Main Goals of the Presentation

• Encourage a biblical framework for parenting.

• Provoke discussion within each couple.

• Encourage, Strengthen, Challenge, Laugh, Open up discussion within the church body.

• We are here to direct you toward and get you excited about your calling as a parent.

Your Family Shield of Faith

Consider-

• Three to five positively stated expectations (statutes) you would like everyone in your home to know and honor by their actions.

• What are your family expectations/commandments?
Preferences

- **Working Definition:** Personal Opinions, Decisions, and Choices
- **Examples:** your favorite food, color, or way to relax are all preferences. Two individuals may agree or disagree about each other's preferences, but neither is wrong.
- **When Differences Occur:** Agree to disagree

House Rules

- **Working Definition:** Rules of conduct established by families or groups of closely-related people.
- **Examples:** How to educate children; curfew times for teens, family traditions.
- **When Differences Occur:** Live according to your conscience before God AND respect that others may choose differently.

Organizational Norms

- **Working Definition:** Standards of conduct, behavior, dress, and participation/non-participation in activities established by businesses, churches, and social/service organizations.
- **Examples:** Policies, practices, and procedures put in place by an organization. This level is where many church customs, traditions, and practices are found.
- **When Differences Occur:** Respect authority and be submissive

Biblical/Moral Absolutes

- **Working Definition:** God's moral law that is explicitly stated in the Bible as either command or principle. True for all people, in all places, at all times.
- **Example:** *Exodus 20:14* "Thou shalt not commit adultery" is a biblical absolute. Adultery is sin in God's eyes — period.
- **When Differences Occur:** Don't compromise
Godly, healthy decision making proceeds from the bottom up.

When personal preferences trump all, distortions become rampant.

Preferences
House Rules
Organizational Norms
Biblical/Moral Absolutes

Preferences
House Rules
Organizational Norms
Biblical/Moral Absolutes

Shield of Faith Activity

Strengths
Statutes
Scripture

Strengths
Statutes
Scripture

1 Cor. 12
Deut. 6
2 Tim 3:15-16

NAMES | STRENGTHS
--- | ---

Parent’s Names:
Jim
Joy

Child’s Names:
Jimmy Jr.
Jane
Jason

- Loves to take care of the yard. Enjoys singing.
- In tune and aware of the needs of others. Enjoys a good book.

- Sense of humor, always making us laugh. Loves animals.
- Gentle spirit; cares about those who are sad. Enjoys baking.
- Helpful, always wanting to pitch in. Good with computers.
Shield of Faith Activity: **STATUTES**

**Statute Identification:** what would be three to five positively stated expectations (statutes) that you would like everyone in the home to know and honor by their actions?

1. Respect each other’s feelings.
2. Listen to what others are saying before answering/talking back.
3. Honor & obey Dad and Mom.
4. Super Supper Time: everyone there, everyone shares, everyone cleans up.
5. Responsible with our pets. (feed, cleaned up after, walked, etc.)

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**PARENTING STYLES**

- **Grace:** God’s unmerited love, favor, and strength
- **Truth:** God’s holiness, perfection, and righteousness

**Two Inseparable Concepts**

- God’s Grace and Truth cannot be separated: a Biblical concept of God contains *both without violating the other.*
  - Grace *without* Truth isn’t Grace: It’s license.
  - Truth *without* Grace isn’t Truth: It’s condemnation.

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**Grace and Truth**

- Jesus Casts Out the Moneychangers *Matthew 21:12-13*
  - Grace or Truth

- Jesus Has Compassion on the Crowd *Mark 6*
  - Grace or Truth

- *John 1:14* “And the Word was made flesh, and dwelt among us, (and we beheld his glory, the glory as of the only begotten of the Father,) full of grace and truth.”

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**Parenting with Grace and Truth**

**Why Important For Your Child?**

- It points toward the Gospel.
- Is a way to model how God interacts with us.

1. Without Truth there is no need for Grace.
   - The Law was our schoolmaster (*Gal. 3:24*)
2. Without Grace there is no hope.
   - Grace bridges the gap.
Research done by Diana Baumrind in the 1960s identified different parenting styles based on two factors:

1. **Parental Demandingness**: having clear expectations for a child's behavior.
   - **Truth**
2. **Parental Responsiveness**: how loving and warm the parent’s relationship with the child is.
   - **Grace**

<table>
<thead>
<tr>
<th><strong>Truth</strong></th>
<th><strong>Grace</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>“High”</td>
<td>“Low”</td>
</tr>
<tr>
<td>Judge</td>
<td>Uninvolved</td>
</tr>
<tr>
<td>Truth and Grace</td>
<td>Permissive</td>
</tr>
</tbody>
</table>

**Judge (High Demands and Low Responsiveness)**
- Strict rules for child.
- Expect obedience with little explanation of the purpose or reason for the rules.
- Less responsiveness to the child or their reaction and punishment is often used when rules are broken.

**Truth and Grace (High Demandingness and High Responsiveness)**
- Establish rules and expectations for children but enforce and establish rules more collaboratively.
- Discipline is consistently applied, but is more restorative than punitive.
- Authoritative parents tend to be more nurturing and forgiving when a child breaks the rules.

**Uninvolved (Low Demanding and Low Responsiveness)**
- Few expectations for child.
- Less responsive to child.
- Provide for the child’s basic needs but are largely detached from the child.

**Permissive (Low Demandingness and High Responsiveness)**
- Not many demands for child.
- Often doesn’t have high expectations for their child.
- May be seen as a friend of their child.
You and Your Spouse

• Identify your parenting style and identify your spouse’s parenting style.
  • In general what is your parenting style?
  • Specific situations what is your parenting style?
    • Ex. – bedtime, supper, homework, child following through on something, cleanliness, time with their friends, etc.

• Do you and your spouse have similar or different parenting approaches?
  • Strengths and weaknesses of similar approaches. (Blind Spots?)
  • Strengths and weaknesses of different approaches. (Conflict)

• Your strength comes with a natural weakness. Knowing your tendencies are helpful.

• Spouses work together to illuminate strengths and work on weaknesses.

• Avoiding going to extremes to compensate for each other.

