



# Typical, Harmful, or Both?

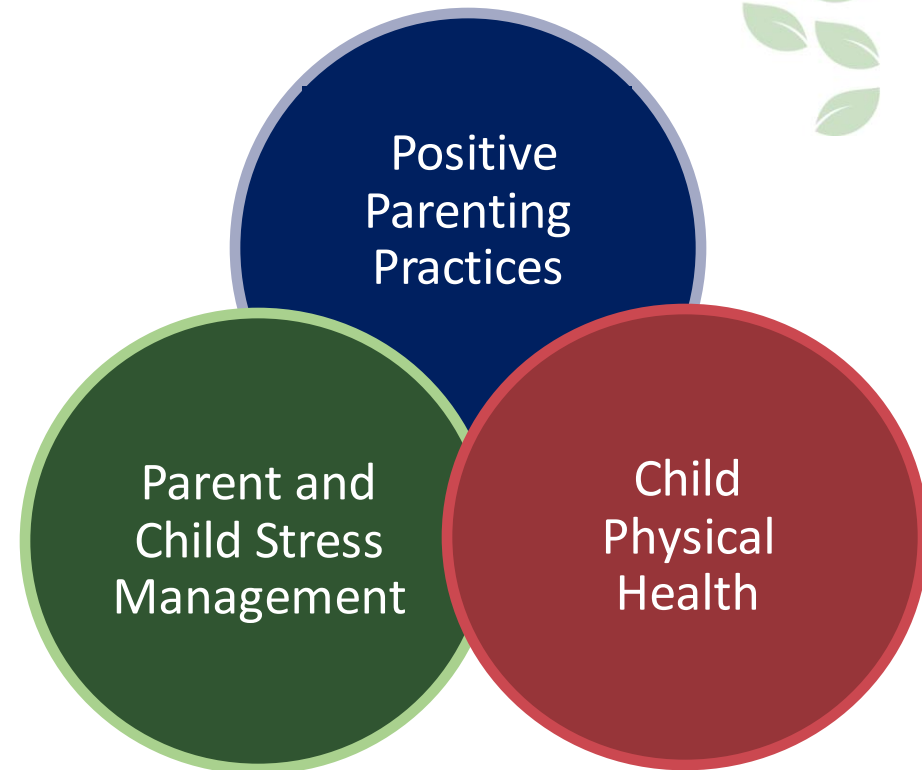
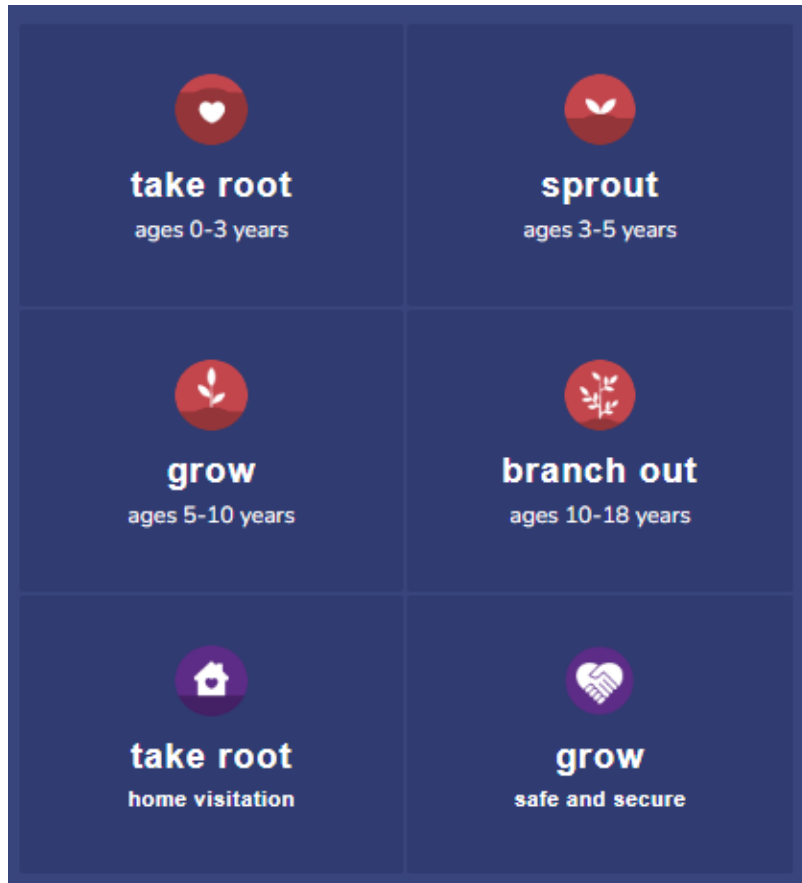
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Attending to Critical Behaviors in Older Children and Teens

