

PARENTING BY THE BOOK

1. REVIEW

A. "PROTECTING MY DAUGHTERS FROM 'THAT GUY'"

1. THREE THINGS I LEARNED RAISING DAUGHTERS

1. <https://youtu.be/s3S8Tbhl8pM>

B. LEADERSHIP PRINCIPLES: COMMAND + COMPEL + CONFIRM

1. DISCIPLINARY COMMUNICATION MUST COMMAND.

2. DISCIPLINARY CONSEQUENCES MUST COMPEL.

3. DISCIPLINARY CONSISTENCY MUST CONFIRM THE PARENT'S DETERMINATION TO FURTHER THE BEST INTERESTS OF THEIR CHILD.

C. WERE YOU ABLE TO SUCCESSFULLY IMPLEMENT ONE ITEM OF THE INFORMATION YOU CHOSE FROM LAST WEEK'S CLASS?

1. DISCUSS

2. COMPELLING CONSEQUENCES CREATE PERMANENT... DECIDEDLY UNPLEASANT MEMORIES.

1. A CONSEQUENCE THAT IS NOT MEMORABLE WILL NOT HAVE A LASTING EFFECT.

a. AS SOON AS IT'S FORGOTTEN, THE MISBEHAVIOR WILL REEMERGE.

2. In Hebrews 12:11 (NLT) No discipline is enjoyable while it is happening — it's painful! But afterward there will be a peaceful harvest of right living for those who are trained in this way

3. ... the writer of Hebrews used the term "DISCIPLINE" to MEAN PUNISHMENT.

4. He might as well be saying that A CONSEQUENCE THAT DOES NOT CREATE A LASTING UNPLEASANT MEMORY IS NOT REALLY PUNATIVE... INTENDED FOR PUNISHMENT.

a. IT MAY BE ANNOYING TO THE CHILD, BUT IT IS NOT PUNATIVE.

b. AND, IF THAT'S THE CASE, THE MISBEHAVIOR IS LIKELY TO KEEP HAPPENING.

5. CONCLUSION: CONSEQUENCES THAT FAIL TO CREATE LASTING MEMORIES PRODUCE NO LASTING PERSUASIVE EFFECT.

B. TIME-OUT

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1. **"TIME-OUT"** MAY BE THE MOST COMMONLY USED CONSEQUENCE TODAY, AND HAS BEEN FOR MORE THAN FIFTY YEARS.
 - a. MENTAL HEALTH PROFESSIONALS PROMOTED **"TIME-OUT"** AS THE ULTIMATE CONSEQUENCE.
 - b. THERE WAS A TIME WHEN I PROMOTED IT.
 - 1) NOW I REALIZE THAT **"TIME-OUT"** GENERALLY ONLY WORKS OUT WITH CHILDREN WHO ARE ALREADY WELL BEHAVED.
 - 2) RAISE YOUR HAND IF **"TIME-OUT"** CURED A MAJOR BEHAVIORAL PROBLEM YOU WERE HAVING WITH YOUR CHILD.
2. THE REASON "TIME-OUT" IS MOST OFTEN NOT EFFECTIVE FOR MAJOR BEHAVIORAL PROBLEMS IS THAT IT CREATES NO LASTING, DISCOMFORTING MEMORY.
 - a. IT MAY BE USED TO STOP BAD BEHAVIOR TEMPORARILY... BUT IT HAS LITTLE LASTING EFFECT FOR MAJOR BEHAVIORAL PROBLEMS.
 - b. AND, IT IS AN "EASY" CONSEQUENCE FOR BOTH PARENT... AND CHILD.
3. NOTE: "TIME-OUT" IS FINE TO USE WITH PRE-SCHOOLERS, BUT BY THE TIME A CHILD IS IN SCHOOL, IT SHOULD BE REPLACED BY MORE PERSUASIVE PENALTIES.

