

# Week 9: Training Up Your Children Part 4 - Disciplining Our Children (Continued)

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## WEEK 9: DAY 1

### Do Not Be Manipulated

All children, especially teens, will experiment with using attitude as a form of manipulation and/or revenge.

#### FACT FILE

**Manipulation-** means “to control or play upon by artful, unfair and insidious means, especially to one’s own advantage.”<sup>1</sup>

Manipulation is an attempt to avoid a corrective consequence, or to change the rules. For *example*, when a child frequently exhibits a poor attitude after a consequence is received, parents will sometimes refrain from giving one in the future because they are avoiding the misery. But the right response should be, “Let them be miserable and pray for them.” Always follow through with the corrective consequence if they break a rule, and the motivator if they refuse the corrective consequence.

Children also use manipulation to pressure or guilt their parents into allowing them to do something not normally permitted. For example, one sixteen-year-old girl manipulated her mom into letting her go to a concert she knew was not allowed. The daughter acted sad and depressed every day for a week. As a typical nurturer, her mom asked daily, “What’s wrong?”

All week long, the teen merely sighed, “Oh, Mom. I don’t know. I’m just not happy. I don’t know why.” Finally, on Thursday, she said, “Mom, I’m just sad; I don’t have any friends.” At this point, her mom had been manipulated to the point where she just wanted her poor daughter to be happy.

So the young girl said, “If I could just go to this concert tomorrow night with my friends, I would feel better.” “Well, what concert is that?” When the daughter told her mom which concert, she replied, “Oh, that’s not a good concert.” Once again, the young girl sighed, “Oh, Mom . . .” Her mom replied, “OK, I’ll let you go, and

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<sup>1</sup> Webster’s New International Dictionary.

I'll tell Dad . . . Oh, never mind; let's not tell him after all. I know he'll get mad. So let's keep this between us." The girl's manipulation had sucked her mom right in!

Do not let manipulative attitudes wear you down. This is not to say that every time a child is sad it is a form of manipulation, but when things like this happen you should always discuss it as a couple, if married. Remember, you are a team.

**Warning:** This starts at a young age with children wanting their own way, such as a two-year-old crying until you give in, which is a form of manipulation. This should not surprise us, since we are born prideful (wanting to have our own way), and with foolishness in our hearts (Prov. 22:15). I will give you an effective, age appropriate corrective consequence plan in the next chapter.

## Do Not Seek Revenge

### FACT FILE

**Revenge-** means "to inflict injury in return for an insult."

Some children know that a bad attitude will make their parents angry. When you bite the hook, it gives a child satisfaction, which feeds their flesh as well as erodes your foundation and authority. It takes two to play that game. Don't allow a child to entice you into revenge; don't let their attitude or behavior affect your inner peace. Watch your emotions; stick with your discipline plan. If you don't play, they will eventually quit this unhealthy, childish game. They will soon discover the attitude-revenge game is no fun when played alone. Yes, God has given us emotions, but we are to exhibit the character quality of a mature adult by exercising self-control, which comes from our strong foundation in Christ.

If you are allowing your child's manipulation to make you angry, you are showing them you are not on solid ground, and that your God is weak. They can simply cop an attitude and you flip out. Believe it, they feel superior when you exemplify sinful and weak character, when they can pull your emotional "strings" and get you to start *reacting* to them with anger, or revenge.

*Reacting* in the flesh to a child's attitude erodes your authority. No one wants to follow a weak leader that has a weak god. Anyone who has been in the armed forces understands that if you have a weak, "wimp" of a captain, you have no desire to follow him. Children are no different. If a child can control your inner peace and get you angry by having an attitude, they will not want to trust the God you serve and trust.

## Revenge Versus Training

When giving a consequence to your child, if you are motivated by a revengeful heart, your children will know it. This is sinful, selfish and immature. When we say things like, "Hey, you do that again, Buster, I'll ruin your life," is that training? No. "You won't go anywhere for a month if you try to pull that again." Is

that love? No, that is revenge. *Reacting* with revenge distorts the whole plan that you are trying to put into place. Revenge does not train, but *causes* children to become defiant, and *causes* division between parents and children, along with eroding your influence.

If you and your children have been playing this sinful game for a while, it may take some time to break the *bad habit*, for both of you. Be patient (1 Cor. 13:4), stay the course, and the Lord will bring victory. Remember, if your child's bad attitude turns into a poor behavior choice, such as yelling at you, using a bad word, kicking the wall, slamming the door, etc., simply follow through with the *predetermined consequence* for that behavior, but do not *react* to the attitude.

The Lord has instructed us to *train up our children*, not to inflict injury in reaction to their childish and foolish choices. If our thoughts are to get even with them and/or hurt them in some way because they will not do what we ask, then this is *our* problem. The Lord gave us these children and expects us to raise them in the way *He* desires, even though sometimes it is hard to do.

## ACTION PLAN

If you have had the wrong *motive* when giving a consequence to your children, repent and ask forgiveness from both your child and the Lord.

Training our children as the Lord requires means following *His* plan. We must provide a loving environment, proper rules and predetermined corrective consequences, motivation (punishment) if they rebel, and consistency. This process is fair, not motivated by anger or revenge, and will transform and shape a child's character into maturity. Children must be *motivated* by love, "*Let all that you do be done with love*" (1 Cor. 16:14), and our obedience to God – not by selfishness, anger, or the desire to get revenge.

Giving children things that they hate to do is revenge, not training. For example, forcing your son to write "I will not argue," 500 times, because he dislikes doing it, is not training. It is revenge. Similarly, many parents say, "My daughter's phone is her lifeline, so if I threaten to take it away every time she does something wrong, she will behave." That is revenge, not training. I'll bring more clarity to this shortly. Hang in there.

## Stay the Course

When parents see children rolling their eyes, pouting, refusing to talk, wanting to stay in their room, doing all their artful, insidious, selfish, childish tricks, they must not flip out and stick to the training plan.

When I was a child, I used to hold my breath when I did not get my way. Eventually I would turn purple, and my mother would finally give in to my demands. At some point, my mother consulted a pediatrician. He told her, "Don't do anything" in response to my manipulating game. My mom worried, "What if he passes out?" The doctor said, "Let him."

A couple of days later, we came home from church with our good Sunday school clothes on. My brothers went running down the street, and I wanted to run, too. But my mother said, “No, Craig, go change your clothes.” Of course, I started to hold my breath. My mother just stood there by the car, watching me. Pretty soon I started turning purple and wobbling. I looked down, and one foot was on the concrete, and one foot was on the grass. My mother could see that my brain was processing - which way should I fall? But before my brain could figure it, I passed out. And guess which way I fell? Yep on the concrete. I never held my breath again.

When your two-year-old child is throwing a fit and flip-flopping on the floor, casually ask him, “Does that make you feel better?” If he kicks the walls, remind him, “Don’t kick my walls, don’t scream, and don’t say something mean.”

If he does, just say, “Oh, poor choice. I understand you’re upset, honey. Remember, that’s disrespect. Here is your corrective predetermined consequence.” Let your children go through their motions. When they know that you are not bothered by them, guess what? When you are not serving the ball back, they will eventually quit.

I once had a thirteen-year-old girl in my office throwing fits like a three-year-old, and her parents just said, “You don’t understand how hard she is, she throws fits all the time when she does not get her way.”

The girl obviously knew this behavior greatly bothered her mother. The mind games and manipulation had gone on for years, and her mom’s reaction had trained her to continue to act like a baby, even as a teenager. Her father had never stepped up to make her stop, either. He should have told his wife long ago, “Honey, please don’t argue with her and let me handle it from here.” The girl had been able to continue this *child-ish behavior* due to her parents’ reluctance to work at training her. They gave in to her demands and she escaped the corrective consequence necessary for change.

If a wife is unwilling to listen to her husband and yield to his authority when it’s time to disengage from a child acting out in this way, it will *hinder* the relationship both with her child and her husband. A child will develop disrespect toward authority when parents are willing to argue and debate with them and each other.

There were times that I walked in on a conversation between my wife and son; it was escalating but she did not recognize it. I said to my oldest son, “Remember who you’re talking to. She’s my wife. She’s my queen. You don’t use that tone of voice, ever.” My wife did not even see it; she was too engaged in the conversation. I would tell Nick to go do a consequence, *now!*

Later, my wife and I would discuss how they got to that point. She would say, “Well, he said this, then I

said this, and it just seemed to escalate.” My reply was, “Honey, OK, back here in the conversation you could have said, ‘That’s the end of this discussion. Nick, I heard your side of it, that’s enough. I don’t want to discuss it anymore. If you open your mouth one more time in regards to this discussion, you will get a consequence.’” We need to support each other in this area.

Parents, work together as a team to train up your children. Pray, do not compromise, do not engage in foolishness, and you will have success.

## A Day of Remembrance

I would like to remind you of five things that we have already covered, as a good review. Spend a full day examining how well you are doing. If you have been negligent in any of the following areas, please take some time right now, go before the Lord, confess where you have been failing and then ask Him for the wisdom and grace to change. If you have forgotten some of these principles, go back through the lessons prayerfully and identify those areas where the Lord has spoken to you—especially your personal notes. As you are doing this, use the space below to write down the page number(s), and what God is saying to you.

