Parenting in the 21st Century

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The Center for Child Advocacy 9th Annual National Conference, Montclair State University
April 4, 2014
Presentation Agenda

- Welcome and Introductions
- Reviewing concepts familiar to Parenting
- Discuss our Personal Beliefs of Childrearing and Impact on our role and service to Families
- Expanding our Perspective
  - Parenting in the 21st Century
  - Working with Families from a Mindfulness and Contextual Perspective
  - The Impact of Social Media
  - The Role of the Professional in Supporting Caregivers parenting children in the 21st Century
Parents are teachers, guides, leaders, protectors and providers for their children.

— IYANLA VANZANT
Parenting
Parenting
Expanding Our Perspective

Are you READY?
The Personal is Powerful
The Personal is Powerful

"We 'instruct' ourselves as others 'instruct' us ..."

"An interpersonal process is transformed into an intrapersonal one. Every function in a person’s cultural development appears twice: first, on the social level, and later, on the individual level; first, between people..., and then inside the child...teen...adult"

Lev Semyonovich Vygotsky [1896-1934]
The Personal is Powerful

“Bias is a tendency. Cognitive shortcuts which can cause problems when we’re not aware of them. Applying them inappropriately leading to rash decisions or discriminating practices. We rely on our biases, but need to keep them in check, which requires a delicate Balance of self awareness.”

Psychology Today
Mindfulness
“...is a deliberate way of paying attention to what is occurring within oneself as it is happening. It is the process of attentively observing your experience as it unfolds, without judgment or evaluation.”  Dr. Mark W. Muess
SWITCHING GEARS A BIT...
Expanding our View of Parenting

- Instinctual Parenting
- Reactive Parenting
- Purpose of Parenting
- Generational Differences
- Active Parenting
- Importance of Development and Role of the Brain
- Mindfulness
- Utilizing the Contextual Perspective
- 21st Century Skills
Expanding our View of Parenting

Instinctual Parenting

“Historically, parents have always relied on instinct, and children have not been harmed by this.”

“Instinct” implies not only an innate knowledge of how to care for your children, but also infers that “parental love” will guide the way in discipline, communication, and the relationship that you establish with your child.

“…is a result of a parent’s own early experiences as children, experiences that may have happened so early in life that they don’t even consciously remember them.”

Expanding our View of Parenting

Instinctual Parenting

“When we think about the well-being of our children, we plan to provide for them what was lacking for us...Then, when the first child arrives we come face to face with the reality that parenting is much more than a loving dream... Some days we find ourselves doing the very things we vowed we would never do.. Or we give in...we need to learn skills, often, many skills, that we did not learn in our families of origin.” –Jean Illsley Clarke and Connie Dawson

Expanding our View of Parenting

Instinctual Parenting

- “If we believe that what we call instinct can solve the problems that we face as parents in today’s complicated society, and if we believe that it can help us help our children solve the problems that they face, then we set ourselves up for failure.”

- “The complex demands of society today makes being a parent too risky to rely upon instinct. We educate ourselves for every other job we hold in society-being a parent shouldn’t be the exception.”

Expanding our View of Parenting

- Reactive Parenting
  - ...is characterized by waiting until teens push parents to their limits, and then reacting with random discipline.
  - “This parenting style is usually fraught with frustration, anger, and escalating conflict.”
  - “Reactive parenting unwittingly allows teens to control situations as well as parents’ emotion.”
  - Instead of preventing or solving problems, this approach allows problems to continue or even get worst as parents and teens replay the same painful scenes over and over.”

Expanding our View of Parenting

Purpose of Parenting

“...is to protect and prepare our children and teens to survive and thrive in the kind of society in which they will live”

The 21st Century Kid!

