

# Parenting Teens

J. David Hawkins Ph.D.  
Social Development Research Group  
School of Social Work  
University of Washington  
[www.sdrp.org](http://www.sdrp.org)

Guiding Good Choices  
[www.channing-bete.com](http://www.channing-bete.com)

# Good Evening! As we get ready....

- Introduce yourself to someone you don't know
- Tell that person:
  - Something special about your child(ren)
  - What grade your child is in
  - Why you came to this presentation?

# Presentation Points

- Risks of teen alcohol and drug use.
- Parents make a difference.
- Parents often underestimate their teens' drug use.
- Participating in a tested, effective parenting workshop series will make a difference.
- Take the first step.

# Risks of teen alcohol and drug use

- Early age of initiation of alcohol use predicts later alcohol misuse, abuse and dependence as well as initiation of use of other drugs.
- 60% of teens who try marijuana before age 15 go on to try cocaine.

- Adolescence is a period of profound brain maturation.

- The maturation process is not complete until about age 24!!!

Ken Winters, Ph.D

# INSIDE THE ADOLESCENT BRAIN

The brain undergoes two major developmental spurts, one in the womb and the second from childhood through the teen years, when the organ matures by fits and starts in a sequence that moves from the back of the brain to the front.

## Nerve Proliferation ...



By age 13 for girls and 15 for boys, the neurons in the back of the brain have formed thousands of new connections. Over the next five years, more of these links will be pruned.

## Corpus Callosum

Thought is an intricate and often intricate dance of the brain's billions of nerve fibers, connecting the left and right hemispheres of the brain. But it's not always the most direct route. The corpus callosum, a thick band of nerve fibers, connects the two hemispheres and allows them to work together.

## Prefrontal Cortex

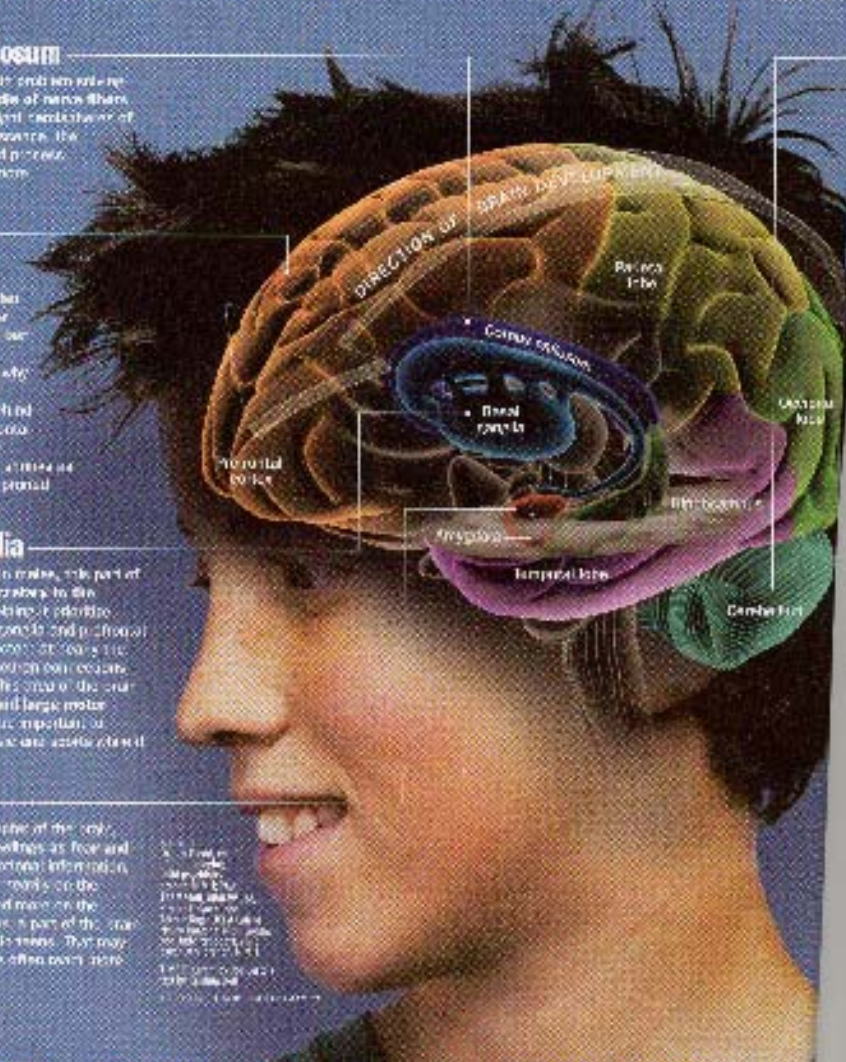
The CEO of the brain, the prefrontal cortex is the seat of higher thought. It's the part of the brain that makes decisions, sets goals, and plans. It's also the part of the brain that's still developing in adolescence. The prefrontal cortex is the part of the brain that's still developing in adolescence.

## Basal Ganglia

Large, subcortical structures, the basal ganglia are involved in motor control, learning, and decision-making. They are part of the brain's reward system and are involved in the control of voluntary movements.

## Amygdala

The amygdala is the seat of emotion. It's the part of the brain that's involved in processing information about the environment and is involved in the control of emotional responses.



