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

<table>
<thead>
<tr>
<th>Punishment/Rewards</th>
<th>Discipline/Encouragement</th>
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<tbody>
<tr>
<td>1. Externally reinforced (anger, guilt, shame or with rewards “control thru seduction”)</td>
<td>1. Internally reinforced</td>
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<td>2. Produces dependency and thus hostility</td>
<td>2. Produces self sufficiency</td>
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<td>4. Emotionally leveraged (see 1)</td>
<td>4. Structure supported</td>
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<td>5. Produces distance in relationships</td>
<td>5. Produces intimacy</td>
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<td>7. Doesn’t address real problems</td>
<td>7. Focus is on the core issue</td>
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<td>8. Focus is on who is in charge</td>
<td>8. Focus is on being effective</td>
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<td>9. Heavy emphasis on compliance</td>
<td>9. Emphasis on relationships</td>
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<td>11. Works as long as the rewarder/punisher has the power to dispense</td>
<td>11. Concepts are integrated, works w/o external props</td>
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<td>12. Produces externalized people</td>
<td>12. Internal compass developed</td>
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<td>14. The world is dangerous/unpredictable</td>
<td>14. The world can be scary but I can react effectively</td>
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<tr>
<td>I must be careful and on guard</td>
<td></td>
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<td>15. A sense of “out of control”</td>
<td>15. A sense of order</td>
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<td>17. “Adversarial world” dog eat dog</td>
<td>17. Life is good/challenging</td>
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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?

<table>
<thead>
<tr>
<th>Your Problem</th>
<th>Their Problem</th>
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<tbody>
<tr>
<td>2. Misbehavior or Inappropriate?</td>
<td>2. Reflective Listening</td>
</tr>
<tr>
<td>Misbehavior must have 3 components</td>
<td>3. Alternatives</td>
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<td>a) pattern</td>
<td>4. Commit to Action</td>
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<tr>
<td>b) breaks an agreement, rule, law</td>
<td>5. Review</td>
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<tr>
<td>c) bothers you</td>
<td>6. Divide areas of support</td>
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</table>

For Inappropriate behavior;
| a) ignore | 2) teach |
| b) talk it over | c) alternatives |

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

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**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**

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**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)
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