

**Antelope Springs
Parenting Teenagers
Session 4**

Agenda:

1. Study/Thought questions and discipline with teens, (basic overview).
2. To prepare for the Teen Panel read the “50 Questions” handout, think about questions you’d like to ask the panel.
3. **Teen Panel**

Overview -More Effective Discipline

1. Ask the Question, “Who has the problem?” (You determine the answer by 2 indicators, 1) who has the highest emotional level and 2) who is moving toward whom?

Your Problem

2. Misbehavior or Inappropriate?

Misbehavior must have 3 components

- a) pattern
- b) breaks an agreement, rule, law
- c) bothers you

For Inappropriate behavior;

- a) ignore
- b) teach
- c) talk it over

Their Problem

2. Reflective Listening
3. Alternatives
4. Commit to Action
5. Review
6. Divide areas of support

3. If it is misbehavior then you can either let Natural Consequences take care of it, or you may want to use Logical Consequences.

Natural Consequences

- a. You **do nothing**
- b. Allow others/agencies/nature to teach
- c. Help process when approached
- d. Do not buffer children from

consequences

- e. DO NOT USE if physical danger level is high.

Logical Consequences

- a. Be assertive with an I statement or
- b. Wait (time depends on situation)
- c. Give a choice

Do you want to. . . (desired behavior)
Or (consequence)

d. Consequence must have 3 components

1. Must have **Impact**
 2. Must be **Enforceable**
 3. Must be **Logical**
- e. Follow through with the process
WITHOUT USING ANGER

Steps to More Effective Discipline

1. Ask the question “**Whose problem is it?**” Determine the answer by two indicators,
 - a) who has the highest emotional level?
 - b) who is moving toward whom?

If you are angry and following your child/youth around the problem is yours. . . time to express and possibly discipline. If your child/youth is approaching you and is upset, chances are the problem is theirs. . . time to reflectively listen, explore alternatives and support. (Don't jump in and solve the problem for them, learn to support without stealing their experience)

2. **Ask if the child/youth's behavior is really misbehavior or just inappropriate behavior.** Misbehavior has 3 components that differentiate it from inappropriate or “trying on” behavior.

- a) occurs in a pattern, repeats
- b) breaks an agreement, rule, norm, law, etc
- c) bothers you

3. **If you determine the behavior is just inappropriate behavior you may want to IGNORE, teach or talk with the child/youth about it.** Ignoring is usually the best choice because the chances of reinforcing the behavior are minimized.

4. If you determine that the behavior is actually misbehavior then you may want to consciously choose either natural or logical consequences. The following steps may be helpful.

FOR LOGICAL CONSEQUENCES:

A) **Be assertive with an I - statement** or other message that doesn't USE anger, shame, guilt etc. You can be very direct without emotionally leveraging the child/youth.

B) **WAIT** (this will vary depending on the behavior)

C) if the behavior persists then you may want to use **logical consequences**.

Give a choice, such as,

“Do you want to. . . (insert desired behavior). . . or . . . (insert the consequence).” An example might be, “Do you want to be home by the agreed upon curfew time or would you like to lose the use of the car for a few days?”

D) to be effective the consequence **MUST** have 3 components

- 1) must be logically linked to the behavior
- 2) must be enforceable
- 3) must have impact

If all three components are present your chances of being effective skyrocket. . . if you are experiencing a lack of effectiveness you are probably missing one or more of the components.

FOR NATURAL CONSEQUENCES:

You allow others/nature to teach your child. This works well when it really isn't your business or you don't want to stir in elements of a power struggle between you and your child

Differences Between Punishment and Discipline

One of the keys to being more effective in working with children is to understand clearly the differences between punishment and discipline. One way to help understand these concepts is to at least consider the idea that punishment and rewards are opposite sides of the same coin, whereas discipline and encouragement are sides of an entirely different coin.

Contrasting Characteristics

Punishment/Rewards

1. Externally reinforced (anger, guilt, shame or with rewards “control thru seduction”)
2. Produces dependency and thus hostility
3. Promotes ego esteem – task related
4. Emotionally leveraged (see 1)
5. Produces distance in relationships
6. Short term results – long term?
7. Doesn’t address real problems
8. Focus is on who is in charge
9. Heavy emphasis on compliance
10. Promotes competition
11. Works as long as the rewarder/punisher has the power to dispense
12. Produces externalized people
13. a sense of incompleteness – insatiable
14. The world is dangerous/unpredictable
I must be careful and on guard
15. a sense of “out of control”
16. diminished interest in tasks
intrinsic value
17. “adversarial world” dog eat dog

Discipline/Encouragement

1. Internally reinforced
2. Produces self sufficiency
3. Promotes self esteem
4. Structure supported
5. Produces intimacy
6. Long term results
7. Focus is on the core issue
8. Focus is on being effective
9. Emphasis on relationships
10. Promotes cooperation
11. Concepts are integrated,
works w/o external props
12. Internal compass developed
13. Peaceful, a sense of safety
14. The world may be scary
but I can react effectively
15. A sense of order
16. Interest in tasks for
17. Life is good/challenging

50 Questions

These are designed to open up communication channels between you and teens. Please be prepared to NOT get defensive or do the “Gestapo” thing with them as they open up. In this exercise treat them as you might a visiting professor/expert on teen behavior. You are gathering information and getting close & encouraging them, you DON'T have to agree to be encouraging in this conversation. **Would you rather be “right or close”??**

