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# HOW TO REDUCE ANGER IN CHILDREN"

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DR. CHUCK LYNCH, Presenter

## Decide to Reduce the Anger Session I

### I. Introduction

**A. In a national survey of parents, 70% indicated that if they had it to do over again, they would not have children (McArthur, Family, P.97). // Why?**

1. Parenting is painful. // It's just plain tough.
  - a. Dr. James Dobson admits that "Parenting is not for cowards."
  - b. One mother of a teenager stated, "I wish I could have buried my kid at 13 and resurrected her at 18."
  - c. Being a parent is like having your heart walk outside of your body the rest of your life.
2. Usually the return for parenting is not as great as the investment.
  - a. Ironically, the heavenly Father could say the same thing about parenting His kids – us.
    - 1) II Cor. 8:9, "For you know the grace of our Lord Jesus Christ, that though He was rich, yet for your sakes He became poor, that you through His poverty might become rich."

**B. But, there is another side to this coin; it is the child's perspective of being parented.**

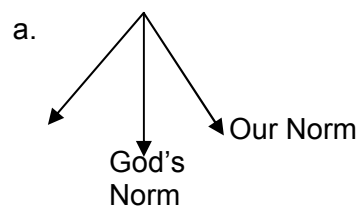
1. It has not been easy for a child to grow up today.
  - a. 50% of the families have divorced and shattered a child's security base.
  - b. One out of four girls was molested by some one close to them.
  - c. One out of every six boys has been molested.
  - d. The pain from some parenting has resulted in putting an average distance of 100 miles between grown kids and their parents.

2. There are no perfect parents.

**C. Much of the following material comes from counseling adults. \ and adult children.**

**D. As adults, their observations can now be evaluated, interpreted and understood from an adult mature perspective. \ Why?**

1. Children may be one of the best recorders of history but they tend to be the worst interpreters of history. \ Why?
  - a. As children, they are myopic or self-centered.
  - b. As adults they now can add a balanced view of their childrearing.
  - c. Looking back they can tell what did work and what did not work.
2. Maturity is similar to the scriptural phrase, "When I become a man" concept.
  - a. 1 Cor. 13:11-12, "When I was a child, I used to speak as a child, think as a child, reason as a child; when I became a man, I did away with childish things. (12) For now we see in a mirror dimly, but then face to face; now I know in part, but then I shall know fully just as I also have been fully known."
3. This process of evaluation is important before we can make healthy changes in adulthood.
4. What we grow up with was viewed as normal to us. But this normal may be way off balance from center.



- b. Proverbs 14:12, "There is a way that seems right to a man but it's end (result) is the way of death (separation)."

**E. Most all adulthood struggles stem largely from unprocessed childhood issues that are results of unhealthy parenting.**

1. It needs to be stated that most parents did the best they could with the information and maturity they had at the time.

2. Yet, the Bible states a clear plant – reap concept (Gal. 6:7). We can tell from the crop what was planted. Only the farmer determines the crop; not the quality of the crop.

## II. Key texts for reducing anger in the family.

### A. Various versions of Col. 3:21

1. (NASB) "Fathers (and mothers), do not exasperate your children, that they may not lose heart."
2. (AMPL) "Fathers, do not provoke [scold] or initiate or fret your children – do not be hard on them or harass them lest they become discouraged and sullen and gloomy and feel inferior and frustrated; do not break their spirit."
3. (KJV) "Fathers, provoke not your children to anger, lest they be discouraged."
4. Note: Eph. 4:26, "Be angry and do not sin."

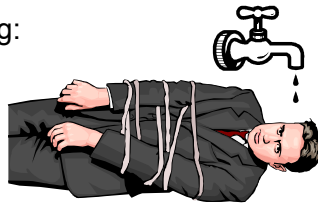
### B. Explanation of Col. 3:21.

1. "Provoke" or exasperate means to 'habitually nag at, to irritate, to excite, to stir up, to embitter, to frustrate.' It has a good sense in II Cor. 9:2, but is used in an evil sense in Col. 3:21.
  - a. Exasperation can be done by either parent toward children and is often unintentional or not deliberate.
  - b. It is also done by adults to adults.
  - c. Parents get caught up in the logic of the situation but overlook the feelings of the person
2. There are at least three ways "provoking" can be done.
  - a. By demanding (bossy) commands instead of making appropriate, respectful requests.
    - 1) It is not just requests, but expressing demanding commands which have a harsh tone of voice and often avoids the word "please".
      - a) A pastor asked his daughter to pass the spaghetti. The daughter in her child-like way responded, "What's the magic word, Daddy?" He smiled, "Please." Children want to be respected as much as adults do.

- 2) It reflects harshness, irritability and frustration which is the parents' responsibility.
  - 3) The demands may be unreasonable.
  - 4) Harsh demands stimulate fear, rejection and anger in the child.
- b. By perpetual fault finding instead of giving balanced praise and correction
- 1) Perpetual criticism seems to continue forever and lasts an indefinite long time, almost without interruption.
    - a) The parent has his behavioral radar gun on all the time looking intently for any infraction.
    - b) The parent has a negative, obsessive focus. He probably was raised in a critical environment and is now passing it on.
- c. By interference just for interference sake (a meddling) instead of allowing the child to have an age appropriate freedom from unnecessary opposition or hindrances.
- 1) Usually inappropriate interference is done for over control purposes which stems from the parents' fear.
  - 2) It can be an obsession in the parent's own mind which, too, comes from the parents' fear.
    - a) One father with house guests abruptly got up and ran into the children's room where the children were playing well together. He exclaimed, "I know you're doing something and I want you to quit it." He, then, just walked back to his guests who just looked at each other wondering what his actions were all about. The parent had an impulsive thought come into his mind and he acted on it instead of evaluating the impulse with reality.
3. "Provoke not", (present tense verb) "do not keep on nagging at your children." Stop doing whatever it is that inflicts emotional pain.
- a. Note: This is a command of God to parents. It is just as firm a command as it is for children to obey their parents. It is not advice. It is a command.
    - 1) It is like an airplane with two wings. One wing states for children to obey. The second wing is for parents not to provoke their children to anger. [It takes both to fly successfully].

- b. Sometimes the child is provoked to anger by the parent, then, the child responds inappropriately and only the child gets corrected. Usually the parent reminds the child who the parent is (appeal to his position) failing completely to take responsibility for his part.
- c. The parent's provoking may be his own childhood learned behavior that he is acting out now and has to unlearn it by first admitting to himself and to his children that he was wrong.
- d. Chinese water torture. During WW II allied prisoners of war were tied down to the ground and had drops of water drip on their foreheads. In time this constant dripping would drive them insane. Constant criticism, provoking, interfering will in time drive the child into rebellion and in later adult life choose not to be around their parents.

Drawing:



**C. What is the result of the inappropriate habit of provoking or exasperating? \\  
(Cause and effect)**

1. "That they may not lose heart." (KJV) "...lest they be discouraged" - shut down - (AMP) "lest they become discouraged and sullen, and gloomy and feel inferior and frustrated [quit trying]: do not break their spirit."
  - a. The Greek phrase is in the present subjunctive "keep on being discouraged" (NASB) "they keep on losing heart" throughout life. \\  
It instills a fear of failure. One result of this is that they never leave the fail-safe security of home.
  - b. Healthy courage controls fears but with unhealthy discouragement, the fear controls them.
2. Parental provoking leads to at least three results:
  - a. It breaks the spirit or innermost being of a person in their core belief system.
    - 1) Gary Smalley calls this inner withdrawal a "closed spirit"
    - 2) John Regrier calls it a "locked down heart."
    - 3) It is an internal withdrawal, shutting down, closing out.

- 4) The child in this state cannot generally give or receive love.
- b. The child begins to think whatever he does only leads to constant blame (shame, bad).
  - 1) As a self-protective game, he withdraws inside himself.
- c. He loses hope of ever being able to please (get approval). (NIC.p.543)
  - 1) Prov. 13:12, "Hope deferred makes the heart sick. But desire fulfilled is a tree of life."
  - 2) It is like the process of climbing the ladder of approval, then upon arriving at the top, discovering there is another ladder to climb. He thinks the ladders never end so he stops climbing.

Drawing:



- 3) Usually the person at the top of the ladder is not God; it's parents. God does not put us on ladders to perform to get his approval.
  - a) Gal. 3:1-3, "O foolish Galatians! Who has bewitched you that you should not obey the truth, before whose eyes Jesus Christ was clearly portrayed among you as crucified? 2) This only I want to learn from you: Did you receive the Spirit by the works of the law, or by the hearing of faith? 3) Are you so foolish? Having begun in the Spirit, are you now being made perfect by the flesh?"

### **III. Provoked anger can show itself in the child or adult child in at least one of three unhealthy ways.**

#### **A. Exploders (like a volcano)**

1. Men - physical expressions, break and throw things, hit walls, slam doors,

tempers, short fuse

2. Women - verbal expressions, yell, scream, rant, rave

### **B. Imploders**

1. Anger is swallowed, goes inside but remains alive and results in depression.
2. It can show itself in passive ways, i.e., forgetting, neglect, unintentional damage, sarcastic, critical.
3. It can build slowly and then erupt into an explosion.
  - a. Like the exploder, rage, violent anger.
  - b. Demonstrate physical violence while emotionally calm.
    - 1) Men have calmly walked into fast food restaurants and shot random customers.
    - 2) Disgruntled Post Office employees walked into the Post Office and shot employees and customers.
    - 3) A teenager walked into a mall and shot and killed nine random people and hurt five others.
4. He is a Mr. Nice Guy outwardly but raging inwardly (fake, inappropriate smile). He would give the shirt off his back which is usually done for approval.
5. He may be prone to ulcers.
  - a. Ulcers are a physical manifestation of an emotional issue. The body will act out what the mind refuses to acknowledge.
6. He is usually a very compliant child/adult.

### **C. Runners (flee)**

1. Non-confrontational
2. Peace at any cost
3. Escape into alcohol, drugs, sex, work, pornography, sports, shopping, soap operas, gambling, computer games, etc.

## **IV. All parents exasperate (frustrate) their children or each other to a lesser or greater**

degree.

**A. "No parent however kind, loving, considerate they may be, can fully meet a child's basic personality (psychological) needs, thus all of us arrive in adulthood with some lack or need somewhere. To the extent that we allow Jesus Christ to fully meet our needs, to that extent we stop using childish immature ways to face the pressures of life." (Hughes Helping p.6) Why?**

**B. All parents fall short because of their sin nature.**

1. illus.

