

Antelope Springs  
Parenting Teens  
Session 5

Agenda

1. Review Basic discipline process
2. Review differences between
  - a. Punishments/Rewards
  - b. Discipline/Encouragement
3. Cycle of Compulsivity versus Cycle of Fulfillment

**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
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 can be scary  
but I can react effectively
15. A sense of order
16. Interest in tasks for  
intrinsic value
17. Life is good/challenging

## Steps to 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

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.

#### **Additional Keys**

1. Be both firm and kind
2. Try to be a responsible parent, not a "good parent" (enabling)
3. Become more consistent
4. Separate deed from doer
5. Encourage independence
6. Avoid pity
7. Refuse to be concerned about what others think
8. Recognize who owns the problem
9. Talk less, act more
10. Refuse to either fight or give in
11. Let all children share responsibility (treat them as a group when possible and don't listen to tattling)

### Their Problem

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

#### **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**

**Parenting Teens  
Study/Thought Questions (circle all that apply)**

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 self/other and Victim/Martyr
  - b. Superiority, Approval, Comfort, Control other and Blame

- c. Superiority, Approval, Externalizing, Control and Comfort
- d. Competition, Pleasing, Blame, Control self and Comfort

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

- a. mutually exclusive goal achievement
- b. excelling at something
- c. doing better than you did before