- Global Citizen
- Creative
- Active
- Mission-Driven
- Civically Engaged
- Fun
- Musical
- Artistic
- Planner
- Brave
- Optimistic
- Empathetic
- Connected
- Visionary
- Active
- Mission-Driven

Knowledge · Hungry · Global · Empowering
Independence · Thinker · Learner · Problem Solver
Experiential · Inventor · Writer · Leader · 360° Thinker
Investigator · Dreamer · Action-oriented · Happy
Inspired · Inspirational · Original · Creative
Friendly · Flexible · Collaborator · Civically Engaged · Fun
Musical · Artistic · Connected · Creative
Planner · Leader · Brave · Green · Ethical
Constructive · Optimistic · Collaborator · Innovator
Empathetic · Caring · Global Citizen · Creative
Connected · Visionary · Active · Mission-Driven

Peter H. Reynolds 2008

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Top 10 skills for the successful 21st-century worker

**Leadership**
Take a cross-disciplinary approach to project teamwork. Participate in leading and following in order to prepare for your career.

**Critical thinking**
Take coursework that offers an opportunity to engage in self-directed, project-based and applied learning.

**Communication**
Learn in an environment that requires participation in many modes of communication.

**Collaboration**
Choose courses that are collaborative and measure success by team results.

**Productivity and accountability**
Select a school that provides a code of conduct in learning situations to build accountability and productivity.

**Adaptability**
Take advantage of flexible course schedules and learning platforms in order to work, raise a family, volunteer and learn.

**Accessing, analyzing and synthesizing information**
Seek out a market-driven curriculum focused on real cross-functional issues to help you think about how issues interconnect.

**Innovation**
Seek out learning environments that build technology and media fluency.

**Entrepreneurialism**
Work on developing the ability to solve current and relevant issues in the safety of the classroom environment.

**Global citizenship**
Learn in a diverse classroom to gain opportunities to build cross-cultural understanding.
### Generational Differences

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<thead>
<tr>
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<tr>
<td><strong>Influences</strong></td>
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<td>Privation of WWs,</td>
<td>JFK, contraception,</td>
<td>The Cold War, Thatcher,</td>
<td>Computers, Internet,</td>
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<tr>
<td>Churchill, Roosevelt, De</td>
<td>television, Beatles,</td>
<td>Mitterand, Kohl, Star Wars, Rock music, European Union, car travel.</td>
<td>mobile phones, Instant messaging, gaming, global warming, Facebook, cheap air travel.</td>
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<td>Gaulle, Military Service,</td>
<td>Swingin 60’s</td>
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<td>Class system, train travel</td>
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<td><strong>Characteristics</strong></td>
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<td>Dedication,sacrifice,</td>
<td>Optimistic, team</td>
<td>Independent, diverse,</td>
<td>Optimism, civic duty,</td>
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<td>conformity, respect,</td>
<td>orientated, personal</td>
<td>global thinkers,</td>
<td>confident, easily bored,</td>
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<tr>
<td>hierarchy, patience,</td>
<td>gratification, health</td>
<td>technological, fun,</td>
<td>sociable, moral,</td>
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<tr>
<td>duty before pleasure</td>
<td>and wellbeing, personal growth, work involvement, forever young</td>
<td>informal, self reliant, pragmatic, detached, entrepreneurial</td>
<td>streetwise, environmental, nurtured.</td>
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<td><strong>Pros</strong></td>
<td><strong>Pros</strong></td>
<td><strong>Pros</strong></td>
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<td>Stable, loyal, detail</td>
<td>Driven, aggressive,</td>
<td>Adaptable, techno literate, independent, unimimidated by authority, creative</td>
<td>Meaningful work, tenacious, multi tasking, realistic, tech savvy, heroic spirit</td>
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<td>oriented, thorough, hard working</td>
<td>aim to please, team players, relationship focused, service orientated</td>
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<td><strong>Cons</strong></td>
<td><strong>Cons</strong></td>
<td><strong>Cons</strong></td>
<td><strong>Cons</strong></td>
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<tr>
<td>Resistance to change,</td>
<td>Technologically</td>
<td>Impatient, different</td>
<td>Need for structure and supervision, inexperienced, job hoppers, work isn’t everything</td>
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<tr>
<td>reluctant to rock the boat, shy from conflict, unexpressive and reserved</td>
<td>challenged, reluctant to disagree with peers, process ahead of result, self-centered, not budget minded</td>
<td>manners, skeptical, perceived as lazy, quick to criticize, lack of assertiveness, emphasize result over process</td>
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<tr>
<td><strong>Workplace style</strong></td>
<td><strong>Workplace style</strong></td>
<td><strong>Workplace style</strong></td>
<td><strong>Workplace style</strong></td>
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<tr>
<td>Derive identity from place, space reflects accomplishment and position, hierarchy, boundaries</td>
<td>Importance of corporate culture, and feeling part of the whole; private office, break away private enclaves, collaboration spaces, centralized knowledge centre.</td>
<td>Look and quality are important, enjoy the extras, support expression in individual space; personal, flexible mobile workstations; alternative officing; open accessible leadership team areas</td>
<td>They can work anywhere, informal and fluid use of space, space for mentoring; fun open collaborative spaces, plug and play tech environment, no boundaries or hierarchy</td>
</tr>
</tbody>
</table>
# Generational Differences

