

T W E E N

# Understanding Your Tween: Biopsychosocial Development and Parenting Techniques

## PRESENTED BY:

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# Discussion Goals

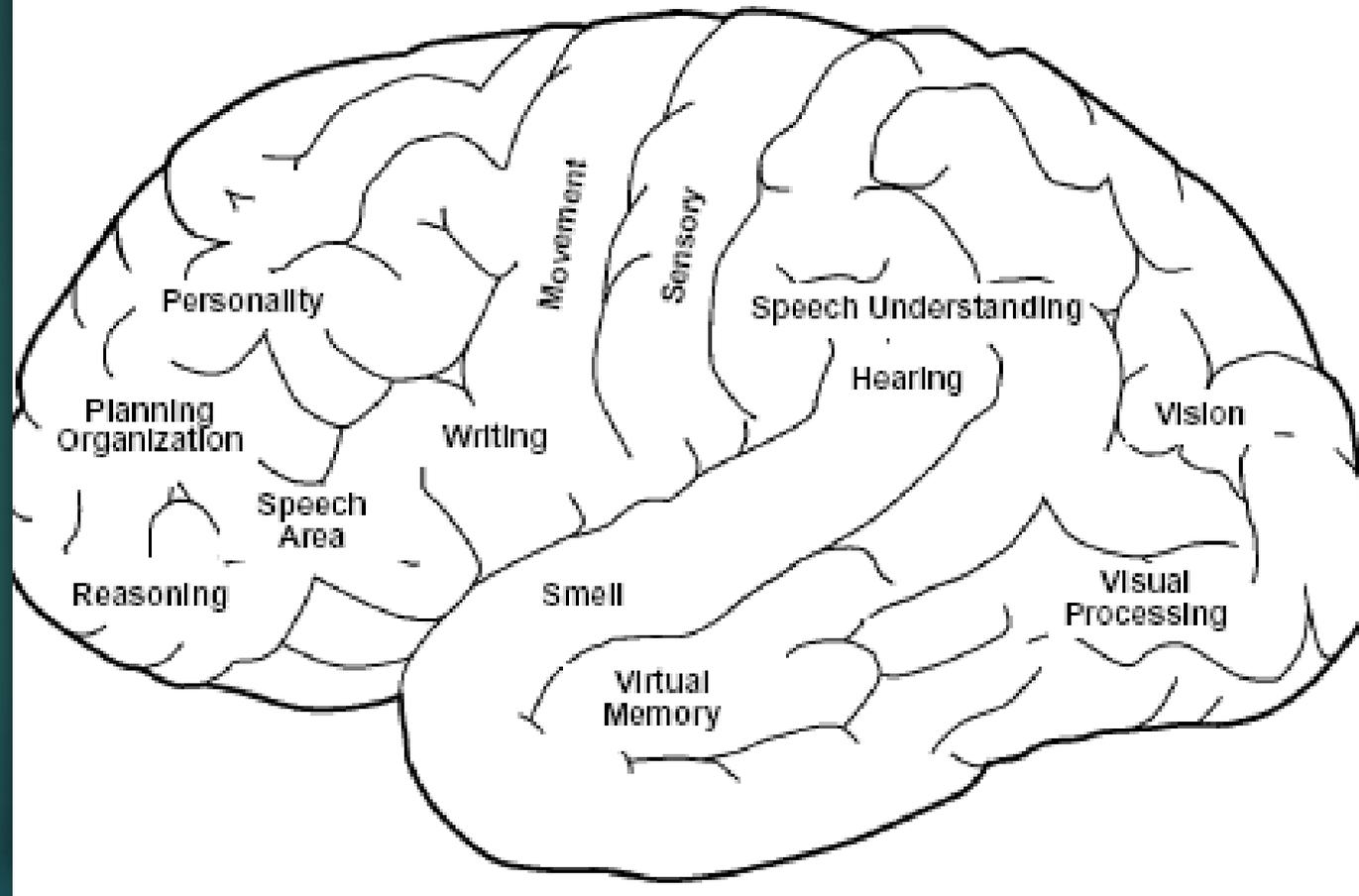
- Create an understanding of the biopsychosocial, spiritual, and moral development of tweens (ages 8-12)
- Explore relevant social/cultural issues
- Emotional developmental/regulation
- Explore practical parenting techniques
- Explore the authority to influence model
- Developing and maintaining rules
- Tools for communicating with your tween
- Group activities

# Biological Development



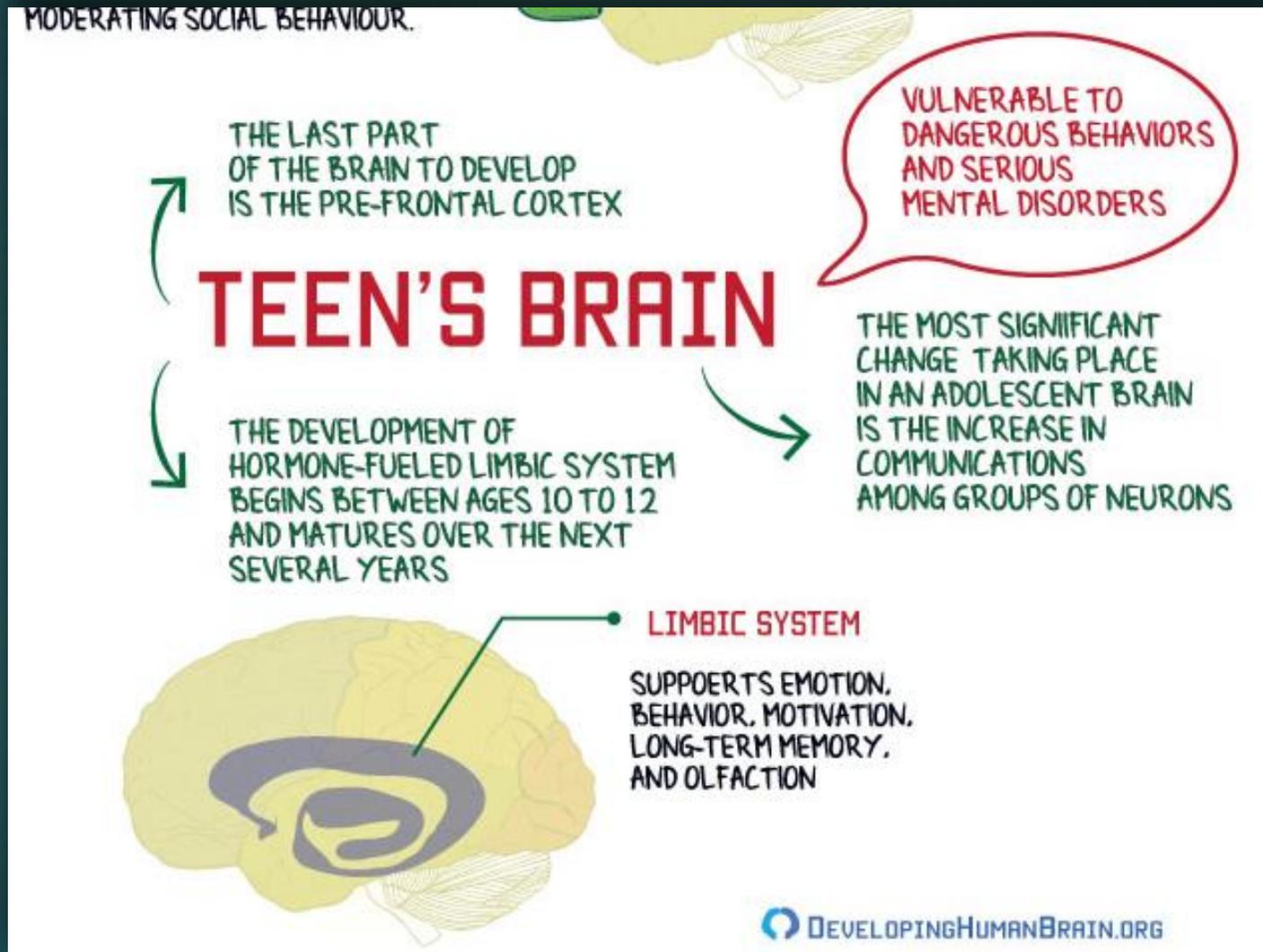
# Brain Development

**Functional Areas of the Brain**



# Brain Development (Cont.)

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# Brain Development (Cont.)

- What we know...
- Brain develops from inside out and back to front
- Executive function area of the brain (frontal lobes/prefrontal cortex) becomes particularly developed specifically between ages 6-10; and again in the twenties.-*Francais E. Jensen, MD, The Teenage Brain*
- This means the “tween” years are a good time for engaging the brain!
- The emotional center of the brain, the limbic system, starts to kick in around age ten.

# Brain Development (Cont.)

- Brain development in certain areas of the brain such as the limbic system are developing at higher rates in later “tween” years.
  - Limbic system located in the lower center of the brain supports emotion, behavior, motivation, and long-term memory.
  - Earlier “tween” years present increased spatial skills and motor coordination.
  - Ability to learn new concepts and tasks is high.
  - Prefrontal Cortex will continue to develop into teen years
    - Executive function: reason, impulse control, problem solving, planning.
- Ages 10-12 is onset of puberty (give or take +/-2 years)
  - Important to have frequent conversations with kids about sex and body changes.
  - Reading and writing ability increases; as well as greater understanding of math concepts... spatial understanding skills increase.

