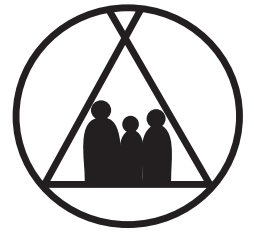


# Principles of Child Rearing



## Communicating With Your Teen: Negotiation

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Adapted from  
Alabama Cooperative Extension System  
(Alabama A & M and Auburn University)

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*“I’m the parent!”*

*“Because I said so.”*

*“When did I lose control over my child?”*

Do you find yourself thinking or saying these things after experiencing disagreements with your teen? It’s hard sometimes for a parent/caregiver to accept that a child is challenging rules and family decisions. Teens do this. They do this because they are now old enough to begin questioning their own and others’ beliefs and actions. Why is this a good thing? It’s a good thing because when teens become adults, they will have to be able to make important decisions about how to live their lives and how to guide the lives of others they care about.

As a parent/caregiver of a teen, you have the challenge of setting limits on your teen’s behaviors to ensure his or her safety. At the same time, you have the challenge of permitting your teen the freedom to explore his or her own ideas and experiences.

Sometimes it is hard for a parent to know how much to hold on and how much to let go. Make clear to your teen this message: “With freedom comes responsibility.” As your teen and you negotiate new privileges, you also need to negotiate new responsibilities.

Your teen still needs your help learning how to determine which rules and decisions are the best ones for him or her and others. Often, there is more than one way to cook a meal, clean a room, or organize one’s day. But parents and teens may not see eye-to-eye on how these and other day-to-day activities should be done. Disagreement results. As bad as it can feel, some disagreement between a parent and child is good. Why? Because working out disagreements provides valuable learning opportunities for teens and can actually strengthen parent-teen relationships. One way for parents and teens to work out their differences is through collaborative problem solving.

## Collaborative Problem Solving

Collaborative problem solving means that you and your teen are working together to negotiate a solution that you both think is fair. It involves six important steps.

These steps are described on the following pages as Mary and her son John work out a problem.

Mary decided to use collaborative problem solving with her 14-year-old son John, when it seemed that they were constantly arguing over John's recent choice of friends. John likes Kevin and Jack because they are the two toughest guys at school. Mary is concerned about the influence these two tough guys have on her son. Lately, he has been arguing with her more, has turned down invitations to play ball from his long-time friend George, and was involved in a fight. She worries that he might see fighting as a way to impress his new buddies. Mary has mentioned her concerns to John, and he has just laughed and told her she is worrying for nothing and that she better not tell him "who he can hang with." Mary has decided to try a different approach to dealing with John's friend choices. She has decided to negotiate with John.

### Step 1. Establish ground rules.

These are the rules that will help you and your teen fairly work through the problem you are negotiating. Good ground rules include the following:

- Treat each other with respect.
- Avoid name-calling, sarcasm, or put-downs.
- Listen to each other's point of view.

You can help your teen agree to the ground rules by stating up front that you want to be fair. Your teen also may have some ground rules to add to the list.

**Mary:** I know we have different views about whom you should have as your friends. I want to have a discussion with you so we can each share how we feel about this. I want you to understand how I feel, and I want to understand how you feel. Let's solve this together so we both think the answer we come up with is fair. Let's agree to listen to each other's point of view and talk calmly and respectfully to each other.

**John:** Okay, as long as we both get to decide.



### Step 2. Reach mutual understanding.

The next step is to take turns being understood. Each of you has the opportunity to say what you think the real problem is and how you feel about it. You also take turns "rephrasing" what you heard the other one say. Rephrasing helps in three important ways: (1) it allows you to check to see if you understood each other correctly; (2) it lets you know that the other person is paying attention and trying to understand your point of view; and (3) it allows you to rehear what you have communicated.

**Mary:** The way you act when you hang around Kevin and Jack really bothers me. You recently got into a fight, you have stopped hanging out with your old friends, you seem to be angry a lot, and you've been coming home late after school.

**John:** I have the right to pick my own friends. That one fight didn't have anything to do with Kevin and Jack. If I don't want to hang out with people like George, that's up to me.

**Mary:** So let me make sure I understand how you see things. You feel it is important that you are able to pick the friends you spend time with. You also are saying that the fight you had did not have anything to do with your new friends.

John nods his head.

**Mary:** How do I feel about it?

**John:** You think I'm getting into trouble and looking angry now

that I'm hanging out with Kevin and Jack. You would rather I didn't hang out with them, but you do want me to hang out with George.

**Mary:** You are right that your fighting bothers me and being angry a lot and that I think it might be because of your new friends. But I do not want to pick your friends for you or to make you hang out with people that you don't want to be with.

### Step 3. Brainstorm.

During this step, both of you think of as many solutions as possible. Do not worry about judging how good the solutions are. Just try to list as many as possible. Set a time limit of about 5 minutes to brainstorm solutions.

The following might be possible solutions:

- Mary trusts John to pick his own friends and stops nagging him.
- John agrees to stop hanging out with Jack and Kevin.
- Mary gets to meet Jack and Kevin.
- John agrees to hang out with Jack and Kevin in places where he is less likely to get into fights.
- Mary and John decide together which people John can be friends with.
- John agrees to introduce his old friends to his new friends.
- Mary has John switched to a different school.

### Step 4. Agree to one or more solutions.

During this stage, you and your teen select the options you like best (do not try to discuss every option). Once the favorite options are selected, see if you and your teen have selected any of the same options. See if options that you like best can be changed a little so both of you find them acceptable. It is during this stage that negotiation "give and take" will be necessary. The solution you agree to should be one that both of you find acceptable.

After some discussion, Mary agrees to stop bugging John about Kevin and Jack if she can meet and get to know them. John agrees that he won't get into any more fights.

### Step 5. Write down your agreement.

Sometimes our memories aren't completely reliable and we forget what we agreed to do. Writing down solutions can help us remember. Make sure you write down what the teen is expected to do and what the parent/caregiver is expected to do.

John agrees to bring Kevin and Jack to his house for dinner so they can meet his mother. John will not get into any more fights and will come home in time for dinner.

Mary agrees to permit John to choose his own friends as long as he keeps his promise to stay free of fights, to be home in time for dinner, and to let Mary have the chance to meet his new friends.

### Step 6. Set a time for a follow-up discussion to evaluate your progress.

This final step is very important. The solution you agreed to might not work as well as you thought it would. By taking the time to discuss your progress you can decide if the solution needs to be changed.

John might have a bigger problem with fighting than Mary originally thought. Mary might find it too difficult to permit John to hang out with Jack and Kevin if she continues to believe they are a bad influence on her son.

Using these six steps can help you and your teen negotiate and find solutions when you strongly disagree. You also can practice your negotiation skills at times when you are not facing a serious issue, such as when you are playing games or doing activities you both enjoy:

- Plan and make a meal together, for which you have equal input about the dishes being made.
- Take a small amount of money and decide together how that money can be spent to buy one thing that both of you really want.
- Plan a day trip to a nearby area and work out a schedule of what you will do together that suits both of your interests.

#### For more tips on raising teens read the following:

Steinberg, L. & Levine, A. (1997). *You and your adolescent: A parent's guide for ages 10-20*. New York: Harper Collins Publishers.



*For more information,  
contact your county office  
of the NDSU Extension Service.*

*Look in your telephone directory  
under your county's name  
to find the number.*



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