You and Your Spouse cont’d

Parenting with Grace and Truth

• Identify what parenting style you believe each of your children respond best to.

• Different situations and different children will require different parenting approaches.

• In what ways do you want your parenting approach to shift? Stay the same?

If You Lean Toward Truth Without Grace

• Remember maturing and growing takes time.
  • Children do not mature overnight.
  • Learning through repetition IS the way most children learn.

• Unrealistic expectations will frustrate your child. Ephesians 6:4
  • Consider:
    • Developmental Stage
    • Maturity
    • Relationship

If You Lean Toward Grace Without Truth

• Structure, rules, and expectations help your child grow.
  • The law helps us see our need for a Savior.

Define
  • Love
  • Grace

• Consider your emotions and their role in your parenting.

Balanced Parenting Style

• Work toward a balance that allows you to address your child and a particular situation appropriately.
  • To do so you must know:
    o Your tendencies
    o Your child
    o The situation
    o Be directed by wisdom
  • Not too Stern
  • Not too Lenient
Important Ingredients

- Walking in the Spirit – Apart from God and His power this is impossible. *Galatians 5:16*
- Discernment/Wisdom – To know what it looks like to respond with Grace and Truth. *James 1:5*
- Humility – You will not do this perfectly. *Proverbs 24:16*
- The Body – Look to others for help, support, and counsel. *Proverbs 11:13*

The 5 W’s in Creating a Foundation for Healthy Sexual Development

**Who:** accepts the teaching responsibility?

**What:** are they being told?

**When:** should talking to your children occur?

**Where:** do parents begin?

**Why:** does this need to be shared and developed?

*Mark 10:6* “But from the beginning of the creation God made them male and female.”

*Deuteronomy 6:7* And thou shalt teach them diligently unto thy children, …

Young people starved for love are more likely to seek having their needs met through sexual experimentation than kids who know they are loved. We need to be strengthening close parent-child relationships, healthy friendships, and a future.
Do we teach children to value purity and obedience to God? Or do we let kids learn from the world about immediate pleasure, looking “cool” and fitting in.

Our young people know the core biological facts, but do they also understand how God Himself looks at sex and where sexuality fits into what it means to be a godly man or woman?

Are we giving our children the abilities to resist peer pressure, stand up for what is right, build meaningful friendships, and form loving relationships as adults?

Are we helping children grow in the right direction by keeping our relationships with them strong and loving? Do they have a “good” peer network? Are we helping them to grow and stay close to Jesus?

Who should be teaching our children?

• Should it be other children? Churches or schools? Our culture? Media/movies/social norms?

The Word is clear about parents being in the lead of training and instructing their children.

Sadly, even the “absence” of information or communication can send messages to our children.

Parents are empowered with the opportunity to lay this foundation of truth.

What: Do we want our kids to know and how much?

What: Is God’s design for our bodies?

Psalm 139:14 “I will praise thee; for I am fearfully and wonderfully made: ...”

What: Are our kids hearing from others?

What: Are the possible consequences when kids don’t know about their bodies or the boundaries needed to protect their bodies and hearts? Do our kids know what to do if harmed?
**Who, What, WHERE? why**

*When* is the appropriate age to talk to children?

This is the wrong question to ask, but instead consider:

- A child’s maturity/developmental level.
- Appropriate language with appropriate content that matches the child’s level of understanding.

Start with basics and build early and often:

- Most learning done by children is built on progression.
- Simpler concepts and ideas are established as the foundation for additional principles and applications.

*Proverbs 22:6* “Train up a child in the way he should go: and when he is old, he will not depart from it.”

**God's Design for Sex Series**

Ask the right *questions* to find the right answers.

- The book series will provide detailed answers.

Some of these *questions* will be covered in depth, but time will not permit us to cover them all.

- Our hope is that the questions raised will instill a blend of *appreciation* and *urgency* to tackle this topic with sound teaching materials and assurance.

**Where do parents begin?**

**Bible Stories**

The Bible is certainly not lacking in examples that can lay the groundwork for current and future conversation. There are many stories that are rich in the significance of sexual character.

**Importance of a solid relationship with your child.**

Helps in easing open the door of opportunity to talk and share about this topic. If children feel comfortable talking with parents about the small things, it then creates those opportunities for the big things.

**Consider the Process and not just one Conversation:**

It will be wise to approach this parental responsibility from a developmental lifespan model of sex education rather than the “big one” birds and bees conversation.

*The right time is RIGHT NOW!*
Why is it important that you are your child’s first teacher?

Why is it important to know that God has designed their bodies?

Why is it important for them to think ahead of their future spouse?

Why does God want them to be grounded in their sexual character?

Answering the “Why” and confronting the concerns:

Fulfills God’s command for parents to:

“train up their children” (Prov. 22:6)
“teach them diligently” (Deut. 6:7)
“not to create undue frustration/anger” (Col. 3:21)

WHY?

I Attract: God’s Design

“It is not good that the man should be alone” Gen. 2:18

I Protect: Parent’s Desire

I Object: Teen’s Demand

Train and Instruct: “Train up a child in the way he should go” Prov. 22:6

Interviewing Your Daughter’s Date (D. Rainey)
familylife.com

I Kissed Dating Goodbye (J. Harris)
FocusontheFamily.com
HELP with the HOW?

Prayer for asking for wisdom and courage.
Bible for truth and direction.
Parental unity for support and consistency.

Joy in the Journey!

Acknowledging God as Creator

• Your child has been uniquely fashioned by God.  
  Psalm 139:14 “I will praise thee; for I am fearfully and wonderfully made: marvellous are thy works; and that my soul knoweth right well.”

Acknowledging God as Creator cont’d

• Children have been given talents and gifts.  
  • With each talent/gift comes a natural weakness.  
  • Draw on your child’s strengths and help them overcome or accept their weaknesses.  
    ○ Acknowledge differences  
    ○ Pursue growth  
  • Your Child has been designed for a purpose by God. Eph. 1:11

Accepting Who God Created Them To Be

• Your hopes/expectations – God’s hopes/expectations  
  • Parents sometimes have hopes, dreams, and expectations for their children that are not in line with who God has created their child to be.  
  • Bless your child by identifying and accepting their God-given gifts, talents, abilities, temperament, and interests.  
    • Take into account: age, temperament, developmental stage.  
    • Unrealistic expectations will frustrate you and your child.

