



A Logic Model of Parent-Child Connectedness:

**Using the Behavior-Determinant-
Intervention (BDI) Logic Model to Identify
Parent Behaviors Necessary for
Connectedness with Teen Children**

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About ETR

ETR Associates (Education, Training, Research Associates), established in 1981, is a national, nonprofit organization whose mission is to enhance the well-being of individuals, families and communities by providing leadership, educational resources, training, and research in health promotion with an emphasis on sexuality and health education.

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■ Introduction

About Parent-Child Connectedness (PCC)¹

ETR Associates defines parent-child connectedness, or PCC, as a condition characterized by *an emotional bond between a parent and a child that is both mutual and sustained over time*. PCC has emerged from research as a compelling “super protector” — a feature of family life that may buffer young people from the many challenges and risks facing them in today’s world. In fact, PCC has been associated with 33 adolescent outcomes such as tobacco use, depression, eating disorders, academic achievement, pregnancy, HIV infection and others.

About the BDI Logic Model

The Behavior-Determinant-Intervention (BDI) Logic Model is a graphic depiction that shows clearly and concisely the causal mechanisms through which specific interventions can affect behavior and thereby achieve a health goal. The BDI model is a powerful tool for the development of more effective programs and for the evaluation of those programs.²

Logic models can serve three purposes. These are:

1. Analyze and understand a particular construct by breaking it down into its constituent parts and operationalizing those parts;
2. Act as tools to strategically, purposefully and scientifically identify the causal pathways between health goals and interventions; and
3. Point program developers to the outcome and process indicators to be measured and evaluated.

Specifically, BDI logic models identify:

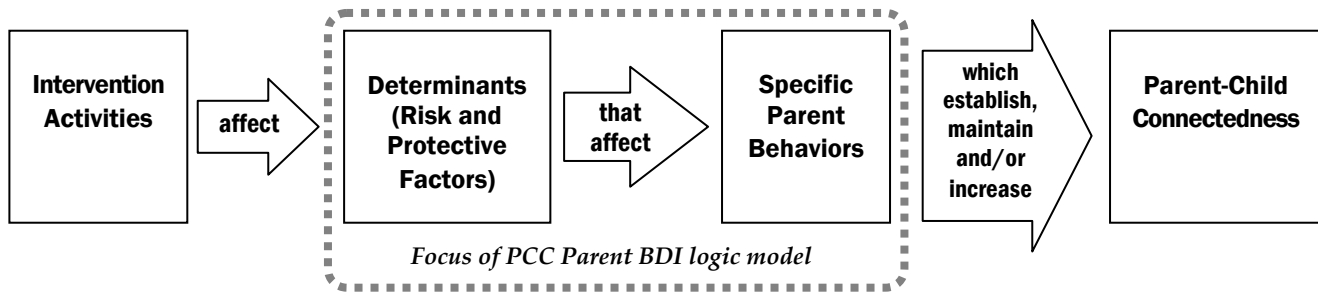
1. The *health goal* to be achieved;
2. The *behaviors* that are directly related to that health goal;
3. The *determinants* (i.e., the risk or protective factors) that influence each of those behaviors; and
4. The *intervention* activities designed to change each selected determinant.

¹ Adapted from *Major Findings about Parent-Child Connectedness*.

<http://www.etr.org/recapp/column/column200401MajorFindings.htm>

² Adapted from Kirby, D., (2004), *BDI Logic Models: A Useful Tool for Designing, Strengthening and Evaluating Programs to Reduce Adolescent Sexual Risk-Taking, Pregnancy, HIV and Other STDs*.

<http://www.etr.org/recapp/BDILOGICMODEL20030924.pdf>



As the ordering of the elements of a BDI Logic Model, above, suggests, BDI logic models are created from *right to left*. Once created, they can be read in either direction. BDI logic models are typically read from right to left when the reader wants to focus primarily on understanding the causal relationships between the goal, the behaviors that produce it and the determinants of those behaviors. Conversely, they are often read from *left to right* when the reader's main concern is to learn about specific intervention activities, and their basis in theory, that could change determinants and behaviors to achieve the health goal in a designated population.

About the PCC Parent BDI Logic Model

ETR has created a BDI logic model that identifies the parent behaviors that establish, maintain and/or increase PCC. The model is unusual in that PCC is usually found in logic models as a *determinant* of behaviors leading to health goals such as reduction of unwanted teen pregnancy. In this model, we have made PCC itself the goal and identified the behaviors, and determinants of those behaviors, that promote it. In this way, the PCC Parent BDI Logic Model focuses on columns 2 and 3, as illustrated in the above diagram.

In ETR's definition, PCC is characterized as mutual, or what we also sometimes call "bidirectional." It should be emphasized that *this* logic model focuses on what parents can do in their relationships with their teens to promote PCC. Clearly, another logic model needs to be written with teens as the active subject to capture *both* directions of the "bidirectionality" intrinsic to PCC. ETR hopes to be able to write this second, teen-focused, logic model in the near future.

The logic model presented here was informed by three years of research on parent-child connectedness including: 1) a comprehensive literature review of 600 peer-reviewed journal articles related to parent-teen relationships, 2) a five-city focus group study with African American and Latino parents and teens living in low-income neighborhoods, 3) an online survey about PCC with adolescent reproductive health professionals, 4) in-depth interviews with adolescent reproductive health practitioners, and 5) site visits with the staff of programs that have a parent-child connectedness component.

