



## Let's Talk About...

## Parent-Child Connectedness: Paving the Way for Parents to Communicate Effectively with their Teens

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### Parent-Child Connectedness – A “Super Protector”

As sexuality educators, we are naturally curious about adolescents and sexual risk-taking behavior. We may often ask ourselves, “Why is it that some teens are successful at making responsible decisions about sex (i.e., choosing to postpone sex or choosing to use condoms and contraception if they do have sex), while other teens are not?” Unfortunately, there is no one definitive answer to this question. Adolescent sexual risk-taking behavior is complex and is influenced by a variety of bio/psycho/social factors.<sup>1</sup> One important factor that has been identified by research over the past decade as potentially playing a “super protective” role in the prevention of teen pregnancy, STD and HIV is parent-child connectedness or PCC. In fact, PCC is documented as a protective factor for over 30 different adolescent health outcomes.

### ETR’s Parent-Child Connectedness: Bridging Research and Intervention Design (PCC BRIDGE) Project

In 2003, the Annie E. Casey Foundation<sup>2</sup> funded ETR (Education, Training and Resources) Associates to study PCC with three goals in mind: 1) to better understand how PCC is established and maintained in families, 2) to better understand how it functions as a protective factor, and 3) to identify intervention activities that would strengthen it. This article will summarize some of ETR’s findings as well as make recommendations about how sexuality educators can incorporate PCC into their work.

### Defining PCC

One of ETR’s first tasks during the first months of our study was to find a succinct way to describe the concept of “parent-child connectedness.” ETR reviewed over 600 articles related to PCC for a literature review titled: *Parent-Child Connectedness: Implications for Research, Interventions and Positive Impacts on Adolescent Health*.<sup>3</sup> As a result of this literature review work, our team developed a succinct definition that is now being used more and more by others in our field:

Parent-child connectedness is a condition characterized by the (positive) quality of the emotional bond between parent and child and by the degree to which this bond is both mutual and sustained over time.

In addition to helping the team develop a definition, the literature review shed light on many other aspects of PCC. Some of the major findings from the literature review phase of our PCC BRIDGE

project are listed below:

- PCC is a complex construct with 98 possible determinants (i.e., factors that contribute to PCC and factors that weaken it).
- In order for true connectedness to exist, it must be mutual – that is experienced by both the parent and the child. The fact that both parent and child can contribute to creating and sustaining PCC makes it what we call a bidirectional condition.
- Parent-child connectedness develops differently during different developmental stages of a child’s life.
- Parents with a strong connection to their children are more likely to see positive results when they model/teach positive behaviors, values and messages. Unfortunately, the effects of connectedness also hold when parents model negative behaviors.
- Parent-child connection comes about as a result of the act of parenting, that is care-giving, and as such, is not necessarily dependent on the presence of biological parents or a particular family structure, such as the nuclear family.
- Communication (e.g., a topical discussion about sex) and involvement (e.g., attending open-school night) are two important behaviors needed for developing and maintaining parent-child connectedness, but neither behavior alone results in a state of high parent-child connectedness.
- Ecological contexts, such as economics, public policy and neighborhood, have significant effects on families and their ability to promote connectedness. For example, parents coping with poverty are apt to experience more stress and illness. These effects may mean that parents have less time and energy to devote to connecting with their children.
- The existing body of academic literature related to PCC is largely focused on white middle class families. Perspectives of economically disadvantaged families and families of color are, for the large part, missing from the literature.

### Giving Voice to African American and Latino Families

In an attempt to address the absence of information about these families in the literature on PCC, ETR’s project team conducted 16 focus groups with African American and Latino parents and teens (11-15 years) living in low-income neighborhoods in five cities.<sup>4</sup>

Our findings confirmed much of what we learned about PCC from our literature review – especially the fact that economically disadvantaged families work long hours, inconvenient shifts and are tired and stressed at

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the end of day. This tiredness and stress makes it more challenging for parents to connect with their teens. At the completion of this study, ETR had gathered enough data about parent-child connectedness to begin thinking about how to develop strategic intervention activities that can help families maintain or increase PCC.

### Designing PCC Intervention Activities

After careful consideration of the multiple sources of information we have gathered over the last three years, our team identified seven behaviors that PARENTS must consistently exhibit in order to establish and maintain connectedness with their child. These behaviors include:

- 1) Providing for basic physiological needs (e.g., housing, nutrition, health care, etc.)
- 2) Building and maintaining trust
- 3) Demonstrating love, care and affection
- 4) Sharing in activities with their teens
- 5) Communicating effectively including the effective giving of, receiving and understanding messages
- 6) Preventing, negotiating and resolving conflicts
- 7) Establishing and maintaining structure including: a) establishing expectations, b) monitoring effectively, c) disciplining effectively, and d) providing positive reinforcement

ETR is moving ahead with the ultimate goal of our project: development of intervention activities that will affect the determinants of behaviors, increasing those behaviors, and consequentially increasing PCC itself within families.

