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Ben Silliman, Family Life Specialist, Editor: P.O. Box 3354, Laramie, WY 82071

PH: (307) 766-5689 e-mail: silliman@uwyo.edu

Adolescence is first and foremost a period of change, of discovery. What some fail to realize is that this period of development is heavily influenced by the parents of teens. The child that once spent hours content with a wooden spoon and a pot to bang on it is now curious about how to "spoon," and what they should do if ever offered "pot." Make no mistake; it's a big, scary world out there, and many adolescents are entering this -- one of the most vulnerable times in their lives -- with little or no protection or self-awareness. It is the responsibility of parents to equip their children effectively with "weapons" -- behaviors, values, and general self-confidence -- that can combat an onslaught of pressure, from within and without, to make choices that will ultimately effect their future health and happiness.

Adolescence is, by pure definition, a transitory period of growth and development (both physical, mental, emotional, and spiritual) between childhood and adulthood. It is an inevitable fact of life that generally appears to lie outside teens' or parents' ability to control. While parents and teens may not be able to control some of the changes taking place during adolescence, research indicates that positive, supporting, authoritative parenting can steer teens away from making decisions that have negative, even dire, consequences. What does it mean to be a positive, authoritative parent? We hope that the articles published in this newsletter will go a long way to defining this. If nothing else, we wish to increase awareness about the huge impact that parenting can and does have on adolescent development. While there may be no universally "right" way to parent, the suggestions contained herein offer a model that has statistically produced adolescents who are more self-aware, self-confident, safer from illegal or immoral action-, and, ultimately, happier and healthier.

The following pages discuss issues ranging from peer pressure to teenage pregnancy, but the focus remains how to effectively parent adolescents through one of the most tumultuous times in their lives. If properly administered, parental techniques and behaviors can effectively steer teens away from drugs, alcohol, and sex and turn them toward healthy growth and development.

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Feedback or requests for resources or training welcomed. For more resources on family life education check out the UW Extension Family Life World Wide Web site, "Dreamcatcher" at: www.uwyo.edu/ag/ces/family/dream.html

Parenting Styles

Among four parenting styles:

- 1) Authoritative
- 2) Authoritarian
- 3) Permissive and
- 4) Negligent,

authoritative parenting most often fostered personal and social responsibility in adolescents. without limiting their emerging autonomy. Authoritative parents scored in the upper third on acceptance/involvement and strictness/supervision

Students of non-authoritative parents exhibited more dysfunctional attributions than children of authoritarians (lowest on acceptance/ involvement, highest third on strictness/supervision), and were less likely to credit academic performance as a result of their own capacities, persistence.

Glasgow, Kristan L. et al (1997). Parenting S4464 Adolescents' Attribution, and Educational Outcomes in Nine Heterogeneous High Schools. *Child Development* 68 (3) 507-529.

Teen Outcomes of Parenting Styles

Teens of parents exhibiting the following four styles were surveyed.

- 1) **Authoritarian** (high scores on strictness, low scores on acceptance)
- 2) **Authoritative** (high scores on strictness and acceptance)
- 3) **Indulgent** (low on strictness, high on acceptance)
- 4) **Neglectful** (low on strictness and acceptance).

Two parenting style were added for the purposes of this study:

- 1) **Midrange**: Those scoring in the middle on both strictness and acceptance.
- 2) **Authoritative Plus**: Those scoring high on strictness and acceptance and high on democracy.

Parents rated neglectful or indulgent had

teen with significantly more problem behavior and significantly less conventional behavior than teens with parents rated authoritative or authoritative plus. Offspring of midrange parents showed less conventional adjustment but not as extreme as teens of indulgent or neglectful parents.

Sliker, Ellen K (1997). Relationship of Parenting SW to Behavioral Adjustment in Graduating High School Seniors. Journal of Youth and Adolescent 27(3) 345-371.

The Effect of School Transition on Students' Achievement

A statistically significant achievement loss was found with transitions in schools with grades K-8 and those that have middle schools of grades 6-8. The achievement loss was greater during the transition to high school in the systems with K-8 schools, but they did not have any transitions prior to that. In the school districts with middle schools, there were two transition periods which both showed achievement loss. High school dropout rates were also shown to be higher in the schools with two transition periods.

Alspaugh, John W (1998). Achievement loss associated with the transition to middle and high school. The Gamble of Education Research 92, (1) 20-25.

