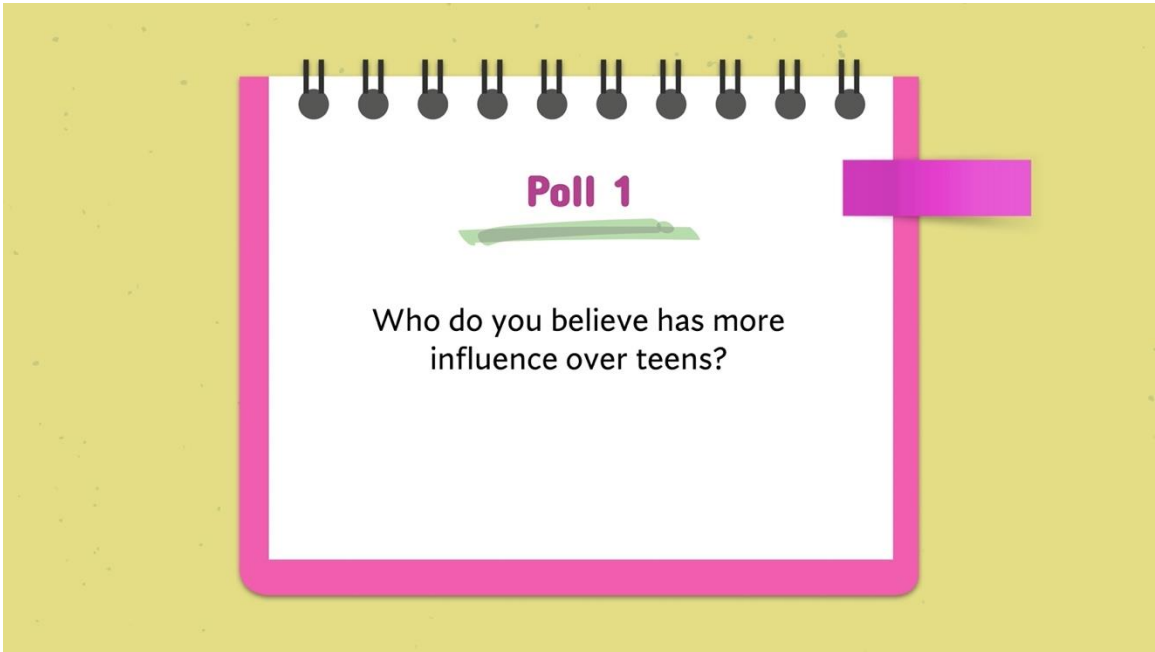
- What is parent-adolescent conflict?
- What are some causes of conflict?

3. Conflict Resolution Strategies

- Parent vs. teen strategies
- Punishment versus guidance
- Introduction to psychological control



Sec 1. Peer and Parent Influences

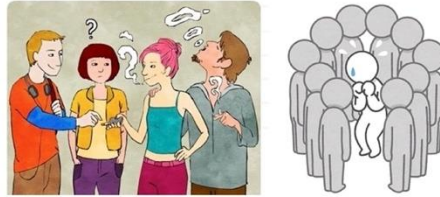


Peer Pressure

- Teens are worried about their social image and how their peers perceive them.
- This fear of judgment and effort to maintain a “cool” persona, makes teens vulnerable to peer pressure and causes them to take risks.

Some risks teens might partake in include:

- Drug use
- Delinquency (stealing)
- Risqué behaviors (unsafe sex)
- Skipping school
- Drinking and driving



What can parents do about peer influence?

- Not to be dismissive of teens' friends or peers.
- Help bring out the positive aspects (motivation, empathy, trust) of peer relationships and friendships.
- Teach teens how to avoid negative influences.

Parents can support peer relationships and friendships by:

- Getting to know teens' friends
- Monitoring friendships
- Providing friendship bonding opportunities
- Modeling positive friendships



Question 1

In which ways do you think
parents influence teens?