**Ginger Welch, Ph.D.**

January 17, 2024

# The Thrive Initiative



# Clearinghouse



<https://militaryfamilies.psu.edu>



Applied Research



Program Implementation



Program Selection



Instructional Design



Program Evaluation



Curriculum Development



A close-up portrait of a woman with long, wavy, reddish-brown hair and black-rimmed glasses. She is wearing a dark turtleneck sweater and looking directly at the camera with a neutral expression. The background is a brick wall with some areas of white paint or plaster.

# Today's Presenter

**Ginger L. Welch, Ph.D.**  
**Oklahoma State University**

# Objectives

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- Discuss the benefits of early relationship building with children.
- List at least two key brain or behavioral changes that occur as children grow into adolescents.
- Identify at least three early signs of depression or anxiety in children and teens.
- Discuss the benefits of self-regulation when parenting children and teens.



# When I Say “Teen,” ...

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# You Say: ?



# Why is it challenging?



- “Renegotiation of roles”
  - Personal choice and autonomy vs. safety and responsibility (parents)

Rote, W. M., & Smetana, J. G. (2016). Patterns and predictors of mother–adolescent discrepancies across family constructs. *Journal of Youth and Adolescence*, 45, 2064–2079. <https://doi.org/10.1007/s10964-016-0515-1>



# Typical, Harmful, or Both?

- Conflict with parents
- Peer influence
- Social media use
- Risk taking
- Mental health
- Independence, Independence, Independence!





# Back to the Beginning



- Secure Attachment
- Authoritative parenting habits
- Warm, sensitive, responsive
- Secure attachment at age 2 was positively correlated with emotional regulation in preschool.
- Anger regulation in preschool was correlated with regulation of social negativity in pre-adolescence.

Boldt, L. J., Goffin, K. C., & Kochanska, G. (2020). The significance of early parent-child attachment for emerging regulation: A longitudinal investigation of processes and mechanisms from toddler age to preadolescence. *Developmental Psychology*, 56(3), 431–443. <https://psycnet.apa.org/doi/10.1037/dev0000862>



## Early Relationships Matter!

- Secure attachment helps build the framework for later emotion regulation.
  - “the process of modulating the occurrence, duration, and intensity of internal states of feeling (both positive and negative) and emotion-related physiological processes.” (Eisenberg, Spinrad, & Smith, 2004)
- Related to social competence
- Emotion-related socialization behaviors

# Attachment & Resilience



- Parent/child relationship quality (PRCQ) can act as a buffer for aggressive behaviors for children who have been abused.
- Higher levels of PRCQ and parental monitoring have been associated with lower levels of both externalizing and internalizing behaviors in children who have experienced maltreatment.

Fagan, A. A. (2020). Child maltreatment and aggressive behaviors in early adolescence: evidence of moderation by parent/child relationship quality. *Child Maltreatment*, 25(2), 182-191. <https://doi.org/10.1177/1077559519874401>

Olson, A. Chow, S., Jones, D., & Shenk, C. (2023). Child maltreatment, parent-child relationship quality, and parental monitoring in relation to adolescent behavior problems: Disaggregating between and within person effects. *Child Abuse & Neglect*, 136, 106003. <https://doi.org/10.1016/j.chiabu.2022.106003>



# Taking Action Now

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We can't rest on our attachment laurels.



