



WEEK 1 GREAT PARENTING STARTS WITH GREAT PARENTS

Whole Hearted Living

Process, Perfection, and How to Live Out Grace

- If we aren't careful, we will parent out of our _____, _____, and _____.
- As parents looking to build healthy families, we have to be willing to face the painful task of working through our issues whenever they come up.
 - o Own your process. Own your mistakes. Clean up your messes.
- When we have _____ for our process we will have _____ for our children's process. They are in process too!
 - o Having grace doesn't mean we are permissive or have zero boundaries. It means we can navigate those waters with Hope and free of the emotional intensity of our children's mistakes and process.

_____ isn't Final!

- Your reactions to your child's mistakes will teach them whether or not it is safe to fail.
- Failure is required for _____.
- Maturity is the repetition of good choices until they become _____ and _____.
- Neuroplasticity gives us great hope especially when looking at children that already have unhealthy patterns in place.

_____ will be the death stroke to your growth, and cause a host of relationship problems with siblings or others.

- What the parable of the talents shows us of how God handles comparison.
- The Pinterest Mom phenomenon.



Connection

The goal in every interaction

Psalm 32:8-9 NKJV *I will instruct you and teach you in the way you should go; I will guide you with My eye. ⁹Do not be like the horse [or] like the mule, [Which] have no understanding, Which must be harnessed with bit and bridle, Else they will not come near you.*

We will keep coming back to this verse in several applications. But look at the goal: Being led by the Father's eye. That is connection. Deep, genuine heart connection. In this place I can see how my choices are affecting the Father and our connection. Not in a manipulative way, but in a way that it gives me what I am fighting for.

- In every _____ interaction, every _____ interaction the result needs to be connection.
 - o If we miss the _____, we have missed the mark in how we handled the situation.
 - o This should also be the standard for your relationship as spouses.

Mirror Neurons

"Observing the same action, such as grasping a cup, in different contexts elicits different levels of mirror neuron activity in one area of the brain that belongs to the mirror neuron system (right posterior inferior frontal gyrus). This finding shows that the mirror neuron system does more than code the observed action ("that's a grasp"). It also codes the intention behind the action ("that's a grasp to drink" or "that's a grasp to clear the table")."

Adapted with permission from Marco Lacoboni, UCLA School of Medicine."

- Mirror Neurons, Brainfacts.org



It's really fun to watch kids imitate their parents unconsciously. We have several fun ones in our home that we laugh about.

- What is _____ in your home?
 - o How do you speak to each other as parents?
 - o How do you speak to your children?
 - o How do you talk about other people?
 - o How do you handle stress, frustration, irritation...?

- These _____, _____, and _____ are being modeled for your children.
 - o Now it is important to know that they are their own person and are responsible for their own choices. But recognize the standard you are setting.
 - It is not too late to change!!
 - Forgiveness restores the standard!

The Power of Reconciliation

Forgiveness restores the standard

2 Corinthians 5:19 NKJV ...*That is, that God was in Christ reconciling the world to Himself, not imputing their trespasses to them, and has committed to us the word of reconciliation.*

- Using the "F" Word: _____
 - o It is so surprising how many people genuinely struggle with using this word.
 - o "It's Ok." "It's fine." "No worries." "Thank You." By themselves, these are not acceptable responses to a genuine apology. Both the person hurt and the person doing the hurting need forgiveness.

- What is happening during Forgiveness:
 - o The release of _____.
 - o The _____ is restored.



- Remember the goal is _____!

Your Words Create Worlds

And your thoughts shape how you live.

- How you speak about your kids, what you believe about them will shape how you parent, how you treat them, and how you discipline.

Keys for Cleaning Up Messes Well

- Seek to _____ first.
 - o Ask clarifying questions.
 - o Don't _____ your behavior.
 - o Don't share your stories of similar experiences.
- You don't apologize for their feelings, but for what you did that was wrong.
 - o Sometimes you didn't do anything wrong but they are having a hard time with a tough situation.
- Apologize and ask for _____.