# Brain Development (Cont.)

“The more activity or excitation between a specific set of neurons, the stronger the synapse. Thus, brain growth is a result of activity. The more a piece of information is repeated and relearned, the stronger the neurons become, and the connection becomes like a well-worn path through the woods.” -Jensen, 2015

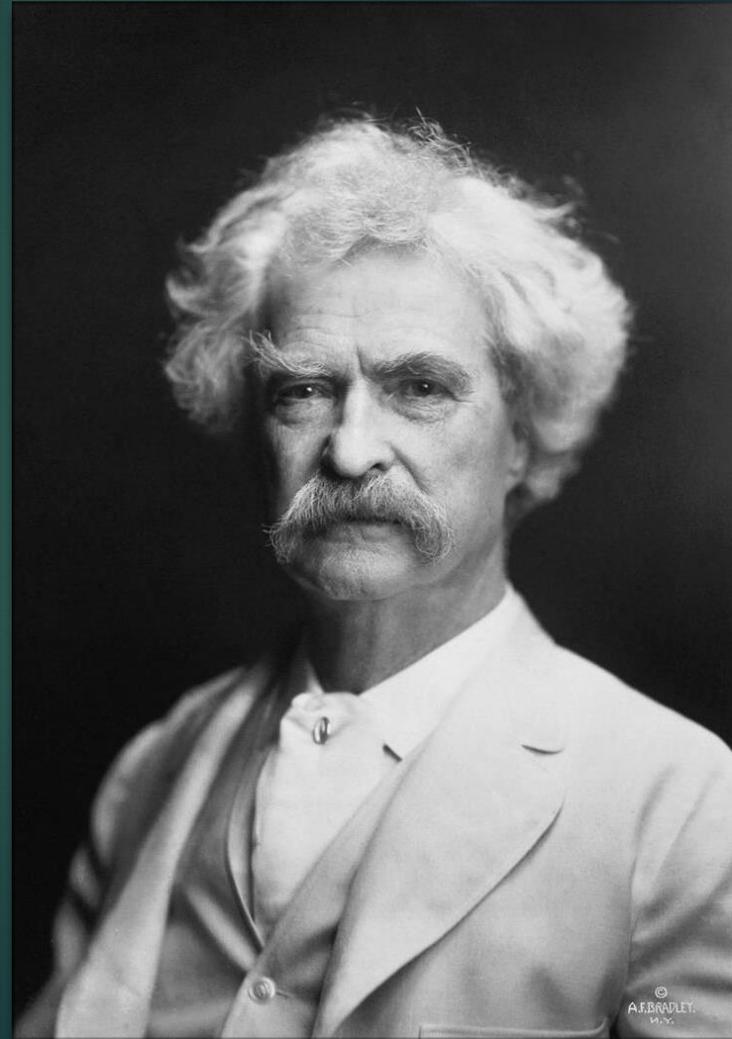
Deuteronomy 6:6-9 “These words which I am commanding you today, shall be on your heart. You shall teach them diligently to your sons and shall talk of them when you sit in your house and when you walk by the way and when you lie down and when you rise up. You shall bind them as a sign on your hand and they shall be as frontals on your forehead. You shall write them on the doorposts of your house and on your gates.”

# Brain Development (Cont.)

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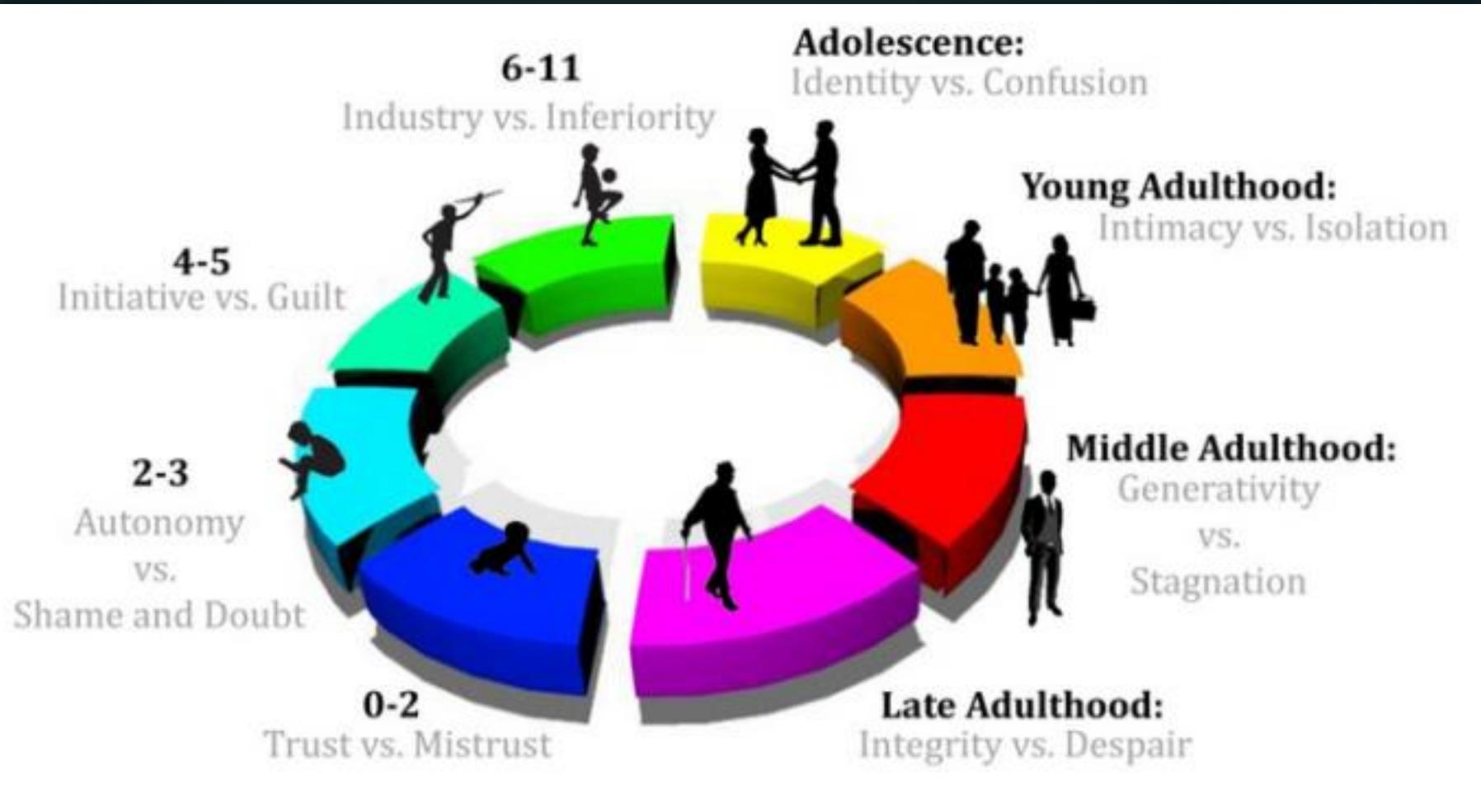
- Whats ahead?
  - The frontal lobes are essentially the last area of the brain to be perfected. Teens will have difficulty thinking ahead, and very much live in the emotion center of their brain. They won't "think twice" about actions without continually input. After relaying a tragic story about a teen who drown after a night of heavy drinking Jensen says this, "How parents deal with these tragic stories and talk about them with their kids is critical. It shouldn't be, 'Oh wow, I'm so glad that wasn't my child... instead you have to be proactive, you have to stuff their mind with real stories and real consequences, and then do it again, over dinner, after practice, and yes even when they complain they have heard it all before. -Jensen, 2015
  - The lesson? Parent led conversations about tough topics are crucial.

“When I was a boy of fourteen, my father was so ignorant I could hardly stand to have the man around. But when I got to be twenty-one, I was astonished by how much he’d learned in seven years.-Mark Twain



# Psychological Development

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# Psychological Development (Cont.)

Jennifer Powell-Lunder Psy.D.