# Emotion Coaching



- Emotion coaching: what emotions are, why they are happening, and what to do about them
- Related to lower levels of teen internalizing and externalizing problems and better emotion regulation abilities
- Opposing practice: dismissive behaviors

Breaux, R. P., McQuade, J. D., Harvey, E. A., & Zakarian, R. J. (2018). Longitudinal associations of parental emotion socialization and children's emotion regulation: The moderating role of ADHD symptomatology. *Journal of Abnormal Child Psychology*, 46, 671–683. <https://doi.org/10.1007/s10802-017-0327-0>

McKee, L. G., DiMarzio, K., Parent, J., Dale, C., Acosta, J., & O'Leary, J. (2022). Profiles of emotion socialization across development and longitudinal associations with youth psychopathology. *Research on Child Adolescent Psychopathology*, 50, 193–210. <https://doi.org/10.1007/s10802-021-00829-6>



# How You Argue Matters



- Emotional variability: recognizing not only the source of conflict but also strengths and connections
- For mothers and their children, more emotional variability in disagreements have been associated with more “egalitarian and reciprocal” relationships.

Branje, S. (2018). Development of parent–adolescent relationships: Conflict interactions as a mechanism of change. *Child Development Perspectives*, 12(3), 171-176.

<https://doi.org/10.1111/cdep.12278>



# Fly High, but Stay Close



- For older teens and emerging adults, parental support for autonomy and relatedness was positively related to autonomy and relatedness.
- Teen ratings of support for autonomy were correlated with feelings that parent-child relatedness was supported.
- Autonomy and relatedness were positively related to each other for emerging adults, but they were not related for teens.

Inguglia, C., Ingoglia, S., Liga, F., Lo Coco, A., & Lo Cricchio, M. G. (2015). Autonomy and relatedness in adolescence and emerging adulthood: Relationships with parental support and psychological distress. *Journal of Adult Development*, 22, 1–13.

<https://doi.org/10.1007/s10804-014-9196-8>



# Clinical Take-Home

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- The early attachment relationship is likely showing up in the current relationship.
- Parents and teens look at the purpose of changing roles differently.
- Emotional regulation, emotion coaching, and emotional variability can all be supported at home and in therapy.
- BUT REMEMBER...All transitions are bumpy, and that doesn't mean a parent has a poor relationship or that they have been a "bad" parent.





## Brain, Behavior, and Conflict

- The brain matures in the mid to late 20s/adolescence and emerging adulthood.
- Plasticity: less than childhood but more than adulthood
- Adolescence is a sensitive period for social, emotional, and cognitive development.
- Prefrontal cortex: last to develop; decision making, planning, organizing, and related processes
- Synaptic pruning: streamlining neural connections

# ABCD Study: Goals



- “To develop national standards for normal brain development in youth, by defining the range and pattern of variability in trajectories of brain development observed in children growing up in the United States.
- To define the factors related to and predictive of variability in behavioral trajectories (e.g., of cognitive and emotional development, academic progress, etc.).
- To examine the roles of genetic versus environmental factors on development, as well as their interactions (e.g., by analysis of data from 800 twin pairs embedded within the cohort, and through genomic analyses).
- To estimate the effects of health, physical and creative activities, and sleep, as well as sports injuries and other injuries on brain development and other outcomes.
- To determine how exposure to various levels and patterns of alcohol, nicotine, cannabis, caffeine, and other substances affect developmental outcomes, and how pre-exposure developmental differences relate to use patterns.
- To further elucidate the onset and progression of mental disorders and the factors that influence their course or severity; and to examine the relationship between mental disorders and substance use.”

Jernigan, T. L., Brown, S. A., & Dowling, G. J. (2018). The Adolescent Brain Cognitive Development Study. *Journal of Research on Adolescence*, 28(1), 154-156.