1. Remember we are **Ministers**. We are to represent Christ and carry out His will and goals with a servant’s attitude. (Week 1) **Page** \_\_\_\_
2. Remember **Our Transformation**. God is going to transform us through these trials and difficulties; we must go through the process. (Week 1) **Page** \_\_
3. Remember **His glorification**. We are to reflect Him to our children. Getting angry and upset does not reflect Him. (Week 1) **Page** \_\_\_\_
4. Remember **Our Strong Foundation**. This is where we get the strength and understanding to carry out the above, as well as what follows. (Week 2) **Page** \_\_\_\_
5. Remember the **Greatest Motivator is Love**. During the discipline process, it is love that motivates a child, not anger and harsh words. (Weeks 3, 4, 5) Also, remember the following:
  - a. **Love** is responding, NOT reacting. (Week 3) **Page** \_\_\_\_
  - b. **Love** is a choice, NOT necessarily a feeling. (Week 3) **Page** \_\_\_\_
  - c. **Love** is practicing **1 Corinthians 13**. (Week 4) We discussed the character qualities of **Love** in depth. The first two are patience and kindness. Both of these take into account that home is a training ground where we correct our children’s mistakes, understanding they are born foolish—without character. Our love walks them through this process, helping them grow to maturity. Our love is patient and kind, is not upset and angry with their foolishness.



hurting themselves, and often embarrassing you. Testing your authority in every area is also very common. Trying to keep a sense of humor during this time, in order to keep from losing your mind, is very important.

During the first five years, establishing authority and instilling boundaries are critical. Most children will challenge you daily. Do not panic.

When my son Nicholas was about two years old, I came home one day and found my wife very upset. I asked, "What's wrong?" She said, "He won't eat." I said, "What? Give me that bowl." He was in his highchair and I sat down in front of him saying, "Hey, you eat." He looked at me, shoved the bowl toward me and dumped it. In the beginning this got me angry. With Nick, you push his button and something in him wanted to push back. Do you think he understood why he did this? He also did not understand why my anger exasperated him. Something like throwing gasoline on fire! When you are trying to put it out, not a smart thing to do.

When Nick was between three and four years old, I got a phone call at work from my wife. She was crying and very upset. Finally, she was calm enough to tell the story. On a grocery store trip, she had Justin in the cart and Nick walking beside her, when he spotted the toy section. He ran over, picked out a toy and said, "Mommy, I want this." My wife said, "No, put it back." She continued to the end of the aisle, turned around, and saw that Nick was not following. So she said, "Nick, come on." He started walking the other way, so she left Justin and the basket to go after Nick.

She got halfway down the aisle, and Nick started running. Now she had a crisis, a two-year-old in the cart at one end of the aisle, and a four-year-old running the other way. She rushed back to Justin, but was really starting to panic. She began chasing Nick around the store while pushing this cart full of groceries. He stayed just out of her reach. Finally, she made a mad dash and caught Nick, went back to the cart and grabbed Justin, then exited the store in tears leaving all the groceries behind.

When I heard the story, I got in the car and drove home, spanked Nick and threatened his life (this was before I understood these principles I am sharing with you). I said, "Don't you ever do this again!" and returned to work.

Less than a week later, the phone rang at work again, and it was my wife, sobbing so hard that I thought someone had died.

"What, Honey, what?"

"He did it again."

"Did what again?"

She said, "In the store!"

I came home immediately, went into his room and gave him a licking you would think he would never forget. I came out, and my wife was still crying, still upset, sobbing, "I can't do this anymore."

I said, "Honey, look, you'll never shop with him again, I promise. You'll wait until I come home, or I'll go to the grocery store. You won't have to do it, I promise you. I won't put you through this again."

I went in and told him, "Nick, you're not going with Mom anymore to the grocery store. Either I'm going to do it, or you're going to stay home."

A couple of weeks went by, and my wife needed some milk and bread. I happened to be home. She said, "Would you go down and get some?" Nick piped up, "Can I go?" "Sure," I replied.

In my wildest dreams, I did not imagine that this little four-year-old, who was all of forty pounds, would challenge *my* authority in the store. On the way to the store, I looked at Nick and said, "Nick, you know the rules?" "Yes, Dad."

Once in the store, I got the milk and bread, and went to the express line to check out. As I looked around, Nick was not behind me. He was standing about 30 feet away with a toy in his hands. I said, "Nick, put it back." But he did not move. He just put his head down.

What started coming over me at that point was definitely demonic! The milk carton was ready to pop in my hands. The guy behind me started backing up and everyone began to notice what was going down, but I did not care. I was oblivious to the people around me; I was looking at Nick, thinking, "How dare you?" "Nick, do it NOW!"

Still, he did not listen. Then I said something that I pray none of you will ever say. I said, "Nick, if you don't do it now, I'm going to drop-kick you across the store. I don't care who's here." Finally he darted off and put the toy away. We got into the car, and I spanked him. We got home and I spanked him again. That was my little jewel, Nick.

Many situations like this led my wife and me to pray and look for help in dealing with Nick. I knew what I was doing was not right, and the spankings did not seem to help. I had to *learn* how to change, and learn how to discipline properly.

You parents, who are blessed with a strong-willed child like this, hang in there. The tools you are going to learn really do work.

## Dads - Get Involved

It is important for Dads to get involved with the disciplining, but also helping in all aspects. We need to work together when our children are small. When I first got involved in lay ministry at our church, it was important to me that we arrived at church on time. It was very embarrassing for me to walk in late.

We lived about a twenty-minute drive from church. One Sunday morning, I was driving about eighty-five miles an hour down the freeway, and my wife looked over at me and said, “Why are you speeding? You should slow down!” I said, “If you wouldn’t make us so late, I wouldn’t have to speed!”

She could tell I was a little agitated. There was silence for a few moments; then she calmly said, “Why don’t you help me in the morning?” That had never crossed my mind. I looked at her and said, “What do you mean, help? I get up; I get the cereal bowls out. Once in a while I even put the cereal in the bowls before the kids come to breakfast. I even make the coffee. What else do you want me to do?” I was completely oblivious. She said, “Why don’t you help get the kids dressed?”

At this point, I had a crisis going on in my head. “Do I take this on or what?” I said, “OK, starting next week, it’s mine.”

The next week rolled around, and I got up Sunday morning knowing I could prove my efficiency. The kids were going to be dressed and we were going to be *on time*. I walked into the boys’ room, “Hey, come on boys, let’s get going; time to get up and get ready for church.” I went downstairs, got everything all ready, but heard nothing from upstairs; it was silent.

So I went back to their room, and these two little boys were still in bed! So I yelled, “Get up, right now!” and pulled down the sheets. “Get out or I’m going to spank you!” Pretty soon they were upset and crying, and I was shoving their clothes on.

A **side note** about strong-willed kids: when possible, give them a *choice*. Nicholas always thought he had to be in control. I eventually learned to pull two pairs of Levis out for him to choose from. I could not even tell the difference between the two pairs, but that made him feel like he had a little bit of control. Sometimes you can just give them a choice in a small area, and it makes things work smoother. Justin did not care if you put a pink shirt on him with green pants.

Back to the first Sunday morning “dress rehearsal.” I thought I had won, but I was wrong. We got into the car on time, and as we drove down the road I was feeling pretty accomplished. I looked over at my wife, and her expression said it all. She was looking at me with that face that said, “You big idiot.” I said, “Hey, we’re on time.” She replied, “Yeah, but look in the back seat.” Both of the boys were red-eyed, tears streaming. They did not look like they were ready to go to church and praise God!

As my wife and I discussed how I could do better, I learned how to put a sock on my hand and make a little puppet to sneak under the sheets saying, “Hello! Good morning!” Or I would do the old “wet Willy” in the ear. I would lie next to them and tell a story (I used to tell these dumb stories about a dog that would chase cats up a tree and not know how to get down, putting his head in a bottle, etc. I would make them up as I went along). I made wake-up time a fun time.

I *learned* that if I just got their minds running in the morning and thinking for 10 or 15 minutes, then, when I said, “OK, come on, let’s get ready to go,” they were much better about cooperating. I learned to *adapt* without *compromise*. Did it take time? Yes. But this was *my* job until my children were able to do it on their own. Dads, you can engage here and help. It is not “your part and my part”; it is “*our* part.”

## Points for Practice

Some practices are especially important when you have small children.

### 1. LOVE THEM, DO NOT YELL OR GET ANGRY.

Remember that love is patient, and you are to expect them to fail and act their age. Do not break a child’s spirit by getting angry. Imagine someone 10 times your size coming at you in anger with a booming voice, neck veins popping and eyes bulging! Not fair! Think of it this way - would you use gasoline to put out a fire? My Nicholas did not understand why he was stubborn, or why he would struggle and want to debate over most rules. He didn’t know why he was wired this way, not able to articulate and understand this. God gave him a strong personality, which I needed to train. When I yelled and got bent out of shape, I was exasperating him to further bad behavior. So, I encourage you to study how to answer.

**Proverbs 15:28**, *“The heart of the righteous studies how to answer, But the mouth of the wicked pours forth evil.”*

Is this still a struggle for you? If so write out your prayer asking God to change you.

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## 2. STAY CALM: LOSE CONTROL = LOSE CREDIBILITY.

When your kids see you *freaking out*, they learn to take advantage and manipulate you to get revenge. When you are out of control, they get out of control. When you disrespect them, they will disrespect you in return. If you have developed a habit of *reacting*, I suggest that you break it by first asking the Lord to forgive you (repent), then go to your children and ask them to forgive you (confess). Do not let another day go by! This is a very important principle: holding yourself accountable to God and your children.