The Tools of the Trade

Practice This Week

- What are your words saying?
 - o How are you speaking about yourself, your children, and your family?
 - o Practice speaking Life.
 - o Begin to create a culture of *life-words* in your home.
- Learning to connect in every interaction.
- Meeting with Jesus.
- Steps of Reconciliation.



The following is taken from SteveandLorraine.com and is used in any relationship reconciliation. I've included it because it gives a great overview of what to walk through for complete reconciliation. I would encourage you to use this and learn to simplify it for use with your kids. It is so powerful to see hearts restored and reconnected after a hurtful experience.

Preparing for Reconciliation

- If there is an area that you recognize the need for reconciliation and have gone through the steps to prepare your heart (Restoring Connection) - initiate a dialogue requesting a Heart to Heart - depending on the situation - The RAC may be needed.
- Share the area of pain or conflict that needs reconciliation. Remember to share 3-5 sentences at a time and the receiver should reflect both in reflective and active listening (reflecting both words and identifying emotions) with the goal to understand.
- Take time to talk through what was happening for you. Be specific.
- Give at least one recent example (if it applies).
- Describe how you were affected, what it communicated to you, how it impacted you; how you felt about yourself, the other person, and or your relationship, as a result of the situation.
- Talk about what you needed - from them, from others (as it applies).
- Once you are sure the other person understands, let them respond to you by moving into reconciliation.
- Commit to staying emotionally connected during this process. It is a choice. Holding hands, or touching in some way may be helpful to maintaining your connection through the conversation if it is appropriate to the relationship.



Reconciliation - Step by Step

- Work through the following steps with clear, concise statements - without explanation or justification for your behavior.
- Don't move into reconciliation until you have fully understood how your choices, words, and behavior have affected the other person.
- When you understand the pain or hurt you have caused, and are committed to changing the behavior responsible for the pain, move into reconciliation. This gives closure to a wounded place and allows for healing and rebuilding of trust to take place.

1. This is what I did that hurt you or caused you pain...

"I made decisions that affected you, but I didn't include you in the decision making process..."

"I was insensitive to your need and desire to be included in that process..."

"I was unwilling to listen to you, when you tried to tell me how you were feeling and what was happening for you..."

2. This is how I believe it made you feel. ...*This is what I believe you felt inside yourself, about yourself and us, because of what I did.*

"I think this made you feel confused about my love for you, unimportant, overlooked; I believe it made you feel angry and sad that I was not considering you or your needs; I believe it made you question our commitment to each other."

Ask for feedback to verify that you have accurately identified their hurt/pain.

3. This is how I feel for putting you through that hurt/pain...

"I feel embarrassed, selfish, sad, and disappointed in myself."

4. In the future, I commit to...

"Including you in decisions that will affect you. I commit to hearing your heart, without protection or defense, I commit to not making a decision until we are in agreement, and I commit to getting the help I need work through the fear I have that makes me want to control you."

5. I am sorry, will you please forgive me.



Overview of the Upcoming Sessions

Week 2 Defining Our Parenting Goals

- Discipline vs Punishment
 - o What Did Jesus Die For, Again?
 - o What's the Difference, Exactly?
- Attitudes vs Behaviors
 - o Cain and Able
 - o "Guard Your Heart, From It Flows..."
 - o The Fruit and the Root
- The Tools of the Trade
 - o Effective Consequences
 - o Lecture-less Communication
 - o Boundaries that Teach Self-Management

Week 3 Practical Solutions and Q&A

- Self-Control vs Other's Control
 - o The Illusion of Control
 - o The Power of Consequences
 - o The Power of Boundaries
- Age Related Responses/Consequences
 - o Consequences that Fit the Crime
 - o Consequences that Fit the Age
- Q & A



WEEK 1 GREAT PARENTING STARTS WITH GREAT PARENTS

Review

- Learn to be aware so you don't parent out of your brokenness, fear, or past mistakes.
- Failure isn't final.
- Connection is the goal in every interaction. Learn to fight for it.
- Forgiveness restores the standard and releases the debt.