Perceived Parenting throughout High School

This study was conducted to find the differences in maternal and paternal parenting styles, to examine the differences between the perceptions of parents and their adolescents on parenting style and involvement and to examine to the changes in involvement between the beginning and ending of high school. Both adolescents and parents perceived mothers to be more involved in parenting than fathers. Mothers and fathers saw themselves as being higher in all aspects of parenting than their adolescents did. Parent involvement was perceived to drop by the end of high school.

Paulson, Sharon E; Sputa, Cheryl L. (1996). Patterns of parenting during adolescence:

Perceptions of adolescents and parents. Adolescence 3 1, 369-381.

Influence of Adolescents' Friends' Parents.

Fourteen and 18-year-olds answered questionnaires regarding their parents' practices and their own academic achievement, competence, behavior problems, and distress. Reports from their friends were used as a measure for parenting styles in a peer network. When authoritative is found, adolescents benefit even more than when it is found in their parents alone. It was associated with fewer problems in substance use and delinquency in all adolescents involved. Benefits are granted through the parenting style's effect on the friends themselves and is greatest in adolescents who see their own parents as being more authoritative.

Fletcher, Anne C, Nancy E Darling, & Steinberg, Laurence. (1995). The company they keep. Relation of adolescents' adjustment and behavior to their friends' perception of authoritative parenting in the social network. Developmental Psychology 31, (2), 30GL-31 0.

Positive Parenting

Adolescents who perceive a higher level of warmth from parents show fewer signs of depression and conduct problems. Benefits increase as stress in an adolescent's life increases.

Harsh discipline practices were strongly associated with depression.

Wagner, Barry M, et al/ Parent/Adolescent Relationships: Moderators of the Effects of Stressful Life Events. Journal of Adolescent Research 11 (3),347,374.

Setting limits for adolescents

Many conflicts between parents and adolescents revolve around issues of control. The time of adolescence is marked by an increased independence on the part of the adolescent. Part of this expected and healthy movement focuses on issues of responsibility. Control of adolescent must at some point shift from the parent to the adolescent - but not completely and not all at once. To become well adjusted, healthy members of adult society, adolescents must begin to take responsibility for their own actions. The extent to which this occurs is governed by the system of organized rules or limits that parents place on their children's ability to control and be ultimately responsible for their own actions. Here are a few things to keep in mind when setting limits or rules with adolescents:

The content, and not the number, of rules is most important.

- 1) Parents should sit down and actively assess their own personal way of responding to the world and how that way is both helpful and harmful.
- 2) Rules set should be consistent with a philosophy that parents feel should be reflected in the attitudes and actions of their own children. Whatever behavior you permit or forbid, ask, "If I allow my child to do this, is their significant risk to his or her life?" If the answer is yes, then forbid it. If it is no, then ask, "Is this an issue that is central to the building of my child's development of character?" - *For adolescents to become fully-functioning, healthy adults, they must develop skills and qualities that will allow them to get along with their family, their friends, and their co-workers. A large component of this development is the setting of rules that are well thought-out and consistently enforced.*

Rules should have value.

- 1) Adolescents are not stupid; one shouldn't make rules that are simply capricious. Rules should be genuine and cover behaviors that parents are willing to follow in their own lives as well.

Rules should have a purpose

- 1) Although all individuals must face the consequences of their behavior, adolescents have not yet had the kinds of experiences from which they can draw a solid sense of cause and effect.
- 2) Rules should always have a purpose, and that purpose is to establish consistent behavioral responses that help adolescents adapt to their environment and to their fellow human beings.

Rules should be clearly stated.

- 1) Parents should clearly communicate the way that they expect their children to behave at home, work (school), and at play.
- 2) Rules should be simple to follow and have the unequivocal approval of both parents. Inconsistency or ambivalence on the part of one parent with respect to a certain rule can confuse the adolescent.

Rules should be limited in number

- 1) Determine which areas are the most essential for limit setting and which areas should be under control of the adolescent. Successful governments are the ones that avoid micro-managing and allow citizens the privilege and responsibility of their actions.
- 2) Look upon each rule as work for the parents. The more rules, the more work. -- *Some parents are so involved in making and enforcing myriad, inconsequential rules that they take valuable time away from positive interaction with their children and each other*

Rules should help adolescents "not cross the line."

- 1) When parents draw the line for their children, they are suggesting that beyond the line is where danger lies. But they are also setting the boundaries within which safety is assured. *-By being very clear about limits, adolescents have more freedom to move around by themselves within the boundaries and are less likely to continually test their flexibility.*

Children will test rules. — They do so to ensure that parents mean what they say.