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- Tweens are not all equal
  - Tweens are developing at different rates
    - May cause anxiety for the less developing tweens
- May look like a tween, however, may still act like a child
  - Ramifications?
- Tweens may be cognitively advancing, however not emotionally advancing
  - May lead to:
    - Parental frustration
    - “You can do this...why can you not do this” thinking
- Important to treat each tween as an individual and restrain from comparing

# Overview of Erickson

- All mentally healthy individuals pass through these stages
- Challenges must be confronted in order to advance
- Stages do not need to be mastered in order to advance

**Erikson's Eight Stages of Psychosocial Development**

Trust vs Mistrust	0 - 18 months		Infant
Autonomy vs Shame & Doubt	18 months - 3 years		Toddler
Initiative vs Guilt	3 - 5 years		Pre-Schooler
Industry vs Inferiority	5 - 13 years		Grade-Schooler
Identity vs Role Confusion	13 - 21 years		Teenager
Intimacy vs Isolation	21 - 39 years		Young Adult
Generativity vs Stagnation	40 - 65 years		Middle-Age Adult
Integrity vs Despair	65 years onwards		Older Adult

source: [www.whaddayaknowabout.com](http://www.whaddayaknowabout.com)

# Overview of Erikson (Cont.)

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- Stage 1 (Trust vs. Mistrust)
  - Birth to 1 years old
  - Infants learning to trust adults
  - Trust development
  - Safe vs. unpredictable
  - Virtue
    - Hope
  - Negative outcome
    - Fear

# Overview of Erikson (Cont.)

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- Stage 2 (Autonomy vs. Shame)
  - 2nd year of life
  - Learning they can control their actions
  - Working to establish autonomy (I can do this on my own)
  - Working to avoid doubting one's ability
  - Virtue
    - Will
  - Negative outcome
    - Shame (bodies and abilities)

# Overview of Erikson (Cont.)

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- Stage 3 (Initiative vs. Guilt)
  - 3-5 years old
  - Asserting control through social interaction
  - Learning to achieve goals through play
  - Ambition stemming from exploring without limits (within reason)
  - Virtue
    - Purpose
  - Negative outcome
    - Inadequacy

# Overview of Erikson (Cont.)

- Stage 4 (Industry vs. Inferiority)
  - The challenge is to overcome feelings of inferiority by becoming industrious. Inferior feelings set in when the child is unable to accomplish something they believe is important to society (ie: sports).
  - Children at this stage are more aware of the world around them and begin to compare self to others and the culture.
  - Parents can encourage industry attempts. We may see a lot of lemonade stands, interest in trying different things like cooking, sports etc...
  - Make sure you set screen limits to allow their brains to think about the world around.

# Overview of Erikson (Cont.)

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- Stage Four Crisis: Can I be successful in school, or am I inferior to others?
  - With unsuccessful resolution a negative core belief about self develops: “I am incompetent.” “I am stupid.”
    - -McMinn and Campbell, Integrative Psychotherapy
    - Look for attempts your child makes at trying something new and emphasize success when accomplishing something hard. Ex: the violin
    - There are few things in life worth doing that are not hard. Worth repeating!

# Overview of Erikson (Cont.)

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- Stage 5 (Identity vs. Role Confusion)
  - 12-18 years old
  - Develop a sense of self (Who am I) vs. who the world wants me to be
  - Trying out different “selves”
  - Attempting to development a strong sense of identity
  - Virtue
    - Fidelity (true to self)
  - Negative outcome
    - Rebellion

# Overview of Erikson (Cont.)

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- Stage 6 (Intimacy vs. Isolation)
  - 19-40 years old
  - Sharing our lives with others (spouses, partners, friends, etc.)
  - Must have strong sense of self before successful intimate relationships
    - If not, may be lonely or emotional isolation
  - Virtue
    - Love
  - Negative outcome
    - Isolation & unhappiness

# Overview of Erikson (Cont.)

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- Stage 7 (Generatively Vs. Stagnation)
  - 40-65 years old
  - Findings life's work
  - Contributing to the next generation
    - If not, may believe they have not left a mark on society
  - Virtue
    - Care
  - Negative outcome
    - Unproductive

# Overview of Erikson (Cont.)

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- Stage 8 (Integrity vs. Despair)
  - 65+ years old
  - Reflection on life to find satisfaction or failure
  - Believing life was wasted
  - Lacking regrets vs. bitterness and depression
  - Virtue
    - Wisdom
  - Negative outcome
    - Disappointment

# Emotional Development



# Emotional Development (Cont.)

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- Emotional Intelligence
- Self Regulation
- Parent's meta-emotion
- Acting from the “wise mind”

# Emotional Intelligence

- For parents: “it means being aware of your child’s feelings, and being able to empathize, soothe, and guide them.
- For children: it means ability to control impulses, delay gratification, motivate self, read other people’s cues, and cope with life’s ups and downs (Gottman 1997).”

 <p><b>JOY</b></p> <p>JOYFUL INTERESTED PLAYFUL CONFIDENT LOVING SENSITIVE COURAGEOUS HOPEFUL</p>	<p><b>SADNESS</b></p>  <p>SAD BORED SLEEPY UNHAPPY IGNORED GUILTY LONELY ALONE</p>
<p><b>SURPRISED</b></p>  <p>STARTLED CONFUSED AMAZED EXCITED SHOCKED ASTONISHED EAGER DISMAYED</p>	<p><b>ANGER</b></p>  <p>MAD JEALOUS EMBARRASSED FURIOUS IRRITATED WITHDRAWN FRUSTRATED SKEPTICAL</p>
 <p><b>DISGUST</b></p> <p>AWFUL DISAPPOINTED HESITANT REVOLTED LOATHING JUDGEMENTAL</p>	<p><b>FEAR</b></p>  <p>HUMILIATED REJECTED WORTHLESS INSECURE ANXIOUS SCARED</p>

HOW ARE YOU FEELING TODAY?

# Emotional Development (Cont.)

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- What is Emotional Intelligence: “Awareness of feelings, displaying ability to empathize, ability to control impulses, delay gratification, motivate self, read others’ social cues (Gottman, 1997).”
- Mood swings or Diagnosis?
- Parents can teach kids to learn to self regulate emotions: learn warning signs by being mindful of own body cues, pay attention to thoughts that generate a core belief system. “Family life is our first school for emotional learning (Gottman, 1997).”
- What do we do? Acknowledge feelings, help them name the feeling, let them experience the feeling

# 10 Things to Say instead of Stop Crying



1. It's ok to be sad

2. This is really hard for you

3. I'm here with you

4. Tell me about it

5. I hear you

6. That was really scary, sad, etc.

7. I will help you work it out

8. I'm listening

9. I hear that you need space.

I want to be here for you.

I'll stay close so you can find me when you're ready.

10. It doesn't feel fair

# Emotional Development (Cont.)

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- Need to understand that kids have a huge task to master regarding emotion. Their brains are not complete and need to learn how to handle their emotions.
- 1. Become aware of the child's emotion
- 2. Recognize the emotion as an opportunity for intimacy and teaching
- 3. Listen empathetically, validating the child's feelings
- 4. Help the child find words to label the emotion he is having
- 5. Set limits while exploring strategies to solve the problem at hand
  - -Gottman, Raising an Emotionally Intelligent Child

# Emotional Development (Cont.)

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- John Gottman, PhD research on how parents teach emotion to children: “two broad categories: those who give their children guidance about the world of emotion and those who don’t (Gottman 1997).”
- Children get their cues on handling emotion from parents. We teach our kids what to think about emotion. Meta-emotion (our feelings and thoughts about emotion) can become a cycle passed down through generations.
- When parents learn about emotion and start to understand their own thoughts about feelings it can help children create a healthy way of dealing with their own emotion.
  - We can have a tendency to protect our children from experiencing any negative emotion, or may tend toward empathizing but not giving tools.
  - Emotion coaching parents give kids tools for their future marriages.

# Emotional Development (Cont.)

- Gottman research on Emotion coaching parents:
  - These kids are better able to soothe themselves, bounce back from distress, and carry on with productive activities, better physical health, and score higher academically
  - Can protect kids from harmful effects of marital conflict and divorce; previously proven effects of divorce and marital conflict, such as academic failure, aggression, and problems with peers, did not show up in the emotion-coached kids (Gottman, 1997).
  - “Because you have an emotional bond with your children, your words matter. They care about what you think (Gottman, 1997).”