Accepting Who God Created Them To Be cont’d

• Teach child their value is from their Creator rather than what they do, accomplish, or what others think of them.  
  • Developing their identity  
    • By helping a child understand and accept both his/her God-given talents and natural weaknesses, the child will be freed up to develop a healthy sense of who God created him/her to be.  
  • Avoid the comparison trap:  
    • For parents - when you base your “goodness” on how you rate among other parents your child will do the same.  
    • For children – view them in-light of what God says about them.
Acceptance and Change

• Start with acceptance
  - Romans 15:7: “Wherefore receive ye one another, as Christ also received us to the glory of God”
• When children experience acceptance, they have the foundation to grow and change from there.
  • Accept active child and help them harness this in a healthy way.
  • Accept docile child and help them engage life.
  • Be careful not to try and make the child you.

Personality and Personal Responsibility

• Personality and temperament should not be used as an excuse for sinful or inappropriate behavior.
  • Each person is responsible for their choices regardless of personality.
  • Some sins will be more difficult for your child than others.
    • Example - a very verbally, expressive child, may have to be more careful about engaging in gossip.
    • A child who internalizes emotions and tends to review and “replay” them may tend to “dredge up” issues from the past that need to be let go.

Temperament

• Temperament is God-given.
• It comes from a combination of:
  1. Heredity
  2. Neural factors (brain wiring)
  3. Hormonal factors
• These factors affect how an individual responds to the environment.

Some Aspects of Temperament

• The following are commonly identified in childhood that are found to endure into adulthood:

  a. Activity level: the degree of activity a person inherently possesses; how active or passive he or she is.

  b. Predictability: the degree to which someone’s lifestyle is characterized by regular routines and functions versus being more irregular and unpredictable.

  c. Threshold of responsiveness: the intensity level of a stimulus required to get a response from someone.
    • Some people are very “touchy” while others require significant “prodding” to get them to respond.

  d. Distractibility: how the person responds to the effects of distractions and interruptions.
    • Some people are highly focused, while others’ minds wander easily from topic to topic.
    • Some people don’t mind interruptions while others are greatly bothered when something or someone disrupts them.

  e. Persistence: the length of time an activity is pursued by an individual; especially, how long a person can continue working on an activity in the face of obstacles.

  f. Approach or withdrawal: the nature of a person’s response to new things and experiences in life (e.g. trying new things, meeting people, etc.).

  g. Adaptability: the speed and ease with which a person can “shift-gears” in response to a change in the environment or circumstances.
h. **Intensity of reaction**: the amount of energy used in the expression of moods; how intensely someone expresses his emotions.

i. **Quality of mood**: positive mood (pleasant, joyful, friendly) versus negative mood (unpleasant, blue, critical).

   - Within limits, temperament can be *moderated* by environmental factors, the responses of others, and personal choices.

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**Your Child's Temperament and Parenting**

- The combination of these aspects of temperament determines how good of a parent you think you are.
  1. Brilliant
  2. A few things to learn
  3. Need to get it together
- In actuality, based on temperament research, three broad categories of children have been identified:
  1. Easy
  2. Slow to Warm Up
  3. Difficult

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**Time and Attention**

- Quality **and** quantity time are essential for your children.
  - Remember that children spell love: T.I.M.E.
  - Be careful to not get into a cycle where you are showing attention to a child primarily when they are in trouble or misbehaving.
- **Watch out for the “forgotten” child.**
  - Sometimes the easiest children are overlooked.
  - It may be helpful to develop a plan to ensure each child has some of your time.

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**Time and Attention cont’d**

- **How does your child receive love:**
  - **Words of Affirmation**
  - **Physical Touch**
  - **Quality Time**
  - **Acts of Service**
  - **Gifts**
- Purposefully speak your child’s love language.
- Develop a list of things to do with each child that are meaningful to the child.
- Work to find some “one-on-one” time with each of your children.

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**Personality and Responsibility cont’d**

- When the truth and our feelings are in conflict, we must follow truth rather than feelings.
  - “Stretch” and “adjust” to doing things in ways that don’t necessarily feel easy or natural.
- This is difficult and necessary in parenting.
- **Parents need to meet children where they are whether that is through your strengths or your weaknesses.**

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“**Seek First to Understand**”

- Better understanding your child’s personality/temperament can help put context to their behavior.

**Understanding Helps Cultivate:**

- **Patience**
- **Appreciation**
- **Growth**
- Working together against challenges rather than working against each other.
The Bible says everything relevant that they (teens) and we (parents) need to know. 

2 Timothy 3:16 “All scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness:”

James 1:5 “If any of you lack wisdom, let him ask of God:”

• Powerful examples of teens:
  • Daniel not bowing to the idols.
  • David slaying the giant.
  • Esther putting her life at risk.

Society, and especially the current culture, has not been kind to our teenagers.

• Delaying onset of adulthood.
  - Just a few generations ago, many 17-19 year olds were going off to war, leaving home to find work, and getting married. Increased responsibility usually produced increased maturity.

• Offered cynical world of indulgence: material possessions, clothing, electronics, music, unfiltered web and media access, alcohol, promiscuity, etc.

Five fundamental differences Today’s Teens face:

- Technology
- Knowledge and exposure to violence
- Fragmented families
- Knowledge and exposure to sexuality
- Neutral moral and religious values

In Proverbs, Solomon initiates the calling and connection with his child by using the phrase “my son” over 20 times in the book.

Proverbs 1:8 shares “My son, hear the instruction of thy father, and forsake not the law of thy mother.”

Those calls are then followed with a requests for action:

“hear”   “consent not”  “walk”   “hide”  “forget not”   “keep”   etc.
**Why wisdom is needed?**

*(the challenge)*

- *Ecclesiastes 1:9* reveals “there is no new thing under the sun.”