# The teen brain is developing.....

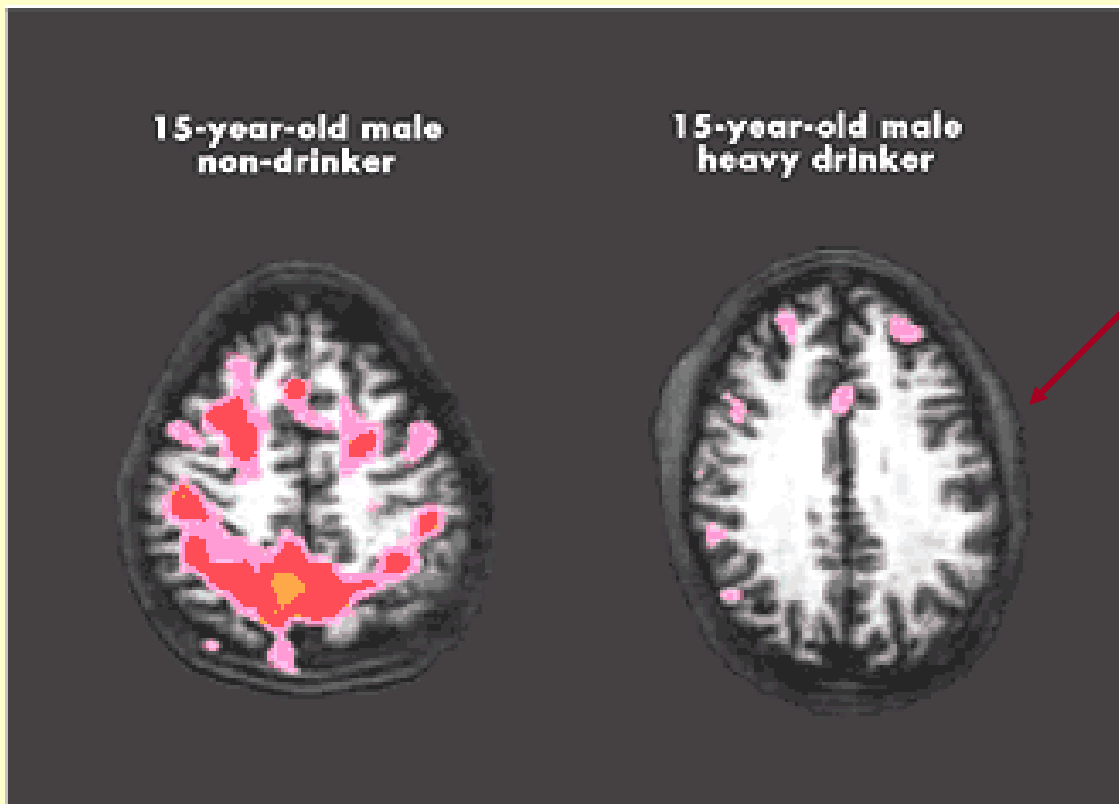


- Judgment
- Planning
- Organization Problem Solving
- Impulse Control
- Abstraction
- Analysis/synthesis
- Self-awareness
- Self-concept
- Identity
- Stress Management
- Spirituality

# Alcohol affects teens differently than adults!

- Alcohol **suppresses** neural activity – **interferes** with the chemical messages throughout the brain – especially in the hippocampus.
- Alcohol **inhibits** the development of new memories and **inhibits** learning in the adolescent & young-adult brain (but not in the *mature* adult brain.)

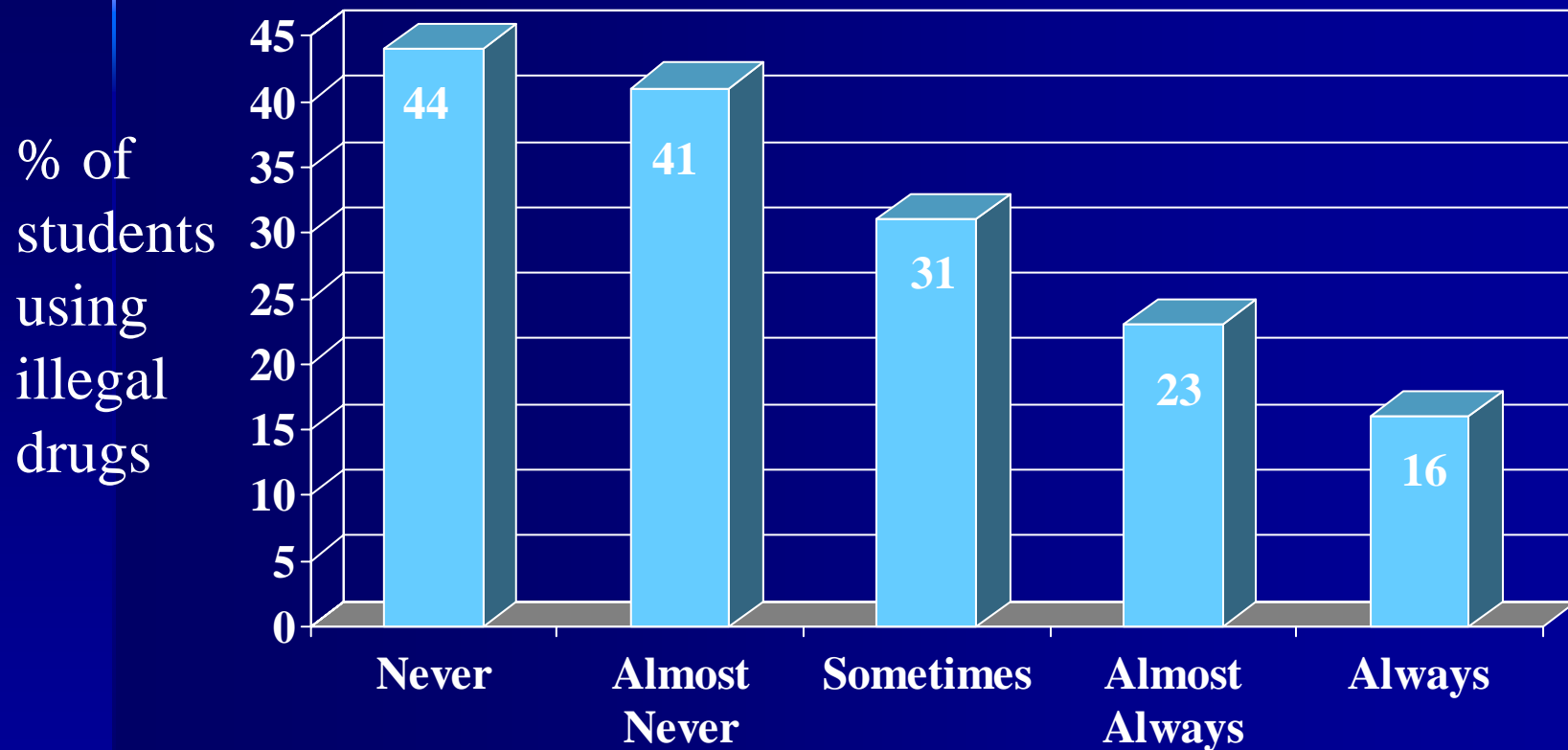
# Effects of binge drinking on the brain last even two weeks after