Why theory is important:

Tools used with the wrong motivation will still produce bummer results. Poor tools done with the right heart and right purpose can have good and solid results.

WEEK 2 DEFINING OUR PARENTING GOALS

Key Concepts

1. We are disciple-ing.
2. _____ are our focus.
3. _____ is the goal.

As we parent...

1. Through everything we are fighting to stay _____.
 - a. You want your child to fight for your connection as much as you do.
 - b. Stewarding your connection builds _____, keeps communication open, and maintains a place of _____ and _____.
2. We want our children to learn that our _____ affect us and our relationships.
 - a. _____ builds trust, trust extends freedom, freedom means privileges.
 - b. Obedience is less about performing to expectations and more about guarding our connections in all relationships.



Discipline vs Punishment

Key Concept 1

1 John 4:18 NIV *There is no fear in love. But perfect love drives out fear, because fear has to do with punishment. The one who fears is not made perfect in love.*

Isaiah 53:5 NIV *But he was pierced for our transgressions, he was crushed for our iniquities; the punishment that brought us peace was on him, and by his wounds we are healed.*

When you communicate to others that they need to be _____, you are communicating that what Jesus did was not enough!

Punishment can look several ways

1. "You have to pay the price for your mistake (sin, disobedience...)"
2. Withholding love.
3. Silent treatment.
4. Because you disobeyed, I get to yell, scream, threaten, call names...

This teaches children that they deserve how someone may be treating them, talking to them, or "punishing" them. It says that they need to earn love and acceptance.

Romans 5:8 NLT *But God showed his great love for us by sending Christ to die for us while we were still sinners.*

_____ **is a non-negotiable.**

You can always receive love, connection, and affirmation.

_____ **is goal and value oriented.**

"I have 18 years to prepare you to be successful on your own."

- It is about training, preparing, and equipping your children to be successful in life.
- You are teaching your children how to make great _____.
 - o Every choice has consequences; some good, some bad.



- You are training them to be powerful in their choices, using self-control, never a victim to circumstances or people around them.

A couple of our values

- We steward, protect, and guard our relationship with the Holy Spirit above all else.
- You are worthy of love and affirmation.
- You get to control you, not others.
- We treat others based on who we are, not on what they deserve.
- Feelings are neither good nor bad, they just are. How you choose to communicate them can be a problem.

A couple of our goals

- To learn how to steward, protect, and guard our relationship and connection with the Holy Spirit.
- To learn how to pay attention to our hearts.
- To be great at self-control so I don't need external control.
- How to manage my feelings.

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WEEK 3 PRACTICAL SOLUTIONS AND Q&A

- Self Control vs Other's Control
 - o The Illusion of Control
 - o The Power of Consequences
 - o The Power of Boundaries
- Age Related Responses/Consequences
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Why theory is important:

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WEEK 2 DEFINING OUR PARENTING GOALS

Key Concepts

1. We are disciple-ing.
2. Attitudes are our focus.
3. Self-Control is the goal.

Review

- When you communicate to others that they need to be punished, you are communicating that what Jesus did was not enough!
- Love is a non-negotiable.
- Discipline is goal and value oriented.
 - o It also involves and partners with the child in the consequences and process of cleaning up their mess.



WEEK 3 KEY CONCEPTS CONTINUED AND PRACTICAL EXAMPLES

Attitudes vs Behaviors

Key Concept 2

Cain and Able

In the story of Cain and Able we see God’s heart in this on display.