Parent Influences



<https://www.youtube.com/watch?v=RT9Xc-1j8Dc>

Parent Influences on Teens

- Peers have a lot of power, but parents are influential as well.
- Parents' influence is much stronger than peer influence in some instances.
- Parents' influence lies in their wisdom and in teens' trust in them.

Parents help their teens by:

- Preparing them for adulthood
- Protecting them from risks and dangers
- Informing them of social norms and standards
- Providing appropriate guidance
- Instilling values



Sec 2. Causes of Conflicts Between Parents and Teens

What is parent-adolescent conflict?

Intense and adverse interactions between parents and teens in which **both** exhibit negative behaviors or attitudes.



Conflict with young children is rare because:

1. Frustrations are common but the parent and the child are not likely to become confrontational or defensive.
2. Children continue to see their parents as sources of authority.
3. Children are not concerned with factors of their lives being controlled (chores or friendships).

Causes of Conflict Between Parents and Teens

As teens grow, parents should adjust their authority and release some control to help support teens' new needs.

- This is much more challenging than it sounds!
- Parents and teens can have differing opinions over control, especially over teens' personal lives.

Some common sources of conflict include disparities of opinions over:

- Stylistic choices or physical appearance
- Friendships
- Habits
- Chores
- Political beliefs
- Curfew
- Privacy

Any others you can think of?



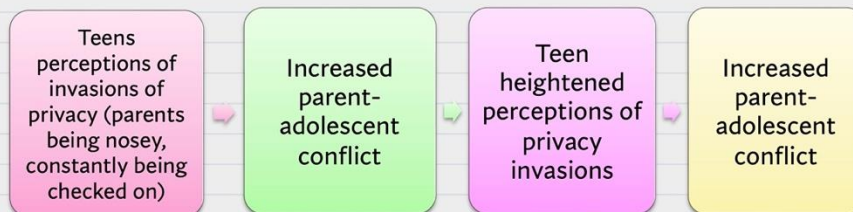
What Can Conflict Look Like?

