

# Who's in Charge?

Structure, Methods, Training, Modeling,  
Rewards, and Discipline

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## 1 Corinthians 13:1-8a (ESV)

If I speak in the tongues of men and of angels, but have not love, I am a noisy gong or a clanging cymbal. And if I have prophetic powers, and understand all mysteries and all knowledge, and if I have all faith, so as to remove mountains, but have not love, I am nothing. If I give away all I have, and if I deliver up my body to be burned, but have not love, I gain nothing.

Love is patient and kind; love does not envy or boast; it is not arrogant or rude. It does not insist on its own way; it is not irritable or resentful; it does not rejoice at wrongdoing, but rejoices with the truth. Love bears all things, believes all things, hopes all things, endures all things.

Love never ends.

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## Healthy parents show love to their children by:

- Regularly spend time, face-to-face
- Making eye contact
- Listening
- Encouraging
- Playing with them
- Gently direct them
- Praise and affirmation
- Showing support

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**Parents take seriously their active parenting role, working together as a team to raise their children:**

Children are a heritage from the LORD... – Psalm 127:3

Children's children are the crown of old men; and the glory of children are their fathers. – Proverbs 17:6

The just man walks in his integrity; his children are blessed after him. – Proverbs 20:7

And he shall turn the heart of the fathers to the children, and the heart of the children to their fathers... - Malachi 4:6

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**WHAT IS INVOLVED IN THE STEPS TO “TRAIN”?**

**Train a child in the way he should go, and when he is old he will not turn from it. (Proverbs 22:6)**

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**Training Involves:**

- demonstrating
- give clear instructions, making expectations known in advance
- anticipating what will be difficult, and slowing down when learning new complex tasks, breaking things down into small bite-size chunks
- gradually giving a trainee an opportunity to try a new skill under supervision and with help

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**Training Involves:**

- giving constructive and patient feedback, gentle correction
- patiently refrain from harsh, critical, and angry words
- praise and reward success
- gradually allow greater independence as the trainee (child or young adult) demonstrates readiness
- discipline and set-back for disobedient behavior, lack of self-control, or poor judgment

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**Parents Must  
Speak With  
One Voice**

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**Train a child in the way he  
should go . . .**

**We kept our eye on the goal: for our children to live successful, independent, Christian lives.**

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**We recognized the limited time frame we were operating in: approximately 18 - 25 years.**

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What all does a successful, independent Christian need to know at the end of 18-25 years?

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- To respect others
- To know right from wrong, **to know God**
- To be self-controlled, self-disciplined
- To be industrious, accomplished
- To be able to follow the instructions of teachers and adult authorities
- To use good judgment
- To be able to use independent thought within the confines of those in authority
- To initiate productive activity
- To enjoy life

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**Warning:** If our children have not mastered these tasks and taken on these qualities by approximately 18 years old, they will **NOT BE READY** to leave home, such as to go away to college, live on their own, etc. Each additional year it takes to master these qualities, decreases the chances that goal will be achieved.

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Let's think about the training goals for different ages:

**For 1 Year Olds:**

- basic obedience to instruction

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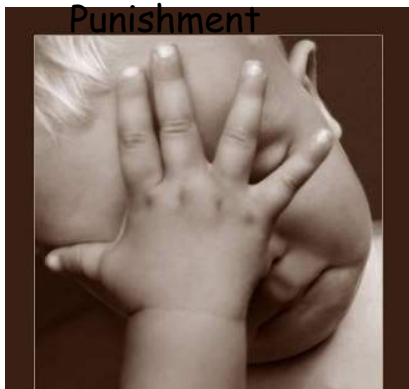
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## Let's think about the training goals for different ages:

### For 2 Year Olds:

- basic obedience
  - self-control
- increasing respect for others
- learning to follow very basic instructions
  - beginning self-care

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## Let's think about the training goals for different ages:

### For 3 Year Olds:

- obedience
  - self-control
- respect for others
- basic development of character traits
- following increasingly complex instructions
  - completing tasks with supervision
    - basic self-care
- beginning grasp of rules

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## Let's think about the training goals for different ages:

### For 4 Year Olds:

- obedience
  - self-control
- respect for others
- further development of character traits
  - following instructions
- completing increasingly complex tasks with supervision
  - increasing responsibility for self-care
- focusing, maintaining concentration for longer periods
- increasing expectation that children know and remember rules, and information

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Let's think about the training goals for different ages:

**For 5 Year Olds:**

- obedience
- self-control
- respect for others
- progress in development of character traits
- following instructions
- completing increasingly complex tasks with less supervision
  - greater responsibility for self-care
  - focusing, maintaining concentration for longer periods
- greater expectations that children know and remember rules, and information
  - increasing self-directed behavior

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## Punishment

The presentation of an aversive stimulus or the removal of a positive stimulus for the purpose of reducing or eliminating an undesirable behavior. (An event.)

