FROM ADOLESCENCE TO YOUNG ADULTHOOD
TREATING THE NEW AMERICAN FAMILY
RON TAFFEL, PHD & MARTHA STRAUS, PHD
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BACK IN THE DAY
(THROUGH 1980)
• HIGH SCHOOL GRADUATION WAS A HUGE MILESTONE... ONTO ADULT LIFE!
• TRAINING, A JOB, THE MILITARY, COLLEGE
• RELIABLE EMPLOYMENT
• MARRIAGE
• KIDS
• HOUSE
• ALL USUALLY ACCOMPLISHED BY AGE 25!

WHAT HAS CHANGED?
- THE EDUCATIONAL DIVIDE
  - GAP BETWEEN JOBS AND DESIRE
  - GENERATION “R” FOR RECESSION
  - WORK-LIFE BALANCE
  - THE QUEST FOR MEANING
  - A DISCONNECTED WORKFORCE
  - DELAYED MARRIAGE, COMMITMENT
  - FRIENDS AND SOCIAL NETWORKS
  - MORE INVOLVED PARENTS

PARENT AND CHILD SENSIBILITIES
HAVE ALSO CHANGED

GREATEST GENERATION SENSIBILITIES
* Top-Down, Linear Hierarchy
* No back-talk-- “Because I said so!”
* Few family expectations of praise or emotional expressiveness
* Formalistic Rituals
* Authority of community neighborhood
* Privacy
* Certitude!!!

BOOMER SENSIBILITIES
Rebellion against adult authority
Vertical, in your face acting out
“The Generation Gap”
Trust no-one over thirty
Certitude!!! - about values whether conforming or rebelling
POST-BOOMER SENSIBILITIES

*Non-hierarchical, rather than authoritarian; role bending
*Acting out not because of rebellion – just because it’s there
*Don’t feel comfortable squelching kids with rules
*Communication matters – is worth it rather than silence
*Life is fast – fewer rituals or families with strict boundaries
*Less expectation for privacy
*Lack of certitude!!

WHAT POST-BOOMER PARENTS & THEIR KIDS WANT:

- Individual freedom with close family ties
- Reliable sense of connection despite total anarchy
- Rules and accountability without family hierarchy
- Quality time that doesn’t take much time

IMPACT OF THESE CHANGES ON THE BEHAVIOR AND ATTITUDES OF TEENS AND YOUNG ADULTS

- SOME OBVIOUS, SOME SURPRISES
- CONSIDER POSSIBLE MULTICULTURAL AND REGIONAL DIFFERENCES
- THINK ABOUT THE PERSISTENCE OF DOMINANT NARRATIVES IN THE FACE OF DATA THAT ARE UNEXPECTED
- CLINICAL IMPLICATIONS OF THERAPIST BELIEFS AND EXPECTATIONS IN TREATMENT

REFLECTION 1:

• WHEN DID YOU LEAVE HOME?
• WHAT DO YOU BELIEVE ABOUT YOUNG ADULTS TODAY
  – ARE THEY ENTITLED SLACKERS, OR IS IT ALMOST ALWAYS MORE COMPLICATED THAN THAT?
• ABOUT THEIR PARENTS?
  – ARE THEY HELICOPTERING DOORMATS, OR IS THERE SOMETHING MORE IMPORTANT HAPPENING HERE?
• ARE YOU WILLING TO LEARN A NEW, RICHER TRUER, NARRATIVE, AND PASS IT ALONG?
• THEY ARE VULNERABLE, BUT DOING BETTER THAN WE OFTEN THINK—AND MAKING BETTER CHOICES THAN WE DID

THE NEW NORMAL

• 65 PERCENT OF COLLEGE GRADS MOVE BACK HOME FOR A WHILE
• 53 PERCENT OF 18-24 YR OLDS HAVE NOT LEFT THEIR CHILDHOOD BEDROOM—MUCH LESS FOUND A STEADY JOB, MARRIAGE, KIDS OF THEIR OWN
• 139 PERCENT INCREASE SINCE 1970 IN MOVING BACK HOME FOR EA’S 25-34 YRS OLD.
• HIGHER PERCENTAGE OF EA’S OUTSIDE THE HOME NEEDING SIGNIFICANT FINANCIAL AND EMOTIONAL SUPPORT TO STAY THERE.