C. A REVIEW OF THIS SECTION ON COMPELLING CONSEQUENCES ACTUALLY CAN BE REDUCED TO THIS:

1. TELL, THEN COMPEL

3. PRINCIPLE 3 – CONFIRMING CONSISTENCY

- A. Ephesians 6:4 (NASB) Fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord.
- B. IN MY OPINION, WHEN PARENTS RAISE CHILDREN ACCORDING TO A PARADIGM (AN EXAMPLE, PATTERN, OR MODEL) OTHER THAN THE BIBLICAL PARADIGM, THEY WILL MOST OFTEN:
 1. EXPERIENCE AN INCREASE OF PROBLEMS
 2. BECOME EXASPERATED
 3. EXASPERATE THEIR CHILDREN.
 - a. THE EXASPERATION PAUL WAS TALKING ABOUT PPREVENTS DISCIPLESHIP.
 - 1) NOTE: PAUL DID NOT SAY THAT PARENTING WOULD BE FREE OF EXASPERATION.
 - 2) HE SAID THAT IF YOU, A PARENT, ARE EXASPERATED WITH (AND THEREFORE EXASPERATING TO) YOUR CHILDREN... YOU ARE NOT BRINGING THEM UP IN A MANNER CONSISTENT WITH GOD'S DESIGN.

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- C. PAUL WAS SAYING, THAT CAN BE AVOIDED IF WE BRING UP OUR CHILDREN "IN THE TRAINING AND INSTRUCTION OF THE LORD".
- D. IN EPHESIANS 6:4 PAUL IS TALKING ABOUT DISCIPLESHIP.
1. JUST AS PAUL WAS JESUS' DISCIPLE... SO A CHILD IS TO BE THEIR PARENTS DISCIPLE.
 2. THE GREEK WORD FOR DISCIPLE IS "MATHETES"
 - a. TAUGHT ONE, ONE WHO LEARNS THROUGH THE INSTRUCTION OF ANOTHER, PUPIL.
 3. VERSUS THE GREEK WORD FOR APOSTLE IS "APOSTOLOS"
 - a. ONE WHO IS SENT FORTH BY ANOTHER
- E. GOD'S WORD: IS CONSISTENT AND COHERENT
1. A COHERENT, NEVER CHANGING POINT OF VIEW IS A PREREQUISITE FOR CONSISTENT PARENTING.
 2. THE ONLY COHERENT, NEVER CHANGING POINT OF VIEW FOR CONSISTENT PARENTING OF CHILDREN IS FOUND IN SCRIPTURE.
 3. IF YOU WANT TO BE CONSISTENT AND COHERENT IN YOUR PARENTING... SUBSCRIBE TO GOD'S WORD.
 4. MANY OF TODAY'S PARENTS HAVE NO CLEAR POINT OF VIEW, SO THEY RELY ON METHODS (POSTMODERN PSYCHOLOGICAL PARENTING TECHNIQUES) LIKE "TIME-OUT", COUNTING 1-2-3, ARGUING, AND OTHER BEHAVIOR MODIFICATION CONSEQUENCES.
 5. In so doing, THEY PUT THE HORSE BEFORE THE CART (CONSEQUENCES BEFORE DISCIPLING) WHICH LEAD TO INCONSISTENCY AND EXASPERATION.
 6. FOR PARENTS TO BE CONSISTENT IN THEIR APPROACH, IT IS IMPORTANT TO BE CONSISTENT IN THEIR ATTITUDE... THE WAY THEY LEAD WITH AUTHORITY.
 - a. THE CONSISTENCY OF YOUR VALUES, CONFIRMS YOUR VALUES, YOUR VISION, AND YOUR DETERMINATION TO STAY THE COURSE FOR YOUR CHILD'S BENEFIT IN ANY AND ALL CIRCUMSTANCES.
 - 1) YOU CANNOT BE SUPREMEY CONFIDENT YOU ARE DOING THE RIGHT THING UNLESS YOU ARE SUPREMEY CONFIDENT IN THE SOURCE THAT INFORMS YOUR POINT OF VIEW!
 - 2) I BELIEVE that the BIBLE IS THE ONLY SOURCE THAT CAN INSPIRE THAT CONFIDENCE.
 7. CONSISTENT BEHAVIOR: CONFIRMS A PARENT'S PURPOSE, VISION, AND DETERMINATION.