How to Use this Document

The purpose of this PCC Parent BDI Logic Model is to help readers understand the PCC construct and hopefully help them apply this understanding to their work with parents and teens. In this way, it aligns primarily with the first use of logic models described above – as an analytical tool for “unpacking” and operationalizing specific concepts or constructs.

This model describes what parents can do to impact PCC in their relations with their teens. It also describes what factors in their lives, or “determinants,” impact their ability to act and hopefully helps answer practical questions about PCC: “How do I know whether I’m seeing connectedness in families I observe?” “How do I make sense of variations in behavior and conditions across families with comparable levels of PCC?” “What are the ‘intervention points’ that are key to helping families establish, maintain and/or increase PCC?”

In this context, readers will immediately see that the document focuses almost entirely on the behaviors and determinants columns of the four-column model. Furthermore, for all intents and purposes, the emphasis on practical analysis means that this logic model is intended to be read from right to left, focusing on behaviors and their determinants, with the reader reminding herself along the way that PCC is always the goal.

It would, in fact be impossible to read this model from right to left, as the interventions column is entirely absent from this document! Partly, this is due to the fact that the scope of this examination of PCC is so large that a document that also included interventions would be large and ungainly. Partly, we left ETR’s PCC interventions out of this document to avoid biasing readers who might be using this logic model to guide the design of their own PCC interventions. In any case, readers who are interested in specific PCC interventions can find sources of these interventions in the document resources listed on the following pages, particularly the companion to this logic model, *ETR’s Compendium of Parent-Child Connectedness Intervention Activities*.

■ Parent-Child Connectedness Resources

The following resources on PCC are available from ETR Associates:

- *PCC Literature Review: Implications for Research, Intervention, and Positive Impacts on Adolescent Health*
This 86-page comprehensive literature review establishes the protective influence of PCC on a variety of adolescent health outcomes; describes close to 100 possible determinants of PCC; proposes a new logic model that describes how PCC is established; and reviews existing interventions that have had an affect on PCC.
A pdf version of this review is available for free on ReCAPP at <http://www.etr.org/recapp/research/litreview.pdf>.
The book-bound version is available for \$15.00 per copy by following ordering instructions at <http://www.etr.org/recapp/products/products.htm>.
- *Parent-Child Connectedness: Voices of African-American and Latino Parents and Teens*
This 114-page report summarizes findings, themes and program implications from an ETR focus group study conducted in 2004 with 135 African-American and Latino parents and teens living in low income neighborhoods in California, Maryland, Florida and New York.
A pdf version of this report is available for free on ReCAPP at <http://www.etr.org/recapp/research/PCCFocusGroupReport.pdf>.
The book-bound version is available for \$15.00 per copy by following ordering instructions at <http://www.etr.org/recapp/products/products.htm>.
- Parent-Child Connectedness: Topic-in-Brief (ReCAPP)
<http://www.etr.org/recapp/column/column200401.htm>
This Topic-in-Brief provides an overview of ETR's PCC BRIDGE Project; outlines the major findings from our study on parent-child connectedness; describes a two-day think tank held with parent-child connectedness experts; and includes a list of key resources on parent-child connectedness.
- Parent-Child Connectedness Forum (ReCAPP)
<http://www.etr.org/recapp/forum/forumsummary200402.htm>
In February, 2004, 99 participants from across the United States, representing a variety of organizations and viewpoints, joined the PCC forum and shared information, resources and common concerns and questions regarding how to define, identify and develop PCC within families. This forum was moderated by Lori Rolleri, Steve Bean, Nicole Lezin, and Julie Taylor.
- Findings from an Online Survey of Practitioners (ReCAPP)
<http://www.etr.org/recapp/research/AuthorPaperPCCSurvey0104.htm>
Summarizes the findings of an on-line survey examining how parent-child connectedness is understood by users of the Resource Center for Adolescent Pregnancy Prevention (ReCAPP) web site.

- Full PCC Project Bibliography, January 2004
 - A-L: <http://www.etr.org/recapp/research/PCCBibliographyAL.htm>
 - M-Z: <http://www.etr.org/recapp/research/PCCBibliographyMZ.htm>

- *Parent-Child Connectedness: New Interventions for Teen Pregnancy Prevention*

This collection of six interactive activities is designed to strengthen various behaviors and determinants related to parent-child connectedness. Developed primarily for use by practitioners in the area of adolescent reproductive health, these activities are general enough for a variety of prevention practitioners seeking to strengthen PCC. Includes activities to be facilitated in a workshop format as well as self-guided activities for parents and teens to complete at home. Activities range between 45 and 90 minutes to complete; each can stand alone or be presented in a suggested sequence.

A pdf version of these activities is available for free on ReCAPP at <http://www.etr.org/recapp/research/PCCInterventions.pdf>.

The book-bound version is available for purchase by following ordering instructions at <http://www.etr.org/recapp/products/products.htm>.