RISK AND VULNERABILITY

• PEAK YEARS FOR UNPROTECTED SEX
• SUBSTANCE ABUSE AND BINGE DRINKING
• DRIVING AT HIGH SPEEDS INTOXOCATED (sensation seeking also explained by developing brain structure/chemistry esp. dopamine)
• ADDICTION
• MAJOR MENTAL ILLNESSES, ADJUSTMENT PROBLEMS
• ANTISOCIAL ACTING OUT/LEGAL TROUBLE
First Specific Drug Use 12 and Older – 2011

TEENS AND PERCEIVED RISK OF MARIJUANA

The percentage of youths aged 12 to 17 perceiving great risk in smoking marijuana once or twice a week decreased from 54.6 percent in 2007 to 44.8 percent in 2011.

-Marijuana use among Boomers and Post Boomers around 6% in 2011—parents who use more likely to have kids who use

-Legalization and decriminalization shape discourse

RATES OF ILLICIT DRUG USE 2011

Teens, Young Adults, and Older Adults

In 2011, the rate of current illicit drug use was higher among young adults aged 18 to 25 (21.4 percent) than among youths aged 12 to 17 (10.1 percent) and adults aged 26 or older (6.3 percent).

DRUG USE AND GENDER

In 2011, as in prior years, the rate of current illicit drug use among persons aged 12 or older was higher for males (11.1 percent) than for females (6.5 percent).
Past Month Cigarette Use by Gender

Binge Drinking
In 2011, nearly one quarter (22.6 percent) of persons aged 12 or older participated in binge drinking. This translates to about 58.3 million people.

Binge drinking is defined as having five or more drinks on the same occasion on at least 1 day in the 30 days prior to the survey.

Binge Drinking and Young Adults

Among young adults aged 18 to 25 in 2011, the rate of binge drinking was almost 40 percent.

Binge Drinking by Age

Binge Drinking and Ethnicity
Across geographic regions in 2011, the underage current alcohol use rate was higher in the Northeast (30.8 percent) than in the Midwest (25.4 percent), West (24.2 percent), and South (22.7 percent).

THE VULNERABILITY OF GIRLS

GIRLS ARE DRINKING LESS THAN BOYS AND...

- Women develop liver disease earlier than men
- Women who drink are at higher risk of hypertension, brain shrinkage, impairment, breast cancer, gastric ulcers, osteoporosis
- Disruption of menstrual cycle common even with low levels of etoh
- Higher risk of being harmed by OTHERS who are drinking than boys/men

THE TRAUMA CONNECTION

- Well-established link between trauma and substance abuse for both girls and women
- Brain research: trauma injures part of brain that regulates emotion (cerebellar vermis)
- Dysregulation/irritability may lead to seeking brain soothing from substances
VULNERABILITY OF BOYS

* Brain development is postponed even more by drinking and drugging

* Getting lost in world of videogames increases interpersonal isolation and impacts brain development

* Demands of school for executive functioning and organization are happening earlier - boys have difficult time conforming to standards

* Boys have a harder time competing in school

* Dropout and lower retention rate for boys is increasing (college is moving toward 60–40 ratio)

ONSET OF SEXUAL BEHAVIOR

Sex before age 13

1991: 10.2%
1999: 8.3%
2009: 5.9%

CONTRACEPTIVE USE

Contraceptive use has been increasing over the last decades

Contraceptive Use at First Sexual Experience

1985: 56% of women whose first sex occurred before 1985 used a contraceptive method
2000-2004: 76% of women used a contraceptive method at first sex
2005-2008: 84% of women used a contraceptive method at first sex

INCREASING USE IN INEFFECTIVE BIRTH CONTROL METHODS (JUST SAY "MAYBE")

Significant jump in the number of teens using the "rhythm method" as birth control

2002: 11% of girls—and boys

2010: 17% of girls—and boys

TEEN PREGNANCY

Teen pregnancy is down roughly 39 percent since its peak in 1990

Despite the decline, the U.S. teen pregnancy rate continues to be the highest in the developed world—despite comparable rates of sexual activity

More than twice as high as rates in Canada (28 per 1,000 women aged 15–19 in 2006) Sweden (31 per 1,000) Italy (7 per 1,000) Germany (10 per 1,000)
**VIRGINITY**

**Teens Wait Longer to Have Sex**

In 2008 almost one third of Americans ages 15 to 24 say they have never had sexual contact with another person, a higher percentage than in a 2002 survey.