### ACTION PLAN

Make a commitment to ask your child's forgiveness each time you fail in this area. I cannot tell you how many times I have gone to bed, settling in for a good night's sleep, only to have the Holy Spirit nudge my heart about the way I *reacted* to one of my children. Many times, I left my bed and went to Nick's room, and humbled myself in this way:

*"Hey, Nick, how I dealt with you today was wrong. Would you forgive me?"*

Whether your child is five or fifteen, you owe them an apology if you have responded to them with ungodly behavior! "If" you are honest before God, truly want to be transformed and stop this ungodly, sinful habit, then you "will" faithfully take responsibility.

### **DIG DEEPER:** FURTHER STUDY

Read the following Scripture, write down what it says will happen when we do not stay calm. What practice is needed to stay calm?

**Proverbs 15:18**, *"A wrathful man stirs up strife, but he who is slow to anger allays contention."*

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**Matthew 5:23–24**, *"Therefore if you bring your gift to the altar, and there remember that your brother has something against you, leave your gift there before the altar, and go your way. First be reconciled to your brother, and then come and offer your gift."*

After reviewing Matthew 5:23-24, if you have failed in this area, how will you obey God's instruction?

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### 3. TEACH THEM TO OBEY AND RESPECT YOUR AUTHORITY.

Your kids must be taught that you are the God-given authority in their lives. They need to know that you are giving them rules, consequences, and punishing them when necessary, because this is what God has commanded you to do. This is why it is so important that you walk in intimate fellowship with God every day! If you expect your children to submit to your authority, you must show them that you are in submission to God's authority. Here is a Scripture you can share with them concerning God's instruction in this matter.

**Ephesians 6:1**, *"Children, obey your parents in the Lord, for this is right."*

### 4. BE CONSISTENT.

If you say you are going to do something, then follow through. Lack of consistency can hinder the whole discipline process, which is designed to lead a child to maturity. Follow your discipline plan; if you don't, children will figure ways to manipulate their way out of following any discipline plan.

### 5. IF POSSIBLE, TRY TO KID-PROOF YOUR HOME.

You may have a strong-willed child who keeps getting into the other kid's toys. For example, every day it is a big fight because your three-year old just cannot wait to go in there and play with those toys, and never puts them away, or breaks them, so you might want to build a high shelf. We do not think twice about locking up the poison, but it can be just as important to put out of reach those things that cause contention between siblings.

## ACTION PLAN

List anything you need to change, or items you need to re-locate in your home, to minimize the amount of strife and/or corrections through a day.

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A young child's cognitive skills and understanding of life, their ability to process information and experiences, and their ability to make judgments and understand concepts are limited. They do not yet comprehend the difference between corrective consequence and punishment. They will understand eventually as

you remain consistent, calm, and patiently work with them. When small children are corrected, or receive a consequence, they may respond with, “*You don’t love me.*” Maybe you have heard this from your child. If your habit has been screaming and yelling when correcting them, you may have a difficult time convincing them that this is what love looks like! *Learning* how to give a consequence correctly, and to train without showing anger and frustration is so *important!*

## Sample Rules

You need to establish some real boundaries by the time your children reach fifteen to eighteen months of age. Here are some suggestions.

### **SAMPLE FAMILY RULES AND CORECTIVE CONSEQUENCES**

#### ***Examples for 18 months to 5 years old***

<b>Rule 1:</b>	<b>Respect one another at all times</b>
	<b>- Parents and siblings.</b>
Consequence:	Time out (3 to 5 minutes – use timer)
<b>Rule 2:</b>	<b>No physical fighting or verbal arguing.</b>
Consequence:	Time out 3 to 5 minutes.
<b>Rule 3:</b>	<b>Help clean up your own messes, toys, etc.</b>
Consequence:	Time out and (if a toy) toy gets put away for two days.

### ***Parents Deserve Respect and Obedience***

The number one rule must be that your children *respect* you. Remember, during the first five years, when you are teaching them this rule, you are also defining their concept of respect. Obviously, a three-year-old does not know what the word “respect” means. When they get mad and say, “I hate you,” the first time, they do not understand that was disrespectful. When things come up and they respond in the wrong way, you need to say, “Now look, I understand you’re upset, but what you just said was disrespectful. So the next time you say that, you will have a consequence for disrespect.”

By doing this, you are also beginning the work of defining and instilling morals and values. Respect means that they are honoring you; Ephesians 6:2 says, “*“Honor your father and mother,” which is the first commandment with promise:”* In essence, you are also helping them to understand God’s will, which honors God as well.

Not obeying your command is a form of disrespect. If you ask your child to come here, stop doing that, get away from that, etc..., and they do not comply, you need to give them a corrective consequence. Do not get into the habit of raising your voice, or using their middle name to get their attention. If they do not comply,

just *follow through* and give them the *predetermined* corrective consequence. As part of your follow-up, they need to be reminded that obeying parents also pleases God.

**Colossians 3:20**, “Children, obey your parents in all things, for this is well pleasing to the Lord.”

A typical corrective consequence for disrespect would be *Time Out*. Many parents use a child’s bedroom, or a certain chair. I recommend you purchase an inexpensive kitchen timer. Set the timer according to the child’s age; if they are three, they sit for three minutes, etc. You can use a playpen for little kids, so they are not able to crawl out. They will understand the concept: when you say, “No,” and they continue a behavior, you pick them up and put them in the playpen, then set the timer.

I also suggest that with children age two to five; you choose a chair conveniently within your view. I do not suggest that you stick them in a corner to stare at a blank wall; that is demeaning and does not teach or train them. The principle of giving a corrective consequence is not for parents to choose methods that kids hate, but methods that make them willing to yield to authority and receive training.

When was the last time God made you stand in the corner with your nose against the wall for your disobedience? God does not do that to us and we should not do it to our children. Remember that foolishness is normal, not bad; children just need to be *trained*.

Now, with a strong-willed child, you need to define what “sit in the chair” means. If you do not define it, they will soon be standing on the chair, scooting it across the floor, etc. What they are thinking, “I’ve got to win here. I’m not in control right now and I don’t like this.” So you have to define it for them, “Butt on the chair, chair in the same spot.” Your more compliant children will just sit there.

If they get out of the chair before the timer is done, they are asking for the motivator/punishment. If you use spanking as your punishment, just spank and put them back in the chair, and start the timer again.

**NOTE: PRINCIPLES OF SPANKING TO FOLLOW.**

***Bedtime (in their own bed)***

There is no biblical instruction for when a child should stop falling asleep in your bed, if you have chosen to allow this. Some people use scripture to indicate that this will cause emotional damage. Now *that* is foolish. There is nothing wrong with allowing your kids to fall asleep in your bed, but there may be some difficulty when you want to break this habit.

With my boys, I shared with my wife that I did not want this to happen. There were isolated times, when they were scared or sick, that we would allow it. But it was different with our daughter. She was our little

princess: both my wife and I let it happen often. After she would fall asleep, we would carry her to bed. My wife finally said, “Honey, I think it’s time for her to learn to fall asleep in her own bed.” I do suggest that by three years old, children should be trained to fall asleep in their own bed.

A couple came to me for counseling who had a thirteen-year-old child still sleeping in their bed. The husband was very unhappy about this. As a child, the wife had been physically abused by her stepdad when she was in bed; hurt, fear, and unforgiveness led her to allow their son to fall asleep with them since birth. That is wrong, and very unhealthy for the marriage and the child. It was very difficult breaking both the son’s bad habit and this mother’s emotional fears, but they found victory through forgiveness and a good plan.

If dad is home at bedtime, it is good for mom to let him lead in putting the children to bed. Wives often end up lying down and falling asleep with the kids, leaving the husband to go to sleep by himself. Men, you need to step up and participate in this area, if needed.

It is helpful to tie the *transition* to a birthday. Dad could handle it something like this, “OK, you’re three, you know what that means? It is time for you to start sleeping in your own bed.” The child will reply, “I don’t want to, I like falling asleep in your bed.” You answer, “I understand that, Honey, but it’s now time; 8:30 is your bedtime. Here’s your water. Here’s a nightlight. I’ll pray with you and leave the door open.” Child replies, “I want Mommy.” Your final word is, “No, you already said goodnight to Mommy.”

For the next five days, you may want to lie down with them or kneel next to their beds for a few minutes to help the transition, but you need to work toward training them in this. You explain to them, “If you get out of your bed, it will be a swat on your butt (a rare exception to the rule) and back to bed.” If it happens, you comfort them for just a few moments and then walk out of the room.

When you walk out, they will usually begin to cry. Set a timer for five minutes. The timer is for you because 5 minutes with a child crying is a long time. After five minutes, go back and comfort them (just for a few moments), saying,

“I’m here, we didn’t leave you.”

“Where’s Mom, did she leave?”

“No, she’s here, but it is time for bed now.”

“I want to see her.”

“No.”

“I want Mom.”

“No, Dad’s here.”

You explain that you know this is hard, but it is part of growing up. After you leave the room a second time, you set the timer for ten minutes and do not go back until that time is up, unless they get out of bed. If they do, you follow through with one swat, put them in bed, and walk out again. Stay *consistent* with this. Every time you do it, add another five minutes to the timer. Usually, the transition is complete in three to four days.

Bedtime was difficult for my son, Nicholas. He didn’t want to fall asleep because he would be missing something. One of those special, strong-willed children, he would purposely wedge himself in the corner of his bed so he could not get comfortable. He knew if he would lay flat, he would fall asleep. There were nights when he would cry for over two hours before falling asleep.

He would cry until his little eyes would swell into slits. My wife and I would lie in bed thinking, “We should invent some kind of smelling stuff to knock him out; we would be millionaires—because there *has* to be other kids like Nick!”