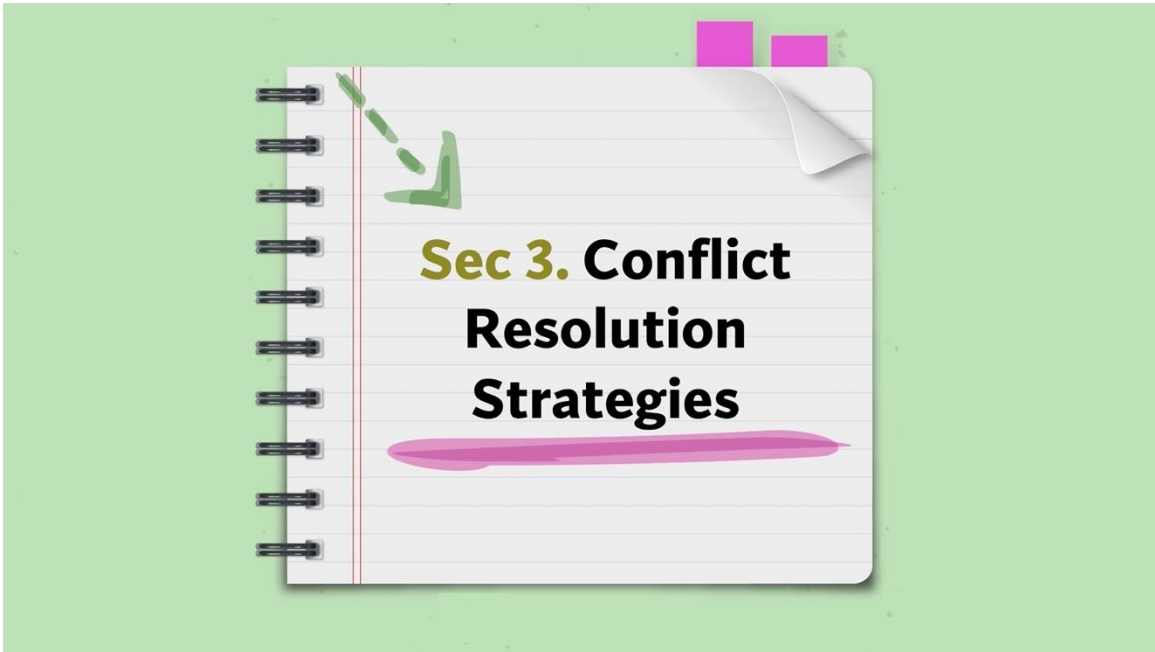


<https://www.youtube.com/watch?v=ttEzG-CqLb8>

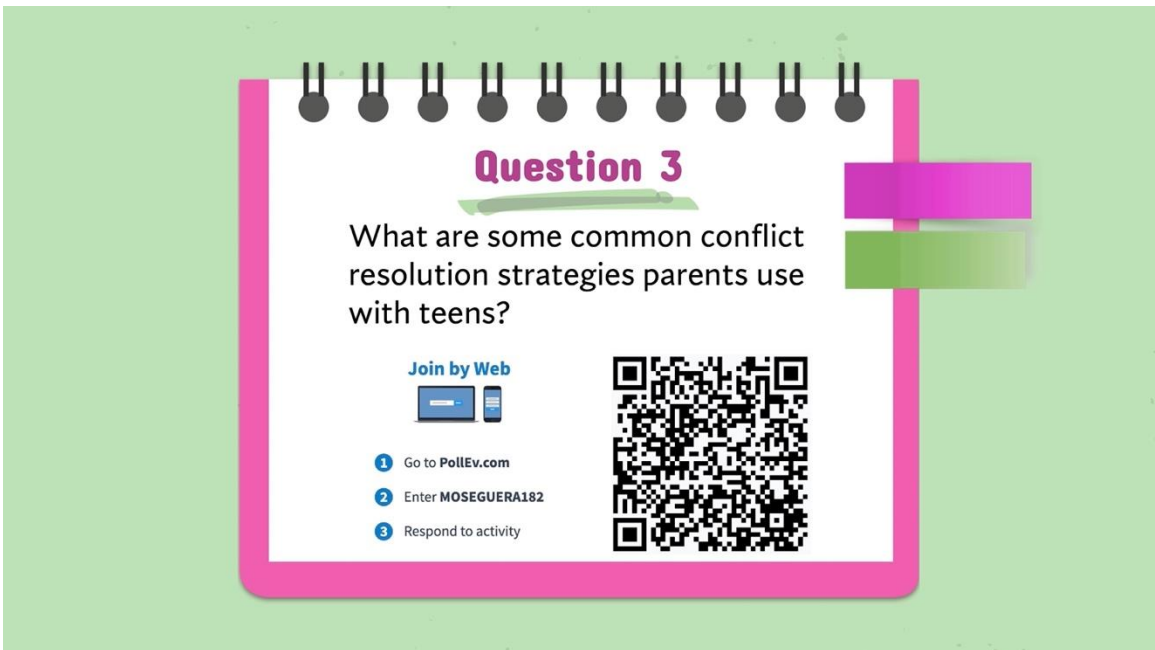
A Special Note on Privacy Invasions

A bi-directional (mutual) relationship between privacy and parent-adolescent conflict exists.





Sec 3. Conflict Resolution Strategies



Question 3

What are some common conflict resolution strategies parents use with teens?

Join by Web



- 1 Go to PollEv.com
- 2 Enter **MOSEGUERA182**
- 3 Respond to activity



How do Parents and Teens Resolve Conflict?

Teens resolve conflict with parents by:

- Trying to prevent conflict
- Using emotion
- Being aggressive
- Cooling off
- Accepting some of the blame
- Giving in to parents

Parents resolve conflict with teens by:

- Setting clear expectations
- Emphasizing parental authority
- Negotiating
- Cooling down
- Using “I” statements



Conflict Resolution With Children vs. Teens

Parents might notice that the resolution strategies they once used are no longer effective or appropriate.

- Timeouts will not work
- Harsh language is often used
- Silence is common
- Power-struggles arise
- **Teen's pushback on control**

Disagreements over control are a common cause of conflict due to teens' desires for autonomy, privacy, and respect.

