

What can parents do for healthy transition of Adolescents into Adulthood?

1. TEACHING THEM SKILL OF RESILIENCE- Even though things were/are always uncertain, it feels more uncertain now. I think this is a good word to talk about with young children. Use it often to talk things through. Our ability to tolerate uncertainty, to manage and express our feelings while facing uncertainty, is a big part of our self-regulation, too, not just for children, but for grown-ups too.

2. HELPING CHILDREN TO IDENTIFY THEIR RIGHT EMOTION- I think children will always find ways to tell us how they feel, just not always in a form or language we anticipate. So by creating many different ways and spaces for them to 'tell' us, we have more and more opportunity to not just 'hear,' but also 'feel' their feelings.



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5. MAKING TIME FOR THEM—find 15 minutes, twice a week, to sit down with a child and just observe what he or she is doing. Participate and follow, but do not lead/drive.

If the child isn't ready for you to participate, say nothing and just watch and observe and listen intently. The child will know that you are paying attention, and attention from a parent is one of the most coveted things of a child.

I know parents are stressed and overwhelmed, and have lots of things they need to do to guide, teach, and support their children. Those 15 minutes may be a helpful period for parents, too, from working/cooking/cleaning/caretaking/worrying/news-watching etc.



Reducing screen time vs. Integrating Technology

opportunity to pause, reflect, and reimagine your relationship with screens. Here are four recommendations to move from restriction-focused to a more integrated approach:

(a) Shift the frame away from “screen time” and toward “screen use.”

Focus on how and why your children are engaging with screens and stress less about the amount of time they are using media.

- i. What is the context for their screen use?
- ii. When they are binge-watching streamed television?
- iii. Are they considering the connections between the narrative and their social and civic realities?
- iv. What does the story make them feel, think, and imagine?



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(b) Empower your child to critically analyze the messages shared.

Sit with your child and explore issues together regarding power, economics, and ownership. Ask questions like-

- (i) Who created these technologies, and for what purpose?
- (ii) Whose voices are represented, and whose are not?

In many ways, young people are, indeed, savvy digital natives who seamlessly navigate new technologies.

But in order to fully, effectively, and safely participate in the media landscape, children and young people need guidance (from you!), resources, opportunities for practice, and ongoing dialogue with the caring adults in their lives.



Screen Time vs Screen Use

- i. What content is your child consuming, creating, or sharing?
- ii. Is this content empowering and engaging? Or perhaps problematic or inappropriate? For example, is it violent, misogynist, exploitative, biased, or otherwise potentially harmful for your child's development?
- iii. More importantly, how is your child interpreting and making meaning from the content they see?
- iv. Create space for open conversation with your children regarding the media they consume.
- v. Engage with curiosity to avoid judgments, and instead, try to understand why they are drawn to this particular program.
- vi. Begin by asking questions that encourage emotional responses, such as, "What did you like about this program? What didn't you like? Why?"