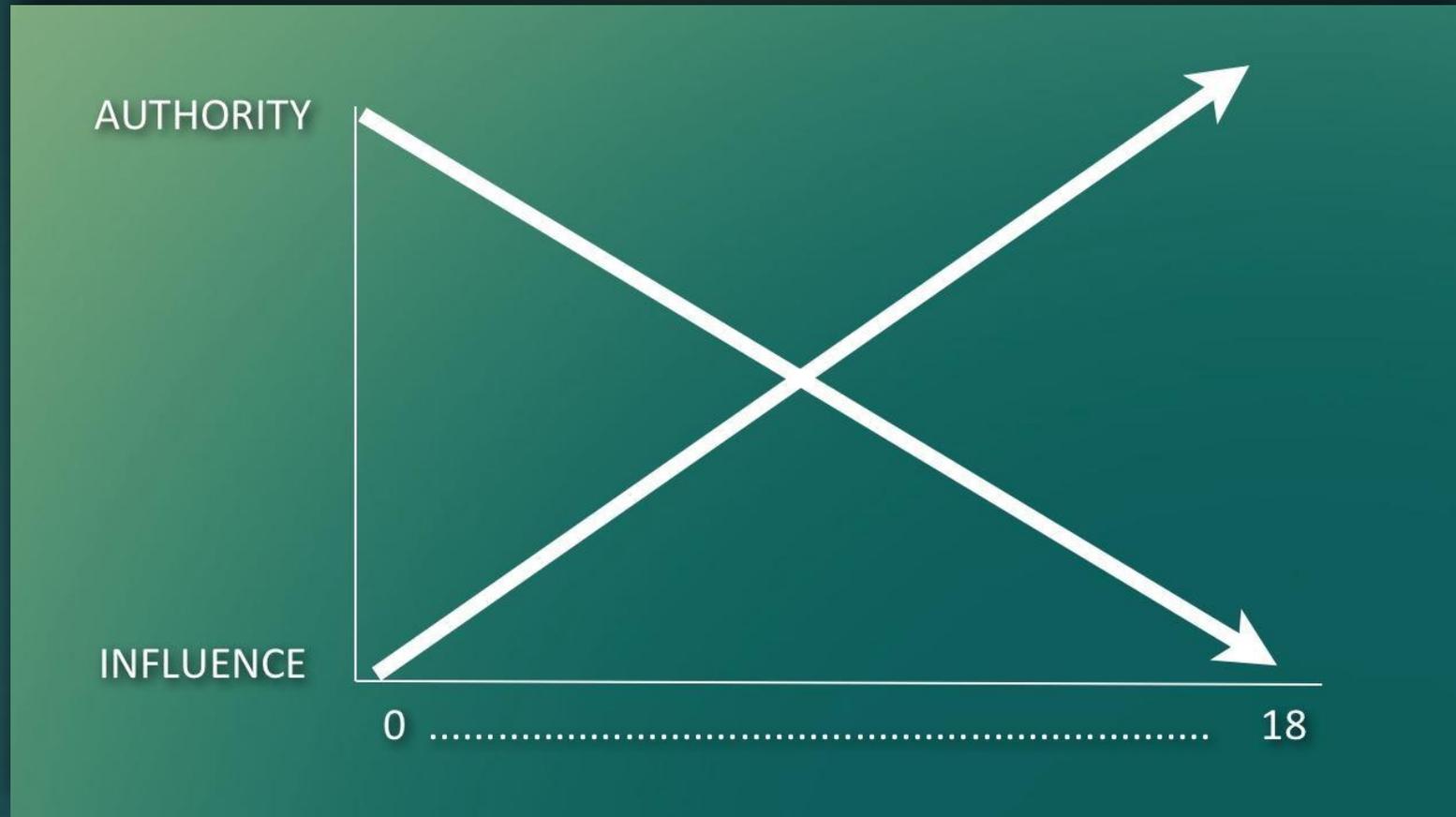
# Emotional Development (Cont.)

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- The Wise Mind (DBT)
  - Combining emotional mind and reasoning mind.

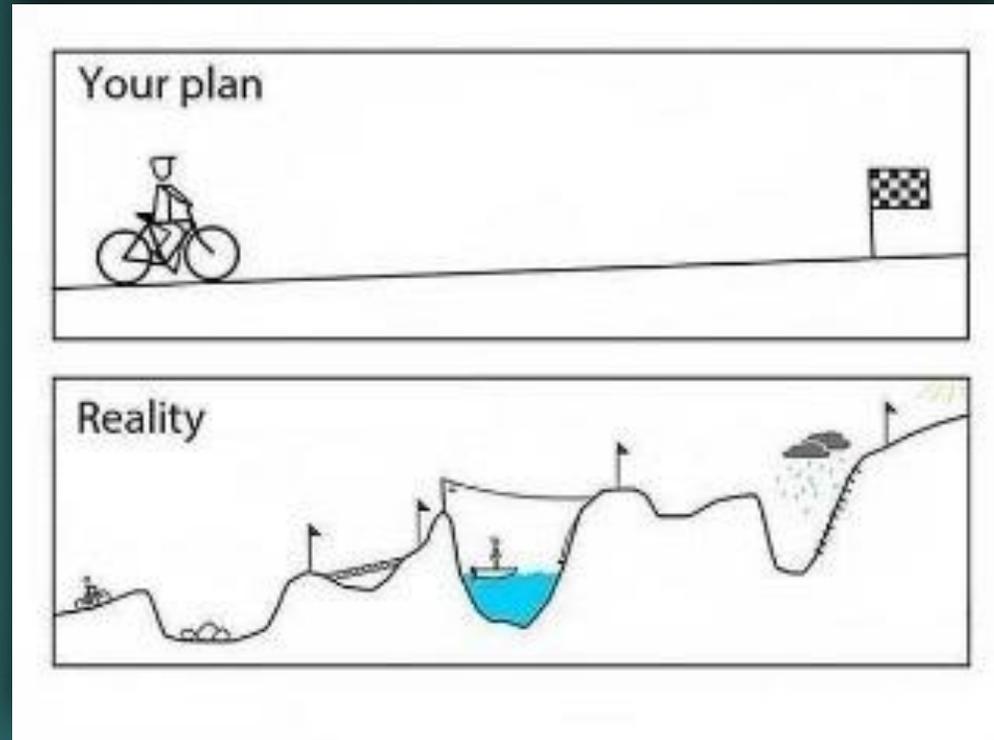


# Authority Vs. Influence



# Can Tweens Realistically Meet Our Expectations?

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# Expectation vs. Reality

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$$\text{DISSAPOINTMENT} = \frac{\text{EXPECTATION}}{\text{REALITY}}$$

You should've gone to [9GAG.COM](http://9GAG.COM)

# Expectation vs. Reality (Cont.)

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$$***happiness*** = \frac{\text{reality}}{\text{expectation}}$$

# Parenting Styles



# Authority Vs. Influence (Cont.)

- As we move away from early childhood our usual parenting tactics will start to become less effective. The typical, “No,” will lose its luster and you will endure some pushback. If parenting from authority only, your child will likely resort to other resources of influence. And, if parenting from influence only your child will likely feel confused and insecure.
  - “Demands and threats may yield short-term results, but they don’t mold our kids’ minds. - *Parenting with Love and Logic, Cline and Fay*

# Authority Vs. Influence (Cont.)

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- Rules and structure are important
  - Need to have rules for how we treat each other, how we treat our home, how much time we spend on devices... basically we need rules for what keeps us and others healthy
  - “Responsibility cannot be taught; it must be caught.” -Cline and Fay, Parenting with Love and Logic
    - We need to give our kids an opportunity for being responsible; setting rules and letting them choose to follow through. A consequence when a rule is not followed will help them “catch” responsibility Ex: One important rule is that electronic devices have to be used in a “public” area of the house. If that rule is broken the device will no longer be in use.
      - Be on guard to not withhold love as a consequence. “In reality the interaction between parents and children - the expression of love - is far more important than the kids’ successes or failures.” -Cline and Fay

# Authority Vs. Influence (Cont.)

- How do we keep the rules and authority but gain influence?
  - Identify your core need with a rule. What are you not willing to bend on?  
Ex: it's important to you that your child clean their room on the weekend. But you can bend on which day and let them choose.
  - Reframe conversations to reflect the child's experience. Ex: Child refuses to clean his room. You can say, " Sounds like you might feel overwhelmed? Let me know if I can help in any way.
  - We gain a position of influence with our children when we don't bend the rules for them, but we don't force them to follow the rules. When we allow them to experience the situation and assess what will happen, we gain their respect. Remember meta-emotion here!

# Authority Vs. Influence (Cont.)

- Love and Logic -Cline and Fay
  - Parenting tool for gaining influence and not asserting authority with anger, rather with love and empathy that teaches kids that there are logical consequences that follow our actions.
  - “In American culture today, same age peers matter more than parents. And parents are reluctant to change the rules- to insist, for example, that time with family is more important than time with same-age peers.” -*The Collapse of Parenting* -Leonard Sax, MD
    - The tween years are crucial in laying a foundation for influencing kids in a healthy value system
    - Sax- culture of disrespect in American vs. Australia schools.
      - Emphasize value system with influence by validating their experience while standing firm on expectations

