

## **Family Time: Teens and Tweens Series: Parent-Child Problem Solving Skills**

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Parent-child relationships involve communication and interactions to prepare “tweens” ages (10 through 12) and teens (ages 13 through 19) with skills and abilities to make healthy decisions. Each year hundreds of thousands of young people engage in risky and negative behaviors, that range from trying a cigarette for the first time to becoming addicted to prescription drugs.

Relationships with parents serve as important developmental contexts. Studies show a correlation between significant associations among parental behavior, teens’ self-system processes, and behaviors toward siblings. Creating a warm and supportive home environment positively correlates to teens having a warm/and supportive behaviors.

### **Parent-Child Problem-Solving Skills**

#### **• Problem Solving Skills**

- Through open, continued and constructive dialogue parent-child communication is highly beneficial to your child’s growth and development.
- Parent-child communication about continued, open, and constructive dialogue through all the stages of children’s growth and development. Basic problem-solving skills are the basis of making healthy decisions when tween and teens are faced with a situation that requires a decision.
  - Example: Parents help tween and teens recognize that drug and alcohol use doesn’t solve a problem:
    - (1) Identify problems – Possible signs include: change in behavior, poor grades in school, evidence of drugs and/or paraphernalia, emotional distancing, isolation, depressions or fatigue, hostility, irritability or change in the level of cooperation around the house, etc.
    - (2) Think of all the possible solutions
      - Use the 4 C’s of Supervision: clear rules, *communication*, *checking up*, *consistency*.
      - Set bonds between the tween/teen with family and school.
        - Know your child’s friends in the neighborhood and at school.
        - Stay involved in your child’s activities
        - Talk to your child when a concern comes up.
    - (3) Set to work to fix the problem
      - Spend time together to decrease negative peer influence
      - Talk to your child when a concern comes up
      - Provide solutions to issues
      - Connect child with support services
      - Allow your child to share how they want to address the problem
      - Support and guide them when making healthy and positive decisions

## For further information:

Contact the University of Guam, Cooperative Extension and Outreach at 735-2080 for help or more information. Additional publications can be found on our website at: [uog.edu/extension/publications](http://uog.edu/extension/publications).

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