Overcoming same struggles:
- No natural hunger for wisdom/correction.
- Tendency towards excessive “that isn’t fair” thinking
- Unwise choice of companions
- Susceptible to sexual/addictive temptations
- Focus on self
- Limited awareness of needs of the heart

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**Why wisdom is the key? (the choice)**

 Teens and young adults, with a foundation of wisdom and support, can find success in their:

- Search for independence and identity.
- Navigating physical and mental changes.
- Confronting personal morality and values.
- Pondering of sexuality and marriage.
- Questioning the future.

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**Ten Facts Every Parent Should Know About Their Teen’s Brain**

1. Critical period of development
2. Blossoming brain
3. New thinking skills
4. Teen tantrums
5. Intense emotions
6. Peer pleasure
7. Measuring risk
8. Parents are still important
9. Need more zzzzzs
10. Perception challenges

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**Using Boundaries to Guide and Limit**

*The Blessings of Boundaries:*

*Prov. 4:23* “Keep thy heart with all diligence, for out of it are the issues of life”.

Children are not born with boundaries. Wisdom is learning how to internalize the boundaries that are being provided by loving parents through sound discipline practices.

Boundaries build self-control, responsibility, freedom and love.

Healthy Heart = Healthy Life

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**3 Roles of the Boundary Setting Parent:**

**Guardian:** to provide protection and preservation.

**Manager:** to make sure things get done, goals are reached, demands and expectations are met.

**Resources:** to be the bridge to the outside world of resources that sustain and enhance life.

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**The Goal of the Guardian**

Provides the teen with a safe environment for learning and gaining wisdom. As the parent sets limits to their freedom, the teen internalizes the limits as wisdom and slowly begins to be able to take care of themselves.

**TEACHING POINT:**

- Too little freedom to gain experiences, and the teen forever remains of an incapable and child mindset.
- But too much freedom, and the teen is in danger of hurting themselves.
Since most teens lack self-discipline, it needs to be provided by other-discipline. Managers provide this type of discipline by controlling resources, teaching, enforcing consequences, correcting, chastising, maintaining order and building skills.

**TEACHING POINT:**
- Setting limits and requiring the teen to take ownership (embracing the problem as their own) and responsibility (taking care of what they have embraced) involves a clear understanding of boundaries.

"Verily, verily, I say unto you, He that entereth not by the door into the sheepfold, but climbeth up some other way, the same is a thief and a robber. But he that entereth in by the door is the shepherd of the sheep. To him the porter openeth; and the sheep hear his voice: and he calleth his own sheep by name, and leadeth them out. And when he putteth forth his own sheep, he goeth before them, and the sheep follow him: for they know his voice. And a stranger will they not follow, but will flee from him: for they know not the voice of strangers."

John 10: 1-5

Notice the Shepherd’s interaction with the sheep.

As children enter the teen years, they need to learn how to receive and use responsibly what is given to them and gradually take over that role of meeting their own resource needs.

**TEACHING POINT:**
- If parents give without boundaries, teens learn to feel entitled and become self-centered and demanding thus producing an ungrateful character trait.
- If parents hold resources too tightly, teens give up and do not develop the hope of reaching goals that bring gratifying results and satisfaction.

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Notice the Shepherd’s interaction with the sheep.

Without a relationship built on biblical principles and motivated by biblical goals, parents will not be able to positively impact their children spiritually despite having good motives, intentions, and instructions.

- Training for a marathon vs. trying to run a marathon
Turn your heart first to the Lord.
Then to your spouse.
Finally, to your child(ren).

Your ability to parent will be hindered if your relationships with God and your spouse aren’t growing.

Parenting is an exciting opportunity to connect with your child and teach who God is. (Exodus 3:14 “And God said unto Moses, I AM THAT I AM: and he said, Thus shalt thou say unto the children of Israel, I AM hath sent me unto you.”)

Your relationship with God will affect how they view God.
Help children grow in awe of God so they will develop an awe for His Word.
We can only do this if we first have it to give to our children.

Your child views their world through themselves first and then through you.
See and expose God to your children. (You must train them to see God)

What does your child learn from your marital relationship?
Parents need to make their marriage a priority.
One of the best things that parents can do for their children is to have a strong marriage.

A core aspect of relationships is knowing and being known by someone.
- Time
  - Effort
  - Sacrifice
  - Shared Experiences

How well do you know your child?
Sometime try allowing your child to lead.
How well does your child know you?
Building Trust

Building trust using principles from John 10:3-4:

“To him the porter openeth; and the sheep hear his voice: and he calleth his own sheep by name, and leadeth them out. And when he putteth forth his own sheep, he goeth before them, and the sheep follow him: for they know his voice.”

Giving What Has Been Given

- God’s Love for Us
  - Agape love is a self-sacrificing love that does not depend on the worthiness of the one being loved. God has agape love for us in that we are unable to merit or earn the love of God; He loves us because He chooses to love us. Romans 5:8
  - “Agape means a selfless love, giving love, you-before-me love. It describes love as an act of will; a choice I make. However, what we often mean when we say “I love you” is not, “I’ve made a commitment to place your needs above my own.” Instead, we often mean, “I love what you do for me. You make me feel good. What you are doing right now is working for the person that I truly love most, which is me.” What we’re really saying is, “I feel something.” Aren’t we saying, “you’re making me feel something that I really enjoy feeling?”
  - Lord, Change My Attitude by James MacDonald

- This does not mean there should not be rules or boundaries.

Relationships Have a Lasting Impact

- You are Shaping Your Child
  - Who you are matters.
  - How you interact with others matters.
- Relationships bring growth to parent and child.
  - Relationships Expose:
    - Strengths
    - Weaknesses
    - Sin
- Relationships Leave Impressions
  - They will hear your voice.
  - There will be defining moments they will remember.

Helpful Resources

- Books
  - How to Really Love Your Child by D. Ross Campbell
  - Love and Limits by Elizabeth Crary
  - Growing A Spiritually Strong Family by Dennis and Barbara Rainey
  - The Blessing by Gary Smalley and John Trent
- Family Devotion
  - An Introduction to Family Nights Tool Chest (From Focus on the Family)
- Paper
  - Relationship Spoke (From ACCFS in your binder)
Relationship Weaknesses: (examples below)
- Giving Time
- Communicating
- Showing interest
- Agape Love

Relationship Strengths: (examples below)
- Giving Time
- Communicating
- Showing interest
- Agape Love

What action will you take as a result of identifying relationship strengths and weaknesses?