We expect to have a small collection of PCC intervention activities by the end of 2005. In the meantime, it is worth examining the determinants that we plan to target in this initial round of intervention development. The particular determinants (listed below) were chosen for the strength of their relationship to PCC, their potential impact on PCC, and their amenability to change given the resources of a typical adolescent reproductive health project.

- 1) **Parents' understanding of adolescent development**, especially in regard to the development of independence and autonomy.
- 2) **Parents' ability to encourage the healthy development of autonomy.**
- 3) **Parent's ability to encourage teens to talk**, share feelings and engage in conversation.
- 4) **Parents' understanding of their parenting style** and how parenting style affects connectedness with teens.
- 5) **Parents' ability to listen actively** as a way to build trust with their teens.
- 6) **Parents' ability to listen actively** as a way to provide emotional support to their teens.
- 7) **Parents' ability to find support** when needed.

- 8) **Parents' skill at providing positive reinforcement** of teens' good behaviors.

### What Sexuality Educators Can Do.

Sexuality educators are in an excellent position to weave parent-child connectedness into their work because of their regular involvement with parents and teens. Below is a list of recommendations.

- Use ETR's work on parent-child connectedness to design intervention activities for your local project to increase important parent-behaviors that lead to PCC. Contact ETR for a copy of their logic model to have a better understanding of the determinants of each parent behavior. Apply adult learning principles in the development of these activities.
- Recognize that parent-child connectedness and parent-child communication are not the same thing. Communication is just a part of connectedness.
- Acknowledge that our field does not have a lot of good evaluation data for parent-child communication programs. From the evaluation data that we do have, we know that the evidence is mixed.<sup>5</sup> One possible explanation to why not all parent-child communication programs work is because parent-child connectedness is low or non-existent in a particular family. Talking to teens about "issues" (e.g. sex or drugs) is more likely to be effective when connectedness is established.
- If your program is already doing, or thinking about doing, parent-child communication work, consider including some activities that address PCC as well. The effect of your work is likely to be amplified by the fact that modeling and messages 'stick' better when there is connectedness between parents and teens. Some suggestions include:
  - o Using learning activities that encourage participants to empathize with the other's point of view – fish bowl, role plays, skits, interviews, etc.
  - o Offering parent and family skills training — active listening, assertive communication, discipline, conflict negotiation, etc.
  - o Including recreational activities that encourage working together and communicating such as sporting events, sit-down dinners, community service projects, etc.
  - o Assigning homework to teens that allows them to interview their parents and share their values and opinions.
- Let parents know that they do not have to plan elaborate events to connect with their teens – 5 to 10 minutes of one-on-one time each day can have a powerful effect.
- Attend ETR's one-day Training Institute on PCC at the Healthy Teen Network Conference<sup>6</sup> in Chicago, IL on November 16, 2005!

For more information about parent-child connectedness, please feel free to contact the co-directors of ETR's PCC BRIDGE project by email: Lori Roller at [lorir@etr.org](mailto:lorir@etr.org) or Steve Bean at [steveb@etr.org](mailto:steveb@etr.org)

<sup>1</sup>For more information about risk and protective factors related to adolescent sexual risk-taking, we recommend that you review *Emerging Answers: Research Findings on Programs to Reduce Teen Pregnancy* by Douglas Kirby, PhD. <https://www.teenpregnancy.org/store/item.asp?productId=151>.

<sup>2</sup>Annie E. Casey Foundation, <http://www.aecf.org/>.

<sup>3</sup> *Parent-Child Connectedness: Implications for Research, Interventions and Positive Impacts on Adolescent Health*, <http://www.etr.org/recapp/research/litreview.pdf>.

<sup>4</sup> For a report on the findings from this focus group study titled *Parent-Child Connectedness: Voices of African-American and Latino Parents and Teens*, <http://www.etr.org/recap/research/PCCFocusGroupReport.pdf>

<sup>5</sup> *Innovative approaches to increase parent-child communication about sexuality: Their impact and examples from the field.* (2002). New York, NY: Sexuality Information and Education Council of the United States (SIECUS).

<sup>6</sup> For more information about Healthy Teen Network's 2005 Conference, visit: <http://www.noappp.org/>