Many parents could believe control is necessary to keep teens out of trouble, but this is not true.

Monitoring is the solution.



How Can Conflict Be Resolved by Parents

Conflict between parents and teens can be resolved through guidance or punishment

Guidance: Helping children comprehend and learn from their mistakes instead of punishing them for mistaken behaviors.

Punishment: The use of negative practices to decrease children's undesirable behaviors.

Guidance includes:

- Effective communication
- Compromise
- Negotiation
- Love and understanding



Punishment includes:

- Slapping
- Yelling
- Withdrawing rewards
- Taking away objects
- Focusing on parental authority



Introduction to Psychological Control pt. 1

Being overly concerned with control and using punishment to try and resolve conflict can often lead to the use of **psychological control**.

In conflict resolution, psychological control can look like yelling, insulting a teen, losing self-control, or withdrawing.



Introduction to Psychological Control pt. 2

Psychological control is **not** an effective conflict resolution strategy, and it does not protect teens, keep them from acting out, or teach them respect.

Psychological control has many negative effects on teens' development and on the parent-teen relationship.



Session Takeaways!

- Parents are equally as influential to teens as their peers are.
- Peer influence can be positive!
- Parents cannot control who their teen is influenced by, but they can teach teens how to reject negative influences.
- Parent-teen conflict is normal, while conflict with children is rare.
- Conflict can be resolved in many ways and through punishment or guidance.
- Conflict or punishment with teens is often rooted in parents' difficulty in releasing control.
- The use of punishment can lead to psychological control.

Resources

Handout: Friendships, Peer Influence, and Peer Pressure During the Teen Years (de Guzman, 2007)

<https://extensionpublications.unl.edu/assets/pdf/g1751.pdf>

Videos: Daniel Siegel: Why Teens Turn from Parents to Peers

<https://www.youtube.com/watch?v=thxIUme7Pc8>

Managing Your Teen's Privacy

<https://www.youtube.com/watch?v=VYEgZWnTv1g>

Website: Conflict Resolution with Pre-teens and Teenagers (Raising Children Network, 2019)

<https://raisingchildren.net.au/teens/communicating-relationships/communicating/conflict-management-with-teens>

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QUESTIONS?



What's Next?

Next session, we will discuss the various facets of psychological control (definition, forms, causes, and effects).

See you next session!

*Please use the same Zoom link



APPENDIX G:
SESSION 3 POWERPOINT SLIDES

The Characteristics of Psychological Control

Session 3

Recap of previous session!

- Peers are important role models to teens because they can relate to them.
- Parents should uplift positive peer influences and teach teens how to combat negative influences.
- Parents' influence is significant, teens trust their guidance and wisdom.
- Conflict can arise between parents and teens when parents seek too much control or ignore teens' developmental needs.
- Conflict can be resolved through punishment or guidance.
- Using punishment with teens can lead to psychological control.

Breakdown of today's session topics!

1. Methods of Psychological Control

- Manipulative practices
- Constraining practices
- Miscellaneous practices
- Teens' perspective

2. Factors Related to Psychological Control

- Parent characteristics
- Teen characteristics
- Situational factors

3. The Effects of Psychological Control

- Behavioral impacts on teens
- Social impacts on teens
- Impacts on parent-teen relationship



Sec 1. Methods of Psychological Control

What is Psychological Control?

Any intrusive, manipulative, or constraining parental behaviors that undermine adolescents' psychological development.

Involves using emotionally manipulative tactics to impact teens' behavior and control the dynamics within the parent-teen relationship.

Methods of psychological control can be categorized as **manipulative**, **constraining**, or **miscellaneous**.



Manipulative Methods of Psychological Control

These methods are used to maintain control by manipulating a teen's perceptions of a situation.

Involves acknowledgment of the influence that parents hold over their teens' emotions.

Manipulative methods include:

- Withdrawing love
- Inducing guilt
- Causing feelings of shame
- Instilling anxiety



Constraining Methods of Psychological Control

These methods are used to discourage teen's participation in family matters or limit autonomy by not allowing the teen to express themselves physically or verbally.