Even after two weeks of NO drinking the effects are evident in the brain scan on the right

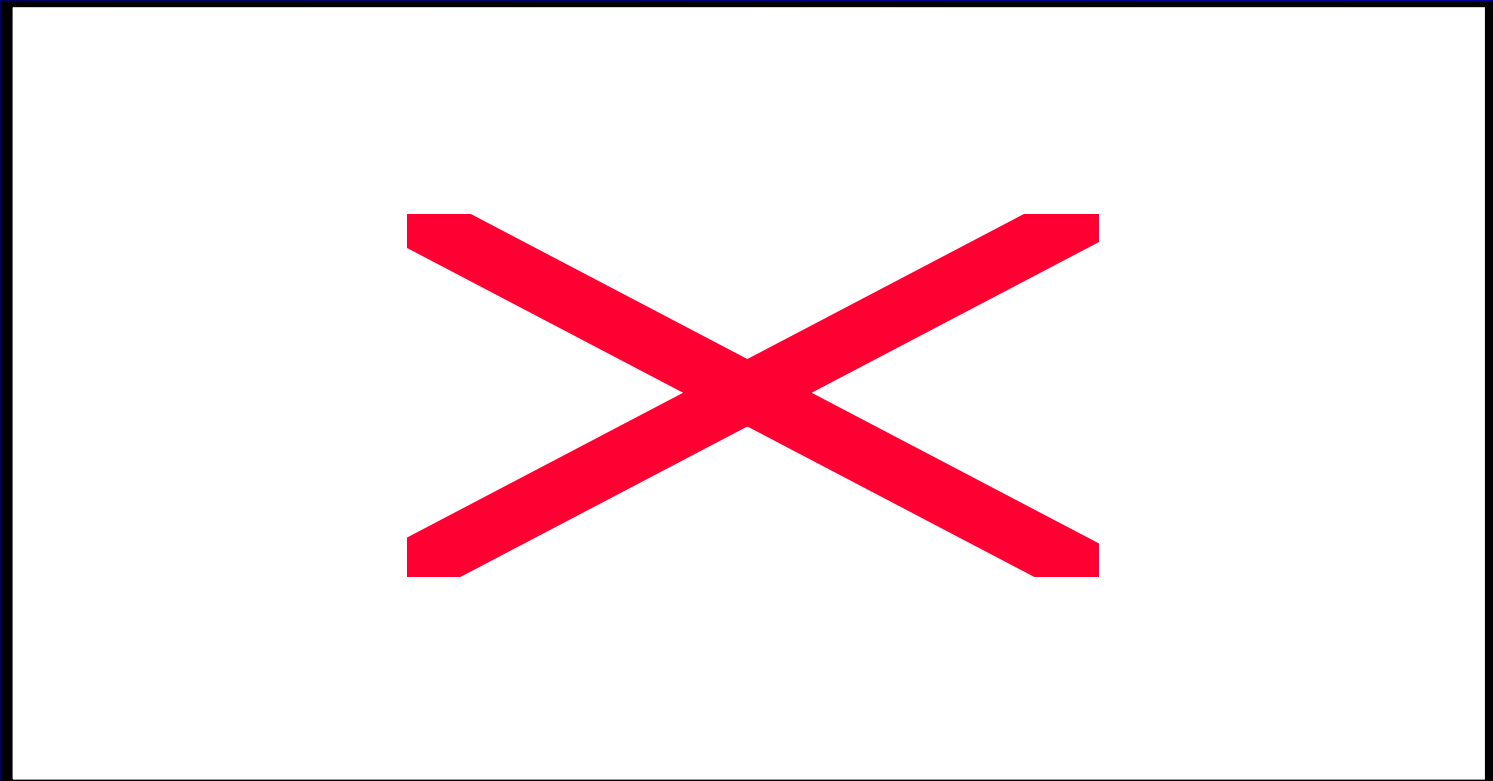
# Parents Matter!