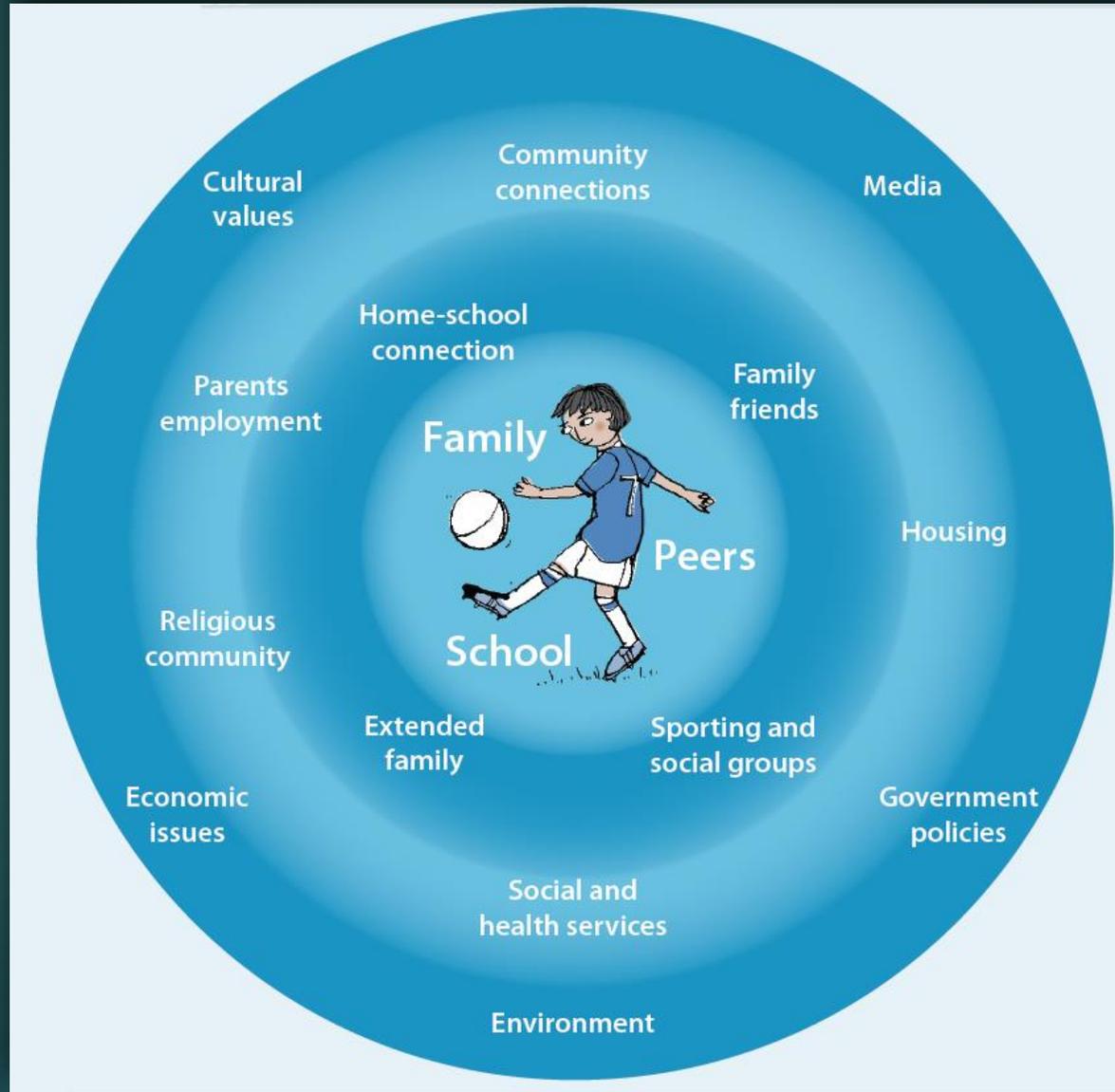
# Authority Vs. Influence (Cont.)

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- These years are the time when we have our children's attention, and they are impressionable. Shouldn't parents be the ones making the impression? No other time in our child's life will we have this kind of opportunity.

# Social Cultural Experience

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# Sociocultural

- Remembering kids face similar challenges as their parents
- Same respect, they have their own unique challenges
- Generation Z or I-Gen (1995-present)
  - The first generation to have access to computers for their entire life
  - Tweens born into the smartphone; this is what they know.
    - Seeing their world through their phone
      - News, relationships, learning, etc.
  - Disadvantages of advantages with technology

# Sociocultural (Cont.)

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- Parenting has become overprotective, except when they are alone with their phones
- Modeling phone behavior
  - Are our actions and words matching?
    - Phone at the dinner table, during family time, etc.

# Building Rapport

## Carl Rogers, Ph.D.

- Listening
  - Listening to respond vs. listening to understand
  - Working to UNDERSTAND before being understood
    - Modeling this for our tweens
- Carl Rogers' theory of self (as applied to parenting tweens)
  - Empathy
    - It seems like you feel \_\_\_\_\_ because \_\_\_\_\_
    - Removing “feel like” from our vocabulary
    - If we say “feel” the next work should be an emotion
      - I feel **frustration** because I failed my math test
- Unconditional positive regard
  - Accepting tweens without judgment
  - Condoning vs. condemning
    - Remember, tweens and teens are trying new things

# Communicating with Tweens

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- Flooding
  - 20 minutes to reduce flooding
- Consistency
  - Importance of stability with tweens
  - Parents role is to provide stability
- Modeling with spouse/other parent
- Coming together or pulling apart?
  - Mom's rule vs. our rules
    - Mom wants you to clean your room ---- We want you to clean your room

# Who is Having these Conversations with your Tween?

- Sources of Information
  - Parents (create the narrative for your children)
  - Teachers
  - Mentors
  - Other Tweens
  - Siblings
  - Internet
  - Popstars/Reality television stars
  - Etc.

# Sociocultural Topics

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- Bullying
- Peer pressure
- Addition (e.g. drug, alcohol, process)
- Depression and Anxiety
- Dating
- Social Media & Technology

# Sociocultural Topics (Cont.)

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- Bullying
  - Warning signs of bullying
    - Not wanting to go to school
    - Making excuses as to why people bully them
      - “Well I did this..I did that” talking
    - Unexplained bruises
  - Being the bully
  - Getting bullied
  - In-person bullying vs. Cyber bullying
  - Are we bullying our kids unintentionally?
    - Talking down to their abilities
    - Criticizing their ideas/ideals
    - Asking them to be who they are not
  - Self-confidence vs. self-doubt
    - Focusing on strengths
    - Putting energy into enhancing their strengths

# Sociocultural Topics (Cont.)

- Drugs and alcohol
  - Being aware of this upcoming concern
  - Tweens are seeing drug use on the internet, TV, etc.
  - Asking them what they know then responding
  - Moving into teens years
    - Having an open dialogue
    - Set the message before the “world” does
- Process additions
  - Also known as behavioral additions (e.g. video games, food, etc.)

# Sociocultural Topics (Cont.)

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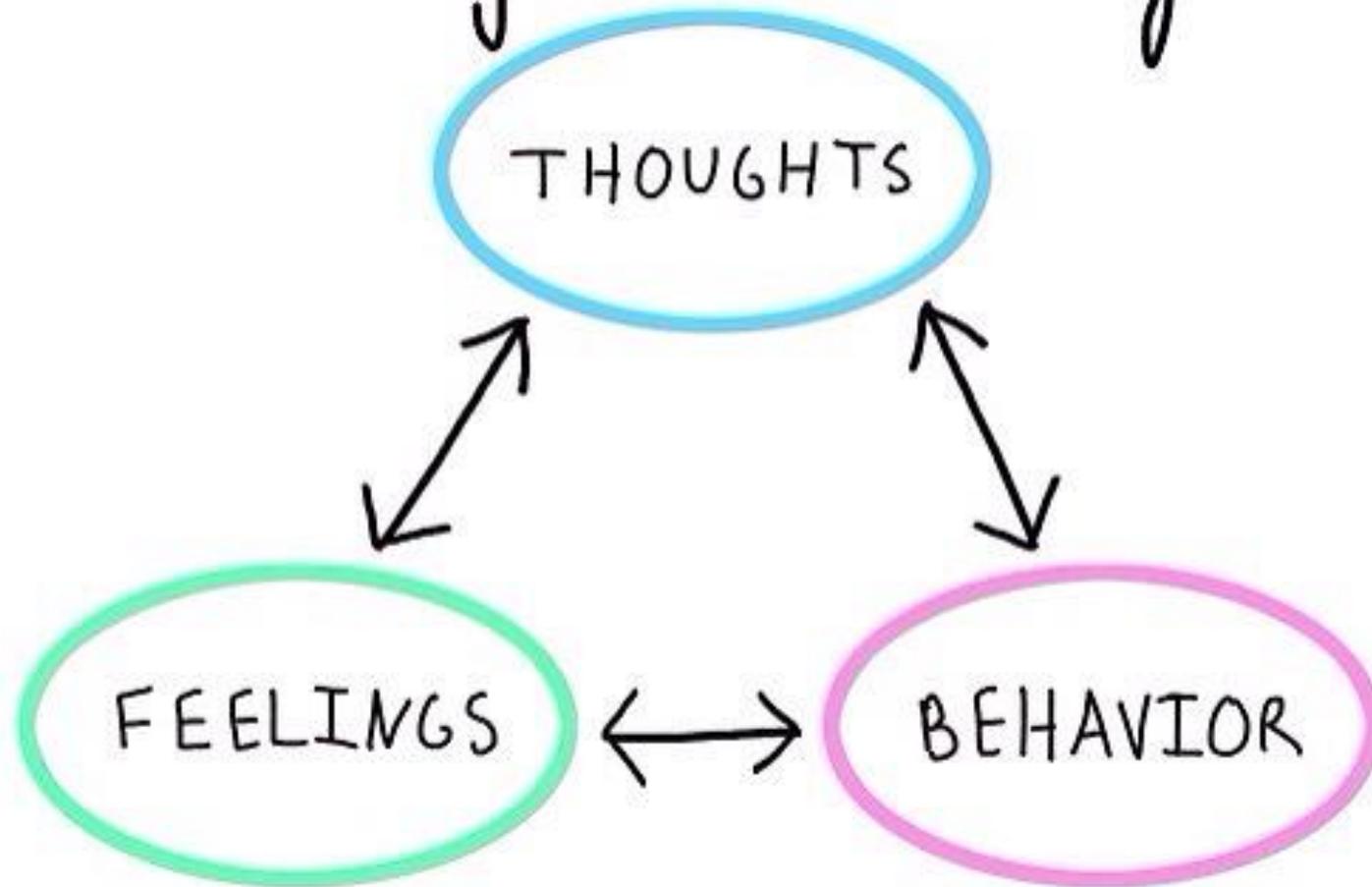
- Video game addiction
  - No currently classified in the DSM, however, will most likely be included in the next update
- Video games as a whole
  - Allows for imaginative play
  - Expanding creativity
  - Helps develop personality
    - Disadvantages of advantages
- Establishing good habits
  - Screen time
  - Once chores and tasks are completed
  - Remember this is a reward not a necessity

# Sociocultural Topics (Cont.)

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- Depression (**children** and adolescents)
  - Prolonged sadness or unexplained crying spells
  - **Significant changes in appetite and sleep patterns**
  - Irritability, anger, worry, agitation
  - Pessimism
  - Loss of energy
  - Feelings of guilt and worthlessness
  - **Unexplained aches and pains**
  - Recurring thoughts about death and suicide
  - **Social withdraw**
- Early onset
  - 1/3 of adults diagnosed with depression had symptoms in childhood
  - Typically related to genetic factors
  - Early treatment = better outcomes in teenage years and for adulthood
- NO SHAME

# The Cognitive Triangle



# Sociocultural Topics (Cont.)

## Social Media & Technology

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# Sociocultural (Cont.)

