

Speaker Notes

Title of Presentation: Developmental Stages 13-18

Page 1 – none.

Page 2 – none.

Page 3 – none.

Page 4 – none.

Page 5 – The characteristics described on this and the following slides are characteristics for the average teen. Every teen is different and develops in different ways.

Page 6 – none.

Page 7 – none.

Page 8 – none.

Page 9 – none.

Page 10 – none.

Page 11 – none.

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- **Be a role model:** be aware of your actions and words. Kids learn values from watching you.
- **Set rules and consequences and be consistent:** Goals must be clear. Consequences must be consistently and firmly enforced.
- **Choose your battles:** Focus on things that could be harmful, but focus less on things that don't hurt them or others – like dying their hair green. If you make everything a battle, they'll be less receptive to hearing you on the bigger things like drugs and alcohol.
- **Give them their privacy:** Teens crave and need privacy. It's part of their becoming independent.
- **Get to know their friends:** Let your teen feel that their friends are welcome.
- Invite them for dinner. It gives you an opportunity to know who they are spending time with.
- **Have them check in with you and let you know where they are:** It's part of being a responsible parent. If you feel it's necessary, have them call you at some point while they are out with friends.
- **Keep communication channels open:** You want your teens to feel they can come to you with problems as well as the positive things that happen in their lives.
- **Discuss rather than lecture:** Treating them like children only alienates them more.
- They need your guidance, but you need to talk to them in a more adult manner.

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- **Discuss consequences of risky behaviors:** Don't assume they understand the consequences of drugs and alcohol. Educate them.
- **Help them figure out how to handle a potentially dangerous situation and have a game plan:** Let them know that if they are in a situation where others are using drugs and alcohol or engaging in other dangerous behaviors, that they can all you at anytime to come and get them with no questions asked. If they think you are going to ground or impose other consequences, they will be less likely to call for help.
- **Show interest in their activities:** Ask about the different things they are involved in. Go to their soccer games, performances, etc.
- **Let them know you love and care about them:** Above all else, your teens need to know you love and really care about them.
- **Catch them being good – don't just focus on the negative:** Praise your teens whenever possible. Only focusing on the negative can affect self-esteem and alienate them from you.

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- **Have weekly family meetings:** This helps keep the channels of communication open and gives an opportunity for them to discuss any problems that have come up.
- **Be aware of changes in their behavior – it could be a sign they are in trouble:** If there are changes in their sleep patterns or appetite, if they are becoming more withdrawn, if they lose interest in friends and activities, this could be a sign of depression or drug use.
- **Give them unconditional acceptance:** Your teens need to know that even if you don't like some of their behaviors, you still love and accept them for who they are.
- **Don't set them up to fail – set reasonable goals:** For example, if your child has some learning difficulties, don't expect them to make all A's.

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- **Rules provide stability** – Having parents who set firm boundaries is actually reassuring to kids even though they will probably not express it. Setting rules and consequences lets them know you care about them and are interested in their welfare. They need you to set limits they can't set for themselves.
- **Age appropriate rules:** Don't demand a 16 year old to be in by 9:00 pm on the weekend. This is unrealistic and you'll be setting yourself up for conflict and setting them up to disobey the rule.
- **Have your teen participate:** Having them help set rules and consequences gives them a sense of control and greatly reduces the number of arguments you'll have.
- They cannot claim that punishments or expectations are unfair if they help set them.
- **Be consistent:** It is normal for teens to test limits. If you are inconsistent with what the limits are, then you will be encouraging the behavior you are trying to extinguish.
- Make sure you set limits and consequences that you are going to enforce. Teens need to know that you mean what you say, otherwise you lose credibility.

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- **Consequences quickly completed:** If consequences cannot be completed quickly, they lose impact, and the teen loses incentive. It's important to give teens opportunities to demonstrate appropriate behavior so that they can learn. This builds trust between you which helps build self-esteem.
- **Ex.:** Teen comes home late from an activity. If you say, "You're grounded for the next 2 weeks," it loses its impact after a couple of days, and they have no incentive to try to maintain appropriate behaviors.
- **It's better to say:** "You came home very late after we agreed on a time, so tomorrow I will pick you up." or "Tomorrow you will have to stay home." This gives them an opportunity to try again right away.
- **Establish trust:** An important part of your relationship. Trust has to be earned by both of you.
- **Natural and logical consequences:** Experiencing the consequences of their choices teaches self-discipline. (this leads into next slide.)

Page 18 – Example of natural consequence: The teen is supposed to do their own laundry. They don't do it. They have no clean clothes to wear to school. (not imposed by the parent, because the teen and parent have a prior understanding that the teen takes care of their own clothes)

Page 19 – Example of Logical consequence: The teen wrecks the car. The teen loses car privileges for a set period of time (imposed by the parent). When the teen is very clear on the rules and consequences, and has participated in setting them, the parent or caregiver can calmly impose the consequence without becoming angry or upset. They can remind the teen that they have

made a choice. **They choose to break the rule and suffer the consequence.** Next time they can make a better choice.

Page 20 – none.

Page 21 – none.

Page 22 – none.

Page 23 – none.

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