## Do your Parents Set Clear Rules for you?

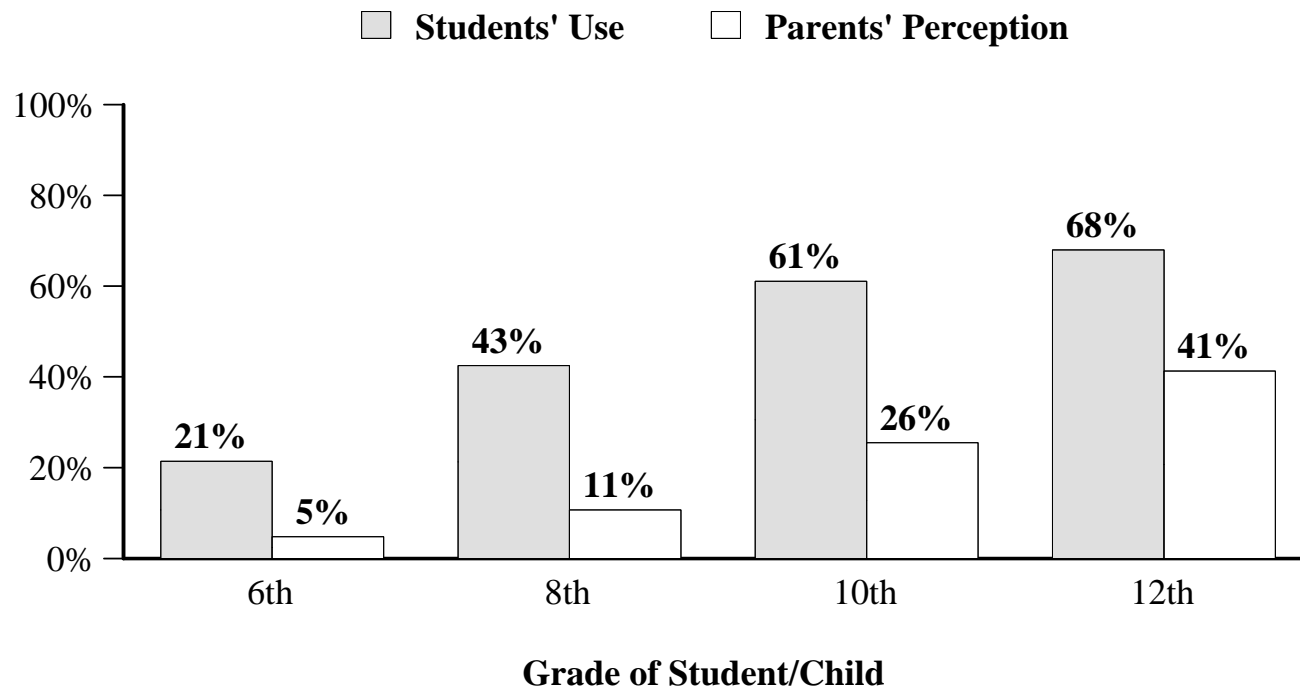


PRIDE 2001 Survey

# Student-Self Report of Ever Drinking Beer versus Parent's Perception- Seattle survey data.

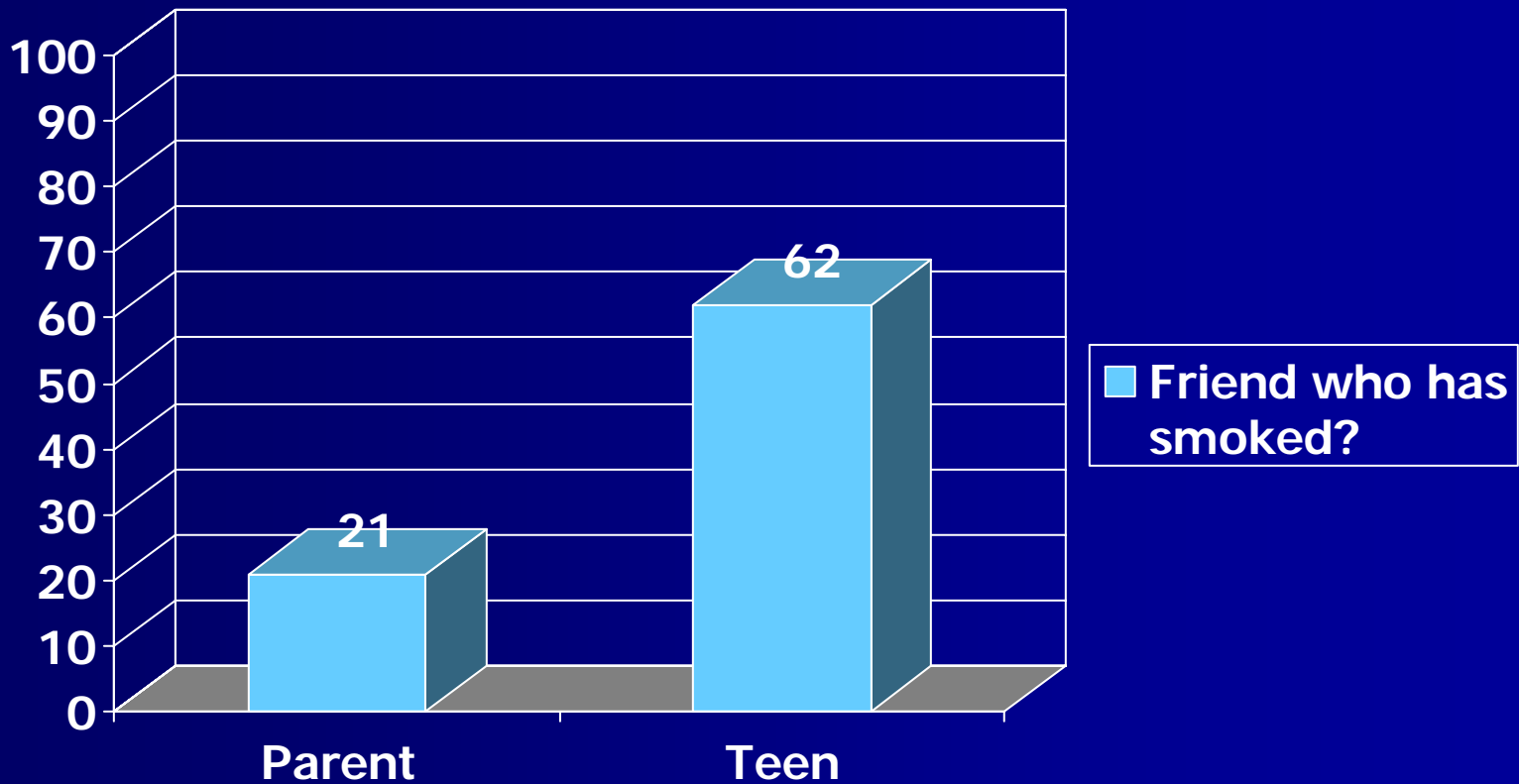


## Percentage of Students Reporting Drinking Alcohol at Least Once in the Past Year and Percentage of Parents Reporting that Their Child Had Tried or Is Using Alcohol