It was very hard on both of us! A few times when I went out of town, my wife got suckered into letting him fall asleep in our bed. We had at least two more nights of struggle to get it back in order after I came home. With our other son, Justin, we said, “Hey, Justin, this is the bedtime.” He said, “OK.” And that was it.

I come from a large family, and between my brothers and sisters, we have lots of kids running around. My parents have a total of 41 grandchildren, 34 in San Diego. We have a great time together! When my kids were young, we would all go camping together. The sun would rise at six o’clock, and there was five-year-old Nick wide-awake. Everyone else was asleep, but he would be demanding, “Get me dressed.” He would go out walking around, knocking on everyone’s camper doors. Ten o’clock at night, he would still be out there by the fire when all the other kids were asleep, saying, “What’s next?” He was a special boy (*and you thought you had the only strong-willed, hyper child*).

### ***Pick up your Own Messes***

Another rule should be: “Pick up your own messes.” Moms, you are not maids. You can start this at a young age with their toys. Obviously, most three-year-olds are not going to independently pick up toys; it is OK to sit down and help them. If they do not help you, the consequence is that you confiscate the toy (make sure they see you), put it in a brown bag, and stash it in the closet. Say, “The corrective consequence for not helping Mommy is that your toy stays there for one day.”

My son, Justin, would usually forget about that toy. But guess which toy Nick wanted most for the next two days? That one. This is an example of a sensible consequence, one that directly relates to the violation.

### “No” Means “No”

“No” can be a rule. Give them a consequence for asking over and over after you have already said “No.” Another typical rule for small kids is “**no whining.**” Whining is simply a form of manipulation. Give them a Time Out when they indulge themselves in whining to get their way.

Other rules could be no biting (if it is a problem), no hitting, or both if needed, which could be handled with a Time Out.

### ***Exceptions to the Time-Out and Spanking Rules***

In some cases, such as bedtime, Sunday morning church, or any time when you are pressed for time to get out the door, you cannot give a time out for not getting out of the bath, or not getting dressed, etc. Instead, you can say, “Listen, I want you out of the tub now. If you do not get out of the tub now, you’re going to get a spanking.” That is the exception, not the rule. There are times when you do not have a choice in the matter; you have to say, “Here’s the rule, here’s the punishment/motivator. Respond correctly, or I will follow through.” Going directly to spanking is used only in time-constraint situations.

### **SELF-EXAMINATION**

*(This is an exercise only)*

1. Take some time as a couple (if married) and write out your current rules and your corrective consequences (all ages). If you need more space use a separate sheet of paper. If there are any rules or corrective consequences that you do not 100% agree on together, put an asterisk beside them.

**Rule 1:** \_\_\_\_\_

*Consequence* \_\_\_\_\_

**Rule 2:** \_\_\_\_\_

*Consequence* \_\_\_\_\_

**Rule 3:** \_\_\_\_\_

*Consequence* \_\_\_\_\_

**Rule 4:** \_\_\_\_\_

*Consequence* \_\_\_\_\_

2. What has been the punishment you are using in the event that your child refuses to accept the corrective consequence?

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## ACTION PLAN

Take some time right now to fill out your own rules and corrective consequences for this age group, 18 months to 5 years, if married do it as a couple. You will find a **blank worksheet in the appendix**, please feel free to make copies. *I strongly suggest you not implement these rules until you have completed the chapter titled "Starting Over."*

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## WEEK 9: DAY 3

### Principles of Spanking

#### **#1—Plan Ahead**

Choose ahead of time what will be corrected with spanking (Prov. 6:16-19). Most parents go directly to the punishment rather than the corrective consequence. That does not work. You must go to the *predetermined corrective consequence* first, and if they refuse the *consequence*, "rebel", then you go to the punishment. It is very important that you establish how, when, and for what you are going to issue this type of punishment, so you are not ruled by your *emotions*.

#### **#2—Use Love**

Spank in love. For a punishment to be effective, it must be done in the context of a loving relationship. That means being in control of your own emotions - no angry yelling and screaming. It is okay to spank your child without smiling; but you can also be firm without twisting your face in anger.

#### **#3—Find Privacy**

Spank your child in private, away from brothers and sisters, or other adults.

Think about this: let's say you are on your way to church, and almost there you get pulled over by the police for speeding. You are on the roadside, and everyone you know is passing on the way to church. Would you get out of your car and call out, "Hey, I'll be there in a minute. Save a place for me!" No, of course not. You would be saying, "Come on officer; please hurry. Everyone's going by, somebody might see me," and all the

while wanting to hide your face. It is embarrassing to us as adults. Do you think it is any less embarrassing to our children? No, it is not.

When you are at home, visiting friends, or in a public setting, find somewhere private for this type of discipline. Many people in our society believe that spanking is illegal. Note: you may live in a country where spanking **is** illegal. If so, you need to decide for yourself how you are going to motivate them to yield. See below for alternative punishments. Spanking your children **correctly** is still legal in most countries, but spanking in public could bring social services to your home for an interview. They may even try to remove your children from your home. I have worked with cases like this when they did remove one of the children for this reason. In some cases, it went on for several months in court. If the spanking was done correctly, the judge would merely assign counseling and return the child home because there is no law against spanking in the US. You **must** be wise when using this form of punishment.

### **ALTERNATIVE PUNISHMENTS** **FOR CHILDREN 18 MONTHS TO 5 YEARS**

1. Child is put into play pen or bedroom for a period of time or until they are willing to accept the time out (corrective consequence).
2. Physically hold the child in your lap until they are will to quit defying you and accept the corrective consequence. The timer will start again only after the child sits on their own without any physical constraints by you.

#### **#4—Be Consistent**

Be consistent. If you say you are going to spank, then make sure to follow through. Equally important is them understanding why they are receiving the punishment.

#### **#5—Explain**

Talk with your child in a firm but loving voice, and explain why the punishment is taking place. “I’m spanking you, Honey, because you’re refusing to sit in the chair. If you would sit in the chair and accept the corrective consequence, then you would not have to receive the punishment.”

#### **#6—Affirm Your Love**

Affirm your love after punishing. For example, hugs are good, but **only** if they want to be hugged. Be *open* and willing to show loving affection in a way that is comfortable for your child and remember that every child is different.

The last thing Nick wanted after he was punished, or even given a corrective consequence, was to be

hugged. He would wait about 30 minutes, and then he would just come and jump on my back and want to wrestle. Justin, on the other hand, immediately wanted someone to hug him. He wanted to be reassured right away, and he is a hugger. So was Katie.

Each child is different. If one does not want affection, then do not push it on them. Study each child to learn what makes them feel loved and what strengthens the parent-child relationship.

### **#7—Make It Immediate**

Spank your child as soon as possible after the act of defiance, as this is an *opportunity* to motivate your child to accept training. Remember that sometimes this is not possible; you may be in public or at someone's house where there is no private place. In those situations, you may have to say, "Honey, sit right here next to me for a while." If they still remain defiant, in some cases you may have to leave and handle it immediately upon arriving home.

### **#8—Never in Anger**

Never spank in anger or when you are not in control of your own emotions.

### **#9—Show Respect**

Never spank a child in a way that shows disrespect. This includes verbally lashing them during your emotional meltdown over their behavior. Some parents make their children pull their pants down. Obviously, most kids are not going to turn around and say, "OK, spank me." Nick was like a rabbit. I had to hook my hand right up underneath his armpit and back him up against the bed so that he would not spin around me.

The right place to spank is on the buttocks, in the fatty area. If you stay within that butt area, you are also on safe ground with most legal authorities. When you move out of that area, you are crossing some lines.

### **#10—Use the Right Amount**

Never spank more than necessary; use a *measured amount of pain*. Determine ahead of time how many swats they are going to get. Do not become agitated or surprised if they say, "That didn't hurt." The goal is not to make them cry, but to establish a way to motivate them when they rebel and refuse the corrective consequence.

As a suggestion, if your child responds to your swats with, "That didn't hurt," you say, "OK, I'm going to ask you a question, and you're going to have five seconds to answer. Now, five seconds is: one, two, three, four, five. That's how long you have to answer this question. If you don't answer, you're going to get another two swats. Here is the question: Do you want another spanking?" Now, that strong-willed child has to make a choice.

If they say, “No,” that means the spanking worked. If they say, “Yes,” they are still acting foolish and need another spanking. Most of the time they say nothing at all the first time you ask this question, until you follow through with another spanking, and that usually ends the problem of them responding with, “that didn’t hurt.”

### **#11—Spank for the Right Reason**

Never spank a child for childishness, or messiness. Spank them for willful *defiance*, when he or she is unwilling to accept the corrective consequence.

When I was about eight or nine years old, I loved chocolate milk. We had eight kids in our family; you can imagine there were not many desserts around, so chocolate milk was a big thing for us. We must have gone through five gallons of milk a day in our house.

I remember one time, after my parents had just laid new carpet, I was making chocolate milk. Half of the kitchen was carpet, and half linoleum. I was, of course, on the carpet side, and I spilled the chocolate powder all over the brand new carpet. Being a child, I did not know I should get the vacuum and I used a wet rag instead. No matter how much I rubbed and scraped, the stain just kept getting bigger and blacker. That is an example of childishness, an accident.

When you discover your ten-year-old got into your tools, left them outside during the rain and they rusted, remember: What do you value more, your kid or the tools? This is when you say to him, “Poor choice, here’s your corrective consequence.” God knows how to bring around these tests that reveal our hearts, what we really value. Remember, when you blow it, ask your child to forgive you.