<https://doi.org/10.1111/jora.12374>



# Wired to be a Teen?



- Brain development is uneven.
- Consider the challenges presented by early development of arousal and reward regions and the later development of executive functioning areas.



## We Get By With A Little Help From Our Moms

- Maternal warmth: “acceptance, love, approachability, and attention”
- Higher maternal warmth predicted lower neural activation when hearing personal, critical statements, and lower internalizing symptoms.

Butterfield, R. D., Silk, J. S., Lee, K. H., Siegle, G. S., Dahl, R. E., Forbes, E. E., Ryan, N. D., Hooley, J. M., & Ladouceur, C. D. (2021). Parents still matter! Parental warmth predicts adolescent brain function and anxiety and depressive symptoms 2 years later. *Development and Psychopathology*, 33(1), 226-239.

<https://doi.org/10.1017/s0954579419001718>

# Brains at Risk



- Mother's positive behaviors with their adolescents may attenuate the development of some mental health concerns that emerge in adolescence.



Whittle, S., Simmons, J. G., Dennison, M., Vijayakumar, N., Schwartz, O., Yap, M. B. H., Sheeber, L., & Allen, N. B. (2014). Positive parenting predicts the development of adolescent brain structure: A longitudinal study. *Developmental Cognitive Neuroscience*, 8, 7-17. <https://doi.org/10.1016/j.dcn.2013.10.006>





- Neighborhood poverty may impact cognitive functioning, even when controlling for household income.

Taylor, R. L., Cooper, S. R., Jackson, J. J., & Barch, D. M. (2020). Assessment of neighborhood poverty, cognitive function, and prefrontal and hippocampal volumes in children. *JAMA Network Open*, 3(11), e2023774.

<https://doi.org/10.1001%2Fjamanetworkopen.2020.23774>

# Sleep Disturbance



- Sleep disturbance and shorter sleep duration associated with internalizing and externalizing problems.
- Hypersomnia in girls is significantly associated with depression at one year follow up.
- Sleep disturbance is predictive of depression.

Goldstone, A. Javitz, H. S., Claudatos, S. A., Buysse, D. J., Hasler, B. P., de Zambotti, M., Clark, D. B., Franzen, P. L., Prouty, D. E., Colrain, I. M., & Baker, F. C. (2020). Sleep disturbance predicts depression symptoms in early adolescence: Initial findings from the Adolescent Brain Cognitive Development Study. *Journal of Adolescent Health*, 66(5), 567-574. <https://doi.org/10.1016/j.jadohealth.2019.12.005>



# Clinical Take-Home



- Never too late: brain plasticity
- Connection is (still) key
- Manage and reduce stress
- Sleep





# Sources of Conflict: Media

- Teen screen use
  - Higher perceptions of stress and lower mental health functioning associated with higher levels of screen time.
  - Higher levels of social support and coping skills associated with lower levels of screen time.



Nagata, J. M., Cortez, C. A., Cattle, C. J., Ganson, K. T., Iyer, P., Bibbins-Domingo, K., & Baker, F. C. (2022). Screen time use among us adolescents during the COVID-19 pandemic: Findings from the Adolescent Brain Cognitive Development (ABCD) Study. *JAMA Pediatrics*, 176(1), 94–96.

<https://doi.org/10.1001/jamapediatrics.2021.4334>



# Social Media



- Some adolescents may benefit from social media connections in terms of social development and mental health, but frequent users may also be at increased risk for mental health and sleep challenges.



# Sleep and Media

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- Social media use (specifically at night) and being emotionally invested in social media activity were correlated with the following:
  - decreased sleep quality and self-esteem; and
  - elevated levels of anxiety and depression.