- *Compendium of Parent-Child Connectedness Intervention Activities* (forthcoming)

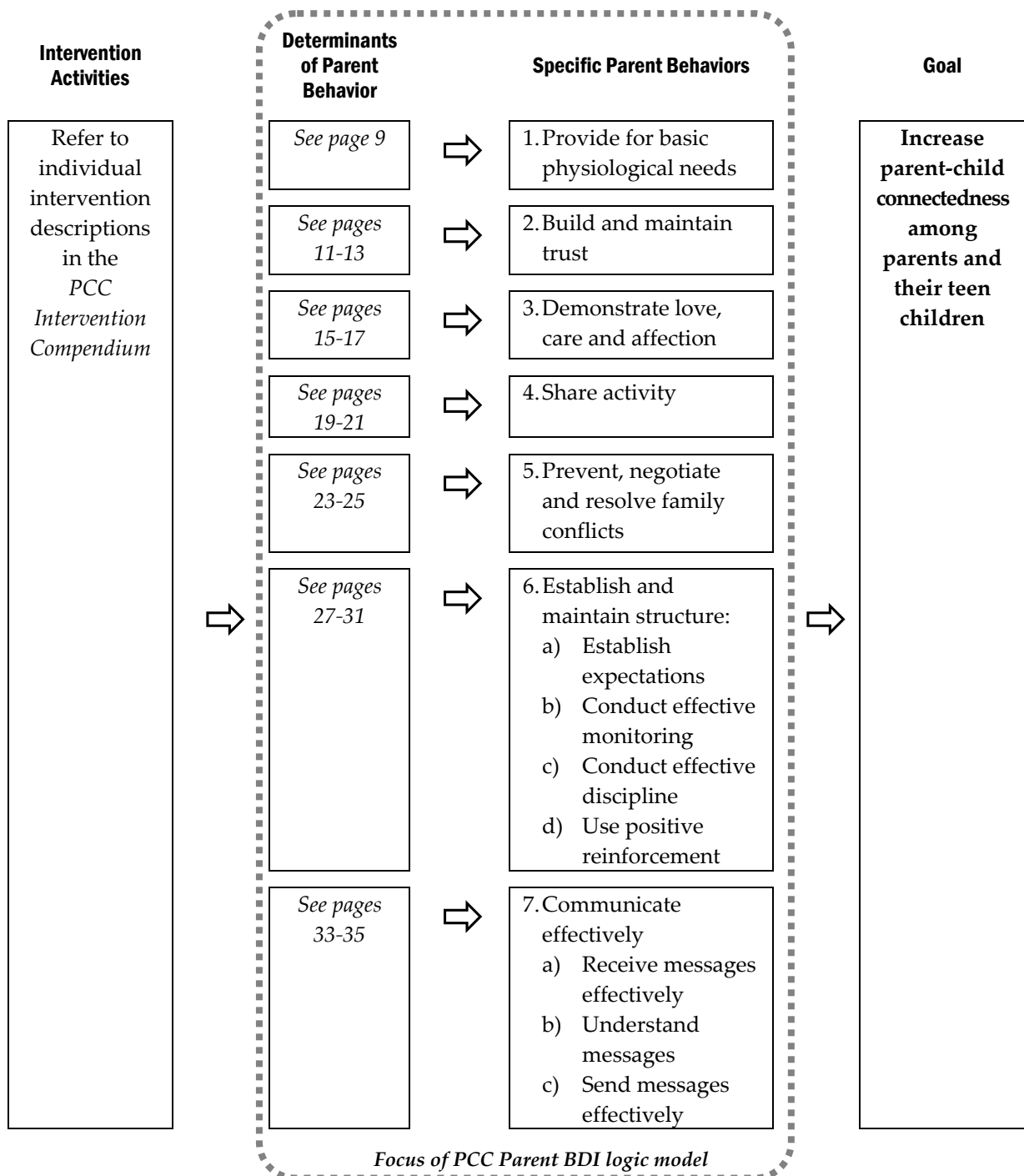
This compendium of interventions will target the behaviors and determinants identified in this logic model that strengthen parent-child connectedness. Check <http://www.etr.org/recapp/products/products.htm> for availability.

For more information about ETR's work on parent-child connectedness, contact:

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■ Parent-Child Connectedness BDI Logic Model



This logic model focuses on *Determinants of Parent Behavior* and *Specific Parent Behaviors*, which are outlined in the above diagram. Specific *Intervention Activities* are detailed in the *PCC Intervention Compendium*.

■ Determinants of Parent Behavior

1. Provide for Basic Physiological Needs

Determinants of Parent Behavior

All determinants are protective factors unless marked with a (-)

1. Understand the basic nutritional, clothing, shelter, health-care, mental & physical needs of pre-adolescents and adolescents, including how these needs change over time.



2. Know where to access services for providing basic needs.



3. Have the skills necessary to access basic services or overcome barriers to access.



4. Obtain financial resources necessary to provide basic needs.



5. Schedule time and resources necessary to provide basic needs.



6. Know how to assess, and then assess the basic needs of your child.



7. Parents have support as evidenced by:

- a) Belief that support is beneficial to parenting.
- b) Ability to recognize when support is needed.
- c) Knowledge of where to find professional and community-level support.
- d) Ability to use reference tools to find sources of information and support, e.g., internet, library, yellow pages, etc.
- e) Access to professional support, including mental health services, legal services, vocational development services, financial management, social services, etc.
- f) Access to community-level support, including support groups, church, Alcohol Anonymous, library, etc.
- g) Knowledge of where to find, and how to ask for/access effective personal support from family, friends, neighbors, etc.
- h) Knowing and practicing stress reduction techniques, e.g., meditation, exercise, breathing, self-talks, naps/rest, "alone time," etc.
- i) Single parenting. (-)
- j) Receiving support from own children (without crossing the boundary into enmeshment/co-dependence).
- k) Use of technology tools (e.g., telephone, email, instant messages) to access existing support network.