**SEASONS OF PARENTING**

Spoke 2 of 6 from the Parenting with a Purpose Parenting Wheel

**Ecclesiastes 3:1**

“To every thing there is a season, and a time to every purpose under the heaven.”

**Proverbs 29:21**

“He that delicately bringeth up his servant from a child shall have him become his son at the length.”

**Parenting Seasons**

1. Season of Being a Servant (0-2 yrs.)
2. Season of Authority (3-12 yrs.)
3. Season of Mentoring (13-18 yrs.)
4. Season of Friendship (18 yrs. +)

Adapted from Parenting by the Book by John Rosemond
Parenting seasons bring milestones to the journey of parenting. It also brings awareness to your children's needs at different seasons of life and the parent's role in meeting those needs.

Growth:
- Help give vision for the ultimate and intermediate destination.
- We are preparing our children for engaging a fallen world.
- Rocks in a Jar

Scripture is clear: our words and behaviors flow from the heart.

Matthew 15:18 “But those things which proceed out of the mouth come forth from the heart; and they defile the man.”

Therefore, changing a child's words and actions can only come from winning the battle for the child's heart.

Expose the principle you are concerned about:
- Putting shoes away when told - Obeying authority
- Stacking the Wood – Giving your best effort

5 Questions For Getting at the Heart
1. What was going on?
2. What were you thinking and feeling when it was happening?
3. What did you do in response?
4. Why did you do it? What were you seeking to accomplish?
5. What was the result?

Servant Season (Ages 0-2 yrs.)
- **Season of Service**: love and nurturing which builds to the Season of Authority.

Parenting Tasks:
- Providing for child's basic needs.
- Establish bond, build connection, trust, language, and security.
- Parents extend grace to each other.
- Define parental roles and carry them out.
**Authority Season (Ages 3-12 yrs.)**

- **Season of Authority:** increase in structure, consistency, and expectations which builds to the Season of Mentoring.
- **Parenting Tasks:**
  - Shift Seasons
    - Shifting into the Authority Season will only take place if the parents make a shift themselves and begin to give age-appropriate responsibilities to the children.

Adapted from *Parenting by the Book* by John Rosemond

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**Mentoring Season (Ages 13-18 yrs.)**

- **Season of Mentoring:** increase in guiding, teaching, and support which builds to the Season of Friendship.
- **Parenting Tasks:**
  - Give child opportunities to grow in responsibilities while maintaining an anchor of willingness to still receive counsel and advice.

Adapted from *Parenting by the Book* by John Rosemond

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**Friendship Season (Ages 18+)**

- **Season of Friendship:** increase in level of attachment, respect, and love which leads to healthy family units that can serve in the church family and bring glory to God.
- **Parenting Tasks:**
  - View and treat child as more of a peer.
  - Build or maintain a healthy relationship with your child.
  - Transferring wisdom and counsel to the next generation. Similar to previous seasons but the difference is the authority you have in those interactions.

Adapted from *Parenting by the Book* by John Rosemond

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**Deuteronomy 6**

- Establish the foundation of obedience through intentional and purposeful training and instruction.
- Having a healthy relationship with your child is important here.

**Not Just a List of Rules**

- You will give many directives and explanations with the hope of developing principles, not just a list of rules.
- Building a framework of right and wrong for child/ren.

**Proverbs 23:24-25**

“The father of the righteous shall greatly rejoice: and he that begetteth a wise child shall have joy of him. Thy father and thy mother shall be glad, and she that bare thee shall rejoice.”

Adapted from *Parenting by the Book* by John Rosemond
How Does This Concept Benefit Children?

- Encourages growth for the child:
  - Leads them toward becoming a healthy, functioning, independent adult.
- Important the parents shift seasons and not get stuck.

Right Training at the Right Time

- **Proverbs 22:6** encourages parents to “Train up a child in the way he should go…” It is important for parents to have the wisdom to know what this training looks like.
- Helps parents train their child in the most appropriate way for that time in the child’s life.

Helpful Resources

Books
- Parenting By the Book by John Rosemond
- Shepherd a Child’s Heart by Tedd Tripp
- Age of Opportunity by Paul David Tripp
- Bringing Up Boys by James Dobson
- Bringing Up Girls by James Dobson

Papers
- Seasons Spoke (From ACCFS in your binder)
Proverbs 25:11
“A word fitly spoken is like apples of gold in pictures of silver.”

Proverbs 18:13
“He that answereth a matter before he heareth it, it is folly and shame unto him.”

Ephesians 4:29
“Let no corrupt communication proceed out of your mouth, but that which is good to the use of edifying, that it may minister grace unto the hearers.”

● Relationship is built on communication.
● Relationship is the cushion to help in challenges.
● Effective communication allows you to obtain information which will help you parent your child.

Communication takes a Speaker and a Listener
● Speaker shares information.
● Listener understand the information.
● Unfortunately many conversations take place where there are two Speakers and no Listeners!
● You must be willing to be both a Listener and a Speaker, not just one or the other.

Watch Your Tongue!
● When you get off track:
  ● Recognize triggers (tired, morning routine, meal time, etc.)
    o Prepare yourself for those challenges.
  ● Check your temperature:
    o Stop
    o Breath
    o Re-engage

● What is the heart of what you want to communicate?
  ● I love you.
  ● You matter to me.
  ● I desire you to serve the Lord.
  ● The Lord is good.

Repeat these messages frequently, clearly, and through action.

Watch out for Filters
Filter/Barrier: anything that comes between the Speaker and the Listener.

Environmental filters:
• Walls
• Noise
• iPod

Internal filters:
• Emotions
• Physical State

Why kids don’t communicate:
1. They believe they will not be heard.
2. They believe it will do no good to do so.
3. They are trying to make a point or to be controlling.
4. They don’t understand their feelings well enough to communicate them.