- 2002 - 22% age 15 to 24 are virgins
- 2008 - 28% age 15 to 24 are virgins

**ADOLESCENTS REDEFINING INTIMACY**

- Half of 15- to 19-year-olds have received or given oral sex.
- About equal giving and receiving between sexes in most surveys
- Studies suggest that among many teens, oral sex is not considered to be sex (i.e.: sex is penetration and anything else doesn’t count).
- Therefore, teens who define themselves as abstinent may be engaging in oral sex.
- Also: one study concluded that both boys & girls report receiving oral sex more than giving it—suggesting some data collection issues.

**INCREASING TOLERANCE FOR GAY AND LESBIAN RELATIONSHIPS — STILL A LONG WAY TO GO**

59% of teenagers agree with the statement (2009), “Gay and lesbian relationships are OK, if that is a person’s choice.”

Only 31 percent agreed in 1989.

**BULLCIDE**

Studies have found signs of an apparent connection between bullying, being bullied and suicide in children.

Recent bullying statistics admit that half of all bullying incidents go unreported.

62% percent of American students are bullied because of the way they look and or the way they speak.

Each month more than three hundred thousand children are bullied.

**CONSEQUENCES OF CYBERBULLYING**

- All forms of bullying were significantly associated with increases in suicidal ideation.
- Cyberbullying victims were almost twice as likely to have attempted suicide compared with youth who had not experienced cyberbullying.
- It is unlikely that cyberbullying itself leads to youth suicide, rather it tends to exacerbate instability and hopelessness in adolescents with stressful life circumstances.

By the Time Kids are 18 Years Old, 50% Have a Diagnosis
COLLEGE STUDENTS:
MORE SEVERE MENTAL ILLNESS AND GREATER OPENNESS TO THERAPY

Severe mental illness is more common among college students than it was a decade ago, more young people arrive on campus with pre-existing conditions and a willingness to seek help for emotional distress.

THERAPY FOR TEENS

A large part of the reason for this increase has to do with the success of treating younger high school-age students.

Today, there are more effective public and private sector assessment and counseling programs for children.

As a result, more students with learning disabilities and emotional problems manage well during high school years and go on to college.

LEVELS OF MEDIA USE

Among all 8- to 18-year-olds, percent of heavy, moderate, and light media users who say they get:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Heavy Users</th>
<th>Moderate Users</th>
<th>Light Users</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good grades (A and B)</td>
<td>60%</td>
<td>50%</td>
<td>20%</td>
</tr>
<tr>
<td>Fair/poor grades (C or below)</td>
<td>70%</td>
<td>60%</td>
<td>30%</td>
</tr>
<tr>
<td>Number of friends</td>
<td>80%</td>
<td>70%</td>
<td>60%</td>
</tr>
<tr>
<td>Get along well with parents</td>
<td>80%</td>
<td>70%</td>
<td>60%</td>
</tr>
<tr>
<td>Have been happy at school this year</td>
<td>60%</td>
<td>50%</td>
<td>40%</td>
</tr>
<tr>
<td>Set aside time</td>
<td>60%</td>
<td>50%</td>
<td>40%</td>
</tr>
<tr>
<td>An involved and unhappy</td>
<td>60%</td>
<td>50%</td>
<td>40%</td>
</tr>
</tbody>
</table>

HYPER TEXTING

Teens who send more than 120 texts a day are more likely to have had sex or used alcohol or illegal drugs than peers who text less.

Hyper-texting and hyper-networking kids may share characteristics, such as being particularly social, impulsive and susceptible to peer pressure - which could underlie their riskier behaviors.