Specific Parent Behavior

1. Provide for basic physiological needs

■ Determinants of Parent Behavior

2. Build and Maintain Trust

Determinants of Parent Behavior

All determinants are protective factors unless marked with a (-)

1. Believe that trust is important in relationships.



2. Understand the function of trust in healthy relationships.



3. Understand and practice the components of trust-building, including: honesty, commitment, openness, confidentiality, patience, loyalty, consistency, respect, giving accurate/factual information, avoiding embarrassing or humiliating, listening, providing basic needs and physical protection, providing emotional support (encouragement, nurturing, love & affection), and forgiveness.



- a) Know how to make clear agreements/commitments.
- b) Implement “commitment” by following through on agreements and promises.
- c) Communicate honestly with a level of disclosure appropriate to a parent-teen relationship – don’t lie, lie by omission or exaggerate. Do admit to what you don’t know. Give factual, accurate information.
- d) Establish openness through sharing of current and past emotions, thoughts, experiences.
- e) Keep confidentiality.
- f) Be consistent about expectations, rules, discipline, emotional reactions, and level of availability (within a range) towards individual children and among siblings.
- g) Listen without interrupting and use positive body language.
- h) Clarify what you hear while listening and, as necessary, use reflection, summarization and questioning.
- i) Empathize with the emotions you hear while listening.
- j) Provide emotional support by listening, empathizing, problem-solving around causes of emotional distress, encouragement, being patient, advocating for the child, accepting them for who they are, asking them what their needs are around support, apologizing, etc.
- k) Be responsive to a child’s cues about his/her needs for emotional support.
- l) Provide for basic needs such as nutrition, shelter, clothing, physical protection, healthcare, mental and physical fitness.

Specific Parent Behavior

2. Build and maintain trust

Determinants of Parent Behavior

All determinants are protective factors unless marked with a (-)

- m) Be responsive to a child’s cues about his/her basic needs.
- n) Know what actions will embarrass or humiliate a child.
- o) Avoid actions that would embarrass or humiliate a child.
- p) Communicate unconditional love, acceptance and support around the child’s self, but not necessarily around behaviors that are negative.
- q) Show loyalty by taking your child’s side/ being an advocate, giving them the benefit of the doubt, giving them the opportunity to explain themselves, and giving them “second chances.”
- r) Establish clear and gentle boundaries around availability to avoid situations that lead to impatience.
- s) Demonstrate patience using effective non-verbal cues and listening.
- t) Demonstrate patience by providing “second chances,” repetition and opportunities for practice and improvement.
- u) Demonstrate patience by avoiding “communication blockers” (e.g., interruptions, insults, lack of attention, etc.)
- v) Teach forgiveness, model forgiveness and ask for forgiveness.

4. Use authoritative knowledge, parental power and influence appropriately and moderately.



5. Apologize when appropriate.



6. Demonstrate respect for your child by showing esteem, pride, appreciation and trust in your child.



7. Parents have support as evidenced by:
- a) Belief that support is beneficial to parenting.
 - b) Ability to recognize when support is needed.
 - c) Knowledge of where to find professional and community-level support.
 - d) Ability to use reference tools to find sources of information and support, e.g., internet, library, yellow pages, etc.
 - e) Access to professional support, including mental health services, legal services, vocational development services, financial management, social services, etc.



Specific Parent Behavior

2. **Build and maintain trust**
(continued)

Determinants of Parent Behavior

All determinants are protective factors unless marked with a (-)

- f) Access to community-level support, including support groups, church, Alcohol Anonymous, library, etc.
- g) Knowledge of where to find, and how to ask for/access effective personal support from family, friends, neighbors, etc.
- h) Knowing and practicing stress reduction techniques, e.g., meditation, exercise, breathing, self-talks, naps/rest, "alone time," etc.
- i) Single parenting. (-)
- j) Receiving support from own children (without crossing the boundary into enmeshment/co-dependence).
- k) Use of technology tools (e.g., telephone, email, instant messages) to access existing support network.

8. Parents understand their approach to parenting as evidenced by:

- a) Belief that an understanding of: i) how your parenting is influenced by your own experiences as a child, ii) what your own parents modeled, and iii) your beliefs about appropriate parenting roles is important to creating a healthy parent-child connection.
- b) Awareness and understanding of your parenting style and priorities.
- c) Awareness of and healing from your own childhood abuse and trauma.
- d) Repetition of negative cycles of abuse or trauma within your own family. (-)
- e) Knowledge of what positive parenting skills are.
- f) Self-efficacy to utilize positive parenting skills.
- g) Awareness of your individual, adult set of values and how they affect parenting practices.
- h) Balancing your role as a parent with a role as a "friend."
- i) Knowledge and acceptance of your boundaries, limitations and mistakes.
- j) Self-affirmation of your skills and successes as a parent.

**Specific Parent Behavior**

2. **Build and maintain trust**
(continued)

■ Determinants of Parent Behavior

3. Demonstrate Love, Care and Affection

Determinants of Parent Behavior

All determinants are protective factors unless marked with a (-)

1. Believe that love, care and affection are important to a parent-child relationship.



2. Learn what does and does not feel loving and affectionate to your child (e.g., through discussion and observation).



3. Understand the components of showing love and caring to your child, including: expressing physical and verbal affection, doing special things for your child, building trust, being consistent and loving.