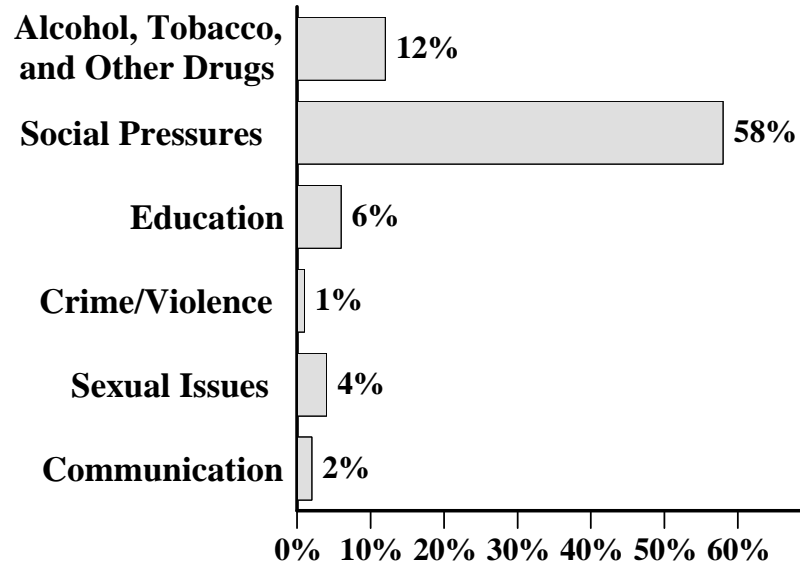
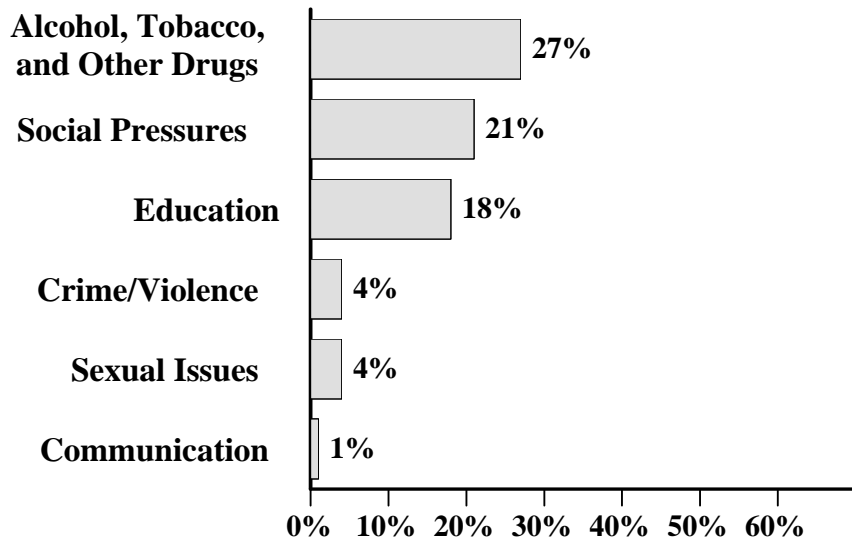
SOURCES: Adapted by CESAR from International Survey Associates, *PRIDE Surveys National Summary for Parents, 2004-05, 2006*; and International Survey Associates, *PRIDE Surveys National Summary for Grades 6-12, 2004-05, 2005*. Available online at <http://www.pridesurveys.com/Reports/index.html>.

# Parents who believe their teen has a friend who has smoked marijuana versus their teen's report.



**While More than One-Fourth of Teens Say Drugs Are Their Number One Concern . . .**

**Only 12% of Parents Perceive Drugs to Be the Number One Concern of Teens**



SOURCE: Adapted by CESAR from the National Center on Addiction and Substance Abuse at Columbia University (CASA), *National Survey of American Attitudes on Substance Abuse XI: Teens and Parents*, August 2006. Available online at <http://www.casacolumbia.org/supportcasa/item.asp?cID=12&PID=148>.

# Effective Parenting Programs

- Start before children initiate alcohol, tobacco and other drug use.
- Empower parents with the information they need to *make their own decisions* about family standards for behavior.
- Provide parents *skills* they can use to reduce risk factors in their own families.
- Strengthen family bonding.
- Create a parent peer network for exchange of information and support.

# Guiding Good Choices: A Tested and Effective Program for Parents

- Promotes healthy development and prevents teen alcohol and other drug use by strengthening parents skills to:
  - build family bonding,
  - establish and reinforce clear and consistent guidelines for children's behavior,
  - teach children skills to resist peer influence,
  - improve family management practices, and
  - reduce family conflict.

Developed by Hawkins and Catalano; for more information contact  
The Channing-Bete Co. ([www.channing-bete.com](http://www.channing-bete.com)).

# Guiding Good Choices: Content

- **For parents and caregivers of children 9 to 14 years old.**
- **Five 2 hour sessions led by 2 workshop leaders:**
  1. **Getting Started:** How to prevent drug abuse in your family (starting family meetings).
  2. **Setting Guidelines:** How to develop healthy beliefs and clear standards about drug use.
  3. **Avoiding Trouble:** How to say no to drugs.
  4. **Managing Conflict:** How to control and express your anger.
  5. **Involving Everyone:** How to strengthen family bonds.

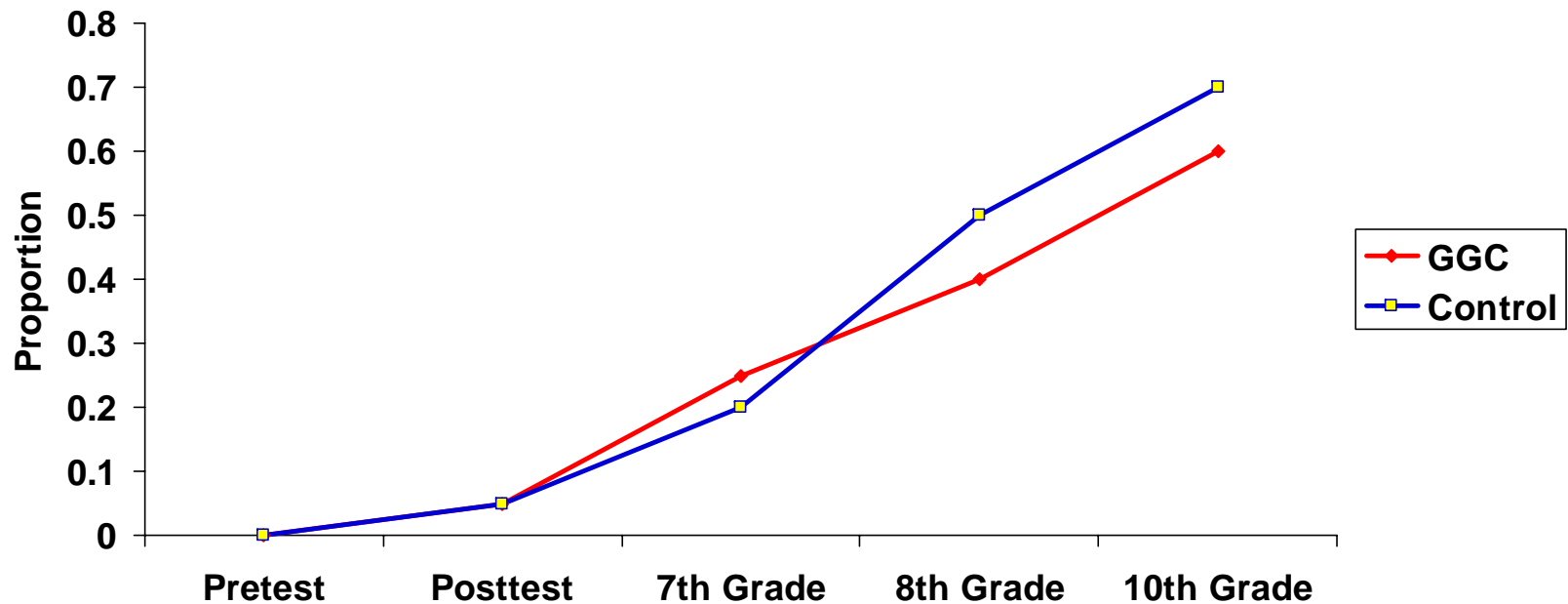
# Guiding Good Choices: Evidence of Effectiveness