**C. Provoking to anger can be on more than one level.**

1. Verbal (content)
2. Tone of voice (harsh, sarcastic, shaming, demeaning)
3. Body language
  - a. Rolling of eyes
  - b. Hands on the hips
  - c. Shaking of the head
  - d. Disgusting Gasps

#### **V. Reflection Questions for Growth**

**A. What are the ways of exasperating my children that I need to identify and correct?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**B. What were some ways my parents exasperated me?**



- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

**C. What are the unhealthy ways I express my anger?**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

**D. What are healthy ways to express this same anger?**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

**E. In what ways am I acting out my past birth family anger on my present family?**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

**F. Who are my real objects of anger and what is my healthy plan of action to deal with them? (i.e., forgive, stuff, deny, ignore, cope, etc.).**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

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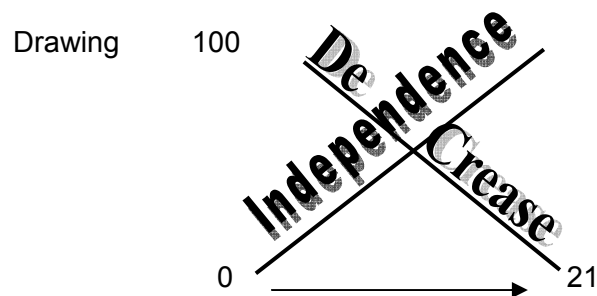
# "HOW TO REDUCE ANGER IN CHILDREN"

## DEVELOP AGE APPROPRIATE INDEPENDENCE Session II (Over Control)

### I. Develop gradual independence from the first day they are born.

#### A. Healthy growth to independence.

1. Healthy growth into independence means the child is 100% dependent on the parents at birth. As he grows older he gradually grows up to be independent. As for the parents, their control decreases the older the child gets. The child goes from external control to internal control.

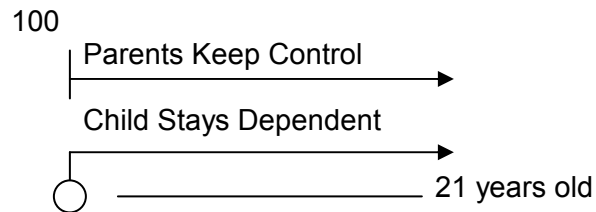


2. I Cor. 13:11, "When I was a child, I spoke as a child, I understood as a child, I thought as a child, but when I became a man, I put away childish things."
3. Gen. 2:24, "Therefore man shall leave his father and mother and be joined to his wife, and they shall become one flesh."
4. John 2:4, "Jesus said to her, 'Woman, what does your concern have to do with me?'"

#### B. Unhealthy growth to dependance.

1. Unhealthy growth means the parents do not release their control as the child grows older. Instead they attempt to maintain the same intensity of control regardless how old the child becomes. As a result, the child arrives in adulthood still as dependent as he was as a child. They have grown physically but have not matured emotionally.

## DRAWING



2. Matt. 10:37, "He who loves father or mother more than Me is not worthy of Me and he who loves son or daughter more than Me is not worthy of Me."

**C. What does emotional dependence (immaturity) look like in adulthood?**

1. They can't make decisions, always second-guessing themselves.
2. They are fearful of abandonment, of being alone and as a result, become controllers.
3. They can't do anything right, fear of failure. Tend to be overachievers and become shifters of responsibility for their actions.
4. They need constant affirmation or reassurance.
  - a. A married woman with children had to call her mother often each day to get reassurance she was doing everything right.
  - b. A wife actually had to call her mom 4 times a day to see if she was alright. Both needed the call. Her mother became angry if the daughter failed to call because the daughter allowed the mother to get in touch with her fear of abandonment then, the mother got angry with the daughter for allowing that to happen.

**D. Realize over protection actually prevents healthy independence.**

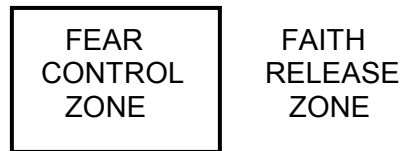
1. When a plant grows tall in a small pot, its roots get all bound up and the plant ceases to grow.
2. A child that gets emotionally root bound in the pot of his parents' control will fail to grow emotionally.

**II. Understand that overprotection (micro-managing) may stem from a parent's fear of experiencing (or re-experiencing) loss through their child. The parents may have a fear of failure or abandonment themselves.**

**A. This fear of loss will show up in the parent's need to be in total control at all age levels.**

1. Controlling of others is never done out of faith, it is done out of fear. We will attempt to control people, places and things when we are out of control on the inside. The ninth fruit of the Spirit is self control, not people, places and things control (Gal. 5:22, 23).
2. Fearful parents will create a comfort zone based on fear. Outside that zone is faith or trust. But fearful people can't trust what they can't control and that includes God.

a. Drawing



- b. Heb. 11:6, "But without faith it is impossible to please Him, for He who comes to God must believe that He is and that He is a rewarder of those who diligently seek Him."
3. The apostle John described a leader (Diotrephes) in the church that was a controller (III John 9-10).

**B. Remember, extreme desire to avoid all personal pain and loss is the basis of many mental breakdowns and other mental disorders.**

1. A nervous breakdown is in reality a coping breakdown. Nerves do not break down.
2. The mind goes into "slack" mode and ceases to function because it cannot deal with an issue, circumstance or person.

**C. Avoid giving the child the assignment to insure that the parents have a pain-free life or be proof that they are good parents.**

1. Statements that reflect this assignment .
  - a. illus. Every infraction by the child is met with, "How could you do this to us?" i.e., teenage pregnancy, drugs, wrong activity, stealing, failure.
    - 1) This is a time for grief, not anger. Grief reaches to the soul. Anger reaches the emotions.
  - b. illus. "If it were not for you kids, we would not have these problems."

**D. Insecurity in the adult will result as they mold their life around someone (something) they would lose.**

**E. This overprotection as a result of fear will:**

1. Results in parents later viewing their adult children still as children and not adult peers even when they marry.
2. This overprotection could force an adult child to be further dependent on their parents.
  - a. Jane's dad continued to view her as his little girl and treated her accordingly. She had to stop responding like a dependent child and relate to her dad adult to adult even if he still related to her as a little girl. He became very bitter over her change.

**III. Ask God if your overprotection stems from a desire to avoid re-feeling your own painful childhood memories.**

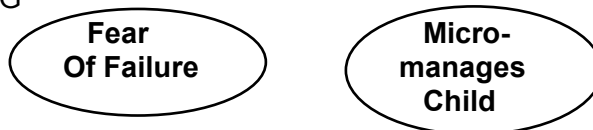
**A. Past emotions that one may want to avoid feeling**

1. Fear the feeling of abandonment.
2. Fear the feeling of rejection.
3. Fear the feeling of loneliness.
4. Fear the pain of illness.
  - a. illus. Don B's mother obsessed about his health and in time, he did the same thing and became a hypochondriac.
5. Fear of being unloved or unlovable.

**B. Fear of facing a truth or reality about yourself or a significant person in your life.**

**C. Obsession with over protection deflects from the real problem or need of the parent. A parent may micro manage his child out of his fear of failure. Rather than face his fear, he pours his energies into controlling his child.**

1. DRAWING



2. It may be an attempt to fix or meet a childhood need (i.e., security).

**D. The over protection aids the parent's denial process.**

1. The parents can obsess on the kids to avoid seeing a flaw or perceived flaw in

the parents.

**IV. Evaluate if your overprotection (controlling) has factored God out of the parenting picture and replaced Him with worry or fear.**

**A. Worry is facing a present or future situation with God factored out.**

1. Technically there are two biblical zones (responsibilities) of protection.
  - a. We are to be proactive and diligent to watch over and protect those for whom we are responsible.
  - b. God is also responsible to be diligent to watch over and protect.
    - 1) Ps. 127:1b, "...Unless the Lord guards the city, the watchman keeps awake in vain."
    - 2) Drawing



- 3) The guard is responsible to stand on the wall with lit torches all around illuminating twenty five yards from the wall. But beyond the reach of the torch light, it is totally dark. The guard cannot see. An enemy can, in theory, come running out of that darkness and into the light before the watchman can fully sound the alarm. God guards where we often cannot see.
- 4) In a crowded shopping mall at Christmas time three year old Michelle let go of her dad's hand and instantly disappeared into the crowd. Dad panicked and cried out to God. Moments later a uniformed police officer came walking through the packed crowd holding Michelle's hand. He walked directly to her dad. Even the officer did not know who her dad was. Dad glanced down and in shock and gratitude, grabbed her and hugged her. Dad could only watch so much. He held her hand for protection. It only took a split second for Michelle to slip away. God went where her dad could not and did not know where to go. "Unless God protects a child, the parent keeps watch in vain."

**B. The result of worry is the need to be in control.**

1. Total control is an artificial, deceptive feeling.
  - a. It is like driving on ice. One minute you're in control and the next you are going in directions you did not choose.

b. A deacon in the church was driving in the far right lane of a four lane highway when a drunk driver crossed four lanes and hit him head on causing serious injuries.

2. Control of others on the outside is usually a sign of fear and being out of control on the inside.

**C. The fear of letting your child out of your constant, immediate control demonstrates a lack of trust in God, others, or the child.**

1. These characteristics of a mentally and emotionally unhealthy family are that they are not able to feel, to share or to trust.

a. Feelings are not safe to have or to express without negative consequences.

b. One is not open to share feelings, opinions, preferences, the reality of painful events (i.e., alcoholic, sex abuse, mental illness).

1) It is the vow of silence, no talk.

2) It is systematic denial of any needs, problems, losses or conflicts.

c. Trust is almost non existent.

1) Trust is basically only in oneself as seen in need to control or perfectionism.

2. You learn early that it is not safe to feel, trust or share.

**V. Realize that parental over-protection is translated by the child in at least two ways:**

**A. Something is wrong with me and I can't be trusted and I should not trust my judgment either.**

1. As a result of over-protective, controlling parents, Helen grew up unable to trust her decisions. She second guessed herself unmercifully. While building a new home, she ordered, cancelled and re-ordered the carpet three times. She never learned that if she made a mistake the world would not come to an end.