<table>
<thead>
<tr>
<th>8 Areas of Generational Differences</th>
<th>Traditionalists</th>
<th>Baby Boomers</th>
<th>Gen X</th>
<th>Millennials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communication</td>
<td>Formal</td>
<td>Structured</td>
<td>Casual</td>
<td>Fast</td>
</tr>
<tr>
<td>2. Work Style</td>
<td>By the book</td>
<td>Whatever it takes</td>
<td>Efficient</td>
<td>Goal-directed</td>
</tr>
<tr>
<td>3. Work/Life Balance</td>
<td>Work &amp; family separate</td>
<td>Work comes first</td>
<td>Balance a must</td>
<td>Blended Lifestyle</td>
</tr>
<tr>
<td>4. Etiquette/Grooming</td>
<td>Formal</td>
<td>Professional</td>
<td>Casual</td>
<td>Relaxed</td>
</tr>
<tr>
<td>5. Motivation/Rewards</td>
<td>Self motivated</td>
<td>Career driven</td>
<td>Time off</td>
<td>Public Praise</td>
</tr>
<tr>
<td>6. Respect/Loyalty</td>
<td>To the Organization</td>
<td>To the Profession</td>
<td>To the Individual</td>
<td>To Co-worker Friends</td>
</tr>
<tr>
<td>7. Leadership</td>
<td>Ultimate respect for Authority</td>
<td>Respect for Power</td>
<td>Collaboration is Key</td>
<td>Freedom is Key</td>
</tr>
<tr>
<td>8. Technology</td>
<td>“If it ain’t broke, don’t fix it.”</td>
<td>It’s necessary progress</td>
<td>It’s practical</td>
<td>“Is there anything else?”</td>
</tr>
</tbody>
</table>
Expanding our View on Parenting

Mindfulness

“A moment of stopping, turning inside, checking yourself out, noticing how you feel, and observing your thoughts, without buying into them is a profoundly significant moment. It will give you the power to act from a resourceful, skillful place.”

Sally Kempton
Expanding our View of Parenting

- Active Parenting philosophy
  - ...is that it is the job of the parent to play the leadership role in the family; however, this is not a simple matter of laying down the law. Effective leadership in any organization, from a business to a family, is a matter of having the right attitudes and skills.

Expanding our View of Parenting

- “Our job is to help them know and appreciate themselves deeply; to approach the world with zest; to find work that is exciting and satisfying, friends and spouses who are loving and loyal; and to hold a deep belief that they have something meaningful to contribute to society.”

- “…children must have the time and energy to become truly engaged in learning, explore and develop their interests, beef up their coping skills, and craft a sense of self that feels real, enthusiastic, and capable.”

Expanding our View of Parenting

- Active Parenting

...keep in mind, “the fundamental goal for children—and indeed, for all of us—is to belong, have a place to feel that we have worth and count with the people in our lives. There are hundreds of ways for an individual to meet this goal through cooperation, contribution, connection, shared competence, caring, compassion, and courage.”