MEDIA USE OVER TIME: 8-18 year olds

<table>
<thead>
<tr>
<th>Media Type</th>
<th>2009</th>
<th>2004</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV content</td>
<td>4.29</td>
<td>3.51</td>
<td>3.47</td>
</tr>
<tr>
<td>Music/audio</td>
<td>2.51</td>
<td>2.51</td>
<td>1.61</td>
</tr>
<tr>
<td>Computer</td>
<td>1.29</td>
<td>1.02</td>
<td>0.27</td>
</tr>
<tr>
<td>Video games</td>
<td>1.13</td>
<td>0.49</td>
<td>0.26</td>
</tr>
<tr>
<td>Print</td>
<td>0.38</td>
<td>0.43</td>
<td>0.43</td>
</tr>
<tr>
<td>Movies</td>
<td>0.25</td>
<td>0.25</td>
<td>0.18</td>
</tr>
<tr>
<td>Total media exposure</td>
<td>10.45</td>
<td>8.33</td>
<td>7.29</td>
</tr>
<tr>
<td>Multitasking proportion</td>
<td>29%</td>
<td>26%</td>
<td>10%</td>
</tr>
<tr>
<td>Total media use</td>
<td>7.38</td>
<td>6.21</td>
<td>6.19</td>
</tr>
</tbody>
</table>

GIVING HAS BECOME COOL

*Volunteer rates among teenagers declined between 1974 and 1989 (20.9% and 13.4%, respectively),

*The percentage of teenagers who volunteer more than doubled between 1989 and 2005 (from 13.4% to 28.4%).

*A majority of young people now report having spent some time volunteering while in high school.

*And are doing so at much higher rates than their parents ever did.
PARENT IS A VERB – NOT A CONDITION

PARENTS’ PRESENCE MAKES A DIFFERENCE

In 2011, 57.0 percent of current underage drinkers reported that their last use of alcohol occurred in someone else’s home, and 28.2 percent reported that it had occurred in their own home.

SMOKING MARIJUANA

PARENTS CAN DECREASE AND INCREASE LIKELIHOOD

Current marijuana use was much less prevalent among youths who perceived strong parental disapproval for trying marijuana once or twice than for those who did not (5.0 vs. 31.5 percent).

Youths’ drinking, smoking, and drug habits are firmly linked to those of their parents and nearby grownups—parents who use are more likely to have kids who use.

PARENTAL ATTITUDES AND IMPACT ON TEENS

Most youths aged 12 to 17 believed their parents would “strongly disapprove” of their using substances.

Youths aged 12 to 17 who believed their parents would strongly disapprove of their using substances were less likely to use that substance than were youths who believed their parents would somewhat disapprove or neither approve nor disapprove.

YES!!!

MOST PARENTS ARE SETTING LIMITS FOR TEENS

In 2011, among youths aged 12 to 17 who were enrolled in school in the past year, almost 70 percent reported that their parents limited the amount of time that they spent out with friends on school nights.

In 2011, 81.1 percent reported in the past year their parents always or sometimes checked on whether or not they had completed their homework, and 80.4 percent reported that their parents always or sometimes provided help with their homework.
PARADOXES OF 21ST CENTURY PARENTING AND THERAPY

NEW STRUGGLES FOR FAMILIES THAT THERAPISTS MUST ADDRESS

Characteristics of the new family:

Gradual replacement of a vertical, inter-generational struggle over

Hierarchy, boundaries and individuation (the basis of most therapy approaches of the 60s, 70s and 80s),

By a horizontal, multi-directional tension

Between a culture that breeds fragmentation and an increasing desire for family engagement.

The Attachment Paradox

- Genuine independence depends on attachment security—no separation without connection

- No one can self-regulate/self-soothe without the historical and ongoing experience of CO-regulation—IN relationships: Self soothing can’t occur alone

- Secure Teens and Emerging Adults are more autonomous: They have internalized a resilient and positive self-perception and are better able to venture into independence and exploration on their own.

- Insecure styles: preoccupied (anxious/ambivalent) or dismissive (avoidant) have greater trouble with E.A. tasks, and are at risk for emotional, social, behavioral problems

- Not opposing dynamics. Not Must Pick One!

WHAT MODERN PARENTS WANT

Individual freedom with close family ties.

Reliable sense of connection despite almost total anarchy.

Rules and accountability without much family hierarchy.

Quality time that doesn’t take much time.