**B. Something is wrong with me and they do not like me. // i.e., rejection**

1. Over-protection based on fear is rarely translated as love. As mature love pushes out fear, strong fear pushes out love.

a. I John 4:18

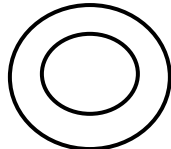
**C. A child will ultimately accept who they are based on the opinions of others, especially parents.**



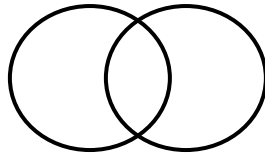
**VI. Recognize that overprotection will develop co-dependent adults. // What does co-dependence look like?**

**A. (Relationship addiction) Co-dependent relationships are unhealthy. There are three types of relationships.**

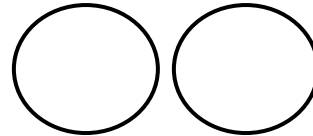
1. DRAWING



Co-dependent



Interdependent



Independent

2. What does a co-dependent relationship look like?

**B. Characteristics of a co-dependent person.**

(See chart next page)

## CO-DEPENDENT

- Inability to know what “normal” is. // What you grow up with is your norm.
- Difficulty in following a project through. // Impulsive
- Judging self without mercy and having low self-esteem. // myopic

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- Overreacting to change. // Change threatens security.
- Constantly seeking approval and affirmation, yet having no sense of self-identity. // Like a child always needing validation.
- Lack of confidence in making decisions. // Always second



- C. A co-dependent adult child makes another person act in the place of God on their behalf. If you list the characteristics of God and list the characteristics (or expectations) of a codependent spouse, you will discover they are the same.

<u>GOD</u>	<u>SPOUSE</u>
All powerful	Fix anything
All present	Be there all the time
All knowing	Know what I think
Immutable	Don't change

1. Matthew 10:37, "He who loves father or mother more than Me is not worthy of Me; and he who loves son or daughter more than Me is not worthy of Me."
2. Exodus 20:3-5, "You shall have no other gods before Me. (4) You shall not make for yourself an idol, or any likeness of what is in heaven above or on the earth beneath or in the water under the earth. (5) You shall not worship them or serve them; for I, the Lord your God, am a jealous God, visiting the iniquity of the fathers on the children, on the third and the fourth generations of those who hate Me."

## VII. Avoid making the child responsible for meeting adult needs in the parents.

### A. The parent can reverse the roles to get their adult needs met.

1. The parent is to meet the needs of the child. An unhealthy parent will use the child to get them to meet the needs of the parent.
2. Many grown children as adults express they never had a childhood, they had to be the adult.
3. Some have called this, "emotional incest" (Friel,P.60)
  - a. Children are made into "little spouses."
    - 1) Mommy's little man
    - 2) Daddy's little girl
  - b. Children are leaned on for emotional support that they should get from adults.
  - c. Adults share their deepest problems with children.
    - 1) Sexual conflicts with mommy or daddy.

2) Marital problems

- d. Children are asked to fill emotional needs in parents that they can't get met on their own.
- e. Parents ask from the child what they should be providing for the child.
- f. Ultimately, emotional incest will rob children of their childhood.

**B. The Old Testament priest, Eli excused the immoral behavior of his adult children because of his need for their approval.**

- 1. 1 Sam. 2:22, Now Eli was very old; and he heard all that his sons were doing to all Israel, and how they lay with the women (sex) who served at the doorway of the tent of meeting."
- 2. 1 Sam. 2:29, (Samuel to Eli from God), "Why do you kick (scorn) at my sacrifices and at My offering which I have commanded in My dwelling, and honored your son's above me..."
  - a. "Honored," obeyed, permitted, valued
  - b. Eli apparently feared his son's disapproval more than God's.

**C. Overprotection of children, to the exclusion of trusting God for them, cost Israel entrance into the promised land for 40 years.**

- 1. Numbers 14:2-3, "And all the sons of Israel grumbled against Moses and Aaron; and the whole congregation said to them, "Would that we had died in the land of Egypt! Or would that we had died in this wilderness! (3) and why is the Lord bringing us into this land, to fall by the sword? Our wives and our little ones will become plunder; would it not be better for us to return to Egypt?"
  - a. God was factored out of their care or protection.
- 2. (Later) Numbers 14:31-33, "Your children, however, whom you said would become a prey--I will bring them in, and they shall know the land which you have rejected. (32) But as for you, your corpses shall fall in this wilderness. (33) And your sons shall be shepherds for forty years in the wilderness, and they shall suffer for your unfaithfulness, until your corpses lie in the wilderness."

**VIII. Overprotected children have difficulty separating honor from obedience to parents in adulthood. // The primary reason for this is that the adult children have difficulty separating out what is in their circle of responsibility and what is in the parents' circle. The following are some suggestions.**

**A. Adult children are to honor their parents for a lifetime. // This never changes,**

1. Eph. 6:2-3, "Honor thy father and mother, which is the first commandment with promise; (3) that it may be well with thee, and thou may live long on the earth."

**B. Adult children are not commanded to obey them after they are married. // If a wife should do this, she would be serving a two headed monster.**

1. Gen. 2:24-25, "Therefore shall a man leave his father and his mother, and shall cleave unto his wife: and they shall be one flesh. And they were both naked, the man and his wife, and were not ashamed."
2. Eph. 5:23, "For the husband is the head of the wife, even as Christ is the head of the church: He Himself being the Savior of the body."

**C. Honor and respect are an attitude of heart, not a matter of obedience to the parents' commands or demands.**

1. illus. It is not dishonoring to decline an invitation, request, or even a command when it is done respectfully.

**D. Grown kids are not responsible for their parent's ultimate happiness, God is.**

1. Parents are responsible for their own responses.

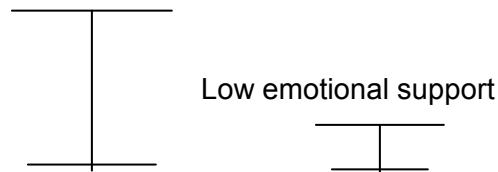
**E. The young adults are not responsible to meet their parent's unmet childhood needs or fix their problems if they still have their mental and physical capacities.**

**F. They are to use their assets to assist their parents in their old age.**

1. Mark 7:11-13, "But you say, 'If a man says to his father or his mother, anything of mine you might have been helped by is Corban (that is to say, given to God),' (12) you no longer permit him to do anything for his father or his mother, (13) thus invalidating the word of God by your tradition which you have handed down; and you do many things such as that."
2. 1 Tim. 5:8, "But if anyone does not provide for his own, and especially for those of his household, he has denied the faith, and is worse than an unbeliever."
3. Prov. 13:22, "A good man leaves an inheritance to his children's children. And the wealth of the sinner is stored up for the righteous."

**IX. Realize that dominating, controlling parents tend to have high standards and expectations for their children but seldom balance those expectations with caring emotional support.**

**A. DRAWING High expectations**



**B. Remember, God expects us to be holy, mature, and complete, but He also shows us loving support at the same time.**

1. 1 Peter 1:15, "But like the Holy One who called you, be holy yourselves also in all your behavior."
2. Phil. 1:6, "For I am confident of this very thing, that He who began a good work in you will perfect it until the day of Christ Jesus."
3. Phil. 2:12-13, "So then, my beloved, just as you have always obeyed, not as in my presence only, but now much more in my absence, work out your salvation with fear and trembling."
4. Thess. 4:1, "Finally then, brethren, we request and exhort you in the Lord Jesus, that, as you received from us instruction as to how you ought to walk and please God (just as you actually do walk), that you may excel still more."

**X. Overprotective parents motivated by fear usually fail to give explanations for the rigid rules. // "Do it because I said so."**

**A. Realize appropriate explanations demonstrate respect, worth, and value.**

1. Even as adults we appreciate this.
2. Children are fully human too even though they are not fully mature or responsible.
3. Avoid lectures. Kids get lost in long sentences.

**B. Strict rules and little or no relationship will produce rebellion.**

1. The nation Israel was split into two nations because of the harsh rule of King Rehoboam.
  - a. 2 Chron. 10

**C. God usually gives a reason for His rules as an opportunity to instruct us.**

1. Eph. 6:2-3, "Honor your father and mother (which is the first commandment with a promise), (3) that it may be well with you, and that you may live long on the earth."

- a. illus. avoid, "Do it because I said so." It is not a godly procedure.
2. 2 Peter 1:8-9, "For if these qualities are yours and are increasing, they render you neither useless nor unfruitful in the true knowledge of our Lord Jesus Christ. (9) For he who lacks these qualities is blind or short-sighted, having forgotten his purification from his former sins."

**D. God desires parents to be flexible to instruct at all times.**

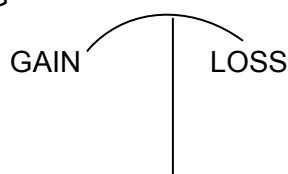
1. Deut. 6:7-9, "And you shall teach them diligently to your sons and shall talk of them when you sit in your house and when you walk by the way and when you lie down and when you rise up. (8) And you shall bind them as a sign on your hand and they shall be as frontals on your forehead. (9) And you shall write them on the doorposts of your house and on your gates."

**E. Kids may secretly participate in questionable activities because they may not know why they are wrong.**

1. Job 1:5, "And it came about, when the days of feasting had completed their cycle, that Job would send and consecrate them, rising up early in the morning and offering burnt offerings according to the number of them all; for Job said, 'Perhaps my sons have sinned and cursed God in their hearts.' Thus Job did continually."
2. illus. DeeDee challenged dad about a movie.

**F. Every living person makes decisions based on a desire for gain or fear of loss.**

1. DRAWING



2. Mark 8:34-36, "
3. illus. steal cookies

**XI. Identify the symptoms of overprotection? // This is what you are going to see as symptoms. Review**

**A. Low sense of confidence (trust) in self and God.**

1. They can't trust their own thinking or decisions.

a. Keep on reevaluating and second guessing decisions.

1) Procrastination

2. They tend to become perfectionists

**B. They may reject parent's rules, authority and values. // Why?**

1. They reject what parents believe as a form of rebellion motivated by anger and an attempt to gain the independence they were denied.

a. Unfortunately, the rules and values may have been good.

b. illus. Hippies

2. When they think they can not measure up to the parent's standards, they go to the opposite extreme of those standards.

**C. They may be resistant to any advice. \ to gain independence.**

1. Ask questions rather than make statements.

2. Counsel instead of command.

**D. Express anger: exploder, imploder, runner, loud and obnoxious.**

**E. Identify with other rebels (gangs) against parents and society.**

1. They want to belong. This is one reason they join gangs.

2. They want to be independent.

3. They want to identify with others who are attempting to do the same.

**F. They may become alcohol, drug, or relationship addicted.**

1. Most all addicts are emotionally dependent people.

**G. They demand their rights so they can be "free" or independent.**

1. Unfortunately it leads to more dependence.

2. The need is a balance called inner-dependence.

3. They fail to recognize that adulthood has three characteristics; choice, responsibility, consequences



**H. They may "act out" to get attention.\ \ clown**

1. "If a child is not sure of his parents love, then he will settle for the next best thing (p.39)... Attention - Why? The child will then begin to manifest extremely unacceptable behavior on the proverbial basis that attack is the best form of defense. This results in the child feeling the lesser pain of rejection for what he is. He finds it much easier to live with the knowledge that he is being rejected for his unacceptable behavior than with the knowledge that the rejection is due to his own worthlessness." (Hughes, Helping p.69).