Constraining methods include:

- Avoiding communication
- Hindering individuation
- Stifling exploration



Miscellaneous Methods of Psychological Control

Through these behaviors, parents maintain their control by belittling the teenager and causing self-doubt.

Miscellaneous methods include:

- Excessive expectations or demands
- Showing indifference, personal attacks
- Ignoring the teen



Teen's Perspective of Psychological Control

- Teens have their own perspectives of what behaviors they consider to be psychological control.
- Teens classified specific behaviors as psychological control when provided with a list of parenting behaviors.

These behaviors include:

- Ridiculing
- Ignoring
- **Embarrassing in public**
- **Invalidating opinions**
- **Comparing to others**
- **Violating privacy**
- Holding excessive expectations



Psychological Control Scale

Well-intended comparison

Promoting perfect grades

Opening a teen's locked room

Not granting autonomy over clothing

Controlling teens' emotions

Personal attacks

Activity 1



Which behaviors/methods of psychological control did you see the parent using?

Sec 2. Factors that Influence the Use of Psychological Control

Parent Characteristics pt. 1

Parents are more **prone** to use psychological control if:

- They are more emotionally sensitive to hurtful comments from their teens.
- Do not approve of teens' negative emotions.
- Experience feelings of low self-worth, low self-esteem, anxiety, or depression.

- Are not having their own psychological needs met.

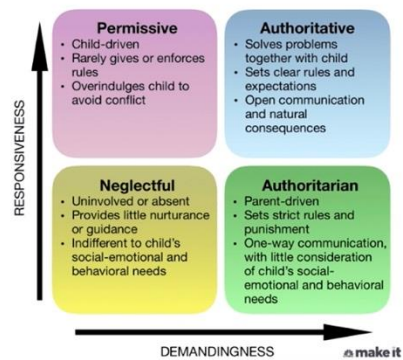


Parent Characteristics pt. 2

Parents are also more **prone** to use psychological control if:

- They are perfectionists
- Are helicopter parents
- Engage in authoritarian parenting

The 4 Parenting Styles



Teen Characteristics

Teens' **perceptions** of psychological control can increase if they experience:

- Shyness because teens rely on their parents in social situations.
- Emotional dysregulation of angry emotions or poor coping skills.
- Decreased tolerance for negative behaviors.

- Are an older teen because they are aware of their needs.



Situational Factors pt. 1

The use of psychological control can also be impacted by :

- Poverty and residence in a high-risk neighborhood because parents use control as protection.
- Interparental hostility because of conflict spillover.
- Divorce due to hostility.



Situational Factors pt. 2

The use of psychological control is broad and can be impacted by factors such as:

- Ethnic backgrounds since this practice has been used among Peruvians, Americans, and Taiwanese.
- Culture because collectivist cultures use this practice to uphold values.



Sec 3. The Effects of Psychological Control

Behavioral Effects on Teens pt. 1

Psychological control can impact teens' behaviors and lead to academic challenges such as:

- Test anxiety
- Decreased academic self-efficacy
- Lower academic achievement



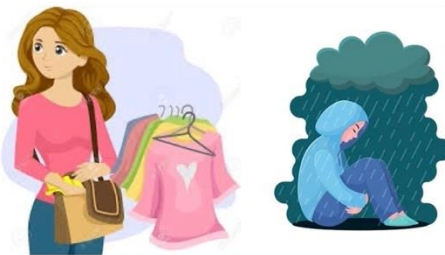
Behavioral Effects on Teens pt. 2

Psychological control can also cause teens to experience emotional effects such as:

- **Externalizing behaviors** = delinquency, stealing, lying, cheating, or bullying.
- **Internalizing behaviors** = depression, anxiety, maladaptive perfectionism, or social withdrawal.

The behaviors occur because teens feel upset, disrespected, or unworthy of love.

Long-term effects can include lower life satisfaction, less sense of control, and higher levels of hopelessness.