### **#12—Deal With Manipulation**

Do not allow your child to manipulate. Many times a child will try to divert the deserved spanking by accusing you of not loving them, or by apologizing profusely. The reality is, if they did not respond properly to corrective consequence, you must *follow through immediately with the punishment/motivator*. Do not let them turn this into a temporary power struggle.

### **#13—Deal With Excessive Crying**

Excessive crying, screaming, or yelling during and or after spanking must be handled. What can you do when your child is screaming like you are killing them? Here is a way you can break the cycle: let them know if they act this way, they will also be put into their room for a period of time after the spanking. You may use a timer for this, if you desire. Let them know that when they have stopped screaming or yelling then the timer will begin. Also add, “If you come out of the room before that timer goes off, you will get another spanking, and go back in your room.” Once they figure out that you are going to stay *calm* and *consistent*, they will begin to break this childish behavior.

### ***The Paddle or the Hand?***

Worldly psychology has taught for many years “don’t use your hand—you need to separate yourself from the spanking.” But do you really think when you are spanking your child with an object that they do not know who is swinging it?

Personally, I am a firm believer in using your hand. When God speaks of “the rod of correction (Prov 22:15),” He is speaking of the tool of measurement and the authority. I encourage using a hand, which gives full control of how hard you spank. With your hand, you can also more effectively control the area of the spanking. The same hand that rubs their face that holds them, wipes their tears, feeds them and loves them is the same hand that corrects them if they need it.

I suggest that if you are going to use an object, throw the spoon away and get a flat paddle. If you use a spoon, and you hit too far down, leaving a bruise, you are opening the door for accusations of abuse.

I counsel many kids and hear the responses to what they felt when a parent used an object for spanking. It was not so much the spanking that bothered them, but the *object* their parents used. My experience is that your hand is the *best* tool for spanking. God set the example for us (1 Sam. 5:6, 9, 11; 7:13; 12:15; 2 Chron. 30:12; Job 19:21).

**1 Samuel 12:15** *“However, if you do not obey the voice of the LORD, but rebel against the commandment of the LORD, then the hand of the LORD will be against you, as it was against your fathers.”*

**2 Chronicles 30:12** *“Also the hand of God was on Judah to give them singleness of heart to obey the command of the king and the leaders, at the word of the LORD.”*

**Job 19:21** *“Have pity on me, have pity on me, O you my friends, for the hand of God has struck me!”*

The same hand that blesses us also motivates us if we need it. God is always there with His tender love, to discipline us when needed. He handles all the training Himself, but that is not the case within our homes. Dad, you should be the primary one responsible for establishing the training and issuing the corrective consequences and punishment in the home. But remember that both dad and mom are a team, and are to work together.

### **When Dad is not Home**

What happens during a typical day, when Dad is not home and the kids need discipline? Example: Mom says,

“Help me pick up these toys.”

“No, I don’t want to.”

“Well, this is one of the rules Dad has established. If you don’t help me, the toy gets picked up and put away for two days.”

Married moms, lean on Dad; we are following Dad’s rules, lean upon his protective authority. Your greatest companionship need as a wife is loving security, so let your husband protect you here. Don’t argue with your kids over why a rule exists, or why a corrective consequence is being given. Just say, “This is what Dad and I decided to do, but these are **his** wishes.”

## While There Is Still Hope . . .

**Proverbs 19:18**, *“Chasten your son while there is hope, and do not set your heart on his destruction.”*

The command here is to discipline your children; it is also a warning against parental passivity. A child guilty of wrongdoing should be chastened (disciplined) with a corrective consequence and punishment when needed in the early years while there is still hope. To neglect needed discipline may contribute to even capital punishment under the law later in life.

## WEEK 9: DAY 4

### The Myth of Positive Reinforcement

Our society has embraced the “positive reinforcement” concept of parenting; sadly, most of it is just so wrong and distorted. Using charts and rewards seems to work well with compliant children, but has some serious side effects. Have you noticed how many teens and young adults today have this entitlement mentality? Someone owes them, and, if the reward does not seem good enough, they will just quit and/or blame someone else for not getting what they feel they deserve! Our culture is infected by this today. This type of parenting does not work, especially with strong-willed kids.

Love is the most powerful motivator, and the most effective way to build self-worth in a child, not gifts and gimmicks. As we learned previously, we are to praise our children and practice our love toward them daily, because they are a gift from God. Good behavior is expected, not rewarded. When the apostles were asking Jesus to increase their faith and duty (Luke 17:5-10) He gave them a humble perspective of the type of attitude they needed after they had done what God asked of them, He said,

**Luke 17:10** *“...when you have done all those things which you are commanded, say, ‘We are unprofitable servants. We have done what was our duty to do.’ ”*

We are carrying out a humble service for God in loving our children, and likewise our children are obeying us because that is what He asks of them (Eph 6:1).

## Have the Right Attitude

Remember when your children were beginning to walk? You helped them and encouraged them as they took their first steps. You did not say, “You’re embarrassing me! Get up! I was running by the time I was your age.” When they fell, you picked them back up again and continued to help them. God says we must maintain that same type of attitude toward training our children.

That is not to say that it is never OK for you to put a carrot out there to encourage a particular behavior. For example, my son Nicholas struggled with reading retention; he could read a paragraph several times and still not understand it. This affected his academic progress and feeling of self-worth. Both my dad and I struggled with this, as have seven other family members that we know of so far.

Nick would spend hours on his spelling words during a week and get a C on his test, while Justin would look them over for fifteen minutes and get an A. It seemed really unfair for Nick, so I would say, “Nicholas, I know this is hard for you, but if you do well, if you work hard on this thing, we’re going to do this for you.” If I did something like that, I would make sure I took Justin aside, and say, “Look, Justin, I’m going to do this for Nick, because you know how he struggles academically.” Then I would make sure I did something for Justin also. In those cases, positive reinforcement is OK.

### SELF-EXAMINATION

Are you using any charts, graphs, or some other system to record a child’s good or bad behaviors accompanied with rewards or demerits? If so, share with your spouse how it is working for you as a father or mother.

Write out how you believe this system is or is not working with your strong-willed child.

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Have either of you noticed that your more “compliant child” acts like and or makes comments that their perspective of themselves is being “better than” their strong-willed sibling? If so, write out what they are.

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Gifts or merits can motivate children to work hard or to try harder at certain things but they will not build self-worth in them.

As parents, how often are you complimenting and praising your children because they are a gift from God and wonderfully made?

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Is most of your praises tied only or mostly to there performance? Explain;

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Is good behavior expected in your home because this is right or is rewarded as a way to get something? Explain:

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Does your love toward them and how you show it change because of their failures?

Do you have a compliant child whose natural bent is to please mom and dad?

Do you have a strong-willed child that resents their compliant sibling and struggle with their own self-worth?

They can become discouraged because their compliant sibling receives more gifts and/or affirmation than they receive from what they perceive comes more natural to the compliant sibling.

A perpetual system of rewards for good behavior for compliant child can set the stage for an entitlement mentality, as he or she grows older. This is teaching the child to serve, to do or to sacrifice only when it has a personal benefit for them that they believe is worth it.

How do you think this can negatively affect your child as an adult?

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Is your attitude toward all your child's failures similar to when they first began to walk; proud and excited when they first stood on their own and took their first steps? When they fell, you lovingly picked them up and encouraged them to try again, confident that in time they would develop, mature, and learn to walk on their own.

If not, explain your attitude toward your child's failures?

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## A Great Idea for Corrective Consequence

### ***The Corrective Consequence Box***

I want to share with you a wonderful little tool called the "consequence box", which can be used in place of time outs. This should be introduced when your children are around six and older. It can be a jar, shoebox, or any container that you can get into easily. In the box, you place little pieces of paper on which are written chores that are *age-appropriate*; if you have a six- and an eight-year-old, they could use the same box. Chores like dust a certain room, vacuum the living room, sweep the back patio, pick up toys in playroom are acceptable. You fold the papers up and put them in the box.

Have your kids help put it together. It is so fun when they sit down and help you think up the corrective consequences to put on those pieces of paper. They are not thinking about themselves getting the consequence; they are thinking about brother or sister getting it and they can be pretty creative.

When it is time for a corrective consequence, you grab the box; they reach in and randomly pull out a piece of paper, then do whatever it says. If the task has recently been completed, just have them pull another one.

What happens if they say, "I'm not going to do the consequence"? You *motivate* (spank) them for rebellion. If, after you spank, they still do not accept the corrective consequence, they go in their room until willing to come out and do the discipline. Do not let them out of that consequence. Remember, punishment is *not*

the trainer; it does *not* educate or build character—corrective consequence *does*. Follow through with the punishment, but they must finish the consequence also.

Once, when Nick was around eleven-years-old, he pulled from the corrective consequence box, which he did often, and the consequence he got said, “Clean all the toilets.” The house we had at the time had four bathrooms. My wife and I looked at each other, and said, “Clean the toilets? We don’t remember putting that in there.” My wife grabbed her rubber gloves and the toilet brush, marched him into the bathroom, started showing him how to do the first one, and he was off and running.

While she was gone, I looked in the box. When she came back into the kitchen, I said, “Look, there are twice as many papers.” So we dumped them out and started reading. Eventually, we came across one that read “Do all of Justin’s chores.” You see, two days earlier, Nick had been bothering Justin, and Justin wanted to get back at him so he spiced up the consequence box. Justin would get a consequence, on average, every fourth day. Nick, on the other hand, would sometimes get five plus a day. He thought it was the best way to get back at Nick.