4. Express verbal and physical affection to your child with a frequency that feels loving to them (and at levels that are appropriate to the relationship) such as: hugs, kisses, lying together on a bed or couch, caressing, saying, "I love you," using "pet names," grooming your child appropriately (e.g., braiding your daughter's hair), holding hands.



5. Do special things for your child, such as: buy them a present, cook a special meal, go someplace together, telephone calls, greeting cards, one-on-one time, etc.



6. Build trust (See Parent Behavior 2, above).



7. Be consistent (See Parent Behavior 2, above).



8. Make love and affection unconditional (See Parent Behavior 2, above).



9. Understand co-dependence/enmeshment and inappropriate touch and set appropriate boundaries with regard to them.



10. Express love, care and affection equitably among siblings.



11. Be aware of and resist stereotypical gender roles in parenting that might inhibit expressions of love, care and affection.



12. Model love and affection in other relationships.



13. Recognize your own barriers to giving and receiving love, care and affection.



Specific Parent Behavior

3. Demonstrate love, care and affection

Determinants of Parent Behavior

All determinants are protective factors unless marked with a (-)

14. Address your barriers to giving and receiving love, care and affection.



15. Parents have support as evidenced by:



- a) Belief that support is beneficial to parenting.
- b) Ability to recognize when support is needed.
- c) Knowledge of where to find professional and community-level support.
- d) Ability to use reference tools to find sources of information and support, e.g., internet, library, yellow pages, etc.
- e) Access to professional support, including mental health services, legal services, vocational development services, financial management, social services, etc.
- f) Access to community-level support, including support groups, church, Alcohol Anonymous, library, etc.
- g) Knowledge of where to find, and how to ask for/access effective personal support from family, friends, neighbors, etc.
- h) Knowing and practicing stress reduction techniques, e.g., meditation, exercise, breathing, self-talks, naps/rest, "alone time," etc.
- i) Single parenting. (-)
- j) Receiving support from own children (without crossing the boundary into enmeshment/co-dependence).
- k) Use of technology tools (e.g., telephone, email, instant messages) to access existing support network.

16. Parents understand their approach to parenting as evidenced by:



- a) Belief that an understanding of: i) how your parenting is influenced by your own experiences as a child, ii) what your own parents modeled, and iii) your beliefs about appropriate parenting roles is important to creating a healthy parent-child connection.
- b) Awareness and understanding of your parenting style and priorities.
- c) Awareness of and healing from your own childhood abuse and trauma.
- d) Repetition of negative cycles of abuse or trauma within your own family. (-)
- e) Knowledge of what positive parenting skills are.
- f) Self-efficacy to utilize positive parenting skills.

Specific Parent Behavior

3. **Demonstrate love, care and affection**
(continued)

Determinants of Parent Behavior

All determinants are protective factors unless marked with a (-)

- g) Awareness of your individual, adult set of values and how they affect parenting practices.
- h) Balancing your role as a parent with a role as a “friend.”
- i) Knowledge and acceptance of your boundaries, limitations and mistakes.
- j) Self-affirmation of your skills and successes as a parent.

Specific Parent Behavior

- 3. **Demonstrate love, care and affection**
(continued)

■ Determinants of Parent Behavior

4. Share Activity

Determinants of Parent Behavior

All determinants are protective factors unless marked with a (-)

1. Believe that shared activity is an important part of a healthy parent-child relationship.



2. Find adequate time for regular shared activity.



3. Be well enough (in terms of health, energy, mental health) to share activities with your child.



4. Obtain sufficient financial resources to support shared activity in addition to meeting basic physiological needs.



5. Learn what shared activities your child enjoys (e.g., sports, shopping, church, listening to music, arts & crafts, conversation, eating, movies, etc.).



6. Negotiate differences in interests between yourself and your child.



7. Recognize the value of, and utilize, "down time" for shared activity.



8. Understand and be able to recognize "connective" shared activity, including: laughter/humor, playfulness, communication of indicators or qualities of emotions, experiences and interests, teaching and learning, creating together, patience, and flexibility.



9. Recognize the value of, and ensure that, milestones, celebrations, traditions and culturally/religious significant events are vehicles for shared activity.



10. Recognize the value of, and allot time for, one-on-one shared activity with individual children.



11. Ensure that shared activity is allotted equitably among siblings.



12. Recognize and problem-solve around teens' experience of negative social pressure to not spend time with parent(s).



13. Eliminate or mitigate barriers to the quality of shared activity (e.g., distractions such as telephone calls, crying babies, etc.).



Specific Parent Behavior

4. Share activity

Determinants of Parent Behavior

All determinants are protective factors unless marked with a (-)

14. Parents have support as evidenced by:
- a) Belief that support is beneficial to parenting.
 - b) Ability to recognize when support is needed.
 - c) Knowledge of where to find professional and community-level support.
 - d) Ability to use reference tools to find sources of information and support, e.g., internet, library, yellow pages, etc.
 - e) Access to professional support, including mental health services, legal services, vocational development services, financial management, social services, etc.
 - f) Access to community-level support, including support groups, church, Alcohol Anonymous, library, etc.
 - g) Knowledge of where to find, and how to ask for/access effective personal support from family, friends, neighbors, etc.
 - h) Knowing and practicing stress reduction techniques, e.g., meditation, exercise, breathing, self-talks, naps/rest, "alone time," etc.
 - i) Single parenting. (-)
 - j) Receiving support from own children (without crossing the boundary into enmeshment/co-dependence).
 - k) Use of technology tools (e.g., telephone, email, instant messages) to access existing support network.