Proverbs 20:5 “Counsel in the heart of man is like deep water; but a man of understanding will draw it out.”

o Seek to understand your child and their world.

Work to Keep Communication Open
Matthew 5:37 “But let your communication be, Yea, yea; Nay, nay …”.
That is, say what you mean and mean what you say.

When This Doesn't Take Place
- Take the lead in modeling how to acknowledge sin, repent, confess, and move forward.

When a parent is intentional about what they are communicating, they will reduce the probability of a child or spouse misinterpreting what was meant by what was said.

We all put meaning to information. Communicating in such a way that brings clarity will help reduce conflict and frustration for both the child and the parent.

Books
- The Five Love Languages of Children by Gary Chapman and Ross Campbell
- The Five Love Languages of Teenagers by Gary Chapman
- How to Really Love Your Child by Ross Campbell
- The Blessing by Gary Smalley and John Trent

Paper
- Communication Spoke (From ACCFS in your binder)

What messages would you want to repeatedly communicate to your children?
Proverbs 22:6 “Train up a child in the way he should go: and when he is old, he will not depart from it.”

Proverbs 23:12 “Apply thine heart unto instruction, and thine ears to the words of knowledge.”

Psalms 34:11 “Come, ye children, hearken unto me; I will teach you the fear of the Lord.”

Biblical Basis

(what does God say about this topic?)

Training - to form thoughts and habits through practice

Instruction - the act of teaching information

Discipline: (1) the state of order and obedience (2) to correct/chastise

What purpose does this concept have in the parenting wheel?

- Biblical Discipline is Motivated by Love.
- Hebrews 12:6 “For whom the Lord loveth he chasteneth [correction; discipline], and scourgeth every son whom he receiveth.”
- Biblical Vision for Parenting is a Key Component.
- Proverbs 29:18 “Where there is no vision, the people perish: but he that keepeth the law, happy is he.”
- Biblical Principles Must be Taught Intentionally.
- Deuteronomy 6:6-7 “And these words, which I command thee this day, shall be in thine heart: And thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up.”

Recognize the Bible Provides More Parenting Principles than Specific “HowTo’s”

Principles, not Specifics
- The Bible’s parenting plan does not prescribe specific parenting action for specific child misbehavior.
- It does not stipulate specific “how-to’s” in dealing with sibling rivalry or how to correct a misbehaving child in a store.

Proper Perspective
- The Bible describes the proper point of view parents should acquire and to which they should adhere.
This parenting model includes three core building blocks along with three modifiers.

- The modifiers tell us the spirit in which the building block needs to be applied.
- The building blocks are what we DO and the modifier describes HOW it is done.

<table>
<thead>
<tr>
<th>Building Block</th>
<th>Modifier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>MUST Command</td>
</tr>
<tr>
<td>Consequences</td>
<td>MUST Compel</td>
</tr>
<tr>
<td>Consistency</td>
<td>MUST Confirm</td>
</tr>
</tbody>
</table>

**Parenting by The Book**

**Building Block 1: COMMUNICATION with modifier of COMMAND**

- Helps answer the question: How do we communicate instructions, limits, and expectations with our children?
- The building block, Communication, forms the basis of all relationships.
- The modifier, Command, refers to the ability to speak or direct with specific authority:
  - Parents are to be seen as trusted leaders.
  - For your communication to be commanding, you must be an authority figure in the home.

**Say What You Mean and Mean What You Say**

- Below are four aspects of communication to ask yourself. Is your communication:
  - Clear: direct, unambiguous, plain, free of abstraction
  - Concise: specific and intentional vs. loud and long
  - Commanding: presented with authority and assertive when it needs to be (volume has its place in military training)
  - Controlled: reflects gentleness, kindness, and respect

  *Matt. 5:37* “But let your communication be, Yea, Yea: Nay, nay:”

**Building Block 2: CONSEQUENCES with modifier of COMPEL**

- Helps answer the question: How do we implement consequences and how do we know which one to use?
- The building block, Consequences, teaches about the effects and outcomes of one’s behavior, whether positive or negative.
- The modifier, Compel, refers to the ability to convince others of the need for change.
Consequences Must Be Purposeful

Hebrews 12:11 “Now no chastening for the present seemeth to be joyous, but grievous: nevertheless afterward it yieldeth the peaceable fruit of righteousness unto them which are exercised thereby.”

• Consequences should be powerful enough to compel a child to reestablish self-control in a present situation.
• Consequences that are purposefully unpleasant can help the child recall from memory what happened the last time he or she disobeyed.

What about Spanking?

Remember the **Swat** Six Point Plan:

1. Only as a clear response to rebellion of authority.
   • Not for accidents or lack of character development.
2. Check our hearts, motives, circumstances.
3. Remove to a private place if possible.
4. Offense clearly discussed and acknowledged.
5. Swat applied under control and emotions in check.
6. Pray, Assure, Restore.
   • Do not apologize for the consequence.

Discipline Must Keep the Child’s Best Interests in Mind

● The power of the modifier “compelling” is in how it brings purpose to the consequences.
● Purpose in consequences help your child to see you have their best interest in mind.
● Children will often rebel against consequences, but there is a part of their heart that will find an assurance in knowing they are NOT in charge.

Building Block 3: CONSISTENCY with a modifier of CONFIRMING

Parenting Goal: “Consistency that confirms”.

● Helps answer the question: How do we maintain consistency with how we are parenting?
● The building block, **Consistency**, allows parents to provide children with a predictable set of guidelines and principles for living.
● The modifier, **Confirming**, refers to the ability to instruct with assurance and truth.

Steadfast Parenting

● Consistency is deeper than just “doing the same thing over and over.”
  • It is a steadfast adherence to the same principles or course of action in an intentional parenting plan.
● Parents Working Together:
  • There is a blessing when agreement and harmony guide the parents in how instruction, communication, and consequences are applied.