**I. They may develop an inordinate sense of dependence resulting in a love-hate relationship.**

1. I love you for being my parents but I hate being dependent upon you emotionally and/or financially.

**J. A man who was in a dominating home by either his father or mother will transfer that love/hate into his marriage.**

**Questions to Help Determine a Love/Hate Marriage**

1. Does he assume the right to control how you live and behave?
2. Have you given up important activities or people in your life in order to keep him happy?
3. Does he devalue your opinions, your feelings and your accomplishments?
4. Does he yell, threaten or withdraw into angry silence when you displease him?
5. Do you "walk on eggs," rehearsing what you will say so as not to set him off?
6. Does he bewilder you by switching from charm to rage without warning?
7. Do you often feel confused, off-balance or inadequate with him?
8. Is he extremely jealous and possessive?
9. Does he blame you for everything that goes wrong in the relationship?

## **XII. Identify crucial parenting habits that develop a healthy independence.**

### **A. Allow and encourage age appropriate choices. // Why?**

1. Adulthood has three basic characteristics: choice, responsibility, consequences.
2. Training for adulthood begins at birth.
  - a. Failure to gradually allow a child to learn choice, responsibility and consequences will greatly handicap him as an adult.
3. God put a tree in the Garden of Eden to allow Adam and Eve the opportunity to choose to obey God, take responsibility for their choice and experience the consequences of that choice.
  - a. Gen. 2:16,17, “And the Lord God commanded the man saying, ‘Of every tree of the garden you may freely eat; 17) but of the tree of the knowledge of good and evil, you shall not eat for in the day that you eat of it you shall surely die.’”
4. Give them choices within the parent's choices early in life.
  - a. Clothes (to buy/to wear)
  - b. Activities Sports
  - c. Food
  - d. Hobbies Toys
  - e. T. V. programs : choices within adult choices of appropriate programming.
  - f. Spending money
  - g. Computer Usage / cell phones, mp3 players
5. Distinguish between moral choices and personal tastes.
  - a. One Junior High girl wanted to wear her sweatshirt inside out. Dad thought it

did not look good but let her wear it that way because it was not a *moral* choice, it was a *taste* choice.

6. Avoid making their choices for them even when they insist you do it.
  - a. You can weigh the benefit of each choice with them but whenever possible allow them to make the choice. They may want to please you and that is good but ultimately they have to learn to make choices on other basis than just pleasing others.
  - b. Evaluate if you are overriding their personal choices so that you can look good as a parent in the eyes of others. That would be a pride issue; not a preference issue.
  - c. It does not mean you never choose, but just avoid doing it as a habit.
7. Realize their tastes/choices will change with maturity.
  - a. Styles and tastes change with age. Allow them to grow through those stages as long as it is not a moral or pride issue.
8. Realize they are going to make some wrong choices. These are learning experiences. When they make a wrong choice, rather than saying, "I told you so," state with some encouragement, "What a learning experience!"
  - a. Remember some wrong choices may have been set up for them by us as parents. We may have to ask ourselves, "Are they acting like us? Have we been a healthy role model?"
    - 1) Rom. 14:13, "Therefore let us not judge one another any more, but rather determine this -- not to put an obstacle or a stumbling-block in a brother's way."
    - 2) Luke 17:21, "It would be better for him if a millstone were hung around his neck and he were thrown into the sea, than that he should cause one of these little ones to stumble."
    - 3) illus. Girl not accepted by her dad.
  - b. Let them make choices as early and cheaply as possible.
    - 1) If they get an allowance that has to last a month and they choose to spend it in a week, let them experience the pain of no money for a month.
    - 2) illus. Taylor crying at table
  - c. Let them feel the pain of wrong choices early in a safe and caring environment of the home before they have to face the world on their own.

9. Do not shame them for immature decisions. Remember, they made the best decision they could with the maturity and information they had at the time.
  - a. Many adults have a fear of failure because they were not allowed to “fail” at home in an accepting environment to realize the world will not come to an end.

**B. Allow them to express their opinion appropriately and respectfully.**

1. Encourage them to express what they think with respect even if it is an opinion that is different than yours.
  - a. Don't shame them for their immature perspective.
    - 1) Young children are realists and think in concrete terms.
    - 2) Teens are idealists. They do not have the life experience adults have. They are learning to connect the dots in life.
2. Realize their opinions are in the developmental stage and they have to hammer them out by talking about them.
3. Remember a child's world centers around them. \ (Myopic) Children grow from an “I” world to a “We” world. Even some adults have not made that transition.

**C. Allow them to express normal emotions appropriately.**

1. Emotions that can not be expressed appropriately will be acted out inappropriately.
  - a. Children have to learn to have the emotion of anger and express it appropriately.
  - b. Scripture does not prohibit the emotion of anger. It does warn of it being expressed in an unhealthy manner.
    - 1) Eph. 4:26, “Be angry and do not sin, do not let the sun go down on your wrath.”
2. Avoid telling them not to feel a certain way.
  - a. Feelings are results of thoughts.
  - b. Thoughts can be adjusted but rarely can feelings change apart from changing the thoughts.

- 1) illus. The more I think about it, the more angry I get.
3. Distinguish between wrong attitudes and appropriate feelings.

**Appropriate feelings**

Anger  
Fear  
Sad  
Glad  
Lonely  
Dread

**Wrong Attitudes**

Critical  
Demeaning  
Sarcastic  
Disrespectful  
Pouting  
Hateful words  
Shaming

**XIII. CONCLUSION**

# HOW TO REDUCE ANGER IN CHILDREN

## BALANCE YOUR LOVE FOR EACH CHILD Session III (Favoritism)

### Introduction

Fred could sell refrigerators to Eskimos. His charismatic, fun-loving personality made him the life of the party. But this is not what brought Fred to my office for counseling. Parts of his life were not working. It did not take long for Fred to open up the dark inner room of his heart. He hated himself. He hated everything about himself. His voice, height, weight, looks, hair; each feature screamed at him, "*Dumb, fat and ugly.*"

Right in the middle of Fred's painful description describing his father's abuse, he glanced out my office window and in a soft voice intoned, "I wish I was a girl." Jerking his head back toward me with a piercing stare, he asserted, "Don't worry, I'm not weird."

Before I could respond to either statement, he told me more of his history. "My younger sister was the apple of my father's eye. She could do no wrong. I could do no right." Fred went on to paint a painful portrait of a father who delighted in his only daughter but viewed his only son as a competitor to beat and to control in every competition. He rejected Fred. This left Fred angry at his dad and himself.

Siblings secretly resent the favored one but separately wish to become the favorite to get their share of attention. Result? They reach adulthood with a large chunk of anger, bitterness, shame and guilt that has accumulated over the years.

### I. Every child is born different even though they have the same parents.

#### A. The difference is designed by God before birth. // Mentally, emotionally, physically.

1. God designs each child individually.
  - a. Ps. 139:13-16, "For Thou didst form my inward parts; Thou didst weave me in my mother's womb. (14) I will give thanks to Thee, for I am fearfully and wonderfully made; wonderful are Thy works, And my soul knows it very well. (15) My frame was not hidden from Thee, When I was made in secret, And skillfully wrought in the depths of the earth. (16) Thine eyes have seen my unformed substance; And in Thy book they were all written, The days that were ordained for me, When as yet there was not one of them."
2. God illustrated this designed difference in the lives of Jacob and Esau.

### II. Every child is born into a different family (family dynamics).

LN Reducing Anger in Children  
Rejection Session 4 1-16-08

**A. There is a numerical difference**

1. The first child is born into a family of two. The next child is born into a family of three.
  - a. Dad
  - b. Mom
  - c. Billy (born into a family of 2)
  - d. Susan (born into a family of 3)
  - e. Then, there is the blended family made up of her kids, his kids and their kids.

**B. There is a parental difference.**

1. Parents tend to mellow with age and experience naturally.
  - a. Twenty two year old parents are different than parents in their thirties or forties.
  - b. Illus: DeeDee and Michelle
2. Parents make major lifestyle changes.
  - a. An alcoholic dad could get worse or recover and become a completely different person.
  - b. Families may become less dysfunctional or worse over the years.
3. There are major differences in a blended family.
  - a. Family dynamics change drastically.
  - b. Only the parents got married; not the children.
  - c. Each child has his own mother or father who is not now living in his newly constructed family.
  - d. Family dynamics change drastically when a new baby is born into the new blended family. Now only one child of all the children is living with both of their birth parents.

**III. Because each child's response to their parents varies you have to adjust your response to them accordingly. // Why?****A. There are variations in children**

1. Some are more cuddly or cute.

2. Some are more distant or homely.
3. Some are more athletic, artistic, or musical.
4. Few may have a birth defect and/or born with a handicap.
  - a. Sylvia's autistic son.

#### **B. Variations in parents**

1. Parents start out strict but get more lenient with age and with each successive child.
  - a. Most every parent is harder on their first born than the rest of the kids.
2. A perfectionist parent can mellow over time.
3. A critical parent may become less critical and more accepting over time.

#### **IV. Be alert to the difference in children which could set the stage for parental favoritism.**

**A. Definition:** It is an act of isolating and concentrating special attention or delight on one or more persons to the exclusion and hurt of another.

1. Others are shunned, ignored, avoided or tolerated.
2. Gifts, privileges, benefits are given to one to the exclusion of another.
  - a. A grandparent can select a favorite grandchild to the exclusion of the others.
3. Favoritism is expressed by isolating and concentrating on one person or group of persons to the exclusion of others.

##### a. DRAWING





**B. Understand that anyone in the family can be selected to be a favorite. There is no consistent logic to favoritism within the family with the same parents. // Why?**

1. Boys may be favored over girls or visa versa.
2. Athletes may be favored over musicians or musicians over athletes.
3. Older kids over younger kids.
4. The beautiful have been preferred over the plain, yet in some cases, the plain was favored over the cute.
  - a. In the West Indies, the lightest skinned child is always the favorite.
5. Some parents like out-going children and some prefer quiet, passive ones they can control.
6. Some like dependent over independent children.
7. Obedient over rebel
8. Compliant over resistant
9. Slim over chubby
10. Healthy over handicapped
11. Wanted over unwanted
12. A child may be rejected because they remind one parent of their husband or wife they dislike.
  - a. "You're just like your father!"