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- Parenting has become overprotective, except when they are alone with their phones.
  - Remember that even if you are monitoring this with your child it doesn't mean other parents are: keep conversation going!
- Gaming, especially first-person shooting games becoming popular and addictive.
  - Why are video games such a draw for boys? "It's heroic. For years Sony's lead advertising line for the PS4 was: Greatness awaits...the actor looking directly into the camera says, 'Who are you to be ordinary? Who are you to be anonymous? You- whose name should be spoken in reverent tones, or in terrified whispers.' In the world of video game you can be great." ...Restricting video game use is not enough. You want to find a constructive outlet for your son's need to conquer. Sports, healthy competition?" -*Boys Adrift- Sax*
  - DSM-V, gaming addiction

# Sociocultural (Cont.)

- DSM-5 Criteria for Internet Gaming Disorder; consideration for next addition. 5 or more of the following:
  - Preoccupation with internet games
  - Withdrawal symptoms when game is taken away: irritability, anxiety, sadness
  - Tolerance: the need to spend increasing amounts of time engaged in internet games.
  - Unsuccessful attempts to control use
  - Loss of interest in previous hobbies and entertainment
  - Continued excessive use of internet games despite awareness of psychosocial problems
  - Has deceived family members about amount of time spent on internet gaming.

# Sociocultural (Cont.)

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- Use of internet games to escape or relieve a negative mood (such as feelings of helplessness, guilt, anxiety) IMPORTANT FOR KIDS
- Has jeopardized or lost a significant relationship, job, or educational, or career opportunity because of internet gaming.
  - Story of “Jacob” -Boys Adrift, Sax
    - 22 yrs-old, only friends are on-line gaming friends, spends 40 hours a week gaming, no job, no motivation.
    - Tx was to completely remove video games; 4 weeks later parents reported change in mood, motivation etc..

# Sociocultural (Cont.)

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- “Being a good parent in the United States today means doing things differently from your neighbors.” -*The Collapse of Parenting* - Sax
- Our culture only continues to tell us and our children the latest and greatest next thing we need. Our kids will be ok without most of it!

# Sociocultural Topics (Cont.)

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- Dating
  - What is tween dating?
  - Why does my tween want to date?
  - Sexual exploration in tween dating (Normal development)
    - Understanding their body
    - Understanding the opposite sex's body
    - Learning boundaries with sexual exploration
    - How to say NO!
      - **Assertiveness vs. Aggressive**

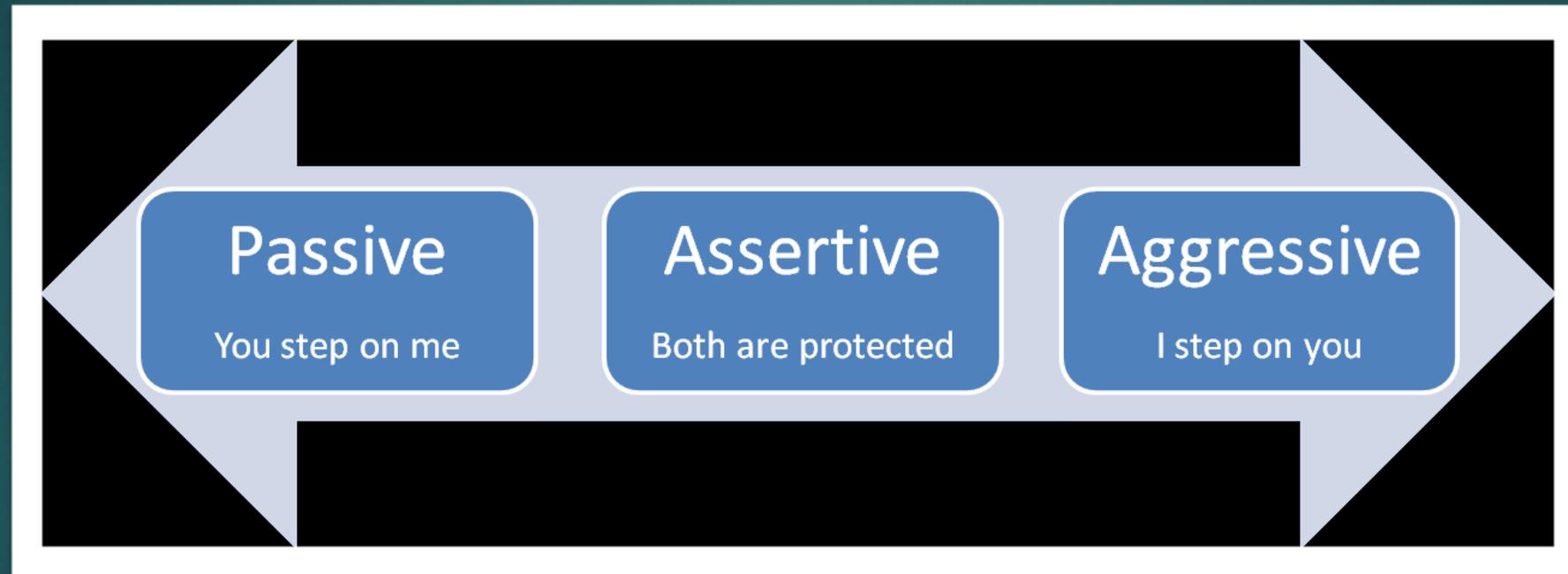
# Assertiveness Vs. Aggresses

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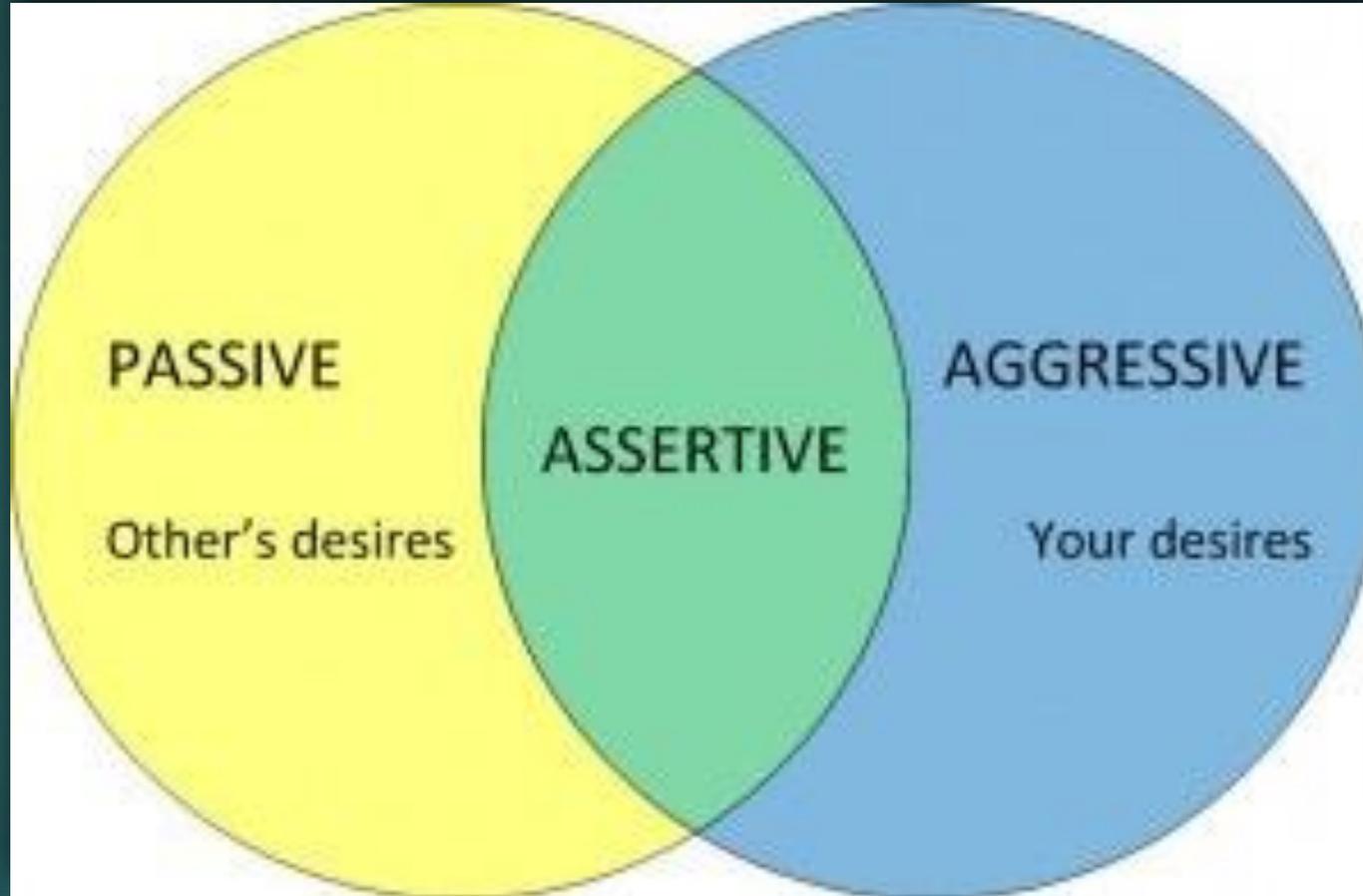
- In all aspects of life
- Not letting the outcome dictate being assertive, not letting other actions allow you to translate us into thinking about who we are as people.
- Boys Blame failure on external source (e.g. others)
- Girls blame failure on internal source (e.g. self)

# Assertiveness vs. Aggressive (Cont.)

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# Assertiveness vs. Aggressive (Cont.)