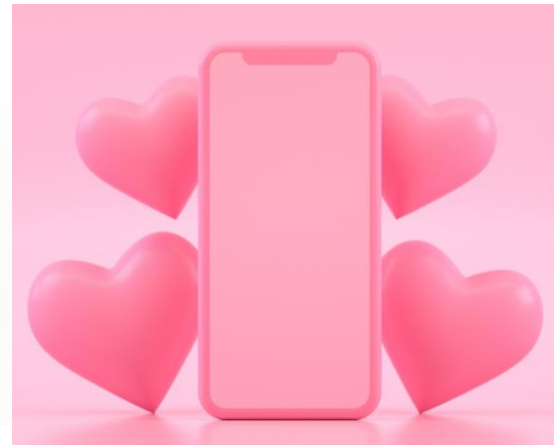
Woods, H. C., & Scott, H. (2016). #Sleepyteens: Social media use in adolescence is associated with poor sleep quality, anxiety, depression and low self-esteem. *Journal of Adolescence*, 51, 41-49. <https://doi.org/10.1016/j.adolescence.2016.05.008>



# How Many Accounts?



- The number of social media accounts held by teens was moderately correlated with symptoms of ADHD, anxiety, and depression.



Barry, C. T., Sidoti, C. L., Briggs, S. M., Reiter, S. R., & Lindsey, R. A. (2017). Adolescent social media use and mental health from adolescent and parent perspectives. *Journal of Adolescence*, 61, 1-11. <https://doi.org/10.1016/j.adolescence.2017.08.005>



# Kinds of Online Profiles



- Social media users:
  - “...a flourishing profile (high social acceptance, low depression, and low anxiety),
  - a moderate profile (average social acceptance, above average depression, above average anxiety), and
  - a languishing profile (low social acceptance, high depression, and high anxiety).”

Law, D. M., Shapka, J. D., & Collie, R. J. (2020). Who might flourish and who might languish? Adolescent social and mental health profiles and their online experiences and behaviors. *Human Behavior & Emerging Technologies*, 2, 82–92. <https://doi.org/10.1002/hbe2.172>



# Peer Influence



- Peer support, family togetherness, and behavioral expectations by parents were all associated with higher ratings of health and overall well-being.
- Teens who rated higher emotional closeness to their families were rated as having lower susceptibility to negative influence by peers.

Williams, L. R., & Anthony, E. K. (2015). A model of positive family and peer relationships on adolescent functioning. *Journal of Child and Family Studies*, 24, 658–667. <https://doi.org/10.1007/s10826-013-9876-1>



- Emotion coaching may buffer the pathway from peer problems to negative self-concept.



Buckholdt, K. E., Kitzmann, K. M., & Cohen, R. (2016). Parent emotion coaching buffers the psychological effects of poor peer relations in the classroom. *Journal of Social and Personal Relationships*, 33(1), 23-41. <https://doi.org/10.1177/0265407514562560>

# Clinical Take Away



- Social media and screen time can be challenging for parents to govern, but there are many pathways to attempt to structure it (e.g., hours, content, when, where).
- Supporting family emotional coaching and togetherness relates not only to peer relationships but to children's abilities to deal with negative peer experiences.





# Clinical Take Away



- “In our view, the movement toward looking at parents and peers as interacting forces, rather than competing ones, has been one of the most important advances in parenting research over the past decade.”



Morris, A. S., Ratliff, E. L., Cosgrove, K. T., & Steinberg, L. (2021). We know even more things: a decade review of parenting research. *Journal of Research on Adolescence*, 31, 870-888. <https://doi.org/10.1111/jora.12641>

# Mental Health



- A review published in 2014 found increased rates of internalizing symptoms in adolescent girls across studies.
- Pre-pandemic levels of mental health distress may already have been rising.

Bor, W., Dean, A. J., Najman J., & Hayatbakhsh, R. (2014). Are child and adolescent mental health problems increasing in the 21st century? A systematic review. *Australian and New Zealand Journal of Psychiatry*, 48(7), 606-616.

<https://doi.org/10.1177/0004867414533834>

Deighton, J., Lereya, S. T., Casey, P., Patalay, P., Humphrey, N., & Wolpert, M. (2019). Prevalence of mental health problems in schools: poverty and other risk factors among 28 000 adolescents in England. *The British Journal of Psychiatry*, 215(3), 565–567.