- 1) When an adolescent tests a boundary he or she should experience immediate consequences.
- 2) The child's act of testing the line might seem mischievous and calculating to his or her parents. Many often report that their adolescents actually enjoy pushing the rules. This must not be interpreted as deliberate willfulness and disrespect for authority. *-Children enjoy discovering where safety lies. If breaking the rules offers no consequence, then keeping the rule offers no safety.*

Stick by your word.

- 1) Your rules should be predictable and consistent, as should any punishment parleyed for breaking said rules. Keeping your word and delivering on promises makes an enduring impression on children it models for them the value of reliability. *--So much of adolescents is about change -- often unpredictable, uncontrollable change - that a consistent set of rules may actually be a comfort to adolescents.*

When appropriate, don't be afraid to change the rules.

- 1) Children grow, and as they do, their needs change. Their ability for self-governance increases with their maturing sense of personal responsibility. As soon as your adolescent is willing and able to relieve you of the onerous task of running his or her own life, let him or her do so. With increased self-responsibility goes increased self-determination.

Rules for Enforcing Rules

Be sure that your rules are enforceable.

- 1) Predictions about what you're going to do if your child doesn't do something need to be thought out in advance as to the likelihood of your being willing and able to make your prediction come true.
- 2) If rules are broken, always be prepared with a sanction that can be imposed. This could be some thing as uncomplicated as a look or word of disapproval.

Determine whether you are willing to carry out the consequences before threatening your adolescent with them.

- 1) Sanctions imposed in the heat of anger tend to be tougher than those imposed on reflection. Terminating a punishment that was too severe in the first place sends a mixed message to the child. On one hand, he or she is fearful of the severity imposed immediately, but is also cognizant of the fact that said punishment will usually or often be rescinded.
- 2) It's helpful to impose sanctions early after an event so that there is a connection between the behavior and the consequences, but calm down first.

Punishment should fit the crime.

- 1) Arbitrary punishments that have little relation to the rule broken do not send a clear message to children concerning how one should or should not behave.

Teenage Pregnancy

According to the Centers for Disease Control (CDC):

--The United States has the highest teen pregnancy rate among developed countries

--Around one million teens get pregnant each year. Of these pregnancies, 95% are unintended and roughly one third end in abortion.

--Public expenses from teenage pregnancy totaled \$120 billion from 1985-1990, an average of \$24 billion per year. \$48 billion could have been saved if each birth could have been delayed until the mother was at least 20 years of age.

--Birth rates among all racial and ethnic groups declined from 1991-1996. The largest decline since 1991 was among black teens, whose pregnancy rate fell 21 percent between 1991-1996. Despite the recent declines, the teenage birth rate in the U.S. in 1996 was higher than the birth rate in the mid-1980s. Also, most teens who gave birth prior to 1980 were married; in 1996 most were unmarried.

--Teen mothers are less likely than their peers to complete high school (only one-third graduate) and more likely to end up on welfare (close to 80 percent of teenage mothers end up requiring public assistance through the welfare program.)

Myths about teenage pregnancy:

Teens who become pregnant want to have babies

FACT: Among pregnancies to teens aged 19 and younger, only 14 percent end in intended- Only ten percent of births to unmarried teens are intended

Most teens are sexually active

FACT. By age 15, 18 percent of girls and 27 percent of boys report being sexually active. The number climbs modestly by age 17, where 52 percent of girls and 58 percent of boys report having had sex. While these numbers may appear high, it is important to note that teens with highly-educated parents are less likely than their peers to become sexually active.

Rates of childbirth to teens in the U.S. is similar to rates for other industrialized nations.

FACT: The birth rate in the U.S. is anywhere from two to eight times higher than the teen birth rate in other comparable nations. In 1992, the U.S. teen birth rate stood at 61 births per 1000 females. In the Netherlands the rate was six, in France it was nine, 15 in Norway, and 23 in the U.K.

The U.S. teen birth rate is high because of minority teens.

FACT- The birth rate among non-Hispanic, white teens in the US. is 42 (per 1000 females), higher than that of any other comparable industrialized nation.

Sex education encourages teens to have sex earlier.

FACT: Research suggests that sex education does not increase the risk of yearly sex. Adolescents who participate in educational programs stressing the benefits of both abstinence and birth control methods tend to delay having sex more so than their contemporaries.

What can parents do?

Here are nine tips on how parents can help their children avoid teen age pregnancy:

- 1) Be clear about your own values with respect to sex and act accordingly in the presence of your children
- 2) Talk with your children early and often about sex, being as direct and specific as

you can.