Genesis 4:7 NKJV *If you do well, will you not be accepted? And if you do not do well, sin lies at the door. And its desire [is] for you, but you should rule over it.*

To do well: Yatab

(Hiphil) tense

- 1 to make glad, rejoice
- 2 to do good to, deal well with
- 3 to do well, do thoroughly
- 4 to make a thing good or right or beautiful
to do well, do right

God is warning Cain that his attitude and how he is doing what he is doing is opening the door to sin to rule his heart. “*You must rule over it*” being sin and thus his attitude because that is the real problem.

Both Cain and Abel made sacrifices. They both had the correct outward behavior. But only Abel maintained a good attitude in the sacrifice. We see this pattern throughout God’s dealing with people.

- When we focus primarily on behaviors we miss the root of the real problem and never confront the real problem growing in their heart.

Guard your Heart

Proverbs 4:23 NLT *Guard your heart above all else, for it determines the course of your life.*

- If we are _____ our children to be successful in life then this becomes a priority.



- If we just want our children to just “_____” then this becomes too much work and too difficult in the tough times.

If we are going after _____ then we need challenging situations to help expose their attitudes or heart.

- _____ builds strength.
- I don't shelter my children from tough situations.
 - o Keeping in mind age appropriateness
- I don't _____ them from the negative consequences from their choices.
 - o _____ are the best teachers.
- I have to maintain connection so they can open up with what's really going on in their heart.
- “I love you. I'm here for you. I'm going to walk alongside you as you face this really tough/scary situation.”
- I want my children to make poor choices now so that I can walk with them in how to deal with it. This gives them opportunities to learn and grow in a safe environment.
- I am not _____ by my children's mistakes or poor choices.

We are focused on the _____ not the fruit.

If we always focus on the fruit (outward disobedience or mistakes) we will miss our opportunity to help our children confront the real issues that are leading to those choices. This will carry over into the rest of their lives.



Self Control vs Other’s Control

Key Concept 3

The Illusion of Control

2 Corinthians 3:16-18 NLT *But whenever someone turns to the Lord, the veil is taken away. ¹⁷For the Lord is the Spirit, and wherever the Spirit of the Lord is, there is freedom. ¹⁸So all of us who have had that veil removed can see and reflect the glory of the Lord. And the Lord--who is the Spirit--makes us more and more like him as we are changed into his glorious image.*

- Control is an _____.

 - o I cannot control other people. If I am, it is through intimidation or manipulation.
 - o Other people cannot control me. Other people only control me to the measure that I allow it.

- When we parent from a controlling way, we teach our children:
 - o They can be _____ by others.
 - o They need to be controlled by someone bigger/smarter/wiser than them, instead of using self-control.
 - o They are _____.
- The spirit of control is often rooted in _____.
- On a good day I can control _____.

The Power of Choices, Boundaries, and Consequences

_____ is the ability to make great choices consistently. This comes from practice and requires us to build up our Self-Control muscle. God set the example by using choices to develop maturity in Adam and Eve and gave us the power of self-control. True love can only exist with choices. Parenting with choices requires strong _____ and consistent _____.



- Great choices
 - o Two choices that work for you.
 - o You decide or I decide?
 - o Okay this time I decide, next time you can.
 - o You need to also learn to give choices in the consequences.
 - o Choices empower the child, and satisfy the control center of their brain.
 - o We have a control tank, just like a love tank.

- Great boundaries
 - o Room enough to fail.
 - o Not enough to get seriously hurt.
 - o We need to learn from our mistakes, not die from them.
 - o True freedom is only found in the context of boundaries.

- Consistent consequences
 - o Consistency builds trust and builds a place of security.
 - o You cannot expect your children to do something in public that they aren't used to doing at home.
 - o Life doesn't give you multiple chances. It doesn't count 1,2,3...
 - o When you use a phrase that has consistent results your children will respond to it.
 - o Inconsistency breaks trust and creates fear in what to expect.
 - o Consequences need to be age appropriate and related to problem.



Parenting with Choices

Great consequences and responses to common problems

These tools can be done in a sarcastic, manipulative, or vindictive way. It is important that we keep in control of ourselves. Disengage from the emotional outburst that we may be tempted to use.