# Assertiveness vs. Aggressive (Cont.)

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Option 1	Option 2	Option 3	Option 4
<b>Passive</b>	<b>Passive Aggressive</b>	<b>Aggressive</b>	<b>Assertive</b>
Emotionally dishonest, Indirect, inhibited, Self-denying, Blaming, apologetic	Emotionally dishonest, Indirect, self-denying at first. Self-enhancing at expense of others later.	Inappropriately honest, direct, expressive, attacking, blaming, controlling, self-enhancing at expense of others	Appropriately honest, direct, self-enhancing, expressive, self-confident, empathic to emotions of all involved

# Assertiveness vs. Aggressive (Cont.)

Passive	Aggressive	Assertive
<ul style="list-style-type: none"><li>• Indirect communication</li><li>• Self-denying, and self-sacrificing</li><li>• Failure to stand up for own goals and rights</li><li>• Allows others to choose for them</li><li>• Emotionally dishonest</li><li>• Lack of goal achievement</li><li>• Limited responsibility</li></ul>	<ul style="list-style-type: none"><li>• Direct communication</li><li>• Inconsiderate of other people</li><li>• Condescending or insulting</li><li>• Rejects others</li><li>• Cuts off communication</li></ul>	<ul style="list-style-type: none"><li>• Direct communication</li><li>• Expresses emotions needs</li><li>• Requesting without fault or insult</li><li>• Open expression of feelings</li><li>• High achiever</li></ul>

# Moral Development



# Moral Development (Cont.)

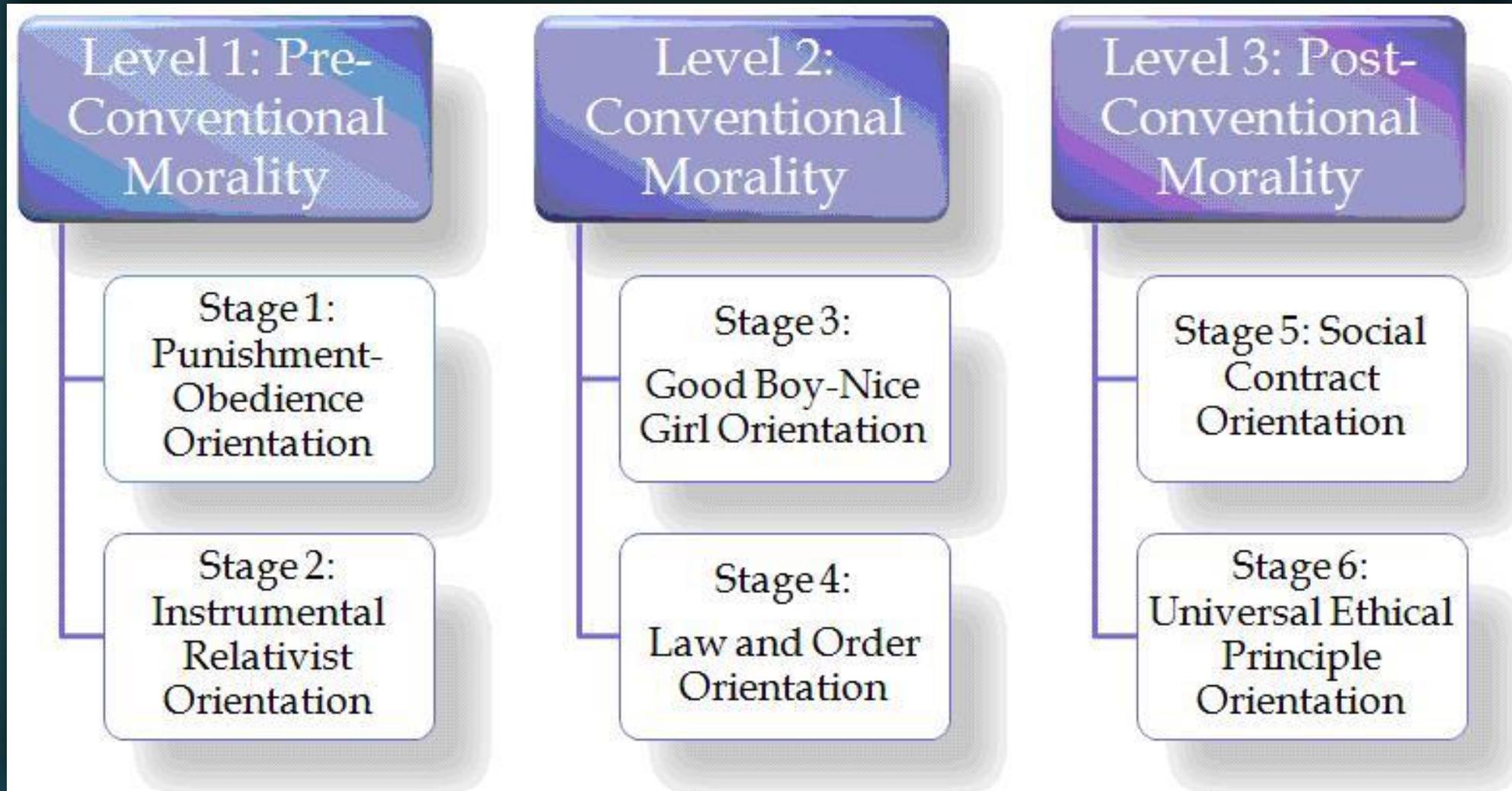
## Kohlberg

- Heinz Dilemma
  - Heinz's wife is dying and he cannot afford the life saving drug. Heinz asks the Chemist who created the drug to give him a discount and the Chemists refused. Heinz breaks into the Chemist's home and steals the life saving drug in order to save his wife.
  - Asked a group of children what they thought about this issue and grouped them into levels and stages
    - Wanting to understand how children were able to understand morality

# Moral Development (Cont.)

## Kohlberg

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# Moral Development (Cont.)

## Kohlberg

- Level 1: Pre-moral
  - Stage 1 (Punishment and obedience)
    - 2-6 years of age
    - Physical consequences
    - How can I avoid punishment
  - Stage 2 (Self-interest orientation)
    - 5-9 years of age
    - What is in it for me

# Moral Development (Cont.)

## Kohlberg

- Level 2: Conventional
  - Stage 3 (Interpersonal accord and Conformity)
    - 7-12 years of age
    - Social norms
    - “Good boy, Good Girl”
      - Good = no consequences
      - No consequence = I did good
  - Stage 4 (Authority and social order)
    - 10-15 years old
    - Law and order morality (would have said Heinz was in the wrong)

# Moral Development (Cont.)

## Kohlberg

- Level 3 (Post Conventional)
  - Stage 5 (Social contract orientation)
    - As early as 12 in some cases
    - Self chosen order
    - Breaking rules for greater good
    - Will be considered against the norms of society
  - Stage 6 (Universal ethical principal)
    - No set age
    - Own set of moral code
    - Human rights, equality, etc.