- 3) Provide adequate supervision for your children through a system of rules (preferable agreed upon by family consensus) that demands consistent punishment for infractions
- 4) Get to know your child's friends and their families
- 5) Discourage early, frequent, and "steady" dating

- 6) Don't allow girls to date boys significantly older than them, or boys to date girls that are significantly younger.
- 7) Provide options for teens that are more attractive than early pregnancy and parenthood
- 8) Stress the value of education
- 9) Be aware of the images perpetuated in the media concerning sex

Peer Pressure and the adolescent

Friends are very important for adolescents. They want to be around others who are going through the same experiences that they are. Conformity to peer pressure can be positive or negative. Negative behavior may include bad language, stealing, vandalism, and making fun of teachers and parents. Other types of peer pressure like conformities to dressing alike and wanting to spend a great deal of time with members of a particular group do not really pose any harm to teenagers. Some may even be positive, such as helping your teen to strive harder to reach a higher grade if their friends have high marks. Some things to keep in mind:

- ! Friends are very important for adolescents. They want others to share their first times with, whether it is love, driving, or getting their first job.
- ! Even though most teenagers go through experimental phases and minor rebellions, they still tend to adopt their parents' values.
- ! Peer pressure can even help to reinforce values you have instilled in your teen, peer pressure does not have to be pressure to perform deviant activities.

Negative aspects of peer pressure:

- 1) Teenagers have identified peer pressure as one of the most important risk factors in the use of legal and illegal drugs. Illegal activities and deviance have also been linked to peer pressure.
- 2) Trouble with peer groups shows negative effects on students, especially girls. It can lead to a decrease of their academic motivation and self-esteem.
- 3) Teenagers rejected from their peer group were found to have more truancy, discipline, and dropout problems than non-rejected students.
- 4) Gifted children may resort to underachievement in order to appear 'normal' among their peers.

Positive aspects of peer pressure:

- 1) Peer pressure may be used to reduce drug use among teenagers through drug-prevention programs. In the same way that teens are pressured to use drugs, they can be pressured not to use drugs.
- 2) Peer pressure may encourage teenagers to try harder or try positive new experiences, such as trying out for a play or a team if it means that they will be able to have more time and more in common with the friend or group.
- 3) Teenagers are able to test their values in the context of peer pressure. They can find out if others share their values and how it makes them feel. By questioning their values, they make the values stronger.
- 4) Friends may use peer pressure to watch out for others that they deeply care about. Peer groups serve as a place to communicate. If one friend is concerned for another, the whole group may become concerned and try to do something about it.

Working with peer ymsure

Friends are important parts of a teenager's life. As a parent, you may worry about how much your teen is influenced by his friends (and how little influence you may have left ...). Generally, it is not something to be concerned about because teens usually choose friends that share similar values that they have. That does not mean that you can throw in the parenting towel and trust that your teen's friends will take care of him though. Troublesome situations dealing with peer pressure may come up in any number of degrees. How you handle them makes the difference between a smooth or bumpy ride for the remainder of your teenage parenting years.

Signs for concern over your teen having 'bad' influences:

- ! *Your teen is very secretive about his friends and will not tell you what they do or let you meet them:* insist on meeting your teen's friends before he/she goes anywhere with them. This can be as short as having them come in for a few minutes before going, or in the case of a longer visit, you can invite them over to dinner.
- ! *Your teen has to ask his friends before making any sort of decisions at all:* teens are influenced by their friends when it comes down to what clothes and gadgets are cool, but they should not be needing their friends to make all of their decisions for them.
- ! *Your teen does not take responsibility for his own actions and instead always blames his friends:* in this case, you have to insist that your teen take responsibility for the decisions he makes. A discussion of how even though the group does something, they are making a choice themselves to do so too and that they will be individually responsible and punished.

When you see signs of peer pressure:

- ! *Do not criticize your teen or his friends.* This does not mean you cannot correct them when they are doing something potentially dangerous. It just means that you should not pick on them or nag them in everything they do. This will cause them to feel as though you are not even trying to understand them
- ! *Do not worry about the small stuff.* Go ahead and draw boundaries, but realize that you have to give in sometimes. Do not loose your temper if they come home a half-hour late once in a while. Save your strength for larger battles such as problems with drugs or authorities.
- ! *When your teen tells you about his friends, do not pass judgement on them.* This will only cause tension between you and your teen. They are most likely going to take it as a personal attack on themselves. If you are seriously concerned with the behavior of a friend and think that it may harm your teen, then you may want to discuss it. If it is something minor, for example, if his friend has green hair, keep your opinion to yourself.