**C. Sometimes favoritism is expressed in a distorted way when a child will be selected to be the target of the family shame (black sheep). Most all the family dysfunction is deflected to the child and away from the other members of the family.**

- a. Usually the weakest child is selected for this dysfunctional role. He becomes the lightning rod of all the family's dysfunction and absorb all the ills of the family so they can ignore their flaws and focus on the black sheep.

**D. Favoritism as demonstrated by parents is usually the result of one child**

**meeting the parent's needs over another child. // Favoritism is never done for the benefit of the child. It is usually done to the detriment of the child.**

1. The favored child is given responsibility to meet the unhealthy needs of the parent.
  - a. The roles are reversed. The parent is asking from the child what the parent should be giving to the child.
2. Extremely mentally or emotionally needy parents will pick favorites because of how the child makes them feel.
  - a. Fred's dad favored his sister. Result: Fred grew up thinking that if he was a girl he would be loved.
    - 1) This is one of the doors to homosexuality.
  - b. illus. Jane M's. dad rejected the older sister and focused entirely on Jane and referred to her as his "little girl." The older sister had serious emotional and marital issues most of her life.
    - 1) When Jane, at 35, told her dad she had to grow up and have an adult-to-adult relationship with her, he became bitter at her and her counselor.

**V. Identify the selfish root behind favoritism in the family relationships and correct it.**

**A. Yes, looks, personality and ability define the popular, likeable child. Yet, this is not always true. // This gives us the first clue as to the source of favoritism.**

**B. Favoritism is not about the child. It is totally about the thinking and feeling of the parents or other important adults.**

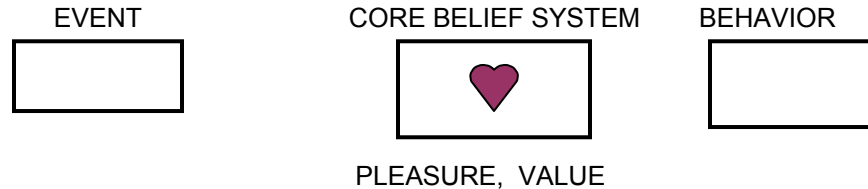
1. This selfish pattern of favoritism that comes from a selfish heart is described by God as having a demonic source. // In the book of James, God compares earthly (human) wisdom and Godly wisdom.
  - a. James 3:14,15 (Earthly, human) "But if you have bitter envy and selfishness in your hearts, do not boast and lie against the truth. 15) This wisdom does not descend from above, but is earthly, sensual, (feelings) demonic." Why? Because it is totally against the character of God.
2. The wisdom that is characteristic as coming from God does not demonstrate partiality or favoritism. // Therefore, favoritism is not an expression of wisdom.
  - a. James 3:17 "But the wisdom that is from above (from God) is first pure, then peaceable, gentle, willing to yield, full of mercy and good fruits, without partiality and without hypocrisy."

**VI. The basic root of favoritism comes from how a particular child makes the parents feel, not from how this should or does make the child feel.**

**A. It is a selfish pleasure issue of the parents' heart and how a particular child makes the parent feel, not what the child or children need.**

1. It is about the immature, needy parent, not the child. // The parent should be mature enough not to use the child for his selfish physical or emotional needs.

2. Drawing:



3. A parent will be drawn to a child that makes him feel good.

4. Children can be used to fill a vacuum (an emptiness) in the parent's life. // Children naturally run to fill a vacuum (need) they see in their parents so that the parent will not be hurt, lonely or unhappy. They will do this regardless what you tell them.

a. Ill: Woman angry over her husband having a vasectomy after the fifth child. She wanted more kids so she could feel loved.

b. ill.: A child may even assume the role of a parent while the parent acts like a needy child. Often adult children have reported that they have had to parent their parent. This is major role reversal.

**VII. God documented in scripture the destruction of a family through favoritism.**

**A. Isaac favored his son, Esau, Jacob's twin brother.**

**B. This favoritism resulted in splitting the marriage emotionally between the parents, Isaac and Rebekah.**

1. Isaac loved Esau, Rebekah loved Jacob.

a. Notice the reason Isaac favored Esau, "and Isaac loved Esau because he ate of his game, but Rebekah loved Jacob" (Gen. 25:28).

b. Isaac placed more value on Esau than Jacob solely based on Esau's ability to provide his dad his favorite game dish.

2. It was not Esau's fault his dad favored him, and it was not Jacob's fault his mother favored Jacob.

3. God revealed to Isaac that he was to bless Jacob, but selfishly tried to bless Esau (Gen. 25:23).
4. Jacob steals the blessing and has to run away because Esau was going to kill him.
  - a. Gen. 27:41, "So Esau hated Jacob because of the blessing with which his father blessed him, and Esau said in his heart, 'The days of mourning for my father are at hand; then I will kill my brother Jacob.'"
5. Jacob never saw his mother alive again.

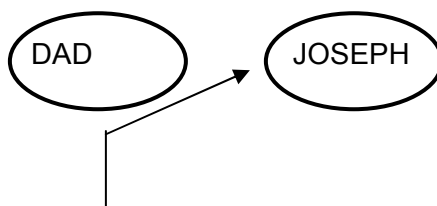
**C. Jacob passed on the sin of his father's favoritism to his own family by favoring his eleventh son, Joseph, above the rest of his sons or daughters.**

1. Gen 37:3, "Now Israel loved Joseph more than any of his other sons, because he had been born to him in his old age; and he made a richly ornamented robe for him."

**D. Joseph's brothers in turn hated Joseph because of his father's favoritism.**

1. Gen. 37:4, "And his brothers saw that their father loved him more than all his brothers; and so they hated him and could not speak to him on friendly terms."
  - a. The brothers closed themselves off emotionally from Joseph.
2. At the heart of the hurt is the unfairness issue. //
  - a. Children are more sensitive to fairness than adults because adults already realize life is not fair.
3. The sons turned their anger to their brother; not toward their parent.
  - a. It would not have been safe or smart to have turned this anger toward dad.

1) DRAWING



**E. Jacob had a blended family. // Over 50% of the USA families are blended.**

1. All the children had the same father, but were born to four different mothers.

a. One result of this is abuse.

**F. Jacob had a favorite wife, Rachel, but she did not bear until the eleventh son. Joseph was that son, so he was the first born of his father's favorite wife.**

**G. Jacob lived in denial that Reuben was his first born and so Jacob gave the birthright and authority to Joseph.**

1. Sometimes a dad can not accept the fact he had a girl instead of a boy.

**H. The brothers jealousy and hatred for Joseph resulted in him being kidnapped and sold into slavery.**

1. Gen. 37:28, "Then some Midianite traders passed by, so they pulled him up and lifted Joseph out of the pit, and sold him to the Ishmaelites for twenty shekels of silver. Thus they brought Joseph into Egypt."

**VIII. Because every child is different and must be treated differently be sure that treatment must come from an impartial love. \ \ Why?**

**A. Each child must be trained (raised) according to his own unique bent.**

1. God acknowledges there are different bents (makeups) in different children.

a. Prov. 22:6, "Train up a child in the way he should go, even when he is old he will not depart from it."

1) "Way he should go" means "according to his way" or "bent", predisposition.

2) illus. Athletic, mechanical; artistic, or musical; strong, weak; intellectual, average intelligence.

2. A child not raised according to his bent will struggle in older life. This struggle may show itself in the area or their vocation.

3. If every child is treated just alike, this reflects a failure in the parents to recognize the differences in each child.

**B. God loves us impartially although we are all different.**

1. Eph. 6:9b, "...there is no partiality with Him."

2. Gal. 2:6, "...God shows no partiality..."

**IX. Demonstrate more attention to the unpopular members of the body of Christ.**

**A. 1 Cor. 12:23-24, "And those members of the body which we deem less honorable, on these we bestow more abundant honor, and our unseemly members come to have more abundant seemliness, whereas our seemly members have no need of it. But God has so composed the body, giving more abundant honor to that member which lacked."**

1. "Bestow", literally, "to place around as if a garland" (Mark 15:17) or a "garment" (Matt. 27:28).
2. "Unseemly" - not in keeping with accepted standards of taste or proper form; not appropriate, strange or different, i.e., unpopular.
3. illus. Brenda Platt, Al Platt's daughter, missionaries.

**X. Hold each child in honor because God grants him honor or favor by His grace.**  
// It is granted as a gift, it is not earned as a reward.

**A. God uses honor as a bases to show deference to each other.**

1. Rom 12:10, "Be devoted to one another in brotherly love. Honor one another above yourselves."

**B. Honor is a form of valuing.**

1. Learn to stand in "awe" of your kids at appropriate times.
2. Validate who they are both because of God's creation and who they are in Christ.

**C. Stop all forms of comparison and start complimenting their uniqueness. // Unfavorable comparison is a form of devaluing.**

1. illus. Why can't you be like your brother...sister?

**D. The act of comparison reflects a lack of spiritual maturity and understanding on the part of the parent; not the child.**

1. II Cor. 10;12, "For we dare not class ourselves or compare ourselves with those who commend themselves. But they, measuring themselves by themselves, and comparing themselves among themselves, are not wise."
2. Usually comparison is a form of angry manipulation.

**E. Remember, every person is created in the image of God and should be respected as such.**

1. Gen. 1:26, "Then God said, 'Let Us make man in Our image, according to Our likeness; ...'"

**F. All children are God’s gifts to us regardless of their physical condition or how they were conceived.**

1. Psalm 127:3, “Behold, children are a heritage from the Lord. The fruit of the womb is a reward.”

**G. Honor is reflected by respect, esteem, admiration, delight, cherishing and proper courtesy.**

**H. Do not destroy by your favoritism one for whom Christ died.**

1. Rom 14:15, “If your brother is distressed because of what you eat, you are no longer acting in love. Do not by your eating destroy your brother for whom Christ died.”

**XI. CONCLUSION**

**A. List the positive and negative traits of each child and then ask yourself which one you are drawn to most and why.**

Trait Evaluation		
Name	Positive	Negative
1.	_____	_____
	_____	_____
	_____	_____
2.	_____	_____
	_____	_____

**B. Which child do you feel may need a little more encouragement and how can**

you do it?

Trait Evaluation	
Name	Ways to Encourage
1.	
2.	