TASKS OF PARENTS OF ADOLESCENTS

1. To help kids explore and try on different selves – multiple selves - even and especially at home

2. To survive sabotage and disappointing surprise

3. To manage an insane educational system without hurting child or themselves

4. To be there to help kids negotiate friends, disappointment and loss

5. To maintain a secure connection - even as kids defy and denigrate it

Strategies For Effective Parenting

in the Post-Boomer ‘Non-Hierarchical-Accordion Family’
TASKS OF PARENTS OF YOUNG ADULTS

1. To help accept who they are biologically & psychologically - what they can handle

2. To help them learn to co-regulate consistent sense of security in own bodies

3. To be a bridge in the transition from school to work

4. To become a secure touchstone to help balance friend group, work and love

TUNE IN

• What Do You See (besides conflict)
  – Facial Expression
  – Tone of Voice
  – Extent of Speech
  – Quality of Speech
  – Posture/Muscular expression
  – Approach/Avoidance
  – Affect modulation/constriction/expression
  – Mood Changes

RESPOND LIKE A PERSON – HUMAN INTERACTION GROWS BRAINS, HEARTS AND BETTER DECISIONS

1. For a moment become a friend - what would a friend need?

2. First – empathy

3. Don't be concerned about ‘managing’

4. Listen now –

5. Teach later

FROM ‘EXPERIENTIAL PSYCHOTHERAPY’ PAY ATTENTION TO THE TRIVIAL TO HELP KIDS LISTEN AND CREATE A COHERENT NARRATIVE

1. Both teens and young adults live in the trivial details of life – we often ignore & go for ‘depth’

2. Superficial details lead to truths. e.g. ‘What were they wearing, where were you standing, what did she say, what did you say, what happened next’

3. Respond to the details with real feeling (‘I can’t believe it! You’re kidding me! I’m amazed.’)

4. Keep responding until the story is told. Kids and EA’s both need help telling their story – creating a narrative, coherence of self

PRACTICE THE 3 Ms OF EMPATHIC ATTUNEMENT

♦ Mirroring: responding to the teen and resonating with what she’s saying

♦ More than Mirroring: Allowing the teen’s feelings to “get to you,” so that you give them the experience of “feeling felt”

♦ Mentalizing: really taking into account the child’s mind: Imagine: If I were this child, I would think exactly as she is thinking.
PRACTICE MINDSIGHT:
Your Explanation Guides Your Response

• If You Think he’s thinking: I want attention, I want to make her mad, I’m going to be just stubborn, manipulative, oppositional, bratty, controlling, defiant, resistant, a terrorist, tyrannical…
• Then you’re thinking? ______________
(I’ll show him who is boss, I’ll ignore him, I’ll get mad, get even, punish, marginalize, escalate him…???)

Practice Exercise:
Practicing “Mindsight”

• Reading subtext:
• EXERCISE: Your explanation for behavior actually guides your responses. The key to more attuned and effective responses = MENTALIZATION
  — “LEAVE ME ALONE”
  — “YOU NEVER TRUST ME”
  — “I’M ALMOST AN ADULT”

BECOMING AUTHORITATIVE THROUGH ATTUNEMENT TO “THE DANCE” – STORIES FROM HOME TECHNIQUE

1. Research shows four year olds — can predict parents’ responses
2. In order to create authoritative connection—parents must know their dances
3. Ask parents to write ‘stories from home’:
   He said, I said, He said, I said, He said…done
4. Read to you in next session
5. Ineffective dances immediately emerge
6. Parenting techniques can now be refined

TEACHING PARENTS THE ART AND SCIENCE OF C0-REGULATION

Those Four Slippery Walls – Handling Parental Rage and Disappointment
How Change Happens

1. Model of learning for teens and young adults - until brain changes in mid to late 20’s
2. Learning lessons slide down walls, they just don’t stick - something finally does
3. Then after many times sliding down - something else sticks to past ‘lesson’ on slippery wall
4. New learning has greater chance of catching a growing set of edges –
5. Mosaic of success builds – brain begins to create synaptic connections, more EF and self-narrative

VALUE YOUR EXPERIENCE

• “I’m feeling really worried about you right now because you’re not being safe.”
• “This is frustrating for both of us. I wonder what each of us could do to make it better.”
• “I’m very proud of you. Do you know that?”
• “I’m a little anxious about telling you the answer is No, because I imagine you’ll be very disappointed.”
• “If I were in your shoes, I’d be very confused, too.”
SCALING 1-10

- When your pulse is over 80, you will not say anything worthwhile
- Agree that a 7 means time out for the conflict
- Try again later
- Scaling helps you monitor your own reactivity in all your relationships
- Be able to ask: is this worth it?
- Hot/trauma brain and cool/wise brain

TRY THE THREE BASKETS

- Decide what is non negotiable and let everyone know (Basket 1—smallest)
- Decide what you can give up struggling about and give it up (Basket 3—biggest)
- Decide what you’ll negotiate or compromise on and take the time to learn how to do it (Basket 2—best)

FREE PARENTS FROM BEING HOSTAGES

1. Parents are almost all held hostage by their own fears
2. Find out which fears frighten – e.g. 'If they fail this test then... If they get wasted again then...'
3. Check if fear matches family of origin themes
4. And work with challenging cognitive distortions - catastrophizing, generalizing, mind-reading, all-or-none thinking, etc.