What to do if your teen gets in big trouble:

- ! First tell your teen all of the information that you have been given by the other party. Wait to give your own opinion until after listening to what his side is.
- ! In a calm and levelheaded manor, let him know that his actions were not acceptable. Do not show anger towards him, yell, or call names. Just let him know that you are disappointed in him and that you expected him to act differently.
- ! Lay out the consequences. If it is school or law related, let him know that you have heard and agree with the punishment. If it is something you do not -agree with, you can let him know, but stress that it was his own doing.

In Conclusion...

No matter how secure you think your teenager is, he will at some point seek approval from his friends. Usually it is not something to be concerned about, but you may want to help your teen to know that he does have alternatives to the peer group at school. Help him get involved with outside activities, including religious, community, sports, or any other group that your teen shows interest in. If they have more than one peer group that they can feel a part of, they will be less likely to perform risky activities to fit in. This can be helpful in getting your teen out of a negative group, too. If he feels he has alternatives, he may not conform to the bad crowd. In addition, he may also meet students who can supply positive peer pressure, urging your teen to not get involved in bad activities.

It may also be beneficial to teach your teen refusal skills. They may not be saying no because they do not know how to deal with pressure. You work with your teen to identify values that they consider good and bad and then practice with them on how they would say no. In addition to directly stating no, they should be able to explain why and the negative consequences that go along with the activity. Additionally, help them to know how to:

- ! Make excuses to not get involved. Let them know that they can use you as their parents as an excuse in pressure situations.
- ! Look for a friend who agrees with them. Often, adolescents will not speak up because they feel like they are the only ones who have a problem. If your teen can find a friend who also disagrees with the group, it will be easier for them to make a confrontation.
- ! Leave the situation when necessary. If they are not able to sway the group, or the group won't accept your teen's refusal, they should just walk away. This may make the group reconsider after realizing that your teen is actually serious, but if not, at least your teen will be safe.

Even though it seems as if your teen is rejecting you and does not want anything to do with you, do not pull out of his life. This will only increase any possible harm he could receive from peer pressures. Be around for your teen and take refuge in the fact that he will grow out of it.

Facts On Achievement in school

Did you know..

- ! Almost half of the top five percent of high school graduates don't go on to graduate from college
- ! Half of gifted children are underachievers.
- ! Teenagers do not usually want to be underachievers, often they do not understand their work and need help.

Some things to think about...

Achievement provides adolescents with more personal control over where their lives are going. When they succeed in school, they feel more confident and competent. Parents can get involved to help their teenagers in their school achievement. Some things to consider:

- ! Teenagers are more likely to achieve things if both parents give one clear and positive message concerning their school effort and expectations. If your teenager asked your husband/wife if they could go out with friends on a school night, would they give the same answer as you would? Do you both give consistent rewards and punishments to your teen meeting or not meeting expectations?

Mothers are generally more demanding and more responsive than fathers. They also tend to be more interested in schoolwork and in school functions. Is your teen feeling support from both parents? Are both parents actively involved in your teen's schoolwork and activities? Do you know what your teen is doing for homework? Does your wife/husband?

Tips for helping your teenager improve in school:

Get involved:

- ! Inquire about their homework: Ask what they have to do and later if they have done it. You may want to go further and ask if they have done it to their teacher's standards.
- ! Talk with them about what they are interested in, including school, activities, friends, current events, and anything about themselves. This does not take much time and can be done over dinner, but when done daily can make a difference in your teen's perception of you caring.
- ! Support and attend their school and extracurricular activities
- ! Get to know administrators and teachers: attend parent-teacher conferences and open houses

Provide structure:

- ! Set up routines at home: have some sort of a schedule that your teen can depend on, for example, set aside a special time for homework, dinner, and their activities. This way your teen can feel stability and you can know what their doing.
- ! Make sure there is a suitable place to do homework: remember that it has to be suitable for them. Some students prefer to sit at a desk while others like to sprawl out all over the floor. Do not criticize them if it is working for them, but do try to provide guidance if it is not.
- ! Check in to see if they are organizing their time well: find out if their homework is getting done and done well. Help them prioritize their days and introduce a day planner

Helping underachievers

It is important to communicate with your teen so that you know when they need help with their schoolwork. If you and your teen are not very open with each other, you may want to look for signs like avoidance of homework and poor grades. Be helpful and supportive towards him rather than nagging or you may discourage him even more. There are several reasons why your child may be failing to do well in school, including:

- ! Not understanding the material
- ! Being placed in too challenging of a class
- ! Depression
- ! Drug use

Talk to your teen and try to find out what motivates him in the present and the future. Doing schoolwork for a reason he can believe in will be much more affective in the long run than studying to please you. Rewards may also be helpful. Telling him that he did a good job and that you are proud of him is essential. Beyond that you may want to offer some other sort of incentive in an area of their interest.