Consistency in Principles, Flexibility in Application

● Consistent response to children’s issues.
● Varied disciplinary tactics.
  • We must be consistent in attitude (i.e., the way we think) and composure (i.e., being confident that we are doing the right thing).
● Inconsistent parenting:
  • Prevents discipleship
  • Causes confusion
  • Breeds exasperation/anger in children Ephesians 6:4
The Parent’s Attitude Speaks Loudly

- We are confirming when we reflect a definite assurance that our composure and attitudes are establishing a measure of order and truth.
- Consistency in these areas confirms parent’s values, vision, and determination to stay the course for their child’s benefit.

1 Th. 2:11 “As ye know how we exhorted and comforted and charged every one of you, as a father doth his children.”

Brings Understanding and Openness

- The Security of Knowing
  - Children want and need to be instructed and disciplined in a way that the consequences and expectations are clearly communicated and consistently applied.
- Parents Aren’t Perfect
  - By modeling a willingness to admit mistakes and take a different approach, you will help your child accept and heed instruction.

Helpful Resources

- Books
  - Shepherding a Child’s Heart by Tedd Tripp
  - Age of Opportunity by Paul Tripp
  - Parenting by the Book by John Rosemond
- Paper
  - Instruction Spoke (From ACCFS in your binder)

DISCIPLESHIP

Spoke 5 of 6 from the Parenting with a Purpose Parenting Wheel

Personal Reflection

(How am I doing in this area?)
**Definitions**

- **Disciple**: pupil or student, who not only accepts the views of the teacher (listens), but adheres to the practice and purpose of the teacher (obeys)

- **Discipleship**: a process through which a follower (or disciple) is taught in doctrine and precepts for the purpose of helping the person grow.

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**Jesus Christ: “I am the way”**

- **Jesus is Love**: He is the “center hub” of our life and establishing a personal and sincere relationship with Him should be the goal of every parent for their child.
- **Jesus is Servant-hood**: To know how to serve Him and for Him, our children must know how to honor, obey and live under authority.
- **Jesus is Truth**: Our children belong to God - not us. We are His stewards and ambassadors for a season.

**PARENT CHALLENGE: DOES OUR WALK MATCH OUR TALK?**

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**What Purpose does this Concept have in the Parenting Wheel?**

- Parents are called to lead children toward Christ.
- Children must be taught there are two forces at work in this world:
  1. God and His plan for love and salvation (**John 3:16**)
  2. Satan and his desire for evil and death (**1 Peter 5:8**)
- Parents must teach and train their children to understand carnal/fleshly living prevents discipleship while growing and living in the Spirit promotes it.

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**What does this concept look like in “real life?”**

- **Discipleship as Christ modeled with disciples**:
  - Christ’s interaction with his disciples is a perfect example of what discipleship looks like as you interact with and lead your child. (used parables, asked questions, hands on, challenged)
- **Parents must be intentional about Discipleship**:
  - Intentionality motivated by an eternal perspective.
- **Discipleship is a developmental process over time**:
  - We are to diligently teach God’s commands to our children. How you teach those truths to your children is part of the discipleship process. How you carry out this process will vary, depending on the ages of your children.

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**Biblical Basis**

(what does God say about this topic?)

**Deuteronomy 6:6-7**: “And these words, which I command thee this day, shall be in thine heart; and thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up.”

**John 15:8**: “Herein is my Father glorified, that ye bear much fruit; so shall ye be my disciples.”
**Seasons according to Deut. 6:6-7**

- **Ages 0-3:** A secure and healthy attachment to parents, lots of love, holding, and modeling. "Mama, dada?"
- **Ages 4-7:** Learning through discovery, visuals, pictures, and hands-on opportunities. "Can I see it, hold it, try it?"
- **Ages 8-12:** Children learn most through the application of thoughts and ideas. "How does this work?"
- **Ages 13-18:** These pre-adults are pondering the future and can benefit from teachings that show the relevance of Scripture to life today. "Why is this important?"

**Discipleship in Everyday Life**

- **Prayer:** Phil. 4:6
- **Scripture Memory:** Psalm 119:11
- **Reading the Bible:** 2 Timothy 3:16
- **Personal Testimonies:** Mark 4:19
- **Focused Interest/Attention:** Luke 15:11-32
- **Laughter - how sweet the sound:** Prov. 17:22
- **Family Time and Devotions:** Eph. 6:3
- **Serving Others Together:** Matt. 25:40

**How does this concept benefit children?**

- Discipleship helps fulfill the Great Commission to raise up disciples (Matthew 28:19).
- Grace and peace will be multiplied to those in Christ Jesus (2 Peter 1:2).
- They can have the joy and peace of salvation in Christ as they learn to place their trust in Him.
- It promotes future stability for families, church, and society.

**Helpful Resources**

- ACCFS Website
  http://www.accounseling.org/page.cfm?p=1092
- Spiritual Training 101
- But What If …?
- Spiritual Growth Charts For Parents to Use with Children Up to Age 13
- Family Worship Guide Book
- Growing A Spiritually Strong Family
- Devotionals also on Website

**Personal Reflection**

*(How am I doing in this area?)*

**PROBLEM SOLVING FOR CHALLENGES**

Spoke 6 of 6 from the Parenting with a Purpose Parenting Wheel
Romans 15:1 “We then that are strong ought to bear the infirmities of the weak, and not to please ourselves.”

Psalms 22:24 “For he hath not despised nor abhorred the affliction of the afflicted; neither hath he hid his face from him; but when he cried unto him, he heard.”

Definitions

Challenges:
1. Something that by its nature serves as a call to battle or special effort.
2. To summon to action, effort, or use.

What Purpose does this Concept have in the Parenting Wheel?

- We live in a fallen world.
- Challenges have occurred in families from the beginning.
- Rivalry between Cain and Abel and Jacob and Esau
- Challenges will occur.
- Not all challenges are resolved through normal channels of proper communication, discipleship, and instruction alone.
- Your family is not alone.

Reacting to Challenges

- Identify Your Resources: Nehemiah
- Go to Your Power Source: Jesus Christ
- Avoid Denial and Extremes: Peter
- Early Intervention: Centurion and his servant
- Keep Perspective: Paul (suffering will occur)

- Remember God’s promise found in Hebrews 13:5.
  “.I will never leave thee, nor forsake thee.”