1. How do think curfew rules should be established and enforced?
2. What do you think that kids like most about adults?
3. What do you think needs to be done for kids to get along easier with parents?
4. How should parents handle it when a youth breaks a rule?
5. What bugs you the most about parents?
6. If you could change three things about families, what would you change?
7. Do parents have the right to interfere with kid's choice of friends?
8. What causes youths to do drugs?
9. What do you think kids do what they do?
10. What do you think that most teen want from parents?
11. Overall, how should parents treat youth for most effectiveness ?
12. Do you think parents should treat teens the way that they act?
13. What is the most discouraging thing in life teens?
14. When are youth the happiest?
15. What are you going to do differently (if) when you are a parent?
16. What is the best way to motivate a kid to study and get good grades?
17. Why do you think parents try so hard? (push kids for better grades, etc.)
18. What is reasonable to expect about grades?
19. What would you change about teens to help the family?
20. Describe the ideal Father, and then the ideal Mother...
21. What are some of the mistakes that parents make in dealing with their children?
22. What things can a parent do to improve their relationship with their children?
23. What activities do you think bring families closer together?
24. What discipline techniques work the best?
25. How do we motivate our children?
26. How can I best encourage my children?
27. What should I do when I don't like the music my kid is playing or listening to?
28. If I have disagreed with my teen, how should I let them know that I don't agree with them?
29. What do you think about curfew and what are some reasonable times for specific ages?
30. Why do you think that kids use drugs?
31. What can I do to have a positive impact on my youth, who is using drugs?
32. What do you think a parent can do to increase love in the family?
33. What can I do to draw closer to my child?
34. How can I best help my kids do well in school?
35. What should I do if my children won't study?
36. How can I handle my feelings about the friends that my youth is hanging around with?
37. What do you think makes kids the most angry with their parents?
38. Why do you think kids run away?
39. How can parents best listen to their kids?
40. What steps can youth(s) take to draw closer to their parents?
41. My teen is really angry with me and won't let me touch them, what can I do?
42. How can I best improve my parenting skills?
43. What can I do to get my kids to do housework?
44. How can I get closer to my kids?
45. What makes kids feel safe and trusting with parents?
46. How can I help my children improve their self-esteem?
47. What do kids remember most about parents?
48. What can I do now that will help my kids come home to visit when they are in their 30's?

49. What can I do to get my children to go to bed on time?
50. What secrets are there in raising kids to like themselves?

Parenting Teens
Study/Thought Questions

1. Most youth/children misbehave when they;
 - a) are discouraged/pampered
 - b) are jerks
 - c) want your attention
 - d) all of the above
2. In early childhood, humans use their creativity to develop beliefs to live by. The psychiatrist Alfred Adler called this plan _____.
 - a. blueprint for life
 - b. script
 - c. inner sentence
 - d. lifestyle
3. According to Walter Tolman, “The most significant factor in the development of any child’s lifestyle is the personal meaning the child derives from _____.”
 - a. what teachers have said to the child
 - b. how the parents treat the child
 - c. birth order position
 - d. gender
4. Dinkmeyer states that when talking with teens about sex and love, “Lecturing and moralizing will not be effective, if anything they might serve to make _____ appealing and for all the wrong reasons.”
 - a. emotional & sexual intimacy
 - b. passive aggressive behaviors
 - c. drugs and alcohol
 - d. video games
5. The assets that are detailed in the book, “What Teens Need to Succeed” are;
 - a. divided into 3 parts, with 8 assets in each category
 - b. divided into 2 parts with 40 assets total
 - c. divided into 2 parts with 9 subcategories
 - d. Have both external & internal categories
6. Teens learn more from parent’s _____ than from _____
 - a. rules – consequences
 - b. actions – words
 - c. love – rules
 - d. punishment & rewards – love
7. The 5 major categories of Lifestyle are;
 - a. Superiority, Pleasing, Comfort, Control and Victim/Martyr
 - b. Superiority, Approval, Comfort, Control and Blame
 - c. Superiority, Approval, Externalizing, Control and Comfort
 - d. Competition, Pleasing, Blame, Control and Comfort

8. Alfred Adler states that when individuals have good emotional functioning, they will have high levels of _____
- serotonin
 - social interest
 - good will
 - self interest
9. The 3 factors that help define misbehavior are;
- annoys you, breaks a rule, happens at least once
 - irritates you, breaks a law, happens in a pattern
 - bothers you, breaks a social moiré and happens at least 2x
 - seeks attention, bothers you, discouragement
10. When a teen displays inappropriate behavior, we should;
- teach
 - ignore
 - discipline
 - punish
11. Why do we not ask “Why do teens misbehave”?
- too many variables, no way to quantify or qualify the answers
 - takes focus off of internal variables of both parents/teens
 - none of the answers to that question are really “true”
 - focus is on the causal rather than purpose
12. When teens misbehave they have 3 possible extra goals. . .they are;
- superiority, attention, discouragement
 - superiority, power, pampering
 - superiority, peer acceptance, excitement
 - attention, power, counter-hurt
13. When a teen misbehaves, the most effective way to figure out the goal is;
- simply ask the teen
 - look at the behavior
 - how you feel
 - look at the pattern in the teen’s behavior
14. Personality is made up of
- beliefs, goals, attitudes and emotions
 - DNA
 - behavior patterns
 - what the parents have modeled.
15. Effective parents consistently;
- feel guilty
 - encourage themselves
 - read a lot of parenting books
 - have structure
16. Competition is defined as
- mutually exclusive goal achievement
 - excelling at something
 - doing better than you did before