Specific Parent Behavior

4. Share activity
(continued)

15. Parents understand their approach to parenting as evidenced by:
- a) Belief that an understanding of:
 - i) how your parenting is influenced by your own experiences as a child
 - ii) what your own parents modeled
 - iii) your beliefs about appropriate parenting roles is important to creating a healthy parent-child connection.
 - b) Awareness and understanding of your parenting style and priorities.
 - c) Awareness of and healing from your own childhood abuse and trauma.
 - d) Repetition of negative cycles of abuse or trauma within your own family. (-)
 - e) Knowledge of what positive parenting skills are.
 - f) Self-efficacy to utilize positive parenting skills.



Determinants of Parent Behavior

All determinants are protective factors unless marked with a (-)

- g) Awareness of your individual, adult set of values and how they affect parenting practices.
- h) Balancing your role as a parent with a role as a “friend.”
- i) Knowledge and acceptance of your boundaries, limitations and mistakes.
- j) Self-affirmation of your skills and successes as a parent.

Specific Parent Behavior

- 4. Share activity
(*continued*)

■ Determinants of Parent Behavior

5. Prevent, Negotiate and Resolve Conflicts

Determinants of Parent Behavior

All determinants are protective factors unless marked with a (-)

Determinants of Parent Behavior		Specific Parent Behavior
1. Believe that preventing and resolving conflict is important to a healthy parent-child relationship.	⇒	5. Prevent, negotiate and resolve conflicts
2. Learn and use conflict resolution skills including: establishing ground rules and role clarification, problem identification, assessing needs, negotiating and making decisions jointly, generating potential solutions, clearly stating and documenting solutions and agreements, focusing on common ground, communicating effectively (non-blaming), compromising, apologizing and forgiving.	⇒	
3. Learn and use conflict prevention skills, including: family meetings, parent admitting mistakes, parent apologizing, offering explanations for decisions, asking teens' opinions, being clear and reasonable, having consistent and fair expectations and rules, offering rewards for positive reinforcement of teen engaging in conflict resolution.	⇒	
4. Understand adolescent development to predict how your child will approach, and react to, conflict and how growing needs for autonomy might influence parent-child dynamics around conflict.	⇒	
5. Grant appropriate autonomy.	⇒	
6. "Babying" or denying autonomy resulting from parent's sense of loss and/or sense of detachment due to children developing into adolescents or adults. (-)	⇒	
7. Teach your child values and life skills that promote in them a healthy level of autonomy, e.g., work ethic, money management, pet care, making appointments, planning and scheduling, and time management.	⇒	
8. Be aware of, teach and model healthy, non-violent, non-aggressive, constructive methods for releasing stress, anger and frustration.	⇒	
9. Be able to assess how critical any individual conflict is in the parent-child relationship.	⇒	

Determinants of Parent Behavior

All determinants are protective factors unless marked with a (-)

10. Recognize and be able to mitigate, mediate or control the effect of outside conflicts (e.g., with spouse, other adult relatives, child’s siblings, etc.) on your relationship with your child.



11. Understand contributors to conflict (e.g., not following through on agreements, chores not being done, sibling antagonism, money, new environments, nagging, family structure, changes in hormones, competition for parent’s attention, and previously unresolved conflicts in the parent-child relationship).



12. Knowledge of and availability of emotional and instrumental support around conflict.



13. Ability to monitor child’s behavior without nagging.



14. Parents have support as evidenced by:

- a) Belief that support is beneficial to parenting.
- b) Ability to recognize when support is needed.
- c) Knowledge of where to find professional and community-level support.
- d) Ability to use reference tools to find sources of information and support, e.g., internet, library, yellow pages, etc.
- e) Access to professional support, including mental health services, legal services, vocational development services, financial management, social services, etc.
- f) Access to community-level support, including support groups, church, Alcohol Anonymous, library, etc.
- g) Knowledge of where to find, and how to ask for/access effective personal support from family, friends, neighbors, etc.
- h) Knowing and practicing stress reduction techniques, e.g., meditation, exercise, breathing, self-talks, naps/rest, “alone time,” etc.
- i) Single parenting. (-)
- j) Receiving support from own children (without crossing the boundary into enmeshment/co-dependence).
- k) Use of technology tools (e.g., telephone, email, instant messages) to access existing support network.



Specific Parent Behavior

5. Prevent, negotiate and resolve conflicts (continued)

Determinants of Parent Behavior

All determinants are protective factors unless marked with a (-)

15. Parents understand their approach to parenting as evidenced by:
- a) Belief that an understanding of: i) how your parenting is influenced by your own experiences as a child, ii) what your own parents modeled, and iii) your beliefs about appropriate parenting roles is important to creating a healthy parent-child connection.
 - b) Awareness and understanding of your parenting style and priorities.
 - c) Awareness of and healing from your own childhood abuse and trauma.
 - d) Repetition of negative cycles of abuse or trauma within your own family. (-)
 - e) Knowledge of what positive parenting skills are.
 - f) Self-efficacy to utilize positive parenting skills.
 - g) Awareness of your individual, adult set of values and how they affect parenting practices.
 - h) Balancing your role as a parent with a role as a "friend."
 - i) Knowledge and acceptance of your boundaries, limitations and mistakes.
 - j) Self-affirmation of your skills and successes as a parent.