We all thought it was quite funny, what Justin did. As a matter of fact, we left in at least half the ones he added. He was very creative. But I encourage you, put the box up high because things may happen to that box. If it does not disappear altogether, all the hard things that were written on those sheets of paper will disappear.

## Using Related Corrective Consequences

As a child matures, at about the age of eight, it is important to introduce *related* consequence when appropriate. For example, you live on a dead-end street, which is a safe place to ride a bicycle. You feel that it is dangerous beyond that, so you tell your child, “OK, you can ride your bike up to this point, but if you cross that line, past that telephone pole, without getting permission from Dad or Mom, you will lose the privilege of that bike for a two-day period. So choose wisely.”

You can be creative, but make sure it is related to the bicycle. Do not say, “I’m going to take away your game boy.” What does that have to do with riding your bike down the street?

## Sibling Rivalry

### **No Fighting**

One of the rules I want to cover here is “no fighting and/or verbal arguing” between siblings. When your children are in a mutual conflict that spills over into your attempt to discipline them, you are battered with information on who started it, who did what first and so on and pretty soon you are frustrated. If you have a written rule like no fighting or arguing, you merely walk into the room and say, “Alright, the next one that speaks to the other in the next fifteen minutes will get a corrective consequence.” You set the timer, and separate them into different areas of the house and go about your business.

When one of them runs in and says, “He stuck his tongue out at me,” you say, “You go do a corrective consequence, because you shouldn’t have been looking at him.” Then you go get the other one and give him a corrective consequence too. Don’t let their childish foolishness control you.

### ***No Lying***

A “no lying” rule is a good one. Tell them if they get caught lying, they have double consequence. Simply give them two consequences from the list or box, if you catch them lying about anything.

### ***Clean Your Own Mess***

The rule is clean up your own messes. You walk into the house, see a mess, and tell your child, “Clean that up. And when you’re done, go do a corrective consequence. Remember, I’m not your maid.”

I believe a good rule is to “keep your own bedroom clean.” My children were expected to make the bed and straighten the bedroom before they went to school. Note: if your own room is not cleaned up, then do not expect your kids to do it.

When we presented this rule, my kids said, “We’re not going to have time to pick everything up and make the bed.” My response was, “That’s right, if you have your bedroom picked up before you go to sleep, the only thing you have to do in the morning is pull up your sheets.” The bedroom is a wonderful training tool.

## **SAMPLE FAMILY RULES AND CORECTIVE CONSEQUENCES**

### ***Examples for 6 to 12 years old***

- |                |   |
|----------------|---|
| <b>Rule 1:</b> | <b>Respect one another at all times</b>   |
|                | <b>- Parents and siblings.</b>  |
| Consequence:   | Draw one item from the consequence box or list.   |
| <br>           |   |
| <b>Rule 2:</b> | <b>No physical fighting or verbal arguing.</b>  |
| Consequence:   | Draw one item from the consequence box or list, if physical add ½ day room restriction. |
| <br>           |   |
| <b>Rule 3:</b> | <b>Be ready for school by 7:15 a.m.</b>   |
| Consequence:   | Be awakened at 5:00 a.m. the following morning or go to bed ½ hour early.               |
| <br>           |   |
| <b>Rule 4:</b> | <b>Clean up your own messes expediently.</b>  |
| Consequence:   | Draw one item from the consequence box or list and clean up mess.                       |

**Rule 5:** Return home by the specified time from an approved outing.

Consequence: Home restriction for two days.

**Rule 6:** Telephone privileges until 9:00 p.m. (with approval).

Consequence: No telephone privileges for two days.

### **SAMPLE FAMILY RULES AND CORECTIVE CONSEQUENCES**

#### *Examples for 13 to 18 years old*

**Rule 1:** Respect one another at all times

- Parents and siblings.

Consequence: Draw one item from the consequence box or list.

**Rule 2:** No physical fighting or verbal arguing.

Consequence: Draw one item from the consequence box or list, if physical add ½ day room restriction.

**Rule 3:** Be ready for school by 7:15 a.m.

Consequence: Be awakened at 5:00 a.m. the following morning or go to bed ½ hour early.

**Rule 4:** Clean up your own messes expediently.

Consequence: Draw one item from the consequence box or list and clean up mess.

**Rule 5:** Return home by the specified time from an approved outing.

Consequence: Home restriction for two days.

**Rule 6:** Cell phone to be off when in school, driving a car, when doing homework and between 9 p.m. and 6 a.m.

Consequence: No telephone privileges for three days. \*<sup>2</sup>

**Rule 7:** Cell phone: any inappropriate use of texting or pictures will result in a consequence.

Consequence: Loss of both text and picture capability on your phone for a predetermined amount of time.

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<sup>2</sup> \* One way to check and make sure this rule is followed is by checking the cell phone bill, it will have the times the phone was being used.

<b>Rule 8:</b>	<b>Room to be cleaned before leaving for school and or by 11 a.m on weekends “bed’s made, cloths off floor and put away.”</b>
Consequence:	Draw one item from consequence box and clean room.

## Examples of Alternative Punishments For Ages 7 To 18

### SHUT DOWN

If your child refuses the corrective consequence, an effective punishment is *Shut Down*. *Shut Down* means that your child has no privileges; no television, telephone, music, or friends over, and may include being confined to their bedroom. Their only freedoms will be to go to school, church, eat meals, use the restroom, and do their chores and homework. This continues until they are willing to accept the corrective consequence. *Shut Down* can last for five minutes or five days (or longer). It is up to them.

### SATURDAY WORK DAY

An effective punishment for a teenager who refuses to accept the authority left in charge in the absence of the father (i.e. mother, stepparent, grandparent, babysitter, or guardian).

- Have your child work on Saturday morning to complete tasks given. For example, give them a “TO DO” list to begin at 8 AM and they will be done when everything on the list is finished correctly. This is a great time to get those things done around the house you can’t seem to get to. If they choose to drag the work out longer than it should take, let them, but until all the work is done correctly, they are in that *Shut Down* mode.

### DRIVER’S LICENSE

Rescind license or permit (this can be done with written request from parent to the DMV). This should only be used if a child is rebelling against the rules and corrective consequences and is leaving in their car or your car. If used as a discipline – you must have a designated time period that it is taken away for and returned after that set time, not when their attitude is better.

### ACTION PLAN

Take these rules and corrective consequences to prayer, ask God to help you and to give you wisdom in writing out your rules. You will find a **blank worksheet in the appendix**, please feel free to make copies. Ask Him to help you be unified (if married) as husband and wife. I strongly suggest you not implement these rules until you have completed the chapter titled “Starting Over.”

## Tools for Training Older Children

If parents have trained with well-defined rules/boundaries, and consistently used corrective consequences during a child's first nine years, the transition into adolescence will be relatively smooth. Many changes occur between ages 13 and 15; this season of life is called *puberty*. Puberty is a period of two to four years when a child's body is undergoing changes leading to what we call adulthood. This wonderful transformation can be frightening for them and frustrating for us! It could be, probably will be, a bumpy ride; we must remember that this season is God-ordained, a prescribed process fully known to Him, as He designed it.

**Ecclesiastes 3:1**, *"To everything there is a season, a time for every purpose under heaven..."*

Puberty is a time when kids experience a real growth spurt. As size and physical strength increase, the body shape begins to look more like an adult. Your son's voice will begin to change. Ironically, before they acquire a deep *manly* voice, like dad, they can go through a *squeaky* period where they sound more like mom, especially over the telephone! Your daughter will experience the embarrassment and excitement of getting her first bra. Parents must remember that they are the adults and need to have *patience* and *compassion* with their maturing child!

Emotional changes also occur during this period as a child begins to think more independently, and will seek distance from parents. They have a strong desire to be accepted by their peers and begin to pursue close friendships. Heightened awareness of the opposite sex, with feelings of attraction, is part of maturing sexuality. In our sex-obsessed society, teens are exposed to many temptations, pressures and mixed messages about sex. During this time, it is vitally important that home is where sexual purity and godly morality is taught and expected as the behavioral standard. It is also very important that parents openly discuss sex; a child must hear the truth and develop healthy attitudes, which should come from you. If you don't answer questions and satisfy their curiosity, they will get information, or *misinformation*, from their friends!

**Note:** To help you better understand adolescents, check our website for material on *"Understanding Teens,"* and to assist you in setting healthy boundaries for your child with opposite sex friends, refer to, *"What Is Teen Dating Anyway? Biblical Principles for Opposite Sex Friends."*

The teen years are a period when your developing child will begin to think abstractly and symbolically, which means, in a nutshell, that they are thinking a lot like you think! When they perceive that something is not right, they have the ability to look at the situation with understanding and are better able to see another person's point of view.

Teens will usually, to varying degrees, test the structure and values that you have taught them at home. Your children have been observing and absorbing your words and actions for their entire lives. They know

you very well. Be warned that when a pubescent teen senses division between Mom and Dad in management style, contradictions in rules, or any hypocrisy, they will surely point it out!

As a child progresses toward adolescence (girls at ages 11 to 13, and boys at ages 12 to 15), we should move from spanking into different methods of punishment. I have found that spanking older children usually does more harm than good, by provoking and humiliating them. Using total restriction is a great motivator/punishment to convince an adolescent to accept the corrective consequence.

As a child matures, if they received this type of training, they most often will become goal-oriented and have a desire to get on with life. While feeling this unstoppable need for more independence, they can become antsy, impatient, anxious, and even seem rebellious. Remember, they do not have the answers to important questions about what is happening to them. Such questions as: What is the source of all these changes that come with adolescence? What is a mature adult and how do I become one? This is why parents need to *define* these questions and be guiding an adolescent in positive directions, keeping them focused on the goals of maturity.