WORRY WELL

- Age of anxiety makes it hard to think clearly: big kids = big problems
- Worrying endlessly doesn’t actually help
- Decide on how to focus concerns, be clear about whose life is whose
- Parental anxiety also conveys to kids that they might not be okay.

WHAT CALMS PARENTS

Take a Parents’ Time-Out
Get parents to keep a log of what works (have them bring in to sessions)
Most common ways to calm
This is a parent’s job to know
And for parents to share with each other - calmer communities
TRY A DO-OVER

- Practice, role play interactions
- Leave room and try again
- Coach each other in how it could be more successful—ask for feedback
- Note the interactions that go well the first, second, or third time
- Imagine the filming of it—what’s the goal?
- Take two: this time with empathy!

EXPECT EMPATHY
‘I am a Person, not just a Parent’

1. Parents are people - it’s not all about the kids
2. Parents’ experience needs to be seen and felt by kids and young adults
3. How to share experience – without TMI
4. Expectation for inter-subjectivity may lead to initial fights - but spurs emotional growth embedded in connection

AND CREATES OPENING FOR NEGOTIATING

POSITIVE REINFORCEMENT

- In happy marriages the ratio of positive to negative interaction is 20:1
  - Even in conflict, it’s 5:1
  - Universal truth that behavior changes more with R+ than R- or punishment

- Not just food and plastic objects, but time, privileges, opportunities, hope

BUILDING GENUINE SELF-ESTEEM IN SEEMINGLY CONFIDENT 21ST CENTURY KIDS AND YOUNG ADULTS

NO MORE PRAISE JUNKIES - THE PROPER USE OF PRAISE

1. Praise is more effective than punishment
2. Especially ending escalations and shaping temperament
3. Praise effort, not result
4. Praise with words and feelings, but make it short - drive-through - don’t linger
5. Intermittent reinforcement is most effective - surprise with praise!

HELP KIDS TO BE EFFECTIVE

- Expectation of contribution
- Required helpfulness
- Setting the stage for success
- Finding islands of competence
- Noting J.N.D.S
- Competence somewhere
- Kids are effective, resilient in contexts—it’s not a personal attribute—it’s a process
- We all need to be of use
HELP PARENTS TO TEACH KIDS “GRIT”

1. Instant-result teens and young adults have trouble developing – grit

2. Try not to immediately ‘fix’

3. Use raising a thinking child techniques: This is why I” – “How can we do it differently the next time”

4. Praise effort that works

5. Keep emphasizing that change is a process, non-linear and takes time

COMMUNICATION AND CONNECTION: RAISING AN INDEPENDENT & INTERDEPENDENT CHILD – 21ST CENTURY STYLE

THINK OF GOALS FIRST

• WHAT DO YOU WANT TO ACCOMPLISH IN THE CONVERSATION?
• WHAT KIND OF ADULT ARE YOU HOPING TO GROW?
• WHAT KIND OF RELATIONSHIP ARE YOU TRYING TO PRESERVE
• HOW ARE YOU BEING TRUE TO YOUR VALUES IN ESTABLISHING EXPECTATIONS?

HARD-WIRED! CONVERSATIONAL STYLES

1. Like attention and learning style - kids have hard-wired ways of communicating

2. Don’t fight these - go with them: i.e. time of day, fewer or more questions, pacing of dialogue

3. Build natural ‘talking – rituals’ around them

4. Hang on to these regardless

THE - ONE SENTENCE TOO MUCH OR ONE TOO LITTLE -SYNDROME

1. A majority of time parents hedge what they say – and don’t connect or get through to child

2. Teach parents to say the central truth to their children while not in a rage → connection

3. Get to what truths through ‘stories from home’ – identify and help parent express with kindness

4. Help parents not undo with the one extra sentence that almost always undermines

HAVE FUN

• MAKE SURE YOU STILL HAVE FUN PLANNED
• “KIDS” NEED THE JOYFUL ROUTINES OF FAMILY LIFE THROUGH THEIR 20S AND BEYOND
• IT DOESN’T HAVE TO BE HARD AND SCARY TO PROMOTE DEVELOPMENT
• DON’T BE SHY ABOUT REMINISCING—YOU STILL SEE THE TOT YOU LOVED—COHERENT NARRATIVE COUNTS
DOWNTIME BUILDS THE BRAIN