**C. In what ways did you see favoritism being displayed while you were growing up? How has that affected you today?**

**XII. Bibliography**

**XIII. Props**



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# HOW TO REDUCE ANGER IN CHILDREN

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## Encourage Achievement from the Basis of Acceptance

### Session IV

- I. **Acceptance is the highest desire of our hearts and the hardest thing to achieve.**
  - A. **Fear of rejection is one of the most controlling emotions people face.**
- II. **We must view our ultimate acceptance from God based on our relationship with Christ totally apart from performance.**
  - A. **God accepts us because Christ has satisfied God's need for justice by dying on the cross.**
    1. I John 2:2, "And He Himself is the propitiation for our sins, and not for ours only but also for the whole world."
  - B. **God uses His acceptance of us as an illustration as to how we should accept each other.**
    1. Romans 15:7, "Therefore, receive one another just as Christ also received us to the glory of God."
    2. There are very few biblical illustrations in scripture of parents demonstrating acceptance of their children. The parable of the prodigal son may be one of those (Luke 15:11-32).
  - C. **Therefore, our children and spouses should receive the same acceptance in our families as we have received in God's family.**
    1. It is a gift (Romans 6:23).
    2. It is based on grace (Eph. 2;8,9).
    3. It is rich in mercy (Eph. 2;4).
    4. It is rooted in love (John 3:16; Romans 5:8).
- III. **Avoid at all cost pushing your child to achieve to gain parental approval.**

**A. Grant acceptance as a gift, never a reward based on performance.**

1. Titus 3:5, "Not by works of righteousness which we have done, but according to His mercy He saved us, through the washing of regeneration and renewing of the Holy Spirit."

**B. Reward for good behavior is appropriate.**

1. God rewards us for good behavior.
  - a. II Cor. 5:10, "For we must all appear before the judgment-seat of Christ, that each one may be recompensed for his deeds in the body, according to what he has done, whether good or bad."
2. God may not like our behavior, but He corrects us out of love, not rejection.
  - a. Heb. 12:6, "For those whom the Lord loves He disciplines, and He scourges every son whom He receives."

**IV. Accept each child even at their failure. Reassurance of your acceptance may mean even more at that time.**

**A. God illustrated this in the parable of the prodigal son.**

1. Luke 15:17-20, "But when he came to his senses, he said, 'How many of my father's hired men have more than enough bread, but I am dying here with hunger! (18) I will get up and go to my father, and will say to him Father, I have sinned against heaven, and in your sight; (19) I am no longer worthy to be called your son; make me as one of your hired men.' (20) And he got up and came to his father. But while he was still a long way off, his father saw him, and felt compassion for him, and ran and embraced him, and kissed him."

**B. Visualize for them the benefit of corrected failure. Encourage them to accept the consequences or loss and view it as a learning experience.**

1. Luke 22:31-32, "Simon, Simon, behold, Satan has demanded permission to sift you like wheat; (32) but I have prayed for you, that your faith may not fail; and you, when once you have turned again, strengthen your brothers."
2. Hebrews 12:11, "Now no chastening seems to be joyful for the present, but painful; nevertheless, afterward it yields the peaceable fruit of righteousness to those who have been trained by it."
3. Train them to see the only thing worse than a mistake is an uncorrected mistake.
  - a. Luke 21:31-32, "So you also, when you see these things happening, know that the Kingdom of God is near. 32) Assuredly I say to you, this generation will by no means pass away till all things take place."

**C. Separate in your thinking who the child is from what the child has done.**

1. It is appropriate to express disappointment over a child's behavior but reassure them of your love. We grieve God's Spirit when we sin.
  - a. Eph. 4:30, "And do not grieve the Holy Spirit of God , by whom you were sealed for the day of redemption."
2. Withdrawing love is never an appropriate form of punishment. God disciplines but He still loves.
  - a. Heb. 12;6, "For whom the Lord loves, He chastens, And scourges every son whom He receives."
    - 1) We must love the child but not accept as appropriate his wrong actions.
      - a) Rom. 5:8, "But God demonstrates His own love toward us, in that while we were yet sinners, Christ died for us."

**V. Avoid using the child to make up for the parents' failures, shortcomings, lack of achievement or unfulfilled dreams.**

**A. Athletics \ \ must do well in sports**

**B. Finances \ \ must be financially successful**

**C. Education \ \ must get good grades**

1. Number one cause of death among college students is suicide due to failure to measure up to the parent's expectations.
2. One Junior High son killed himself while his parents were on their way to his school to discuss his grades with his teachers.

**D. Looks \ \ must be slim and beautiful**

1. Amanda B's mother pushed her into 100 beauty contests.

**E. Talents \ \ must be the best**

**F. Success \ \ must achieve a significant position**

**VI. Avoid pushing your child to achieve to gain recognition for yourself.**

**A. This may be seen when a parent only praises his child in public.**

1. A child will interpret public praise as insincere and parental self-advancement.
2. Avoid praising in public what was apparently not expressed in private.
  - a. ill. Clay's dad always bragged on his son publicly, but never privately, just criticism. His dad used to say privately about his preacher son, "Why don't you get a real job?" It was not until the son was in his middle adult years that his father stated he was proud of him as a pastor.

**B. It is never appropriate to get your identity from your child's performance. \ It must be totally in Christ.**

1. Phil. 1:21, "For to me, to live is Christ, and to die is gain."
2. ill. One dad got bitter at God because his athletic son got injured and could not play professional baseball. He was planning on living his life through his son's accomplishments.

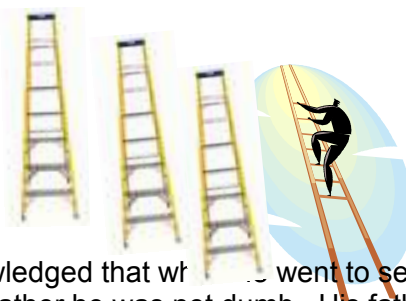
**C. Some indications of pushing for achievement are raging or shaming for not measuring up to the parents' unrealistic expectations.**

1. Expression of rage is extreme anger for what the child failed to do for the parent.
2. Expression of shame is extreme rejection of who the child is. "You failure." This is a direct attack on the child's identity and self worth.

**VII. One result of performance acceptance is the development of mental ladders of performance.**

**A. Ladders of performance refer to a core belief of the heart that if I climb the ladder of performance; when I reach the top I will be fully accepted. The disillusion of this that when one reaches the top of their mental ladder, there is another ladder to climb. Then upon reaching the top of that one is another one. Enough is never enough. When you ask who is at the very top of the performance ladder, it is usually a parent, even if this parent is deceased. The parent is placed in the position of God. They live for the parents' approval and not God's approval.**

1. DRAWING



2. One missionary acknowledged that when he went to seminary later in life, he wanted to prove to his father he was not dumb. His father had been dead for ten years.

**B. Adult children must destroy their ladders of performance and in their minds de-  
idolize their parents in order to be restored to a healthy place in life.**

1. In prayer, confess to God that you have placed parents (or whoever) in a place in your heart that should be totally reserved for God (I John 1:9).
2. Purpose now to place God on the throne that the parent occupied and that from this day forward you will certainly honor your parents but not above God (Matt. 10:34-38). You can honor your parents without needing to seek their approval.

**VIII. Reinforce to your child that his identity is to be solely in Christ, not in performance or accomplishments. The parent can help to prevent this by not setting the child up in the performance-for-acceptance trap.**

**A. God restored our identity through our relationship with Christ.**

1. Phil. 1:21, "For to me, to live is Christ, and to die is gain."
2. One mother said her son is a great soccer player. She was asked what her son would be if he stopped playing soccer. It would be better to emphasize he is my son who is very, very good in soccer. This emphasized the fact that his identity is in sonship and not performance.
  - a. The Heavenly Father illustrates this with His Son, the Lord Jesus.
  - b. Matt. 3:17, "And suddenly a voice came from Heaven saying, 'This is My beloved Son in whom I am well pleased.'"

**B. Separate identity and performance.**

1. Identity never changes.
  - a. Fame and fortune never change anything that is important (Phil. 4:11, 12).
  - b. The loss of fame or fortune never changes anything that is important.

**IX. CONCLUSION**

**A. What do I make my child do that is designed to make me look good?**

**B. What activity do I encourage my child to do to make up for a lack or failure in my past?**

**C. What is at the core of my own identity (home, job, car, boat, job, shape, clothes, hair, position)?**

**D. In what ways can I demonstrate to my child I accept him/her for who they are and not what they do?**

**E. Whose approval am I performing for and why?**

**F. In what ways do I praise my child publicly and privately?**

**G. In what ways have I found myself nagging and shaming my children?**

# HOW TO REDUCE ANGER IN CHILDREN

## BALANCE CONSTRUCTIVE CRITICISM WITH PRAISE

### Session V (Criticism)

- I. **Appropriate criticism is not wrong. // It can be misused but the process is not wrong in and of itself. First, we may observe our son doing something. Then, we process what we observe in our minds. Next, we make a conclusion based on how we processed it. Finally, we deliver our response based on our conclusion verdict. Let us look at the observation process first.**

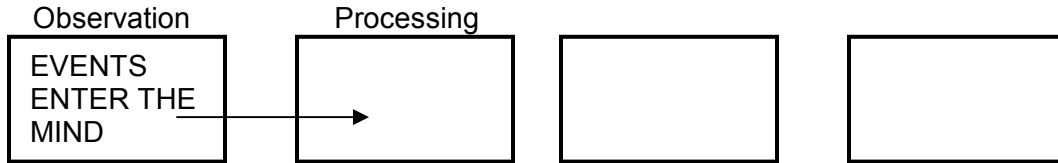
#### A. Observation

1. This is the process of being alert to people, places and things in our environment.
2. A healthy person will be alert to both negative and positive things.
  - a. This is the character quality of alertness.
  - b. God encourages us to be on guard (alert) to the condition of our own spirit (Matt. 12:15).
  - c. Jesus cautioned us to be alert to people around us who could hurt or mistreat us (Matt. 10:17).
  - d. Paul became aware of Peter's hypocrisy in Antioch and had to deal with it (Gal. 2:11-14).
3. Negative people are really only alert to others' failures or missteps. In fact they look for that and are intentionally blind to others' positive aspects.
4. Pessimists are programmed to look for failure and verification that their negative assumptions are correct.

