

Parenting Saturday Seminar

Parental Discipleship 101

October 15, 2016

God as Father

Luke 11:1-4 -

Acts 17:26-27 -

Ephesians 3:14-19 -

How to disciple your kids:

- 1.) Be a _____ .
Luke 6:40 -

- 2.) Discipleship requires _____ .
Hebrews 12:3-11 -

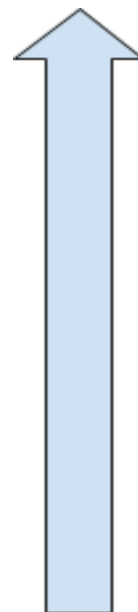
- 3.) Parenting is an _____ initiative.
Hebrews 4:14-16 and 10:19-25

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 Parental Discipleship 101
 Breakout - Corrective Discipline
 October 15, 2016

What kind of parent are you?

high energy	stressed	organized	scattered	calm
Kind	forgiving	lenient	busy serious	harsh
confused	firm	overly attached	overwhelmed	fair
pushover	emotional	equipped	competent	
detached	worried	strict	angry	overreactive
wise	patient	understanding	stiff	
uncomfortable	my kids best friend	serious	empathetic	
overprotective	planner	logical	spiritual	relaxed
tired	low key/chill	joyful	confident	structured





A foundation for corrective discipline: (a.k.a “the script”)

- 1.) “ _____ ”
- 2.) “ _____ ! ”
- 3.) “ _____ _____ . ”
- 4.) Explain _____ .
- 5.) Give them the _____ .
- 6.) Verbal _____ from the child.

Logical, Natural Consequences:

What kind of child are you parenting?

Temperament Interpretation

		Type (D)	Type (I)	Type (S)	Type (C)
1	Temperament	Emphasis is on shaping the environment by overcoming opposition to accomplish results.	Emphasis is on shaping the environment by influencing or persuading others.	Emphasis is on cooperating with others within existing circumstances to carry out the task.	Emphasis is on working conscientiously within existing circumstances to ensure quality and accuracy.
2	Style Description	Determined, decisive, active, strong-willed, self-confident, quick decisions and answers, competitive, dominant , risk-taker, persistent, fast-paced, task-oriented, directing	Interactive, influencing , enthusiastic, entertaining, persuasive, imaginative, optimistic, life-of-the-party", energetic, talkative; fast-paced, people-oriented	Steady, stable, soft-hearted, sensitive, sincere, sticks with tasks, easy-going, cooperative, patient, possessive, good listener ; slow-paced, people-oriented	Conscientious , correct", logical, analytical, high standards, perfectionist, precise, reserved, contemplative, courteous; slow-paced, task-oriented, cautious
3	Basic Motivation & Fears (Blocked Goals)	Motivated by being a leader and taking charge, being in control. Wants immediate results, choices, challenges, tangible rewards. Fears losing control and being taken advantage of by others.	Motivated by involvement with others, public praise and social recognition. Wants attention, approval and popularity. Fears rejection and loss of approval.	Motivated by helping others and sincere appreciation. Wants to keep things the same -- structured and peaceful. Fears sudden, unplanned change and loss of stability.	Motivated by achieving their own high standards. Wants to be correct and to avoid mistakes at all costs. Fears personal criticism of their work; making mistakes.
4	Behavior Under Pressure	Impatient, demanding, defiant, blunt, bossy, quick tempered, inflexible, keeps fighting for what they want, comes on too strong, insensitive to the needs of others.	Careless, impulsive, disorganized, unrealistic, overly-sentimental, overdraws their emotional bank account, may blow up and verbally attack.	Indecisive, slows things down to avoid change, becomes even more quiet, gives in, but may be internally rebelling, extremely possessive, sensitive.	Strict, judgmental, overly perfectionist, sensitive, becomes anxious and worried, depressed, melancholy, gets bogged down in the "paralysis or analysis", withdraws to plan next move.
5	If Under Achieving	"Are they challenged? Do they have opportunities to be in control of something? Do they have some say so?"	"Do they need more visible recognition, praise or rewards? (public attention, affection, stickers or ribbons that acknowledge a "good job".) Do they need more flexibility?"	"Do they understand how a job is done? Is the task broken down into clear, specific steps? Do they feel appreciated?"	"Do they have enough time to do quality work? Do they understand "why" something has to be done? Have you provided them with enough information and details?"
6	Growth Areas	Teach them to...accept the importance of limits and boundaries; to deal with their anger in constructive ways; to be more patient when things don't happen on their time table; to be more sensitive to other's feelings.	Teach them...discipline, orderliness and the importance of money; to write things down and develop ways to be more organized. (Don't expect too much, however!) to be firm and direct; that not going along with the crowd can be beneficial.	Teach them to...be more assertive, decisive, flexible and accepting of change; look for new ways to do things; take more initiative; be less possessive; not hold grudges; learn to say "no".	Teach them to...develop a greater tolerance for conflict and human imperfections; verbalize their feelings, take more risks, get involved with others with complimentary strengths, listen empathetically.
7	How to Change Behavior	Focus on actions and be specific as to WHAT needs to be done. Get right to the point. Be firm. Refuse to argue. Calmly give logical reasons. They will tend to rebel if discipline lacks a logical explanation or sense of fairness. Following discipline, give them time to think.	Provide details of how things must change and develop a plan. Expect them to come up with endless excuses. They may also be less than honest because they do not want to lose your approval. Your anger or disapproval spells rejections for this child.	Focus on "how" things need to be different. Remember, they are very sensitive and fear confrontation. They tend to not be openly rebellious, but they can be stubbornly resistant. Draw out how they are feeling.	Focus on the facts and WHY what they did was unacceptable. Give them the opportunity to ask questions. Be prepared to give detailed explanations. They are too sensitive to criticism. Do not pull them down or berate them. Be sure to reassure them of your love and support.
8	This person's tendencies include...	<ul style="list-style-type: none"> • getting immediate results • causing action • accepting challenges • making quick decisions • questioning the status quo • taking authority • managing trouble • solving problems 	<ul style="list-style-type: none"> • contacting people • making a favorable impression • being articulate • creating a motivating environment • generating enthusiasm 	<ul style="list-style-type: none"> • performing in a consistent, predictable manner • demonstrating patience • developing specialized skills • helping others • showing loyalty • being a good listener • calming excited people • creating a stable, harmonious work environment 	<ul style="list-style-type: none"> • adhering to key directives and standards • concentrating on key details • thinking analytically, weighing pros and cons • being diplomatic with people • using subtle or indirect approaches to conflict • checking for accuracy • analyzing performance critically • using a systematic approach to situations or activities