What Does This Concept Look Like in “Real Life?”
Challenges impact all areas of life

- Challenges can be connected to biological, social, spiritual, and/or emotional issues. These four areas of human functioning are closely connected and often influence each other.
  - Physical: pain, lack of sleep, hunger, chemical imbalance.
  - Emotional: depression, anxiety, fear, perfectionism, low self-worth.
  - Relational: broken relationships, abusive relationship, loneliness, poor social skills.
  - Spiritual: sin, distorted view of God, lack of knowledge or misunderstandings about God.

Layers of Support

- **Level 1**: Parents Collaborate and seek God's Direction
- **Level 2**: Parents meeting with Child
- **Level 3**: Family Meeting
- **Level 4**: Mentor/Friend
- **Level 5**: Elder/Minister
- **Level 6**: Professional Helper who works with Identified Challenge
- **Level 7**: Residential or In-patient Treatment Facility

Layers of Action

- **Level 1**: Seek God Together
- **Level 2**: Increase Awareness
- **Level 3**: Define the Problem
- **Level 4**: Identifying Roles
- **Level 5**: Looking at Alternatives
- **Level 6**: Avoid the quick fix reaction
- **Level 7**: Planning
- **Level 8**: Doing
- **Level 9**: Studying
- **Level 10**: Action and additional actions

An Example in Action: 10 year old Joey

**Awareness**
Joey is having a hard time going to sleep. Avoids staying at friend’s house overnight. Seeking lots of reassurance about certain thoughts he may have had.

**Action Step options**
1) Parents start to keep track every time he comes to them at bedtime - how often, over what concerns, how long does it last.
2) Parents provide continuous reassurance. Tell him that he doesn’t need to worry.
3) Quit being a baby - toughen up and deal with it.
4) Ignore and hope it goes away.

**Assessment**
1) He still has trouble getting to sleep. Repeats his list of concerns/worries to parents about 5 of 7 nights.
2) ?

Some Challenges Persist Despite Taking Action

- Grow toward worshiping and giving God glory in situations that cannot be fully understood or changed.
- In these situations, consider these principles from the Word:
  - It is Ok to Hurt: Matthew 26:37-39, John 11:35
  - Cry out to God: Psalm 13, I Samuel 1:9-18
  - Acceptance: Philippians 4:11, II Corinthians 12:8-9
  - Thankfulness: Hebrews 13:15, I Thessalonians 5:18, Ephesians 5:18-20
  - Encouraging Others in Similar Circumstances: II Corinthians 1:3-4

How Does This Concept Benefit Children?
Finding Purpose in the Challenges

- **Teaching Them Problem Solving Skills**: Working through challenges in your family is a way parents can teach children about applying biblical principles in their everyday life.
- **Pointing Them to Christ Through Trials**: God provided a bridge for our sin (a challenge we couldn’t overcome on our own) through Jesus Christ.
- **Experiencing Parental Advocacy**: When going through trials and challenges, children need to know their parents clearly love and desire the best for their children. This models and reflects God’s unconditional love for us.

Helpful Resources

- **Books**
  - *The Hurting Parent* Help and Hope for Parents of Prodigals
  - *What to do When Your Temper Flares*
  - *What to do When Your Brain Gets Stuck*
  - *What to do When You Worry To Much*

Personal Reflection

*(How am I doing in this area?)*

Teens..tension at work!

Teens have a tendency to SEPARATE:
- trying to stretch away from being a kid as they seek an identity.

Teens have a tendency to STRENGTHEN:
- as they stretch away implies they are also stretching toward something. Peer/social groups give feedback and practice.

*Independence + responsibility = self worth*

Dialogues vs. Monologues

Enough already! Goal: get our kids thinking about what we’ve been telling them!

1) Think ahead and plan for good dialogue.
2) Avoid Yes or No questions. “Then what happened?”
3) Don’t answer the question you just asked!
4) Let them lead. Spring board questions.
5) Don’t shut down their response.

Parenting today’s teen. Mark Gregston
When things get out of control

What looks out of control usually has a purpose, meaning and a goal.

- Out of Control behavior is that kid’s way of dealing with everyday problems that other kids deal with through compliance.
- Has learned to use defiance instead of compliance to deal with relationships/responsibility.
- Build problem solving skills on what needs to be done; not just emphasize misbehavior and intent.

Teen Launching Goals

• Teen Launching involves three sequences of goals or benchmarks:
  1. Behavioral Goals
  2. Emotional Goals
  3. Spiritual Goals

Parent Launching Responsibilities

• Guide teen through a series of rights of passages that include increasing doses of responsibility and freedom.
  1. List the tasks for which the teens need to take charge.
  2. List “adult” responsibilities kids need to accomplish yet.
  3. List freedoms that will be rewarded based on tasks accomplished.
  4. Have a “This is what you can expect from us when you turn 18” discussion.
  5. Verbalize confidence in their ability to be ready to move on.

Parent Launching Responsibilities cont’d

  6. Listen to them if they tell you they are not ready to go away.
  7. It is fine, in fact, sometimes preferable, for teens to take off provided there is a specific structure in place. Though not the norm, certain conditions may be in place that apply here.
  8. Carefully consider your expectations of them regarding grades/work. Share this with them.
  9. Give them overt and covert messages that you will be okay when they leave.
  10. Make peace. Keep in mind the goal-forego the point. Don’t get involved in useless power struggles and conflicts.

Teen’s 10 Tips to Positive Relationships

1. Look at us.
2. Spend time talking to us.
3. Listen.
4. Be dependable.
5. Show appreciation for what we do.
6. Relax.
7. Show that you’re interested.
8. Laugh with us (and at yourself now and then).
9. Ask us to help you.

Teen Thinking: Story of Kelly

• KELLY: “Hi, I'm calling to report that Kelly Smith is unable to make it to school today because she is ill.

• SECRETARY at high school: "Oh, I'm sorry to hear that. I'll note her absence. Who is this calling?"

• KELLY: “This is my mother.”
The Mentoring stage of parenting teens operates as a guide towards growth and provides the opportunity for meaningful and caring conversation about getting them ready for the next season of life.

Ideally, our teens will see and identify what is lacking and will seek direction/assistance in pursuing mature growth in that area.