- Use genuine _____.
- Speak with _____.

Remain in control of yourself even when your child is out of control. They will look to control you through your emotions and emotional responses.

When you engage with anger or intimidation you shut down your child's _____ and turn on their _____ or _____ response.

Empowering Through Choices and the Classic Battles

A lot of the classic battles aren't about _____ or child's " _____ " they are about a Godly desire for _____. Remember that area of their brain is growing and they need to learn how to use it.

_____ them through using _____. They will then feel a partnership with the process and invested with their own success. (Two choices that work for you.)

1. Bedtime Bedlam
2. Mealtime Madness
3. School-time Sorrows
4. Tantrum Throwing Titans
5. Tattling Terrors
6. Arguing Opportunists



- a. Young Children
- b. Older Children

Consistent Tools

- No Fun Zone
- Hassle Time
- Empathetic Consequences
 - o Communicating the good consequences
 - o Example: *Cleaning up toys*
- Practicing at home

Catch Phrases

- "Uh-oh"
- "No Problem"
 - o No problem for me, possible problem for you.
- "I know" "Probably so" "Maybe So" "That could be" "I don't know" "Nice Try"
- "Your control or mine?"

The Tools of the Trade

A shift in concepts

Establish your parenting _____ and _____.

- This will help you stay strong when your children are trying to figure themselves out. (Throwing fits and learning to manage themselves.)
- This gives you the ability to not feel locked into any particular tool or consequence.
 - o You can try different things to find what works best with different kids.



Let _____ do the teaching, not your lecturing.

- Lecturing fundamentally teaches kids they aren't smart enough to figure things out for themselves.
- It also says that what I'm saying should be taken as punishment not as a gift of wisdom. Don't throw "your pearls to swine." ;)

Phrases to learn

- "What are you going to do about that?" (You don't get privileges until you've cleaned up your mess.)
- "Let me know when you've figured it out. I have some ideas if you need some help. I'll be in the living room."
 - o Then give one option that isn't a good one and ask how they think that will work out. Say you have another option if they want to hear it. Then give another one doing the same. Then the third would be the option that would be a good choice and ask them how they like that choice.
- "What did you do about that?"
- "How'd that work out for you?"
- "Wow that sounds really tough. I'm here for you if you need help. I love you."
- "That's such a bummer. What are you going to do about that?"

On a good day you control _____.

Use boundaries that teach self-management and reinforce your values and goals.

- No-fun zone.
- Feelings aren't the problem, but how you communicate them can be.
- "If you need to fuss, go to your room until you can get yourself under control then come back and try again."
- Don't play the blame game.



RESOURCES

Continue To Grow

Here are some resources that have been extremely helpful for us in the different stages of parenting and working with teenagers and young adults:

Personal Growth

The Gifts of Imperfection by Brené Brown

Keep Your Love On: Connection, Communication and Boundaries by Danny Silk

Heart Made Whole and *Head to Heart* (podcast) by Christa Black Gifford

Out of the Box with Steve and Lorraine Box
(podcast – on iTunes or SteveandLorrainePodcast.com)

Parenting

Love and Logic Magic for Early Childhood by Jim Fay and Charles Fay
(We loved the audio books and got them from the public library!)

Loving our Kids on Purpose by Danny Silk

The 5 Love Languages of Children by Gary Chapman
(There is also one for teenagers, couples, and singles.)

Talking to Kids about Sex

The Story of Me (ages 3-5) by Stan and Brenna Jones

Before I Was Born (ages 5-8) by Carolyn Nystrom

What's the Big Deal?: Why God Cares About Sex (ages 8-11) by Stan and Brenna Jones.

If you have questions about concepts from the parenting series or these books, or you would like to schedule a counseling appointment to talk about specific needs and situations, please contact Dustin Box at dbox@nlcci.org.