- **Provided to parents when children were in 6<sup>th</sup> Grade, GGC had enduring effects:**
  - Reduced growth in substance use through 10<sup>th</sup> grade.
  - Reduced growth in delinquency through 10<sup>th</sup> grade.
  - Reduced growth in depression through 12<sup>th</sup> grade, as an apparent result of reduced substance use.



# GGC Outcome – Alcohol Initiation

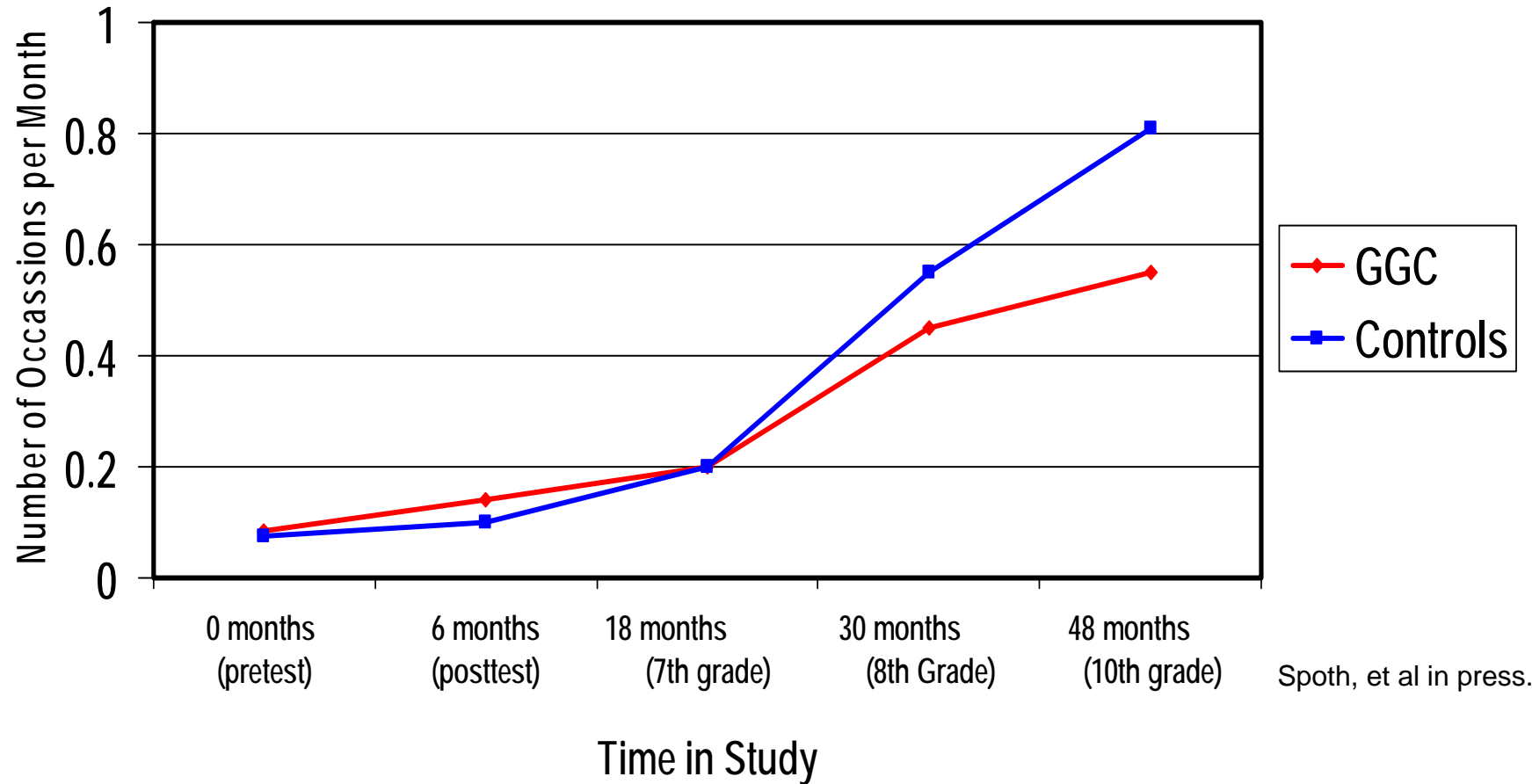
Figure 1: Proportions of new Alcohol Users Use by Experimental Condition



Spoth, et al in press.