<https://doi.org/10.1192/bjp.2019.19>





## Mental Health Continued

- Rates of suicide for U.S. children ages 10-14 nearly tripled between 2007 and 2017, with those aged 15-19 also experiencing rising rates of homicide and suicide.

Curtin, S. C., & Heron, M. (2019). *Death rates due to suicide and homicide among persons aged 10–24 : United States, 2000–2017* (Data Brief No. 352). National Center for Health Statistics.

<https://www.cdc.gov/nchs/products/databriefs/db352.htm>

# Early Relationships



- For girls, positive parenting at age 10/11 was associated with decreased physical and social aggression, as well as decreased suicidal ideation.
- Harsh parenting at age 6/7 correlated to elevated suicidal ideation for males.
- Harsh parenting at age 10/11 associated with hyperactivity for boys and girls.

Kingsbury, M., Sucha, E., Manion, I., Gilman, S. E., & Colman, I. (2020). Adolescent mental health following exposure to positive and harsh parenting in childhood. *Canadian Journal of Psychiatry*, 65(6), 392-400.  
<https://doi.org/10.1177/0706743719889551>



# Pandemic Review



- Rates of:
  - Anxiety
  - Depression
  - ADHD
  - Sleep
- Children with special needs, those with pre-existing mental health conditions, and those with “excessive media exposure”
- Eating disorders

Panchal, U., Salazar de Pablo, G., Franco, M., Moreno, C., Parellada, M., Arango, C., & Fusar-Poli, P. (2023). The impact of COVID-19 lockdown on child and adolescent mental health: systematic review. *European Child and Adolescent Psychiatry*, 32, 1151–1177. <https://doi.org/10.1007/s00787-021-01856-w>



# Helpful, Harmful, or Both? thrive

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- Discuss the benefits of early relationship building with children.
- Discuss the benefits of self-regulation when parenting children and teens.