**Specific Parent Behavior**

5. **Prevent, negotiate and resolve conflicts**
(continued)

■ Determinants of Parent Behavior

6. Establish and Maintain Structure through Expectations, Monitoring, Discipline and Positive Reinforcement

Determinants of Parent Behavior

All determinants are protective factors unless marked with a (-)

Specific Parent Behavior

1. Believe that providing structure by establishing expectations, monitoring and disciplining is an important part of a healthy parent-child relationship.



6. Establish and maintain structure

2. Parents have support as evidenced by:

- a) Belief that support is beneficial to parenting.
- b) Ability to recognize when support is needed.
- c) Knowledge of where to find professional and community-level support.
- d) Ability to use reference tools to find sources of information and support, e.g., internet, library, yellow pages, etc.
- e) Access to professional support, including mental health services, legal services, vocational development services, financial management, social services, etc.
- f) Access to community-level support, including support groups, church, Alcohol Anonymous, library, etc.
- g) Knowledge of where to find, and how to ask for/access effective personal support from family, friends, neighbors, etc.
- h) Knowing and practicing stress reduction techniques, e.g., meditation, exercise, breathing, self-talks, naps/rest, "alone time," etc.
- i) Single parenting. (-)
- j) Receiving support from own children (without crossing the boundary into enmeshment/co-dependence).
- k) Use of technology tools (e.g., telephone, email, instant messages) to access existing support network.



3. Parents understand their approach to parenting as evidenced by:

- a) Belief that an understanding of: i) how your parenting is influenced by your own experiences as a child, ii) what your own parents modeled, and iii) your beliefs about appropriate parenting roles is important to creating a healthy parent-child connection.
- b) Awareness and understanding of your parenting style and priorities.



Determinants of Parent Behavior

All determinants are protective factors unless marked with a (-)

Specific Parent Behavior



Determinants of Parent Behavior

All determinants are protective factors unless marked with a (-)
















Specific Parent Behavior

<p>13. Grant autonomy effectively:</p> <ul style="list-style-type: none"> a) Understand adolescent development to predict how your child will approach, and react to, structure and how growing needs for autonomy might influence parent-child dynamics around structure. b) “Babying” or denying children autonomy resulting from parent’s sense of loss and/or sense of detachment due to children developing into adolescents and adults. (-) c) Teach and coach values and life skills that promote a healthy level of autonomy, e.g., work ethic, money management, pet care, making appointments, planning and scheduling, and time management. 	⇒	<p>6b. Conduct effective monitoring</p>	
<p>14. Have knowledge of: with whom your teen is spending time, school performance, school activities, personal interests, emotional and physical health, risk behaviors (substance use, sex, gang involvement, etc.), and spending patterns.</p>	⇒		
<p>15. Conduct regular check-ins around short- and long-term goals.</p>	⇒		
<p>16. Nagging and over-monitoring. (-)</p>	⇒		
<p>17. Utilize technological tools (e.g., cellular phone, email, instant messaging).</p>	⇒		
<p>18. Utilize adult support networks as aides to monitoring.</p>	⇒		
<p>19. Facilitate teen’s involvement in structured, monitored activities.</p>	⇒		
<p>20. Be available to monitor teen’s activity.</p>	⇒		
<p>21. Understand child development to inform appropriate levels of monitoring activity.</p>	⇒		
<p>22. Use shared activities that double as monitoring activity (e.g., completing homework together, “down time” discussions, transporting teens to free time activities and observing peers who are participating).</p>	⇒		
<p>23. Believe that the purpose of discipline is for teaching and not for punishment or penitence.</p>	⇒		<p>6c. Conduct effective discipline</p>

Determinants of Parent Behavior

All determinants are protective factors unless marked with a (-)

Specific Parent Behavior

<p>24. Establish a set of consequences that is clearly articulated, clearly linked to expectations, consistent, reasonable/fair and “natural,” or related to expectations.</p>		<p>6c. Conduct effective discipline <i>(continued)</i></p>
<p>25. Negotiate your set of consequences with your teen.</p>		
<p>26. Use of physical/corporal punishment. (-)</p>		
<p>27. Discipline verbally in a way that is aggressive, abusive, demeaning, insulting and/or sarcastic. (-)</p>		
<p>28. Have a knowledge of, and access to, support and services for handling discipline (e.g., family court, social workers, law enforcement, parent support groups, extended family.)</p>		
<p>29. Have an awareness of your own experience being disciplined by your own parents. (+, -)</p>		
<p>30. Have an awareness of how culture, religion and social norms may influence discipline.</p>		
<p>31. Discipline teen for simply disagreeing or holding a different opinion. (-)</p>		
<p>32. Use of “natural consequences.”</p>		
<p>33. Explain or give a rationale for consequences at the “time of incident.”</p>		
<p>34. Provide timely discipline.</p>		
<p>35. Depersonalize discipline and address behavior without blaming or judging the child’s “self” or self worth.</p>		
<p>36. Believe that positive reinforcement is important to an effective approach to parental discipline.</p>		<p>6d. Provide positive reinforcement</p>
<p>37. Knowledge of positive reinforcement discipline strategies.</p>		
<p>38. Provide praise, privileges and rewards for positive behavior in a consistent manner and with equal or greater frequency than negative reinforcement/punishment.</p>		

