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C4P News

Helping Parents of Emerging Young Adults

Center for Parenting Update

Staffing Update: C4P staff now consists of eight team members.

Co-Directors
 Dr. Heidi Stolz & Dr. Denise Brandon

CFS Ph.D. Student
 Kamella Carmino

CFS B.S. Students
 LeAnn Backs
 Melissa Spangler
 Alex Tucker
 Rachel Atkins

Psychology B.A. Student
 Lauren Ridley

Meetings, Trainings and Events

UT Center on Deafness Brown Bag Lunch Series:

- (1) February 24th: 11:30-12:30 &
- (2) March 30th: 11:30-12:30

Outreach and support to families of children who are deaf or hard-of-hearing.

Free. No registration required. Events held on UT campus, Thompson-Boling Arena, Dining Rooms C & D.

Children's Advocacy Days

March 13th-14th
 War Memorial Auditorium, Nashville, TN
 Register at <http://cad2012.eventbrite.com/>

Center for Parenting Conference

April 3rd in Nashville, TN &
 April 4th in Jackson, TN
 We will send more information soon!

Society for Research in Child Development: Transitions from Adolescence to Adulthood

October 18-20 in Tampa, Florida
 Register at http://www.srcd.org/index.php?option=com_content&task=view&id=542&Itemid=1&utm_source=TAA+Submissions+Call&utm_campaign=83c79e4e9b-TAA+Call_Submissions_1_30_2012&utm_medium=email

C4P Trivia Question

According to the US Census Bureau (2011), what percentage of male and then female (respectively) adults ages 18-24 live at home?

- A. 30%, 25%
- B. 25%, 30%
- C. 50%, 59%
- D. 59%, 50%

The first person to send the correct answer to center4parenting@utk.edu will receive a \$5 Starbucks gift card.

Featured Program: WAVE

The Work, Achievement, Values, and Education (WAVE) program of Knoxville, TN is directed by Ms. Bethany Mincey. The WAVE Program helps students who have dropped out of high school by giving them the opportunity to obtain skills in order to receive a GED, gain employment, or to continue post-secondary education, all for no cost. When C4P staff members interviewed Ms. Mincey, she said parents and parent educators should know:

- It is important for emerging young adults to be invested in a group, organization, or recreation activity outside of the classroom. This allows the young adult to feel a sense of belonging and contributes to a bigger desire to stay in school. In addition to belonging, peers in these groups hold their friends more accountable.
- At-risk youth think mostly about the short-term goals of their life. The WAVE program seeks to help at risk youth by giving them tools to succeed once they become independent, allowing them to think about more long-term desires.
- Most students need more encouragement before these emerging adulthood years, such as in middle school, to ensure that they are equipped to succeed in high school and beyond. Encouragement should involve focusing on the positive as well as treating the young adult as an individual.
- Funds for emerging young adult programs, like WAVE, are becoming harder to find, due to K-12 programs receiving most grants. Therefore, helping children before they become emerging young adults is paramount.

Research Update

The ability for young individuals to successfully develop through their transitioning period into adulthood is of high importance on both an individual and societal level, and is dependent upon several variables. According to O'Connor et al. (2010), "Higher levels of positive development in emerging adulthood was predicted by higher socioeconomic status, having better control of emotions, better adjustment to the school setting, having stronger relationships with parents and peers, and greater community engagement" (pg. 869).

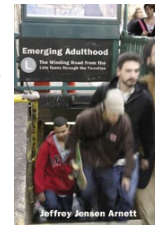
The study reported the following:

- Self control and control over emotions in late childhood predicted pathways to better emotional control and school adjustment, especially for young men.
- Feelings of connectedness to teachers and school community was a better indicator of well-being than academic performance.
- Community engagement and connectedness predicted positive development, understanding of the individual's roles, and identity formation.
- Socioeconomic status in late childhood was an important predictor; those children in areas with poor resources experiences substantial developmental deficits, while those with higher resources were more likely to take advantage of those resources and become involved in the community.

O'Connor, M., Sanson, A., Hawkins, M.T., Letcher, P., Toumbourou, J.W., Smart, D., Vassallo, S., Olsson, C.A. (2010). Predictors of positive development in emerging adulthood. *Journal of Youth and Adolescence*, 40(7), 860-874.

Featured Books

Emerging Adulthood: The Winding Road from Late Teens through the Twenties by Jeffrey Jensen Arnett. This book explores the complexity of the lives of "emerging adults," providing parents with a better understanding of this new stage of life before adulthood. Arnett covers topics of the emerging adult lives ranging from identity exploration, college experiences, to marriage hopes and fears.



Letting Go
 A Parents' Guide
 to Understanding the
 College Years



Letting Go: A Parents' Guide to Understanding the College Years by Karen Levin Coburn and Madge Lawrence Treeger. As a bestseller, this book focuses on educating parents about the emotional and social changes of the child during their college years. Topics range from concerns with safety, health, and wellness, to when to encourage independence or when it's important to intervene.