# Helpful, Harmful, or Both? thrive

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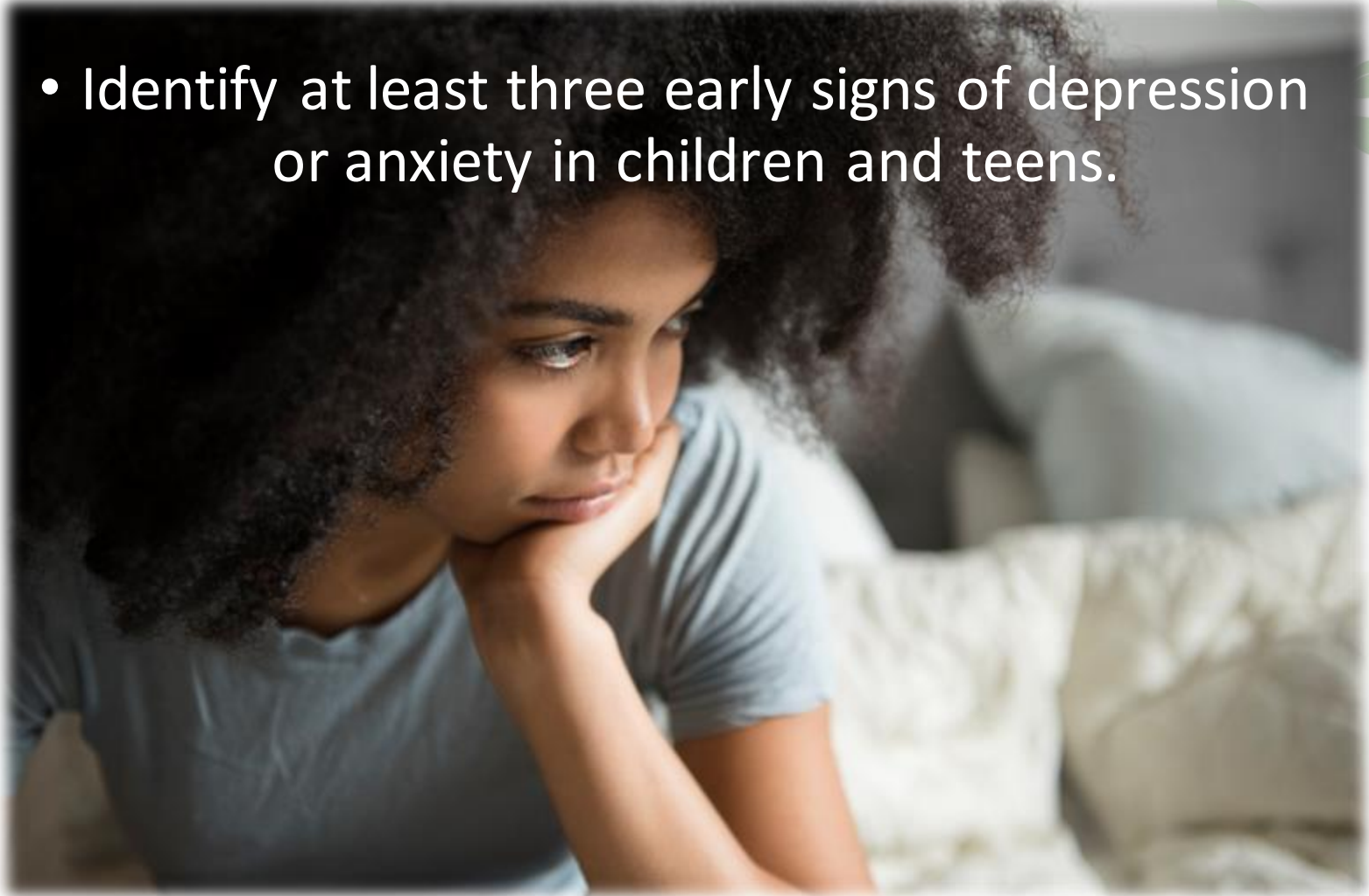


- List at least two key brain or behavioral changes that occur as children grow into adolescents.

# Helpful, Harmful, or Both?

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- Identify at least three early signs of depression or anxiety in children and teens.





# Clinical Take-Home



- Keep the family context in mind.
  - early childhood environment
- Therapists can help caregivers connect their parenting from “then” to “now,” and validate the struggle.
- Specific skill building
- Specific risk factors



# Your Questions

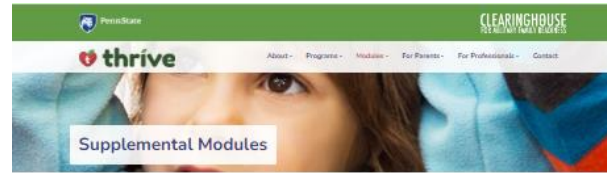
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# Q & A



# Related Resources











The supplemental modules listed below identify specific topics that may be beneficial to meet your family goals. The intent of the supplemental modules is to build on information and strategies discussed in the four universal Thrive parenting programs – Take Root, Sprout, Grow, Branch Out. Therefore, by participating in the age-appropriate Thrive parenting program before engaging with any of the supplemental modules, you will reap the most benefits.

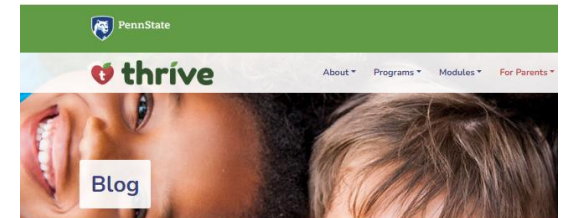
Browse the modules listed below, then tap the module button to begin when you are ready. Each module will take approximately 2 hours to complete.

## harmful behaviors Recognize. Respond. Repair.

A supplemental parent-education module that is designed to offer support to parents and caregivers as they help their children understand how their behavior can impact themselves and others. This module also addresses unwanted or harmful behaviors, such as bullying, and offers suggestions regarding what children can do if they experience or witness these behaviors.