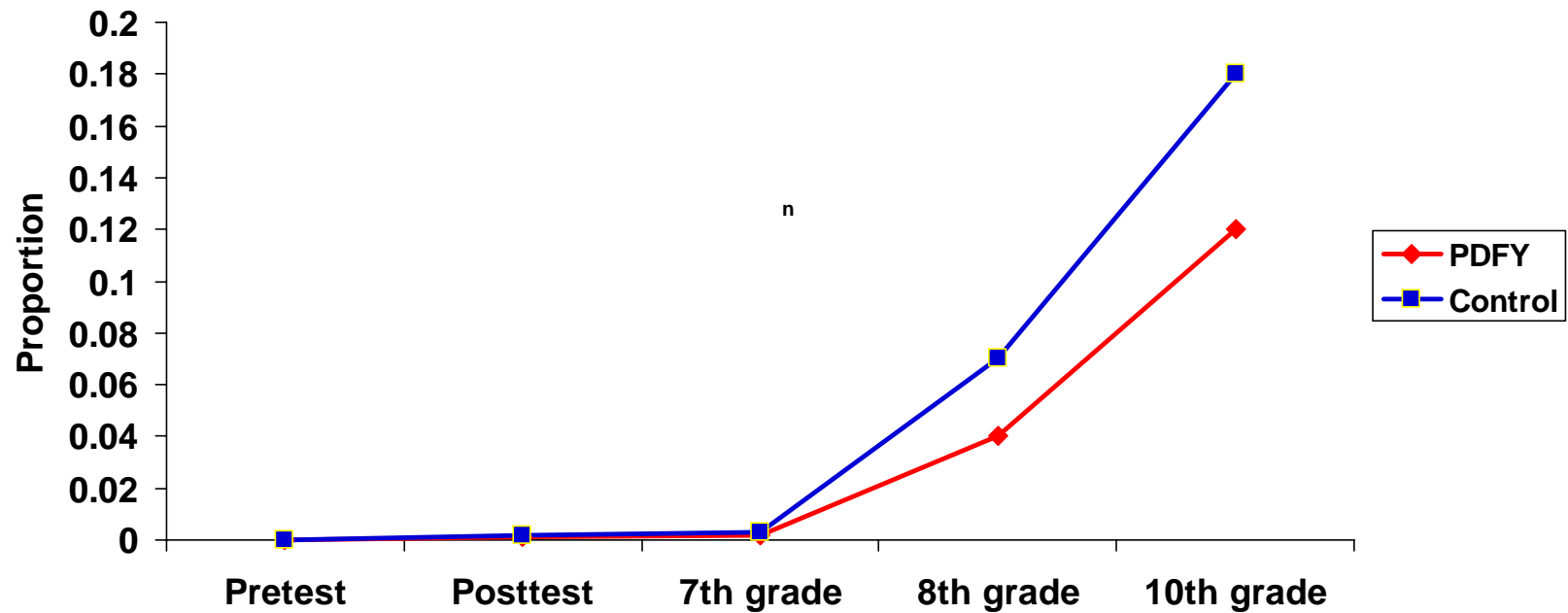


# GGC Outcome- Frequency of Drinking by Condition





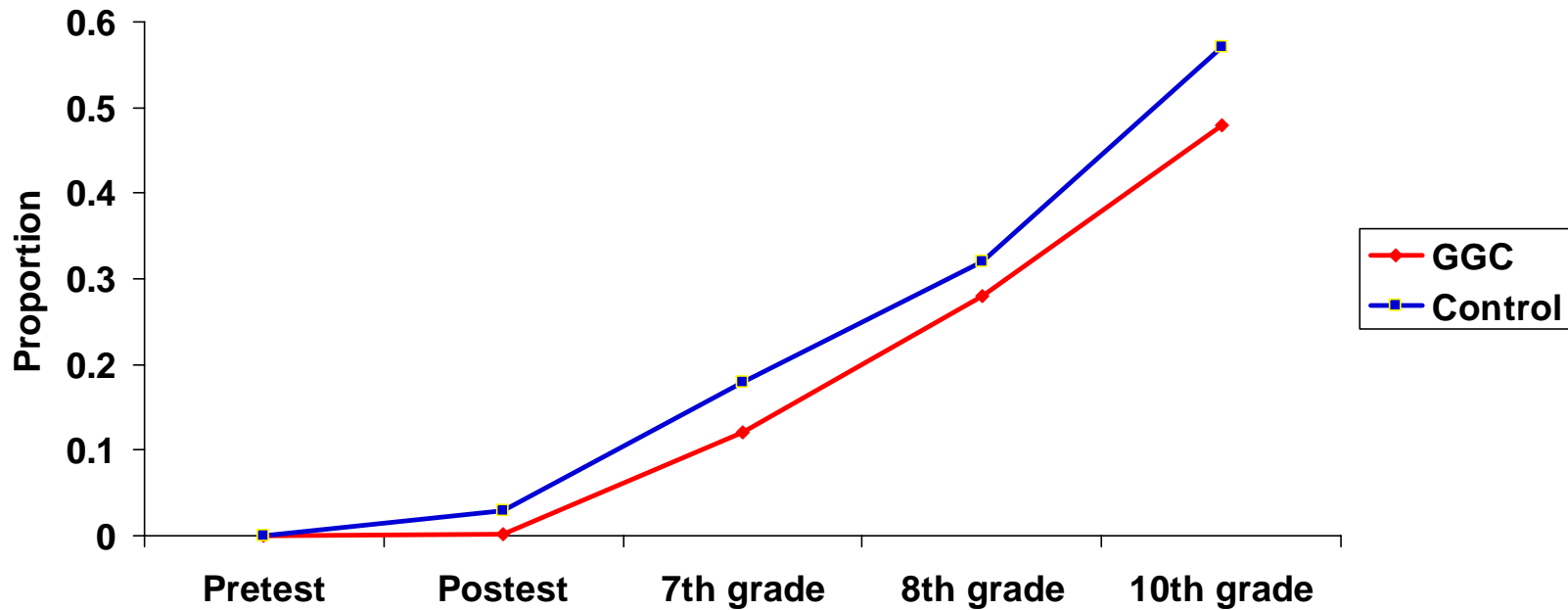
# Prevalence of New Marijuana Users by Condition



Spoth, et al in press.