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- a. BEING **CONSISTENT** DEMONSTRATES THAT **NOTHING** A CHILD DOES WILL **KNOCK THEIR PARENT OFF COURSE**.
 - 1) A PARENT'S CHILD-REARING **"AIM"** SHOULD **NEVER WAIVER** FROM THE **DIRECTION** THEY WANT THEIR CHILD **"TO GO"**.
 - 2) **Proverbs 22:6 (NASB)** Train up a child in the way he should go. Even when he is old he will not depart from it.
 - 3) **Psalms 127:4 (NASB)** Like arrows in the hand of a warrior, So are the children of one's youth.
 - i. A WARRIOR **"AIMS"** HIS ARROWS AT THE TARGET.
 - ii. PARENTS SHOULD **"AIM"** THEIR CHILDREN TOWARD THE **TARGET OF GODLINESS**.
- b. SOMETIMES WHEN TODAY'S PARENTS THINK OF **CONSISTENCY**, THEY THINK IN TERMS THAT REFLECT THE INFLUENCE OF POPULAR BEHAVIOR MODIFICATION MODELS...
- c. FOR EXAMPLE, EVERY TIME A CHILD MISBEHAVES IN SOME SPECIFIC MANNER PARENTS SHOULD RESPOND WITH THE **"SAME OLD, SAME OLD" CONSEQUENCE**.

F. **THE REFEREE'S RULE**

- 1. WHEN IT COMES TO HOW PARENTS RESPOND TO MISBEHAVIOR, A VERY IMPORTANT CONSIDERATION IS **"THE REFEREE'S RULE"**:
 - a. **NO THREATS**
 - b. **NO SECOND CHANCES**
 - c. AND, **NO DEALS**
- 2. IF REFEREES MADE THREATS, GAVE SECOND CHANCES, OR MADE DEALS... THE GAME WOULD DETEORATE INTO **CHAOS!**
- 3. IN THE SAME MANNER, WHEN PARENTS THREATEN, **GIVE SECOND AND THIRD CHANCES**, OR **MAKE DEALS** ("IF YOU... THEN I WILL")...
 - a. **CHAOS WILL REIGN IN THE HOME**.
- 4. PARENTS WHO VIOLATE THE "REFEREE'S RULE" WILL BECOME MORE AND MORE **EXASPERATED**... AND WILL ULTIMATELY EXPLODE AND IN SO DOING THEY WILL EXASPERATE THEIR CHILD.
 - a. **REMEMBER: EXASPERATION** IS A MAJOR ROADBLOCK TO DISCIPLING CHILDREN!
 - b. **Ephesians 6:4 (NASB)** Fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord.
 - c. **THIS PARENT IS THEIR OWN WORST ENEMY**.

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4. **QUESTIONS FOR THOUGHT**

A. Do your children know that your word can be relied upon, that it is the law?

1. Does each of them know, beyond a shadow of doubt, that when you say yes, you mean nothing short of yes?
2. Do they know that when you say no, you mean no?
 - a. If not, why not?
 - b. Are you willing to accept full responsibility for the problem?

B. When you give instructions to your children, do you demand or command?

1. Do you use leadership speech, or are you guilty of using milquetoast speech?
 - a. If the latter, did your parents talk in that fashion to you?
 - b. If not, what has caused you to do with your children what your parents did not do with you?

C. If your child **threw their belongings all over the house after school**, how would you handle it?

1. Is it difficult for you to lower the boom on your children when they misbehave?
 - a. Do you find yourself dealing with the same issues over and over and over again?
 - b. If so, are you willing to accept that your reluctance to cause your children prolonged discomfort when they misbehave is a major part of the problem?

D. Would your parenting be different today if you had this information two years ago?

E. A thought problem: Your ten-year-old talks back to his teacher.

1. What could you do to minimize the likelihood that he will ever again talk back to a teacher?