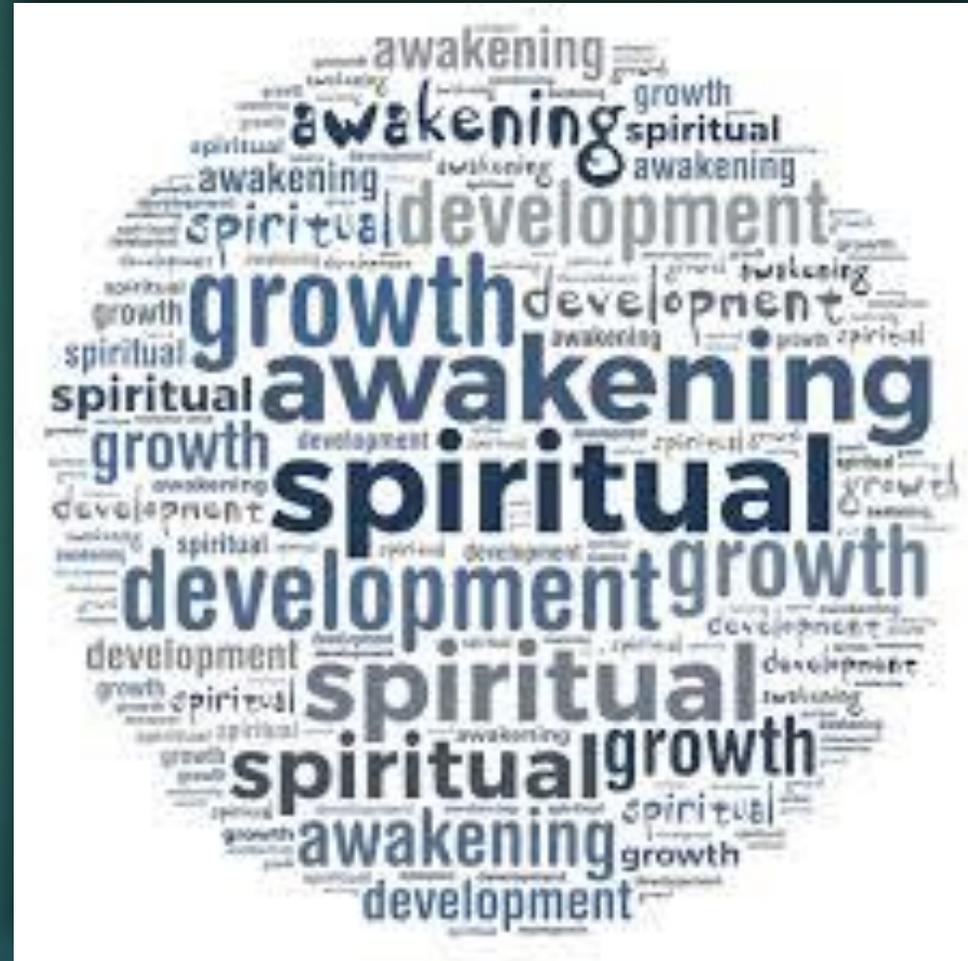
# Moral Development (Kohlberg)

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- Implication for Tweens
  - Up to stage 5 can happen by 12
  - Understand our tweens' thinking as we questions why they are making certain decisions
    - Making rules that fit best

# Spiritual Development

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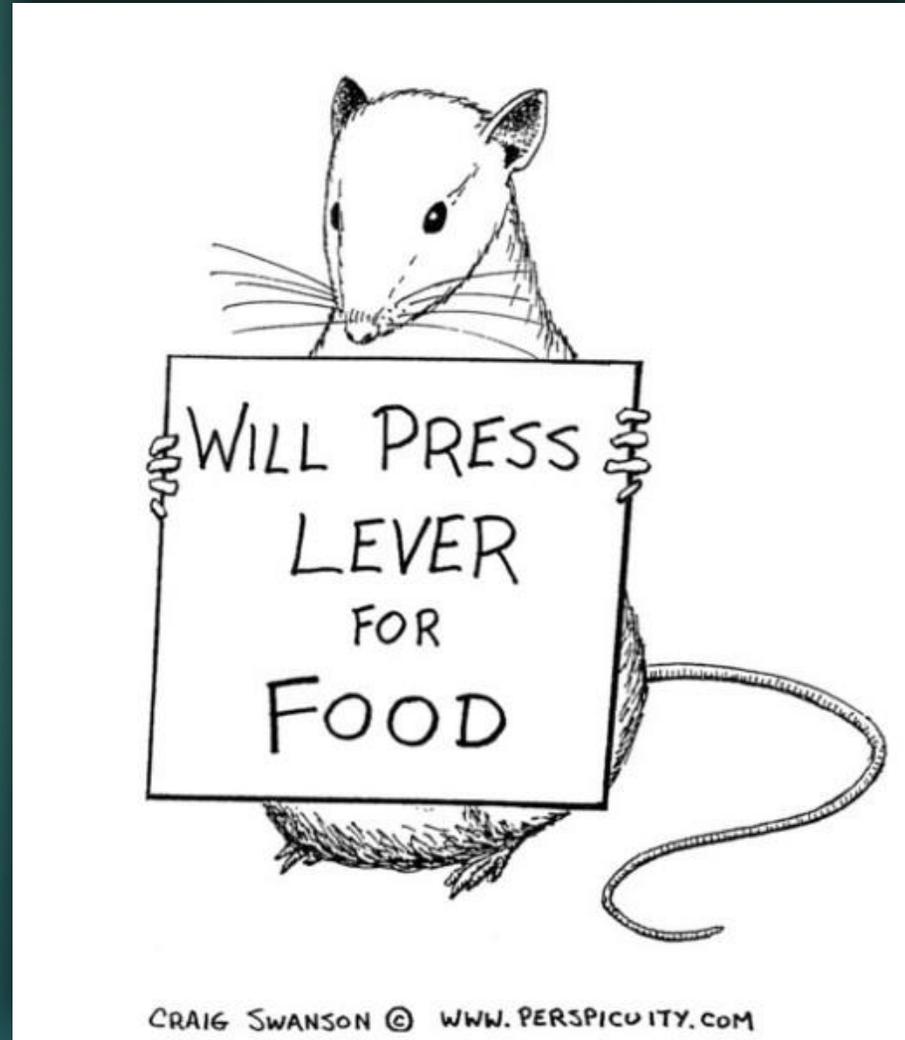


# Spiritual Development (Cont.)

- Great time to engage kids on talking about God; creation, prayer, how God carries out His plan known through people.
  - Kids are moving out of the stage of “accepting” what they are taught... questions like, “How did God...”
    - Talk about OT stories of Ruth, Moses etc.. who were used by God but just ordinary people. Talk about what God gave them to accomplish their tasks. Remember where kids are at developmentally.
    - We can use all these themes of development and emotion to emphasize God’s desire to be a part of their lives.

# Operant Conditioning

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# Operant Conditioning (BF Skinner, 1938)

- Relationship between behavior and consequences

	<b>Reinforcement</b> (Increase / maintain behavior)	<b>Punishment</b> (Decrease behavior)
<b>Positive</b> (add stimulus)	<b>Add</b> pleasant stimulus to <b>Increase / maintain</b> behavior	<b>Add</b> aversive stimulus to <b>Decrease</b> behavior
<b>Negative</b> (remove stimulus)	<b>Remove</b> aversive stimulus to <b>Increase / maintain</b> behavior	<b>Remove</b> pleasant stimulus to <b>Decrease</b> behavior

# Operant Conditioning (Cont.)

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- Non-Parenting example
  - Target behavior = safe driving
    - **Reinforcement (increase behavior)**
      - Positive
        - Gift Card
      - Negative
        - Removing buzz when seatbelt is put on
    - **Punishment (decrease behavior)**
      - Positive
        - Ticket
      - Negative
        - Suspended license

# Operant Conditioning (Cont.)

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- **Positive reinforcement**
  - Giving a child a compliment or candy for a job well done
  - Getting paid for a completed task.
  - Watching your favorite TV show after doing all your homework
- **Negative reinforcement**
  - Allowing child to leave table after finishing their dinner
- **Positive punishment**
  - Spanking
- **Negative punishment**
  - Child has a toy taken away for fighting with his sister
  - Grounded for misbehavior

# Most Productive Reinforcement

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- Positive reinforcement (Bridget Bentz-Sizer, 2013)
- Why this is difficult
  - Tweens are often in the care of others (e.g. relatives, teachers, friends, etc.)
  - Consistency
  - Parental fatigue



"The psychologist suggests you choose your own punishment. So, do you want your mouth washed out with bar or liquid soap?"

# Reframing Current Style

Dr. Richard Horowitz

- Reframing current negative reinforcement as positive reinforcement
  - The difference between taking something and earning something
    - “If you don’t do this, I am taking phone, weekend plans, etc. vs. in order to have your phone and weekend plans you must complete...”
- **Practical examples**
  - Rewards as close to action as possible (Dr. Richard Horowitz)
    - Verbal reward & physical reward
  - Praising steps leading up to desired behavior
  - Praising them for starting
    - Choose, homework, etc.
- Value learning more than test scores
  - Validating effort FIRST than results
    - Opportunities to grow compared to focusing on failing

# Practical Examples (Cont.)

## REWARD CHART **BUBBS CLUB**

**NAME** \_\_\_\_\_ **DATE** \_\_\_\_\_ **FOCUS** \_\_\_\_\_

IF I HAVE ..... MORE ★ THAN ● THEN I CAN .....

IF I HAVE ..... MORE ★ THAN ● THEN I CAN .....

IF I HAVE ..... MORE ★ THAN ● THEN I CAN .....

	MORNING	AFTERNOON	EVENING
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			
SATURDAY			
SUNDAY			

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# Helpful Resources

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- The Family Dinner Project
- Parenting with Love and Logic -Cline and Fay
- [Thefamilydinnerproject.org](http://thefamilydinnerproject.org)
- Parenting with Love and Logic -Cline and Fay
- [navigatingtheyears.com](http://navigatingtheyears.com)
- Common sense media
- Boys Adrift- Leonard Sax, MD, PhD
- The Collapse of Parenting- Leonard Sax, MD, PhD
- Girls on the Edge- Leonard Sax, MD, PhD

# Summary