The changes that teens experience are unavoidable, healthy, and part of God's perfect design. Our children did not ask for puberty; many have a difficult time adjusting to these changes, which is why parents need to educate themselves. Every child needs parental wisdom and help getting through this period, some much more than others. Think of it this way, each one of these changes (physical, emotional and cognitive) are tools that God has provided for them on the path of becoming mature adults.

Begin to give your teen more freedom and independence; respect their privacy, but do not compromise standards. Don't snoop in their room just for the sake of snooping! Your sons and daughters need to know that you see them as *young adults*, not children! One of the ways to do this is by making their thirteenth birthday a very special event. Spend time with your child, discussing the changes they are facing. Take every opportunity to reaffirm your love for them and their value to you. Let them know that you are on their team, and that you will be there to support and help them through this time.

## ACTION PLAN

After reading the characteristics above, list some of the changes you see in your adolescent child/children. If you have not been sensitive during this time of change (all ordained by God), ask God to forgive you for your negative actions, then write out a prayer for help. Go to your teen and ask forgiveness if needed.

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Our adolescent kids may be *looking* like adults, but they are not yet mature. Many parents make the mistake of pulling back from the training process with teenagers. You can stop training when they become responsible, mature adults, or when they leave your home, whichever comes first. You need to make this clear to them. And remember that you are *training* them, not *controlling* them.

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## WEEK 9:DAY 5

Adolescents will naturally begin to test your authority; it feels like the “terrible twos” are back, but this child has gained a hundred pounds! Here are some areas where you should not compromise during this season.

### ***Respect-Obey Parents***

**Number one**, no exceptions: ***show respect to both parents***. This means obeying and speaking respectfully, and no mouthing off. This also can include them trying to help you in parenting the other siblings. It is common for teens to act like you need help in parenting their younger siblings, so make it clear that, “We’ve got two parents in this house; we don’t need another one!”

Also, be on the lookout for them to start telling you what they are going to do, rather than asking for permission. Example: “I am going to Kathy’s house and I’ll be home by 7:00.” To which you reply, “Whoa, are you asking me, or telling me?” Your teen may then say, “What’s the big deal?” So you clear it up by telling them, “Well, let me explain. If you’re telling me, then no, you’re not going any place. If you’re asking me, I’ll think about it.”

This is a typical power struggle during these years, but it can sneak up and leave you wondering when they seized control. Although this behavior needs to be identified and checked, consider it normal. Do not get upset and react in anger, just correct it lovingly and consistently.

### ***Morals and Values***

**Number two:** do not compromise the ***morals and values*** that you have established within your home. This includes personal interests and pleasures—music, TV, games, etc. My son, Nick, was really into music, so we made a **rule:** you can have any music you want but, if it is not Christian, I had to read and approve the *lyrics* first. Did we ever catch Nick with inappropriate music? Yes, we did. One time, my wife found some CDs at the bottom of a drawer in his room. We got on the Internet, looked up the bands, and could see by the first picture that popped up what they were about. Most of the lyrics were on the Internet as well. So, the consequence was the CDs got destroyed, and he had a consequence from the corrective consequence box—one for each CD.

On one occasion, seven of the CDs we destroyed were not his; they belonged to his Christian friend. When it got back to the parents that we had destroyed their son's CDs, and my son had to do corrective consequences, they called us, "Oh, we're so sorry. Tell your son he doesn't have to pay him back, because we don't want that in our house either." Then, they asked me for advice on how to deal with this out-of-control problem with their son.

### ***Training is Mandatory***

**Number three:** explain that ***training can stop when they become responsible adults, or when they leave your home***, whichever comes first. Often an adolescent will say, "Well, I think I don't need to receive training anymore." You just say, "OK, I'll make you a deal. If you stay within the rules, I'll never give you a corrective consequence again. But, if you break a rule in my house, you are demonstrating both to you and me that you need to receive further training."

## **Sample Rules for Adolescents**

### ***Wake-Up Time***

We had a rule about waking up in the morning. If you have a teenager, and you find yourself going in two or three times every morning to wake them up, you are not helping that child. Get them an alarm clock. When my boys turned nine years old, I gave them an alarm clock and said, "Wake yourselves up. Get up on your own, get yourselves dressed, and get ready for school."

The longer you put off, the harder it is to implement. If your teenager runs late, is not ready by a certain time, give them a corrective consequence. It could be going to bed a half hour, or an hour early that night, plus a consequence upon arriving home that day.

### ***Bathroom Schedules***

Sharing bathrooms in the morning can be hectic. Give your teens a schedule: "You have from 6:00 to 6:15 AM. At 6:16, you'd better be out of that bathroom. If you're not, you get a corrective consequence." You will find that this will help in keeping peace in your home. Fix any areas that may be creating havoc for the family.

## **Curfew**

I want to say this about curfew: one of the worst things you can say is, “Curfew is 10 PM.” When you tell them that, they want to be out every night until that time. Instead, make curfew situation specific. Every time they leave your presence, they need to let you know *where* they are going, *who* they are going with, which *parent* is going to be there, *who is driving*, and *when* they will be home. If the plans change, they had better call you *first* and get permission. Be careful here: don’t let them begin to *pull away* too soon by being out three or four times each week.

## **Telephone Privileges**

Usually, by the time your child reaches 13 years old, the phone is ringing off the hook with friends calling, and or you may rarely see them anymore because they stay their room. The answer to that problem can be no phone in the bedroom, or no cell phone. This is not the only answer, because a very strict policy can cause them to pull away from the family prematurely. The rule must make sense, as perhaps the phone is interrupting homework, or other responsibilities. Encourage your teen to participate with the family, making together time appealing.

I will give you a couple phone rule examples at the end.

Of course, most kids now have their “own phone” at a very young age. Be careful, cell phones provide advantages but can become distractions from spending time with family. If you see this is a problem, I suggest you make rules for the phone. As long as they live under your roof, you have the say so.

Let me encourage you: having cell phone and computer rules are important, especially concerning your child’s communication with the opposite sex. Set a schedule for days and times that they can communicate with their friends on the phone, or via computer. Also, *know* the friends they are talking to. **Example:** phone or computer chat time is 7:30 to 8:00 PM; the corrective consequence, if the rule is broken, is two days no phone or computer.

On our website at [www.parentingministry.org](http://www.parentingministry.org) we have more suggestions for computer parental controls.

## **Creative Punishments for Teens**

As I stated before, it is a good idea to wean yourself and your children off spanking by the time they are eight to ten years old. One alternative is what I call

“**Shut Down,**” meaning room restriction with no friends, phone, radio, computer, games, or iPods.

## **Teens Challenging Mom’s Authority**

This can become a problem, as moms often are not as intimidating as dads when it comes to dealing out

corrective training. Mom, what will you do when Dad is not home and your eleven-year-old son will not perform the corrective consequence you have just given him? At that point, he goes into “Shut Down,” until Dad gets home, or he accepts the corrective consequence. If he has not cooperated by the time Dad arrives, I suggest you implement a double corrective consequence. No freedom is given until your son performs his consequences.

When my son, Nick, would begin to challenge my wife and not accept the corrective consequence, she would then send him to his room. When I would come home, my wife would tell me what had happened, and I would go in, sit down, and say, “Nick, what happened?” He’d give me his side of the story. “OK, the reality is, you wanted door number three. (See Week 8:Day 5 for review) We told you door number three does not exist anymore. Go do two consequences for not doing it when Mom asked you to.”

## What if a Teen Refuses Punishment?

Say a teen will not receive Shut Down when mom deals it out, refuses to take the time in isolation. It’s time to call Dad and describe the problem so that he is prepared to resolve the situation when arriving home. Dad begins, “What was the problem today?” “Well, I don’t think this is fair.” “Really? Go do that corrective consequence now, and for not submitting to your mom’s authority by refusing to go to your room, your additional **punishment** is Saturday work. You will receive one hour’s worth of work every time you don’t listen to Mom when she tells you to go to your room for not doing the predetermined consequence. Saturday work is punishment to remind you that you are required to submit to mom’s authority. When I’m not here, Mom is the authority. I have delegated my responsibility to her when I’m gone; she is doing what I have asked her to do.”

### ***Put Them to Work***

I have found that assigning work, beyond normal chores, is an effective punishment/motivator. When Nick hit 12 to 13 years old, he began to really challenge my wife’s authority. She would give him a corrective consequence, and sometimes he would argue. By that point, he was too big to spank.

### **DIG DEEPER: FURTHER STUDY**

Read the following scriptures and list the pro’s and con’s concerning work.

**Proverbs 14:23**, *“In all labor there is profit, but idle chatter leads only to poverty.”*

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**Proverbs 10:5**, *“He who gathers in summer is a wise son; He who sleeps in harvest is a son who causes shame.”*

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**1 Thessalonians 4:11–12**, *“that you also aspire to lead a quiet life, to mind your own business, and to work with your own hands, as we commanded you, that you may walk properly toward those who are outside, and that you may lack nothing.”*

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I always assigned one hour of work for challenging my wife’s authority. I did not say, “Go work for an hour,” or I would have gotten one weed pulled. I would say, “You weed from here to here, and if you’re done early for working fast, great. If it takes four hours, or if you take all day, I don’t care—your choice, but you will have no freedom until that work is complete.” Nick became a machine, realizing that if he worked fast and hard, he could finish in less than an hour.