Expanding our View of Parenting

Active Parenting

- Providing guidance and leadership
- Developing mutually respectful relationships
- Treating children as growing, developing people with different needs at different times in their lives
- Using natural and logical consequences
- Maintaining effective communication
- Listening and emotion coaching
- Providing encouragement, recognition, and positive attention
- Taking time to train and teach
- Using productive problem-solving methods
- Using direct, clear, & concise “I” messages when communicating with children or directing children to act differently
- Modeling respect, cooperation, kindness, caring and compassion


## Expanding our View of Parenting

<table>
<thead>
<tr>
<th>Stage with Age Range (Approx)</th>
<th>Early Adolescence (ages 10-14 years)</th>
<th>Middle Adolescence (ages 15-17 years)</th>
<th>Late Adolescence (ages 18-21 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Growth</strong></td>
<td>* Puberty: Rapid growth period</td>
<td>* Secondary sexual characteristics advanced</td>
<td>* Physical maturity and reproductive growth leveling off and ending</td>
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<tr>
<td></td>
<td>* Secondary sexual characteristics appear</td>
<td>* 95% of adult height reached</td>
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<td></td>
<td>* Shift in sleep patterns; stay up and sleep later. Need 9+ hours of sleep/day.</td>
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<td><strong>Intellectual/Cognition</strong></td>
<td>* Concrete thought dominates “here and now”</td>
<td>* Growth in abstract thought; reverts to concrete thought under stress</td>
<td>* Abstract thought established</td>
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<td></td>
<td>* Cause-effect relationships underdeveloped</td>
<td>* Cause-effect relationships better understood</td>
<td>* Future oriented; able to understand, plan and pursue long range goals</td>
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<tr>
<td></td>
<td>* Stronger “self” than “social awareness”</td>
<td>* Very self-absorbed</td>
<td>* Philosophical and idealistic</td>
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<tr>
<td><strong>Autonomy</strong></td>
<td>* Challenge authority, family; anti-parent</td>
<td>* Conflict with family predominates due to ambivalence about emerging independence</td>
<td>* Emancipation: -- vocational/technical/college and/or work</td>
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<tr>
<td></td>
<td>* Loneliness</td>
<td></td>
<td>-- adult lifestyle</td>
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<td></td>
<td>* Wide mood swings</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>* Things of childhood rejected</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>* Argumentative and disobedient</td>
<td></td>
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<tr>
<td><strong>Body Image</strong></td>
<td>* Pre-occupation with physical changes and critical of appearance</td>
<td>* Less concern about physical changes but increased interest in personal attractiveness</td>
<td>* Usually comfortable with body image</td>
</tr>
<tr>
<td></td>
<td>* Anxieties about secondary sexual characteristic changes</td>
<td>* Excessive physical activity alternating with lethargy</td>
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Expanding our View of Parenting
SWITCHING GEARS A BIT...
Expanding our View on Parenting

Levels of Influence in the Social Ecological Model

- **Structures, Policies, Systems**
  - Local, state, federal policies and laws to regulate/support healthy actions

- **Institutions**
  - Rules, regulations, policies & informal structures

- **Community**
  - Social Networks, Norms, Standards

- **Interpersonal**
  - Family, peers, social networks, associations

- **Individual**
  - Knowledge, attitudes, beliefs
Expanding our View of Parenting

Socialization

- "...refers to this continual process of learning and adaption. It refers to the processes by which we learn and adapt to the ways of given society or social group so as to adequately participate in it.

- "Adequate participation in a social group clearly requires understanding of the social expectations and obligations associated with our particular position within that group."

- "It does not necessarily imply conformity to prevailing social expectations but adaption to them."
Expanding our View of Parenting

Socialization cont’d

“...it is a complex process that takes many different forms. It occurs through simple observation, imitation, direct and indirect instruction, applications of positive and negative sanctions, trial and error, and continual participation in social interaction.”

Social rules of standards of appropriateness are general guidelines and not elaborate instructions for how to conduct oneself under every conceivable circumstance.