Social Effects on Teens

Psychological control can cause insecurities in adolescents and create challenges in socializing such as:

- Social withdrawal
- Shyness
- Social anxiety
- Social aggression
- Feelings of loneliness
- Peer rejection
- Friendship competence



Question 1

What effects do you think psychological control has on the parent-teen relationship?

Effects on Parent-teen Relationship

Psychological control can cause various negative effects on the parent-teen relationship. These include:

- Lower parent-adolescent relationship quality.
- Heightened levels of resistance and conflict with parents.

Teen's report experiencing:

- Limited trust
- Decreased communication
- Less satisfaction with parental discipline and expectations

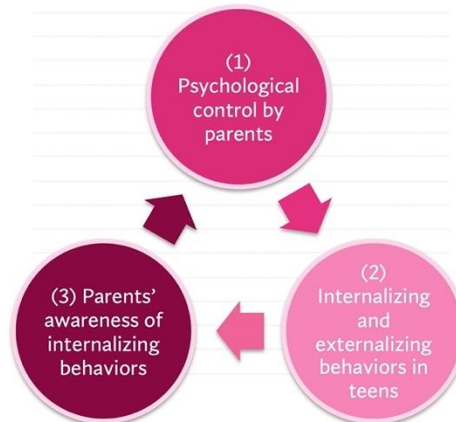


The Bidirectional Influence of Psychological Control

Bidirectionality includes a reciprocal relationship. Parents and teens both influence each other's behaviors and have a mutual impact on their relationship.

Teen's behaviors affect parents' behaviors, creating a **cycle** where parents' practices influence teens, and teens' behaviors impact parents' practices.

EXAMPLE



The Intergenerational Influence of Psychological Control

Children are likely to learn harsh parenting behaviors from their parents and eventually use these practices with their children causing a **cycle** of intergenerational trauma.

Grandparents' use of psychological control can influence parenting practices.

EXAMPLE



Session Takeaways!

- Some parents might use psychological control (PC) to manipulate teens' emotions and keep power over them, others might use it unintentionally.
- There are various methods of PC (manipulative, constraining, and miscellaneous). Parent characteristics, teen characteristics, and situational factors can all influence the use of PC.
- PC can cause many negative effects on teens' development and on the parent-teen relationship.
- PC has bi-directional and intergenerational effects.
- PC is **not** an effective parenting strategy and should be recognized and avoided.

Resources

Books: The Psychology of Parental Control: How Well-meant Parenting Backfires (Wendy S. Grolnick, 2002)

Intrusive Parenting: How Psychological Control Affects Children and Adolescents (Brian K. Barber, 2002)

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QUESTIONS??



What's Next?

For our final session, we will be discussing positive guidance and learning about autonomy-supportive parenting, effective communication strategies, and co-regulation.

See you next session!

*Please use the same Zoom link

Good Bye!

APPENDIX H:
SESSION 4 POWERPOINT SLIDES

Positive Guidance with Teens

Session 4

Recap of previous session!

- Psychological control involves manipulative and intrusive behaviors that undermine teens' development.
- There are various forms of psychological control.
- Many characteristics can influence use of psychological control.
- The effects of psychological control are detrimental, bi-directional, and intergenerational.
- Psychological control should be avoided as it is **not** an effective strategy.

Breakdown of today's session topics!

1. What is positive guidance?

- Definition
- Examples

2. Autonomy-supportive parenting

- Definition
- Effects of autonomy-supportive parenting
- How to incorporate this practice

3. Effective communication

- Misconceptions of communication
- How to effectively communicate with teens
- Impacts of effective communication

4. Co-regulation

- Definition
- How to use co-regulation with teens
- Effects of co-regulation



Sec 1. What is Positive Guidance?

Activity 1

Please consider how important (not important, somewhat important, very important) you believe it is for parents to participate in the following behaviors.

Join by Web



- 1 Go to PollEv.com
- 2 Enter **MOSEGUERA182**
- 3 Respond to activity



Positive Guidance

Positive guidance: Parental actions that foster children's self-esteem, encourage their efforts and progress and consider their developmental needs.

Also includes appropriate rules and parental supervision.