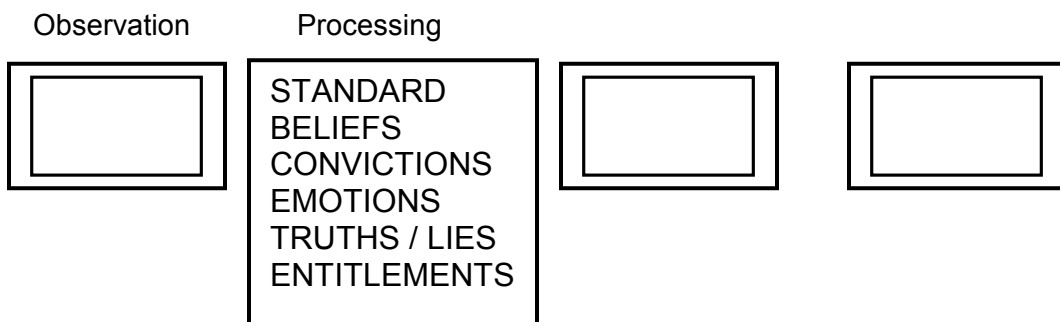
Observation

EVENTS ENTER THE MIND			
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**B. Processing // This could be the primary cause of the negative responses that can damage relationships.**



1. All observed behavior goes through a mental grid.
  - a. We distinguish between good and bad, right and wrong, appropriate and inappropriate, healthy and unhealthy, helpful and destructive.
2. Then, we separate the data just as if we were grading tomatoes on a conveyor belt.
  - a. We do this with others' actions and perceived motives as parents, employees, employers, church involvements, family, brothers and sisters in the Lord.
  - b. The mind is always separating and distinguishing.
3. There is one very important ingredient that must be identified in this process and that is the standard or criteria of judgment.



4. The root meaning of the English word, "criticism" presupposes the presence of a standard.
  - a. The English word, "criticism" is rooted in the word, "critic" or evaluator which must have a standard by which to make a conclusion.
  - b. All conclusions are based on these standards, core beliefs, emotions and entitlements.
  - c. If a negative critic is harmful in his delivery it is because there is a heart (core

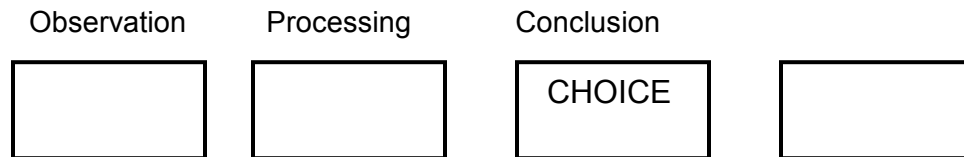


belief system) that is not healthy emotionally, spiritually and perhaps, physically.

5. There is one absolute standard for believers and that is the Bible (II Tim. 3:16).
  - a. Yet, there are many differences among those who refer to the Bible as their standard.
  - b. The Bible makes allowances for fringe differences as reflected by the apostle Paul's in Romans 14.
6. It is in the core belief system of the heart where the processing takes place. Some of the factors in the core belief system are our standards, philosophical beliefs, personal convictions and opinions, our emotions (anger, guilt, shame, fear), truths, half truths and lies we believe and entitlements (rights) we believe we have.

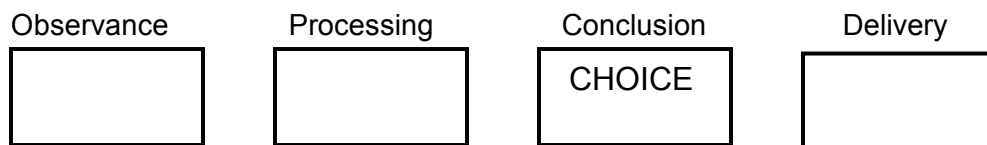
**C. Conclusion**

1. If a person has been deeply hurt, full of guilt, anger and shame, they will naturally interpret everything through that grid and this will result in a very negative critical person. His evaluation standard is damaged and his responses will also be damaging.



2. Once a negative or positive conclusion has been made, decisions are now made about what to do.
3. A key word here is the word, choice. Once a conclusion is reached, a choice has to be made what to do with the conclusion.

**D. Delivery**



1. Often it is not so much the conclusion that gets one in trouble; it is often the delivery of that conclusion.
2. This is where the apostle Paul stressed the need for love, grace, patience and

sensitivity.

- a. Eph. 4:15, 29. "But speaking the truth in love, may grow up in all things into Him who is the head – Christ. 29) Let no corrupt word proceed out of your mouth, but what is good for necessary edification, that it may impart grace to the hearer."
  - b. Col.3:16,17, "Let the word of Christ dwell in you richly in all wisdom, teaching and admonishing one another in psalms, hymns and spiritual songs, singing with grace in your hearts to the Lord. 17) And whatever you do in word or deed, do all in the name of the Lord Jesus, giving thanks to God the Father through Him."
3. Truth spoken without love is harshness. This is sin.
    - a. The fruit of the Spirit included kindness, gentleness and especially self-control (Gal. 5:22,23).
  4. Delivery is primarily the result of the choice based on the process in the core belief system the Scripture calls the heart.
  5. Much good advice is rejected because of a poor delivery system that may reflect pride, harshness, anger, shame and little humility.

**E. Key questions to ask oneself regarding criticism are:**

1. Observation: Did I get all the facts?
2. Processing: Am I using a Biblical norm?
3. Conclusion: Was I led by God to this conclusion?
4. Delivery: Am I sharing this from a heart of love and humility?
5. The balance to criticism is the practice of praise.

**II. It is a surprise to some to realize that praise is scriptural. // It is assumed it will always lead to pride.**

**A. It is appropriate to allow another to praise you. // The only prohibition is against praising yourself to others.**

1. Prov. 27: 2, "Let another praise you, and not your own mouth; a stranger, and not your own lips."
  - a. A braggart usually brags on himself because he feels so insecure within himself. He is like a little child needing constant affirmation.

b. "...Love does not brag and is not arrogant." I Cor. 13:14

**B. Even government should praise people who do the right thing.**

1. I Peter 2:13-14, "Submit yourselves for the Lord's sake to every human institution: whether to a king as the one in authority; (14) or to governors as sent by him for the punishment of evildoers and the praise of those who do right."

**III. Wholesome praise can be for aspects or parts of a whole. \ It does not need to be for the whole.**

**A. Paul praises Corinthians first before correction.**

1. I Cor. 11:2, "Now I praise you because you remember me in everything, and hold firmly to the traditions, just as I delivered them to you."
2. I Cor. 11:17, "But in giving this instruction, I do not praise you, because you come together not for the better but for the worse."

**B. The apostle John writing to the Ephesian church, praised them before he attempted to correct them.**

1. Rev. 2:1-5, "To the angel at the church of Ephesus, write, 'These things says He who holds the seven stars in His right hand, who walks in the midst of the seven golden lampstands: 2) I know your works, your labor, your patience and that you cannot bear those who are evil And you have tested those who say they are apostles and are not and have found them liars; 3) and you have persevered and have patience, and have labored for My name's sake and have not become weary. 4) Nevertheless, I have this against you, that you have left your first love. 5) Remember therefore from where you have fallen; repent and do the first works, or else I will come to you quickly and remove your lampstand from its place – unless you repent.'"

**C. The apostles John and Paul practiced the "pie praise" principle. // They praised people for the parts of the pie (their life) that were good. They addressed the parts of the pie (their life) that needed to be changed.**

DRAWING



1. Praising the good parts does not condone or overlook the bad parts.

- a. If a kid is asked to clean his room and any part of it is clean or neat as requested, then praise him for it.
2. Then, ask the child to clarify why the rest of the project (job) was not finished.
  - a. There might be a good reason.
3. Avoid the perfectionistic approach that it is all or nothing. This unrealistic focus does not allow for growth and improvement. Black and white thinking is dysfunctional reasoning. Rarely is anyone totally good or totally bad. Remember, perfectionism is not a character quality, it is a character disorder.
  - a. When someone says, "If you can't do it right (perfect), don't do it at all," this perspective leaves no room for growth, learning or improvement.

**D. It is appropriate to express constructive criticism couched in love.**

1. Eph. 4:15, "But speaking the truth in love, we are to grow up in all aspects into Him, who is the head, even Christ."

**IV. The lack of genuine praise kills the spirit of adults as well as children.**

**A. Adults never outgrow their need for love, praise and admiration.**

1. After taping many television programs in one day, several people praised the T.V. host. The one person he desired most to hear it from was his wife. Mates need praise and encouragement as much as children do.

**B. Many children reach adulthood and have never heard one positive word of praise, appreciation or love.**

1. Fred never heard his father say he loved him. He asked him to just tell him once on his death bed and his dad just rolled over and died.
2. This lack of affirmation in the developmental years can result in a workaholic pattern in adulthood.
  - a. Workaholics seek to avoid difficult situations at home and are drawn to affirmation at work.

**C. The lack of childhood praise creates an inordinate desire in the child to make up for it in adulthood.**

1. The child develops a potential praise approval addiction.
2. This lack of appropriate praise can drive a person to perfectionism or becoming a

driven personality.

**D. We are who we are today because of the words that were said or not said in the past.**

1. Spoken words
  - a. Positive words: words of praise, encouragement, love affection, affirmation.
  - b. Negative words: shaming, critical, demeaning, cursing, devaluing, belittling.
2. Words not spoken
  - a. Words of love, affection, praise, encouragement, affirmation.
    - 1) Many grown sons have never heard their dads say they loved them or that they did a good job.
3. Jesus made it clear that we do not live by bread (food) alone. People can starve for lack of positive, loving words.
  - a. Matt. 4:4, "But He answered and said, 'It is written, 'man shall not live by bread alone, but by every word that proceeds from the mouth of God.'"
4. Words nourish the soul like food nourishes the body.

**V. Lack of genuine praise leaves a child (spouse) guessing where they stand and they usually guess wrong. \ \ Because of man's negative bent.**

**A. Some kids only get comments when they do something wrong.**

1. This develops perfectionism and paranoia in child.
  - a. They develop a fear of making a mistake.
  - b. Then, they develop a fear of rejection.
  - c. The deepest fear is of ultimate abandonment – being alone.
2. This develops in the child a core belief that they can never do anything right or well enough.
  - a. It develops a lie in their core belief system that they can't do anything right even if God states otherwise.
    - 1) Phil. 4:13, "I can do all things through Christ who strengthens me."

**B. Parents' appropriate praise confirms what God has gone on record about. \ "I can do all things through Christ...."**

1. Phil. 4:13, "I can do all things through Him who strengthens."

**VI. Praise demonstrates grace and mercy to others and humility on the parents' part. \ expressing favor when it is not deserved.**

**A. Grace is God granting us favor when we did nothing to deserve it.**

1. Titus 3:5, "... not by works of righteousness which we have done, but according to His mercy He saved us, through the washing of regeneration and renewing of the Holy Spirit."