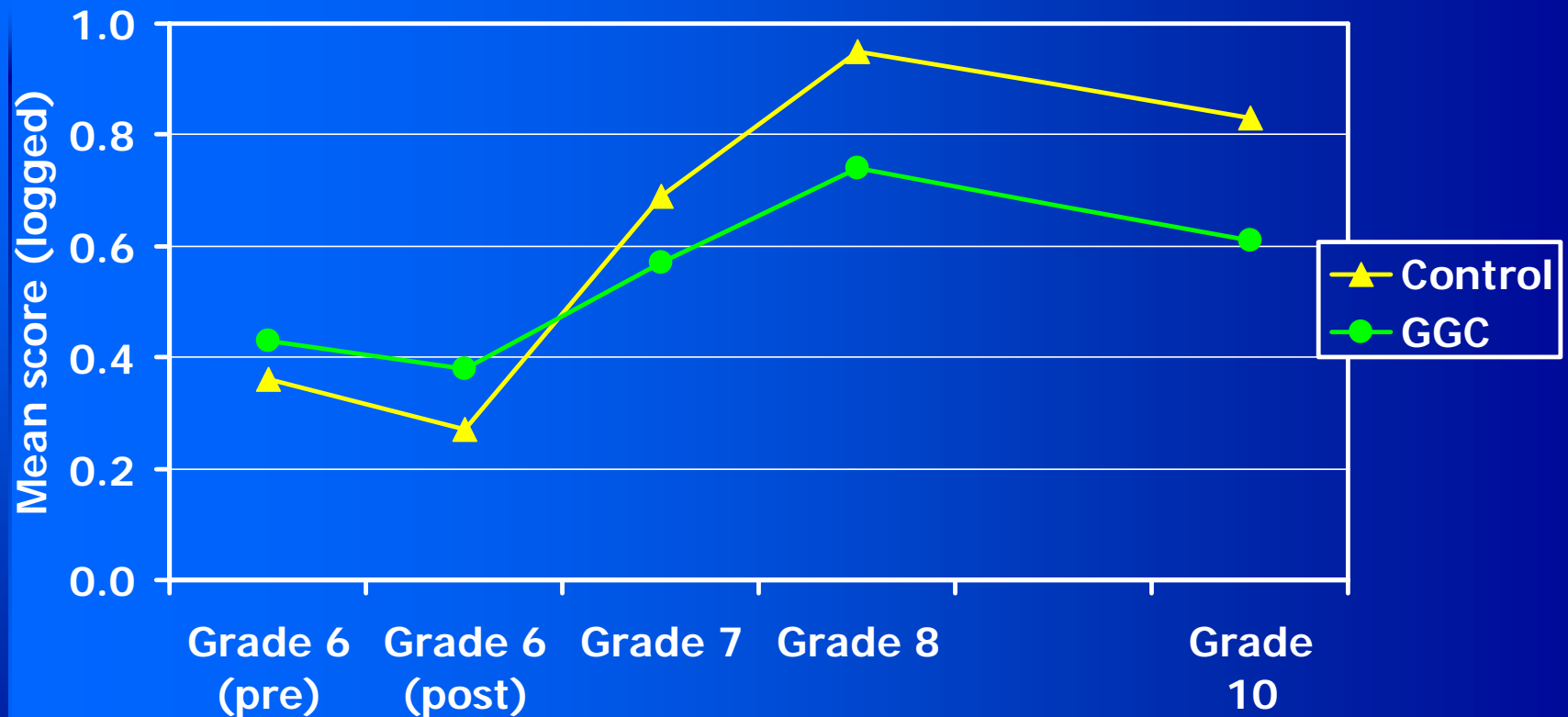


# Proportion of New Cigarette Users by Condition



Spoth, et al in press.

# GGC Reduced Growth in Delinquency through Grade 10



From Mason et al. (2003)

# How Do We Start?

- Be sure bonds are strong.
  - Plan and do something fun together- make it routine.
- Get clear on your guidelines.
- Set up a time to talk.
- Have the conversation.



# Developing Clear Guidelines

**G** = *Clear and Specific Guidelines*

**M** = *Monitor*

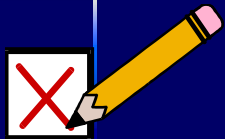
**C** = *Consequences*

# Principles for Setting Guidelines

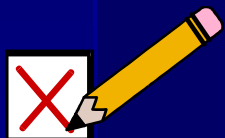
## *Guidelines Should Be:*

- **Stated Simply**
- **Stated in Positive Terms**
- **Kept to a Minimum Number**
- **Enforceable**

# Principles for Monitoring

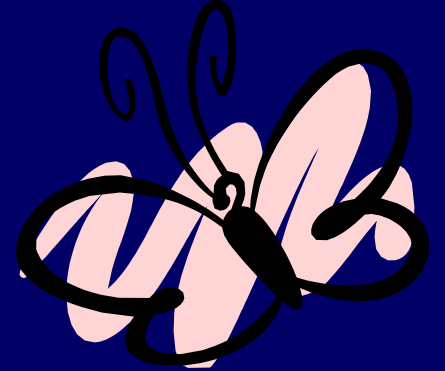


*Ensure guidelines are followed*



*Maintain a strong bond with your child*

# Consequences Should:



- Recognize and reinforce good behavior.
- Be specific about what's been done wrong.
- Be decided in advance, when possible.
- Give your teen ownership of the problem.
- Give your teen options to solve problem.
- Leave dignity intact.

# Key Principles

- **Think Problem Solving**
- **Decide What Matters**
- **Take Time**
- **Allow for Mistakes**
- **Celebrate, Recognize and Reward  
Good Behavior**
- **Show Your Love**



# Common Mistakes

- We talk too much and listen too little.
- We tell our children what NOT to do, not what TO do.
- We punish the negative and ignore the positive.
- We forget to have FUN with our kids!

If I were born with all of my knowledge at birth, I would have said to my parents something like this:

*As I grow, push, but do not shove; talk, but do not scream; teach, but do not lecture; hold me, but do not pull me; guide, but do not take my place; and lastly love me without measure.*

15 year old boy  
Durham, North Carolina

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