Do not punish your teen for not succeeding. This will only further their doubts in succeeding. Pay attention to them, help them feel good about what they already excel in, whether or not it is school related to help them transfer some of that dedication over to their studies.

Achievement Sources:

Finns, Jeremy D. (1998). Parental engagement that makes a difference. Educational Leadership, (8),20-25.

Parke, Ross D., Karen Harshman, and Benita Roberts. (1998). Social relationships and academic success. Thrust for Educational Leadership, 28(1), 32-34.

Paulson, Sharon E. and Cheryl L. Sputa. (1996). Patterns of parenting during adolescence: perceptions of adolescents and parents. Adolescence, 31, 369-81.

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Miningco.com's website on parenting teens

<http://parentingteens.miningco.com>, has a hotlist of topics ranging from ADD/ADHD to teen pregnancy and peer pressure. Users can click on their topic of choice, and a list of sites related to that topic will be displayed. Most links are to reputable organizations or parties who have experience with the particular issue.

The American Academy of Child and Adolescent Psychiatry

3615 Wisconsin Ave., N.W,
Washington, D.C. 20016-3007
voice: 202-966-7300
fax: 202-966-2891

On there web site,

<http://www.aacap.org> one can find information on child and adolescent psychiatry, fact sheets for parents and caregivers and info on current research. The Facts for Families section contains up-to date information on most of the psychological issues with which children and teens may wrestle. The organization's web page also has a search engine that can help parents find a psychiatrist who specializes in children or adolescents in their area.

The National Parenting Information Network (NPIN)

<http://www.npin.org>
NPIN is another nonprofit organization whose mission is to keep parents up to date on issues that affect their children. The site is essentially a clearing house for full-text and summary articles published by ERIC, (Education Resources Information Center) a database maintained by the National

Library of Education. To access parenting information on teen-related issues, follow the [Resources for Parents](#) link and click on the [Teens \(14-20\)](#) link on the next page.

National Network for Family Resiliency

[http://www.nnfr.or,u](http://www.nnfr.or.u) This site has a [Parenting Education](#) link that addresses parenting and parenting issues from a practical and theoretical perspective. While the bulk of the material is designed for use by professionals working with parents, there are some useful and interesting models which parents can implement directly. The site also has links to other Parenting and parent education sites.

The Homework Project

<http://www.eyfernet.org/homework/>
This site offers parenting advice based on the National Extension Parent Model. Topics include health and safety of children, guiding behavior, and motivating children to learn, among others. Site is good for parents of preteens and younger teens as it supports building a model of parenting before one encounters radical problem behavior.

Publications for Parents from the Department of Education

<http://www.ed.gov/pubs/partents>
Here, parents can shift through information on a wide range of topics focusing on their children's education. The site has information for parents of grade-school all the way up to parents of teens entering college. It also features material on how parents can and should be involved in their children's education.

Healthfinder

<http://www.healthfinder.gov>

Healthfinder is an interactive site produced and maintained by the Department of Health and human services. Parents can search for information concerning specific health issues, or shift through categories grouped by children's age. The site is continually updated and offers links to research materials as well.

Peer Pressure Sources:

Jenkins, Jeanne E (1996). The influence of peer affiliation and student activities on adolescent drug involvement
Adolescence, 31, 297-306.

Gartner, Audrey. (1996). Converting peer pressure. Social Policy, 27, 47-49.

Siegel, Janna and Michael F Shaughnessy. (1995). There's a first time for everything: understanding adolescence. Adolescence, 30 217-21.

Irvin, Judith L. (1996). Developmental tasks of early adolescence: how adult awareness can reduce at-risk behavior
The Clearing House, 69 222-5.

Kandel, Denise B. (1996). The parental and peer contexts of adolescent deviance: an algebra of interpersonal influences. Journal of Drug Issues, 26 289-315.

Santrock, John W Child Development 8th ed. Boston: McGraw-Hill, 1998

Teen Pregnancy Sources:

Data adapted from "Commonly Misreported Facts About Teen Pregnancy" a publication produced by Child Trends. Inc, a Washington, D.C. research organization