This practice allows teens to feel loved, respected, and supported.



Examples of Positive Guidance

- Being understanding and supportive of an adolescent's decisions
- Reinforcing desirable behaviors
- Setting reasonable consequences
- Expressing care through affection
- **Autonomy-supportive parenting**
- **Effective communication**
- **Co-regulation**



Sec 2. Characteristics of Autonomy Supportive Parenting

Autonomy-Supportive Parenting

The **opposite** of psychological control.
By use of this practice parents:

- Encourage teens' identity formation
- Allow safe exploration
- Promote teens' independence
- Support teens' preferences, desires, and decisions
- Respect teens' opinions and privacy



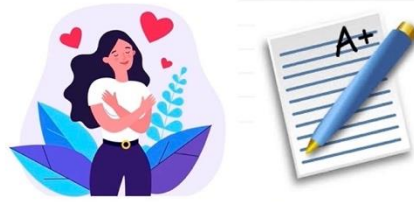
In what ways did you see the parents being supportive?

Effects of Autonomy-Supportive Parenting

Autonomy-supportive parenting can lead to various positive effects such as:

- Improved parent-child relationship quality
- Friendship maintenance
- Healthy emotion regulation and positive self-esteem
- Higher self-worth

- Decreased externalizing and internalizing behaviors
- Improvements in self-motivation, competence levels, engagement and effort in school, academic achievement, and positive attitude



How to Incorporate Autonomy-Supportive Parenting?

1. If a need for control arises, parents can ask themselves where this desire comes from.
2. Be aware of teens' needs.
3. Speak openly and honestly with teens.
4. Try to understand teens' standpoints.

5. Within reason, allow teens to make their own decisions.
6. Allow teens to express themselves physically or verbally.
7. Always remind teens that they are trusted and cared for.



Activity 2

Instructions: Think about what we've learned about **autonomy-supportive parenting** and tell me what parents should do in these situations.

1. A teen has just received their driver's license and they would like to drive themselves and their friends to a concert. The concert is 1 hour away, and it starts at 6pm. What should the parent do?
2. A teen would like to close their bedroom door while their partner is visiting. How should the parent respond?

Sec 3. Effective Communication with Teens

Misconceptions about Communication with Teens

There is a **misconception** that teens are difficult to have a conversation with or teens do not want to speak to their parents. The reality is:

- Parents might not know how to communicate with teens or teens may not know how to start a conversation with their parents.

- Effective communication can be challenging, but it is not impossible.



How to Effectively Communicate with Teens

Teens might not always be open to having a conversation, but these tips can help:

1. Conversations should not be scheduled.
2. Conversations can be created by participating in shared activities with teens creating family meals and planning a trip to a location that a teen likes.

3. Talk to teens about their interests, friendships, or hobbies.
4. Center conversations around school events, family matters, and current events.
5. Discuss experiences as an adult or prior experiences as a teen.



How to talk over Differences with Teens

It is natural for parents to become frustrated and to want to ignore the problem or become angry, but this is not a proper way to resolve conflict.

Misunderstandings and arguments can be **avoided** by:

- Setting clear expectations and reasonable consequences with teens before any issues arise.

- Responding calmly, maintaining a kind tone, and setting emotions aside to clearly listen to what teens are saying
- Engaging in conversation with teens will demonstrate to them that their time, effort, and thoughts are valued.



Impacts of Effective Communication

Teens can experience:

- Greater life satisfaction and autonomy
- Less participation in risky behaviors
- Higher self-esteem
- Feelings that they are included, trusted, and cared for.

The **parent-teen relationship** can also improve due to increases in:

- Trust and closeness between parents and teens
- Teens' willingness to be open and vulnerable with their parents and come to them with issues, secrets, or to seek advice.



Activity 3

Instructions: Think about what we've learned about **effective communication** and tell me what parents should do in these situations.

1. A teen has been a lot more quiet than usual. What should the parent do?
2. A teen is ignoring their parent after an argument they had regarding chores. How should the parent respond?

Sec 4. Characteristics of Co-regulation

What is Co-regulation?