Individuals must learn how to apply and adapt social rules and standards to different situations and how to align their actions with those of others.

Children also learn much about social life from one another. Although often view adults as models and knowledgeable authorities, they learn many subtle lessons about the negotiated character of social relationships from similarly aged peers.
Expanding our View of Parenting

Agents of Socialization

School:
- Grammar
- Rules
- Social setting

Family:
- Language acquisition
- Relationships
- Rules, initial social interactions
- Morals, role models, behaviour

Peers:
- Activities, trends

Clubs/Social Groups:
- Social interaction
- Rules governing activities

Religion:
- Values, love for others
- Meaning of life
- Guidelines on how to live

Ethnic Background:
- Beliefs
- Values
- Customs

Government:
- Laws, sense of security
- Sanctions of punishment

Work:
- Employment
- Money
- Rules

Media:
- Stereotypes
- Trends
- How to act
Social Media

- What Exactly is Social Media?
  - “Social media includes web and mobile based technologies which are used to turn communication into interactive dialogue among organizations, communities, and individuals” – Wikipedia

- It’s made up of Texting, Social Networks – Facebook, Instagram, Twitter, Skyping, Cell phone Applications, YouTube, Tumblr, to name a few.

- “Unlike traditional media, social media is democratic in nature, as anyone with access to the internet can create media.” – Parent’s Guide to Understanding Social Media
Social Media’s Impact

- **Positive Impact**
  - Socialization and Communication
    - It provides a social environment for teens to have social connection to family members, friends, peers, etc.
    - It also provides an avenue of creation (projects, videos, businesses, etc.)
    - Enhance Learning Opportunities – access to tons of global information on just about any subject

- **Negative Impact**
  - Cyberbullying and Online Harassment
    - Dangers to teens using sites anonymously
    - Engage with people they do not know
    - Cruelty of other online

Parent’s Guide to Understanding Social Media
Social Media’s Impact

“In May 2012 article published by Harvard Review, David Rock writes, “An overabundance of dopamine—while it feels great, just as sugar does—creates a mental hyperactivity that reduces the capacity for deeper focus.” Just like any other stimulant, the more we use Facebook the bigger the hit it takes to get high. This makes Facebook so addictive. We need to “like”, comment, and share to keep the dopamine flowing.
Social Media: What Teens and Parents’ Need to Know

- Everything you post online is public
- Everywhere you go is tracked
- You can’t delete anything
- Employers Look at Social Media Profiles before Hiring and While You’re Employed
- Colleges may review Social Media Profiles during the Admittance Process
- The Children’s Online Privacy Protection Act 1998

Parent’s Guide to Understanding Social Media
Social Media: What Parents Can Do

- Check-in for Devices at Bedtime
- Understand Personalities Flip Flop online...put it in perspective
- Teach Responsibility versus relying on Blocking Software
- Understand the cell phone is a social network
- Developing parenting approaches that apply to the online world...need to balance freedom and limits
- Engaging your Adolescent online
- Adolescents will need guidance and coaching with understanding the potential risks online (what is put in writing, being unfriended, online follows you into the real world, misuse and abuse of photos, advertisements, cyberbullying, creepers, etc.)

Parent’s Guide to understanding Social Media and The Parent’s Handbook for Talking with Your Teens about Social Media
Social Media: The Role of the Professional

- We need to factor Social Media into our Practice
- Continuing to expand our knowledge of Social Media, Benefits and Risk
- Include questions about usage and types of social media in our Assessments
- Include in Treatment Planning as a strength and resource as well as a risk depending on social media behavior
- Educating teens and families on benefits and dangers of using social media
- Incorporate in our conversations with Families, making it a priority
- Building a resource library we can use to make recommendations to parents to educate themselves
- We want to encourage and equip parents, so they feel empower to do the job

Parenting Guide to Social Media and The Parent’s Handbook for Talking with you Teens about Social Media
Questions
Thank You and Remember to Mindfulness and Incorporate Social Media into your Practice

Mind Full, or Mindful?