[Learn More](#)

 <p><b>adolescent mental health</b> Parenting for Resilience</p> <p>A supplemental parent-education module that is designed to offer support to parents and caregivers of adolescents who experience mental health challenges.</p> <p><a href="#">Learn More</a></p>	 <p><b>anger management</b> Understanding Coping and Emotions</p> <p>A supplemental parent-education module that is designed to help parents and caregivers understand and reduce anger and conflict in everyday moments and situations.</p> <p><a href="#">Learn More</a></p>	 <p><b>coping parenting</b> Understanding Coping and Emotions</p> <p>A supplemental parent-education module that is designed to offer support to parents and caregivers as they support their children alongside other adults.</p> <p><a href="#">Learn More</a></p>
 <p><b>exceptional families</b> Supporting Children with Disabilities</p> <p>A supplemental parent-education module that is designed to offer support to parents and caregivers of children with a disability.</p> <p><a href="#">Learn More</a></p>	 <p><b>grandfamilies</b> Supporting Grandparents</p> <p>A supplemental parent-education module that is designed for grandparents who are full-time caregivers of children between the ages of 0 to and 18 years old.</p> <p><a href="#">Learn More</a></p>	 <p><b>harmful behaviors</b> Recognize, Respond, Repair</p> <p>A supplemental parent-education module that is designed to offer support to parents and caregivers as they help their children understand how their behavior can impact themselves and others. This module also addresses unwanted or harmful behaviors, such as bullying, and offers suggestions regarding what children can do if they experience or witness these behaviors.</p> <p><a href="#">Learn More</a></p>
 <p><b>parental absence</b> Supporting Children with Disabilities</p> <p>A supplemental parent-education module that is designed to offer support to parents and caregivers who experience family separation.</p> <p><a href="#">Learn More</a></p>	 <p><b>raising siblings</b> Supporting Children with Disabilities</p> <p>A supplemental parent-education module that is designed to support parents and caregivers who have multiple children or those who are planning to increase their family size.</p> <p><a href="#">Learn More</a></p>	



## Why Can't We All Just Get Along? Helping Your Child Understand and Navigate Complicated Relationships

Published on December 20, 2023

Peer conflict is a normal part of human interaction, and children often begin to experience this type of conflict during childhood. These conflicts can occur for several reasons and may be verbal (i.e., spoken or written) or physical confrontations. As a parent, understanding some of the reasons for childhood peer conflict can help you better...

[Continue](#)



## Children: Technology and Socialization

Published on December 19, 2023

Although the restrictions that emerged from the COVID-19 pandemic limited people's abilities to connect face-to-face, many families and children were able to adapt and use technology to help them stay connected. For example, your family may have kept in contact with loved ones through social media and video calls. Even though social distancing is less...

[Continue](#)



# Office Hours

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- ✓ Open to anyone who supports military families.
- ✓ Get real-time guidance and resources from researchers and implementation specialists for free.
- ✓ Learn how to tackle real-world problems and challenges through monthly collaborative learning sessions.
- ✓ Attend any of the monthly micro-learning sessions over Teams (30-45 minutes each).

<https://militaryfamilies.psu.edu/open-office-hours/>



**WEBINAR**

# **Thrive Educational Series**

## **Helping Families to Build Supportive Coparenting Relationships**

**March 19, 2024**

**12:00 p.m. EST**



**Thank you for providing feedback!**

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<https://bit.ly/ThriveCriticalBehaviors>

# Contact Us

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## Contact Us



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[thrive@psu.edu](mailto:thrive@psu.edu)



1.814.865.7412



# References



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Jernigan, T. L., Brown, S. A., & Dowling, G. J. (2018). The Adolescent Brain Cognitive Development Study. *Journal of Research on Adolescence*, 28(1), 154-156. <https://doi.org/10.1111/jora.12374>



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