A unique form of positive guidance that encourages **mutual self-regulation** between adults and teens. This is achieved through:

- Parents' emotional coaching.
- Modeling of appropriate self-regulation strategies.
- Providing feedback for teens' emotions.
- Using positive interactions to enhance a teen's ability to comprehend, express, and regulate their emotions.

Steps for Offering Co-Regulation

Using your presence and calm to reset your child's distressed brain

- 1 Regulate yourself 
- 2 Get close 
- 3 Make eye contact 
- 4 Listen 
- 5 Be curious & seek to understand 
- 6 Show empathy 
- 7 Listen again 
- 8 Offer warm affection (with consent) 

How can parents use Co-regulation with their teens?

This practice is more common with younger children, but with teens, parents can:

1. Provide a warm and responsive relationship.
2. Create a safe and structured environment.
3. Teach self-regulation skills
4. Limit opportunities for risk-taking behavior.

5. Provide support and empathy in times of intense emotion.
6. Engage in monitoring practices
7. Provide opportunities for teens to make decisions.
8. Give teens time and space to calm down in times of conflict.



Effects of Co-regulation

Teens can experience:

- Small improvements in physical health and mental health.
- Decreases in delinquent behavior.
- Enhanced cognitive regulation.



In the **parent-teen relationship** there can be:

- Less conflict between parents and teens because co-regulation promotes a supportive environment and a healthy parent-adolescent relationship.



Activity 4

Instructions: Think about what we've learned about **co-regulation** and tell me how parents should try to respond to these situations.

1. Out of anger, a teen has said something that upset their parents' feelings, how should the parent respond?
2. A teen bursts out crying because their parent said no to something they really wanted to do. What should the parent do?

Session Takeaways!

- Positive guidance can be used with teens. Common methods include autonomy support, effective communication, and co-regulation.
- Autonomy-supportive parenting involves focusing on teens' needs and considering their opinions, decisions, and desires.
- There are ways for parents and teens to communicate effectively during challenging times and on normal occasions.
- Co-regulation can be used with teens in intense circumstances or to teach appropriate coping strategies.
- Autonomy support, effective communication, and co-regulation all have a positive effect on teen development and on the parent-teen relationship.

Resources

Videos: What is Co-regulation?:

<https://www.youtube.com/watch?v=Z1uhj2YrewU>

Ellen Galinsky: Move Aside Helicopter and Snowplow Parents, Here Comes Autonomy Support

<https://www.youtube.com/watch?v=FZ1-QaNUHcM>

Handouts: Co-regulation from Birth to Young Adulthood: A Practice Brief

<https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/Co-RegulationFromBirthThroughYoungAdulthood.pdf>

Teens and Parents: Tips for Communicating with Each other

<http://www.lifetidecounseling.com/articles/article-teens-parents.pdf>

Resources

Websites: Help for Parents of Troubled Teens (Robinson & Segal, n.d.) <https://www.helpguide.org/articles/parenting-family/helping-troubled-teens.htm#:~:text=In%20the%20U.S.,resources%20for%20specific%20teen%20problems.&text=Call%20the%20Family%20Lives%20Helpline%20at%200808%20800%202222>

Empower My Teen (Warren, 2023)
<https://empowermyteen.com>

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Workshop Takeaways

- Adolescence is a challenging period for teens **and** parents.
- Teens are experiencing a lot of changes and parents must try to adapt to these changes.
- Conflicts and upset feelings over the loss of control are common, but they should be dealt with appropriately.
- Psychological control is a harmful strategy to use with teens.
- Autonomy support, effective communication, and co-regulation are appropriate strategies to use with teens.
- Through the effortful use of positive guidance, parents can support their teens' development and enhance their relationship with them.

QUESTIONS??



What's Next?

Thank you for your participation in this workshop! Please remember to complete the post-session survey and the workshop evaluation form. You can find the link to this survey in your email or access it here:

https://csusb.az1.qualtrics.com/jfe/form/SV_9tOeiNzBxp0CeDs



Thank
you!

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