Determinants of Parent Behavior

All determinants are protective factors unless marked with a (-)

39. Demonstrate equity among siblings in providing positive reinforcement.



40. Seek child's opinions.



41. Know and show an interest in child's own interests.



42. Communicate optimism about the family's and the child's future.



43. Express confidence in the child's capabilities, specifically the child's ability to behave positively.



44. Demonstrate to the child that you are "in the child's corner."



45. Ability to identify positive behaviors, attitudes and characteristics in your child.



46. Publicly affirming and displaying tokens of your child's accomplishments (e.g., hang report card on refrigerator).

**Specific Parent Behavior**

6d. Provide positive reinforcement
(continued)

■ Determinants of Parent Behavior

7. Communicate Effectively

Determinants of Parent Behavior

All determinants are protective factors unless marked with a (-)

Determinants of Parent Behavior	→	Specific Parent Behavior
1. Believe that communication is important to a healthy parent-child relationship.	→	7. Communicate effectively
2. Knowledge of the three components of communication (receiving, understanding and sending messages).	→	
3. Demonstrate openness by: initiating conversations, being available, using welcoming and positive body language/showing interest, demonstrating patience, inviting conversations, inviting opinions, valuing (or at least not devaluing) the child's opinions, valuing the child's feelings, and answering questions.	→	
4. Schedule a future time to talk when responsibilities or boundaries preclude immediate communication.	→	
5. Follow through on scheduled times for communicating.	→	
6. Awareness of your likely emotional reactions to a variety of (potentially difficult) topics.	→	
7. Demonstrate constructive management of emotional reactions to various (potentially difficult) topics.	→	
8. Open-mindedness/tolerance.	→	
9. Use of technology tools to facilitate communication, especially over distance/separation. (e.g., cellular phones, email, snail mail, instant messaging, fax, PDAs, telegrams, etc.)	→	
10. Overwhelm child with too many topics or questions. (-) [Prioritize/triage topics (+)]	→	
11. Overwhelm child with too much repetition. (-)	→	
12. Give child positive reinforcement for efforts made to communicate.	→	
13. Invite child's responses to parental input/statements.	→	

Determinants of Parent Behavior

All determinants are protective factors unless marked with a (-)

14. Abrupt, inappropriate or disrespectful disengagement from the communication processes. (-)



15. Parents have support as evidenced by:

- a) Belief that support is beneficial to parenting.
- b) Ability to recognize when support is needed.
- c) Knowledge of where to find professional and community-level support.
- d) Ability to use reference tools to find sources of information and support, e.g., internet, library, yellow pages, etc.
- e) Access to professional support, including mental health services, legal services, vocational development services, financial management, social services, etc.
- f) Access to community-level support, including support groups, church, Alcohol Anonymous, library, etc.
- g) Knowledge of where to find, and how to ask for/access effective personal support from family, friends, neighbors, etc.
- h) Knowing and practicing stress reduction techniques, e.g., meditation, exercise, breathing, self-talks, naps/rest, "alone time," etc.
- i) Single parenting. (-)
- j) Receiving support from own children (without crossing the boundary into enmeshment/co-dependence).
- k) Use of technology tools (e.g., telephone, email, instant messages) to access existing support network.



16. Parents understand their approach to parenting as evidenced by:

- a) Belief that an understanding of: i) how your parenting is influenced by your own experiences as a child, ii) what your own parents modeled, and iii) your beliefs about appropriate parenting roles is important to creating a healthy parent-child connection.
- b) Awareness and understanding of your parenting style and priorities.
- c) Awareness of and healing from your own childhood abuse and trauma.
- d) Repetition of negative cycles of abuse or trauma within your own family. (-)
- e) Knowledge of what positive parenting skills are.
- f) Self-efficacy to utilize positive parenting skills.

**Specific Parent Behavior**

7. Communicate effectively
(continued)

Determinants of Parent Behavior

All determinants are protective factors unless marked with a (-)

- g) Awareness of your individual, adult set of values and how they affect parenting practices.
- h) Balancing your role as a parent with a role as a “friend.”
- i) Knowledge and acceptance of your boundaries, limitations and mistakes.
- j) Self-affirmation of your skills and successes as a parent.

17. Ability to listen actively.

18. Introduce tangents or non-sequitors. (-)

19. Utilize listening roadblocks e.g., judgment, interruption, lack of eye contact, detached or disinterested or hostile body language, belittling or minimizing, redirecting conversation to self, giving advice prematurely, mental or environmental distractions, engaging in another activity while listening, lecturing/preaching. (-)

20. Clarify, as necessary, what you hear while listening, using reflection, summarization and questioning.

21. Open-mindedness/tolerance (also in “general communication” above).

22. Acknowledge your child’s feelings, experiences, concerns and opinions and validate when appropriate.

23. Empathize with the emotions you hear while listening.

24. Use “I-statements.”

25. Use of yelling, blaming, insults, verbal abuse, sarcasm. (-)

26. Articulate messages clearly using appropriate vocabulary, vocal intonation.

27. Use body language that is consistent with the content of verbal messages.

28. Check for child’s understanding of messages.

29. Convey honest and factually accurate messages.

Specific Parent Behavior

7. **Communicate effectively**
(*continued*)

7a. **Receive messages effectively**

7b. **Understand messages**

7c. **Send messages effectively**