Somebody big imposing their will on somebody small. (It loses its effectiveness when the somebody small gets bigger than the somebody big.)

It communicates what not to do, rather than what to do.

The locus of control is external.

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## DISCIPLINE

The development of a set of internal controls to govern behavior. (A process.)

It is designed to facilitate the acquisition of desired behaviors.

It communicates what to do, rather than what not to do.

It requires the development of decision making and problem solving skills. (Abstract reasoning)

The locus of control is internal.

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## Punishment v. Discipline

You can punish a child without disciplining.

You can discipline a child without punishing.

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## WISHES vs. RULES

### Wish

When the desired outcome does not occur, the person making the wish suffers the consequence.

### Rule

When the desired outcome does not occur, the person not making the rule suffers the consequence.

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## POWER v. AUTHORITY

### POWER

The use of all available resources within the individual to impose their will upon another.

### Authority

The ability of an individual to bring together all the resources necessary to impose their will upon another.

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## Proactive v. Reactive Parenting

### Proactive Parent

Clearly defines expectations and rules  
Speaks with loving authority  
100% certainty of consequence if rule is not obeyed  
Child submits to parent's authority instead of misbehaving

### Reactive parent

Unclearly expresses wishes  
Reacts with increasing frustration to the child's misbehavior  
Child continues to misbehave until 100% certainty of consequence  
Child ultimately submits to parent's power

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## GUIDELINES FOR SPANKING



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## GUIDELINES FOR SPANKING

In order to decide if spanking is an appropriate tool to use in a specific situation, ask yourself the following questions:

- Is the undesirable behavior an act of willful disobedience?
- Was the correction a consistent consequence for the undesirable behavior?
- Are you correcting the "deed" or the "doer"?
- Does the spanking provoke your child's wrath?

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## GUIDELINES FOR SPANKING

- What is your emotional state at the time of administering the spanking?
- If you are angry, the child may reason that the spanking is a function of your emotional state rather than the inherent wrongness of the misbehavior?
- How would your child answer this question: "Why did you get a spanking?"
  - a) Because I made my parent angry
  - b) Because I misbehaved (broke a rule, etc.)

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## RULES FOR TIME OUT

There are three important steps to the Time Out procedure:

### Step #1

Remove the child from the environment in which the unacceptable behavior has just occurred.

This is a form of punishment - imposing your will on the child by eliminating the opportunity for positive reinforcement.

Remove the child in a calm, objective, matter-of-fact way; avoid verbal overkill

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## RULES FOR TIME OUT

### Step #2

Set a specific time period for the child to remain unattended and silent in Time Out.

Keep the time period brief and age appropriate.

Enforce by starting the time interval over if the rules of the Time Out are violated.

If physical restraint is necessary, use the minimal force necessary and start the time interval only when the child is ready to accept responsibility for compliance with the rules.

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## RULES FOR TIME OUT

### Step #2

The only discussion necessary from the parent is a brief statement informing the child that the Time Out is a consequence of his/her specified behavior, and instructing the child as to the rules and expectations during the Time Out period.

Do not negotiate, reason, argue or otherwise respond to the child's statements other than to restate the previous step.

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## RULES FOR TIME OUT

### Step #3

When the period has ended, go to the child to discuss the problem in depth.

Both parent and child will have had a chance to bring emotions under control.

Utilize reflective listening and other communication skills

If appropriate, use a problem-solving strategy

Teach older children to come and confess their misdeed and ask for the parents' forgiveness.

Mend feelings and reestablish a loving bond.

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## RULES FOR TIME OUT

After the Time Out period, during the discussion that follows, encourage the child and share your confidence and expectations that the child's behavior will improve.

This creates a very natural opportunity for a brief discussion of unacceptable impulses, and the importance of resisting temptations, etc.

Conclude the time with prayer before allowing the child to return to a previous or new activity.

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## INTENSITY v. CERTAINTY

How severe should a punishment be?  
The lowest intensity that accomplishes the objective.  
Start very low, but progressively increase.

How many times should a child be told something before being punished for disobedience?  
Only once if there is a 100% certainty that the punishment will occur.  
(That is, when the wish becomes a rule.)

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## THE ABC'S OF BEHAVIOR MANAGEMENT



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## Disciplining Teens

- Begin with the end in mind: the goal is a responsible, Godly adult, not a well-behaved teenager
- Rewards and Consequences are only rewards or consequences if the teen perceives them that way
- Some behaviors carry their own consequences: we don't necessarily need to add to them.

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