1. Brain imaging shows that information cannot be synthesized without downtime in between activities

2. Help parents find and protect the importance of doing nothing - together

3. Excessive screen time (changes with development) - is not healthy downtime unless it is shared with another person

4. Brain imaging shows months-old babies know difference between real and virtual

5. Kids rate viewing TV and movies together as a favorite time with parents

CULTIVATE THE CAPACITY TO BE ALONE

• HELP PARENTS AND ADOLESCENTS BE ALONE AND ENGAGED—HOBBIES, ACTIVITIES, READING, CREATIVE PURSUITS, DAYDREAMING, MEDITATING, ETC.

• WITH AND WITHOUT SCREENS: THE COMPLICATED ROLE OF SCREENTIME IN REGULATION AND FAMILY LIFE

DON’T UNDERESTIMATE ADULT PRESENCE

• YOU ARE IMPORTANT

• SHORTAGE OF ADULT MODELS AND CARE LEADS TO MORE PROBLEMS

• PERSISTENCE PAYS OFF EVENTUALLY MOST OF THE TIME

• MORE ADULTS NOT FEWER

• ADULTS CREATE SOCIAL CAPITAL FOR YOUNG ADULTS

FOOD MATTERS

Research shows that the more family dinners a week, the less drug, alcohol and other high-risk behaviors

Dinnertime keeps kids home when first-time behaviors happen - between 3 PM & 7 PM

During dinnertime – ask fewer questions

Parents talk about yourselves - grill food, not the kids

Check out CASA

DON’T LET GO OF THE ROPE

• BIG PICTURE: LIFE TRANSITIONS CAN BE OPPORTUNITIES FOR GROWTH

• “GLUE” OF INTERVENTIONS TAKES A LONG TIME TO HOLD

• CAUTIOUS OPTIMISM: BRAIN HEALS IN RELATIONSHIPS

• BETTELHEIM: “WE ALL SURVIVE ON TRUST AND HOPE, NOT ON FACT.”

• LET THEM KNOW YOU WON’T GIVE UP -- IF IT IS TRUE

• TECHNOLOGY HELPS FAMILY TO STAY CONNECTED WITH KIDS, AND BOTH GENERATIONS LIKE IT

• ADVICE THAT KIDS GIVE UP ABOUT WHAT MADE A DIFFERENCE: SOMEONE HUNG ON, AND BELIEVED.

SACRED RITUALS

1. When secure connections are maintained - anxiety and depression are lessened

2. Help parent identify with each child which ones matter most

3. Most common sacred rituals

4. Adapt to emotional age - i.e. invite friends, shorten, play board games, celebrate holidays, bring tea for a cold, etc.
LAST WORDS ON EFFECTIVE 21ST CENTURY PARENTING

BE AN AUTHENTIC ADULT WITH GRIT

- THE RELATIONSHIP, YOUR BELIEF IN IT, MORE IMPORTANT THAN TECHNIQUE
- CONNECTION, ATTENTION, HOPE—
- REALLY SHOWING UP—- INTERSUBJECTIVE ENGAGEMENT OF BRAIN WITH BRAIN, HEART WITH HEART (EVEN IN CONFLICT) IS BASIS OF ALL PARENTING AND THERAPY
- HANGING IN IS WHAT COUNTS

HOW TO GUIDE –
THE ART AND SCIENCE OF EFFECTIVE ADVICE

* Differentiate yourself as from a different time:
  “Things were not the same for me as a young person”

- “I” Statement: Know your opinion and don’t afraid to express it, “But here’s what I believe”
- Predict: What their dilemma might be
- Admit: Your impotence and imitations – ‘It’s your decision. I won’t be there.’
- Wisdom: From what I know, ‘This is what might happen…’
- Follow-through: ‘And this is my consequence’