Temperament Interpretation

		Type (D)	Type (I)	Type (S)	Type (C)
9	This person desires an environment that includes...	<ul style="list-style-type: none"> • power and authority • prestige and challenge • opportunities for individual accomplishments • a wide scope of operations • direct answers • opportunities for advancement • freedom from controls and supervision • many new and varied activities 	<ul style="list-style-type: none"> • freedom of expression • freedom from control and detail • opportunities to verbalize proposals • coaching and counseling • favorable working conditions 	<ul style="list-style-type: none"> • maintenance of the status quo unless given reasons for change • predictable routines • credit for work accomplished • minimal work infringement on home life • sincere appreciation • identification with a group • standard operating procedures • minimal conflict 	<ul style="list-style-type: none"> • clearly defined performance expectations • values of quality and accuracy • a reserved, business-like atmosphere • opportunities to demonstrate expertise • control over factors that affect their performance • opportunities to ask "why" questions • recognition for specific skills and accomplishments
10	This person needs a team that...	<ul style="list-style-type: none"> • use caution • create a predictable environment • research facts • deliberate before deciding • recognize the needs of others 	<ul style="list-style-type: none"> • concentrate on the task • seek facts • speak directly • respect sincerity • develop systematic approaches instead of people • take a logical approach • demonstrate individual follow-through 	<ul style="list-style-type: none"> • react quickly to unexpected change • stretch toward the challenges of accepted tasks • become involved in more than one thing • are self-promoting • apply pressure on others • work comfortably in an unpredictable environment • help to prioritize work • are flexible in work procedures 	<ul style="list-style-type: none"> • delegate important tasks • make quick decisions • use policies only as guidelines • compromise with the opposition • state unpopular positions • initiate and facilitate discussions • encourage teamwork
11	To be more effective, this person needs...	<ul style="list-style-type: none"> • to receive difficult assignments • to understand that they need people • to base techniques on practical experience • to receive an occasional shock • to identify with a group • to verbalize reasons for conclusions • to be aware of existing sanctions • to pace self and to relax more 	<ul style="list-style-type: none"> • to control time, if Dominance or Steadiness is low • to make objective decisions • to use hands-on management • to be more realistic when appraising others • to make priorities and deadlines • to be more firm with others, if Dominance is low 	<ul style="list-style-type: none"> • to be conditioned prior to change • to validate self-worth • to know how personal effort contributes to the group effort • to have colleagues of similar competence and sincerity • to know task guidelines • to have creativity encouraged 	<ul style="list-style-type: none"> • to have time to plan carefully • to know exact job descriptions and performance objectives • to schedule performance appraisals • to receive specific feedback on performance • to respect people's personal worth as much as their accomplishments • to develop tolerance for conflict
12	Approach to Environment	<ul style="list-style-type: none"> • Perceives Environment as Unfavorable/Unfriendly • Questioning, Logic-focused, Skeptical, Challenging 	<ul style="list-style-type: none"> • Perceives Environment as Favorable/Friendly • Accepting, People-focused, Receptive, Agreeable 		<ul style="list-style-type: none"> • Perceives Environment as Unfavorable/Unfriendly • Questioning, Logic-focused, Skeptical, Challenging
13	Viewpoints	Perceives Self as More Powerful than the Environment -Active, Fast-paced, Assertive, Bold		Perceives Self as Less Powerful than the Environment -Thoughtful, Moderate-paced, Calm, Careful	
14	Possible Idols	Power	Approval	Comfort	Control/Respect