### ***“Shut Down” Defined as Punishment***

On “Shut Down,” there is no TV, radio, iPod, no friends, no computer, and no cash flow. Their life consists of school, schoolwork, chores, dinner table, and bathroom. It is used as a punishment if a teen does not accept and do the corrective consequence. At any point, if they do the consequence correctly, freedom starts again.

**Note:** Restriction and shut down are *not* the same thing. **Example:** you have a rule to be home by a certain time; miss it and the corrective consequence is 2 days restriction. Notice that the restriction is a corrective consequence that is tied to the privilege of being away from home and the responsibility of obeying the rule. If your child violates the restriction, they are refusing to accept the corrective consequences, and the result is Shut Down. When the attitude is right, then the two-day restriction begins again. Freedom is gained when the restriction is successfully completed.

Many parents use restriction for everything, but it really should only be used in specific instances. For example, as a related consequence for missing curfew. You told them to be home at 6:00, and they came home at 6:30. Your response is, “Poor choice, you are on restriction for the next three days, since you don’t

have the self-control to choose wisely and be home on time.” The restriction is a corrective consequence related to the offense.

## Restriction Defined

Restriction should consist of staying home for a designated time, with no friends allowed over, this is not to be confused with “Shut Down.” Remember “Shut Down” is appropriate when a child refuses the corrective consequence. At that moment they lose all privileges—they remain in “Shut Down” until they accept the consequence. If it takes five minutes or five days, what do you care? Act like you have all the time in the world.

They may say to you, “This is ridiculous!” So you say, “I know; I can’t believe it either. For something that’s going to take you a few minutes, you have chosen to be in your room for three days. I can’t figure it out, but if that’s what you want, that’s OK with me.”

God wants us to use these incidents of disobedience for training our kids and, of course, we are motivated to be consistent because our goal is to form in them the character of a mature adult.

## Corrective Consequences for Teens

### ***Consequence List***

My kids grew up with a consequence box, so they were still pulling papers from the box up to their teen years. But when introducing such a box to your thirteen-year-old for the first time, they might think, “What is this baby stuff?”

So, for kids 13 years and older, I recommend using a consequence list, it is the same exact concept, but on a list instead of in a box. See bellow.

Remember, make the corrective consequences age-appropriate. If you have several teenagers, they can all use the same list. For example: wash mom’s car, wash dad’s car, vacuum the inside of mom’s car, wash five windows inside and out, etc.

These are corrective consequences that are over and above their normal chores, to be given when they break a rule. Mom, think of all the spring cleaning that you do and put those things on the list—tasks that take between five and fifteen minutes.

When your child breaks a rule, and using the corrective consequence list makes more sense than a related consequence (i.e. restriction for missing curfew), then you go to that list. The list is assigned from the first task to the last, and when they get to the bottom, it starts over. Obviously, if the consequence is to go out and sweep the back patio and it is 9:00 at night, you have the option to assign that task for

the first opportunity the next day, or to choose the next task from the list that can be done immediately. Parents, do not assign tasks out of order because you know it is the one your child hates most.

## ACTION PLAN

Please follow the instructions below to create a list. We have also included this in the **appendix**.

### THE CORRECTIVE CONSEQUENCE LIST

(Review and discuss as a couple, if married)

- Make a list of work projects that are not already part of your children's weekly or regularly assigned chores. These short work projects should be those that are not normally completed on a weekly basis, like spring or fall cleaning projects, or they can be those work projects that the parents do themselves on a regularly scheduled basis.
- Keep in mind the consequence work should take between 10 to 20 minutes.
- For a consequence, they do whatever is next on the list.
- Avoid making the list too difficult. Remember this is a training tool for teaching them the personal characteristics of a mature adult. This is not the parent getting revenge on their children.
- This list can be used when a related consequence is not applicable. For example: if your child is disrespectful, use the list. If your child comes home late, a related consequence of in-home restriction for 3 days can be used instead of the list.
- If you have a strong-willed child, you may need to consider having a large number of work projects on the list so that your child is not doing a corrective consequence he/she has recently done.
- If the child does not perform the corrective consequence satisfactorily, as you have previously trained your child, then inform your child that he/she is to complete the original consequence and be in *Shut Down* until it is done correctly.
- We recommend that the parent put their initial in the box after he/she has inspected the work performed by their child versus putting a check mark that any child can write.
- When your children have completed the list, start again at the beginning of the list.

**THE CORRECTIVE CONSEQUENCE LIST**

1. Vacuum a particular room									
2. Clean all mirrors in bathroom									
3. Clean sink and bathtub in bathroom									
4. Clean toilet									
5. Clean behind couch, silk flower in basket, & TV									
6. Clean up backyard – dog									
7. Sweep back Patio									
8. Pull weeds in front yard for 10'x20' area or 15 min.									
9. Water back yard – 20 minutes									
10. Water front yard – 15 minutes									
11. Wash four windows inside and out									
12. Wash car									
13. Vacuum inside of car									
14. Sweep garage									
15. Clean out refrigerator									

## Giving Our Children Chores

Chores are a powerful training tool and can instill a great work ethic in your child, as well as help build character, personal responsibility and self-control.

### Five guidelines for using chores correctly:

- 1. Make them fair.** Let me give you an example. You have an eleven-year-old girl who washes dishes five nights a week, and you have a ten-year-old boy that his only chore is mowing a 20' x 20' piece of grass once a week. Is that fair? No, it is not. A ten-year-old boy can learn how to do dishes, cook, and fend for himself in the kitchen.
- 2. Make them age-appropriate.** Be sensitive about what a child can handle. Example: asking

an eight-year-old to wash your car may be beyond their ability. But, they can vacuum a room.

3. **Write them out.** Just like the rules, chores need to be written down.
4. **Put in writing the day and time for completion.** For example, the trash needs to be out Wednesday night because collection is on Thursday morning. You do not want this scenario: Son arrives home, “Hey, today’s Wednesday, you’ve got to take the trash out.” “OK.” At dinner time: “Did you take the trash out?” “No, I will after dinner.” After dinner, he sits down in front of TV and an hour later you say, “Turn that TV off, go take the trash out.” “I’ll do it after this show.” Bedtime: “You didn’t do the trash! Now you have to get up early tomorrow morning and do it.” Next morning: Guess what you are doing at 5:45 AM?

Instead, you write on his chore list: The trash must be out by 6:00 pm on Wednesday. This means that at 6:01, if that trash is not out, no matter what he is doing, short of something that has been approved by you, he is taking that trash out *right then*. And on top of that, because he waited until 6:01, he also does a corrective consequence. Use the consequence box or the list for your consequence. In other words, they have to actually think for themselves, keep track of time, and say no to some other things in order to take care of the chore. All of this is instilling the character of a mature adult.

5. **Train, do not nag.** Stop the arguing, nagging and threatening—just set up your plan and *consistently* follow through.

## ACTION PLAN

Take some time to write out your chores and the corrective consequences they will receive when they are not doing it right, or on time. There are **blanks in the appendix**. A note to the perfectionist: remember, no kid is going to do it perfect, so be reasonable. You will find **blank chore sheets in the appendix**.

### SAMPLE CHORE LIST WITH CORRECTIVE CONSEQUENCES

**Chore:** Feed the Dog  
**Day:** Everyday **Time by:** 5 p.m.  
**Consequence:** Consequence box or list.

**Chore:** Take the Trash Out  
**Day:** Wednesdays **Time by:** 6 p.m.  
**Consequence:** Consequence box or list.

**Chore:**                   **Clean the Bathroom**  
**Day:**                     Saturdays     **Time by:** 8 p.m.  
**Consequence:**         Consequence box or list.

**Chore:**                   **Mow the Grass**  
**Day:**                     Saturdays     **Time by:** 5 p.m.  
**Consequence:**         Consequence box or list.

**Chore:**                   **Vacuum Living Room and Dust**  
**Day:**                     Saturdays     **Time by:** 8 p.m.  
**Consequence:**         Consequence box or list.

## What About Allowance?

I am a firm believer that allowance should *not* be tied to individual tasks. Otherwise, when you ask for help bringing in the groceries, you may hear the kids saying, “How much money do I get?”

So I say, especially when your children are younger, if you plan on giving them an allowance, think about how many hours of chores you give them in a week’s period, and come up with a dollar amount that you agree to as a couple. Then you simply say, “OK, I’m going to give you \$5 a week for helping, and *because I love you*. It’s your spending money.”

Nick always wanted to earn extra money; he always had something he wanted to buy. So I would assign dollar amounts to certain projects, not related to his regular chores, as a way for him to earn money over and above his allowance.

Kids need to *learn* how to work, but don’t treat them like slaves.

When I need help with a special project, beyond their normal chores, I tell my kids, “Hey, next Saturday, guys, I’ll need your help in the morning. We’re going to spend from 9:00 to 10:30 AM on this project.” Sometimes I pay them for that, but I also believe it is good to teach children to participate in keeping up the house without expecting to be paid.

**Proverbs 13:4**, *“The soul of a lazy man desires, and has nothing; but the soul of the diligent shall be made rich.”*

God tells us to train up our children with a gentle reproof (Eph. 6:4). By formulating plans to be followed both by parent and child, real progress can be made in training them, with a minimum of drama and

emotion. Failures along the way can be cleared up quickly through communication, confession, and asking forgiveness. Remember, we are adults – they are children.

A plan for training includes, in writing, clearly defined rules, a source of corrective consequences (box, list, restriction), and a way to motivate them when rebelling (spanking, Shut down). Consistency is essential.

## **Final Exhortation**

In the next chapter, we will discuss how to take the information you have acquired and begin to implement it in your home.