**B. Mercy is God withholding punishment that we do deserve.**

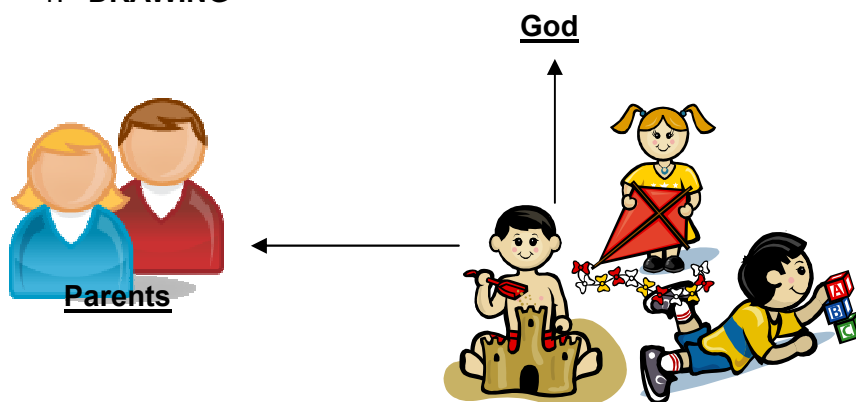
1. Rom. 6:23, "For the wages of sin is death, but the gift of God is eternal life in Jesus Christ our Lord."

**C. Grace and mercy are the basis of our salvation and subsequent growth.**

1. Eph. 2:8-9, "For by grace you have been saved through faith; and that not of yourselves, it is the gift of God; (9) not as a result of works, that no one should boast."

**D. Parental grace and mercy prepares the child to understand God's grace and mercy. \ Why? Parents are the children's first experience with authority figures. Children later respond to God (authority figure) as they were taught to respond to their parents.**

**1. DRAWING**



**E. Parental pride can inhibit giving or receiving compliments.**

1. One adult gave his friend a compliment, then to emphasize how significant the compliment was he informed his friend he was very sparing of expressing

compliments. His children's lives reflected the lack of appropriate praise from their dad in adulthood.

## **VII. God the Father even praised His own Son, Jesus.**

### **A. The Father praised His Son at His baptism.**

1. Luke 3:22, "...Thou are My beloved son, in Thee I am well pleased."
  - a. Note: This was said by the Father before Jesus began His ministry.

### **B. Jesus was praised by His Father at His transfiguration.**

1. Matt. 17:5, "While He was still speaking, behold a bright cloud overshadowed them; and suddenly a voice came out of the cloud, saying, 'This is My beloved Son, in whom I am well pleased. Hear Him.'"

## **VIII. We are instructed by God to permit others to praise us.**

### **A. Prov. 27:2, "Let another praise you, and not your own mouth; a stranger, and not your own lips."**

### **B. An appropriate response would be, "Thank you, that was very kind of you" or "Thank you, you are very kind."**

### **C. The discomfort a person may feel in receiving appropriate compliments is usually due to the fact it does not agree with the lies he believes about himself in his core belief system. // As a result, he will tend to discount or minimize the compliment.**

1. Compliments create conflict inside between truth we hear and lies we believe about ourselves.
2. This inner conflict makes us feel like hypocrites.

## **IX. The praise of men tests our character and integrity.**

### **A. Prov. 27:21, "The crucible is for silver and the furnace for gold, and a man is tested by the praise accorded him."**

### **B. Praise tests our heart's response – one of pride or one of humility.**

1. Genuine appreciation for the compliment reflects humility.
2. Accepting it without appreciation can reflect pride or deep sense of guilt, shame or embarrassment.

- a. Denial \ "I really didn't do anything."
- b. Discounting \ "It was nothing special."

**C. As parents, it is your task to model an appropriate response to praise to give the children an example to follow.**

**X. Parents failure to balance constructive criticism and praise will leave the parent acting in a negative or harsh manner. \ (Results)**

**A. This is the basis for establishing a guilt complex in the child.**

1. A guilt complex has nothing to do with real guilt but only imagined or felt guilt.
2. It's a nagging sense of moral evil or a deep sense of sinfulness that is not deserved.

**B. The adult child carries with this a felt need to be punished so, he sets up self-inflicted failure.**

**C. Life's losses and conflicts are automatically interpreted by the child or adult as punishments.**

**D. Knowingly or unknowingly the adult child will actively seek out self-punishing situations to get any relief because it is more comfortable to be hurt than to be loved.**

**XI. Our present and future quality of life is based on the quality of words that were expressed in the family.**

**A. God prohibits speaking unhealthy words because they reverse the quality of life in the family.**

1. God defines the words that are not ever to be spoken by a believer.
  - a. Eph. 4:29, "Let no unwholesome, corrupt word proceed from your mouth..."
  - b. The words, "unwholesome" or "corrupt" are very descriptive words.
    - 1) (Greek sapos from sepo, to rot), rotten, putrid unfit for human consumption physically.
      - a) Of a tree and its fruit (Matt. 7:17,18).
      - b) Of certain fish (Matt. 13:48).
    - 2) It has a derived sense of "worthless" words that have no appreciative



value so they do not convey any worth or value to the listener. The listener is therefore, devalued.

- 3) As one rotten apple (word) spreads its rottenness to another apple, in time the basket is full of rotten apples.
  - 4) The spreader of rotten words spreads his rottenness (of his heart) to others.
  - 5) The putrid smell from rotten words turns the stomach of those who have to smell (live with) the strong odor.
  - 6) Remember, the strong putrid odor is coming from the heart that is so rotten, it is putrid itself.
    - a) Luke 6:45, "A good man out of the good treasure of his heart brings forth good; and an evil man out of the evil treasure of his heart brings forth evil. For out of the abundance of the heart, his mouth speaks."
2. Hurtful words are a form of verbal cannibalism.
- a. Gal. 5:15, "But if you bite and devour one another, take care that you are not consumed by one another."
  - b. That is the reason relationships characterized by harsh, ugly words are very destructive and toxic.

## **B. God defines the type of words and the purpose for those words.**

1. The kind of words God wants expressed:
  - a. Eph. 4:29b, "but only such a word as is good for edification according to the need of the moment,.."
  - b. The word, "good" is in contrast to the words, "bad, corrupt and unwholesome."
  - c. The good word is to have a strengthening, building up, encouraging quality that fits the listener's need; not your need to explode verbally at that moment.
    - 1) It is a good word that fits the occasion, i.e. to meet a need in another person.
    - 2) It will build a person up who at the moment feels down, depressed, like a failure, worthless, in despair. The word, "edification" means "to build up." The primary form of construction of the day was brick, block, rock which were all added on top of one another one brick at a time. Picture your words as bricks. You can throw them and make a mess or place them

and build a mansion. If one's relationships are in disarray, it could be that words were carelessly and thoughtlessly thrown; not placed. Your choice is to build up the person and enjoy the works of your hands (words) or destroy a person with your words and ruin your quality of life. Choose to be a "placer," not a "loser."

- 3) A good word will speak to the matter or need at hand.
  - 4) The thought is expressed in Proverbs 15:23, "a word in season, how good it is."
  - 5) A good word will supply help when there is a need and not shame the person for having the need.
2. The purpose of the good words is that it may impart a special grace (favor) to those who desperately need it.
    - a. Eph. 4:29, "(in order) that (purpose) it may give grace to those who hear."
      - 1) "Grace" means "favor."
      - 2) Grace gives favor to someone who does not deserve it. It is hard to favor (not just like) someone who has hurt you.
    - b. Jesus spoke words of grace and favor to those who did not deserve it and people were amazed at this.
      - 1) Luke 4:22, "So all bore witness to Him and marveled at the gracious words which proceeded out of His mouth..."
    - c. The apostle Paul simply states, "Let your speech always be with grace seasoned with salt that you may know how you ought to answer each one" (Col. 4:6).
  3. This can be illustrated by giving a person four wooden blocks; then ask him to stand ten feet from a chair. Instruct him walk over and stack the blocks on the chair which he can easily do. Then, have him pick up the blocks, go back ten feet and throw the blocks to the chair in an attempt to stack them by throwing them. Stackers are edifiers. Throwers are destructive,

### **C. The value of words.**

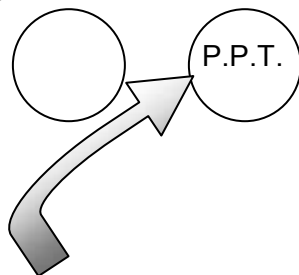
1. Prov. 12:25, "Anxiety in the heart of a man weighs it down, But a good word makes it glad."
2. Prov. 25:11, "Like apples of gold in settings of silver is a word spoken in right circumstances."

3. Prov. 16:24, "Pleasant words are a honeycomb, sweet to the soul and healing to the bones."
4. Col. 4:6, "Let your speech always be with grace, seasoned, as it were, with salt, so that you may know how you should respond to each person."
5. James 1:20, "For the anger of man does not achieve the righteousness of God."

## **XII. Much of our angry/critical words are displaced words.**

### **A. Displaced anger is anger directed at one person, place or thing that was meant for another.**

#### 1. DRAWING



#### 2. Examples

- a. Angry at the child when we see ourselves in him.
- b. Angry when we see our mate in own child.
  - 1) "You are just like your father."
- c. Angry at boss and take it out on wife and kids.

## **XIII. Conclusion**

- A. Express praise/appreciation of others just like God does.**
- B. Practice "pie praise" when job is not done 100% perfect.**
- C. Develop a pattern of positive praise to avoid closing the human spirit of another.**
- D. Clarify to family what reasonable things they can do to receive praise.**
- E. Regularly confirm to family who they are in Christ and how deeply loved they are by God.**

**F. Role model grace and mercy and not merely justice and wrath.**

**G. Ask God to humble your heart for the purpose of building others up.**

**H. Express appropriate appreciation for genuine compliments.**

**XIV. Bibliography**

**XV.Props**

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# HOW TO REDUCE ANGER IN CHILDREN

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## SACRIFICE FOR THEM LIKE CHRIST DID FOR US Session VI

### I. Sacrifice is the most important quality that is key to a successful marriage and family.

Sacrifice as defined in scripture is at the heart of all important relationships.

#### A. Marriage

1. Eph. 5:25, "Husbands, love your wives as Christ also loved the church and gave Himself for Her."
2. Of all the life of Christ husbands are to demonstrate in their marriage, it is His sacrificial death.

#### B. Friendship

1. John 15:13, "Greater love has no one than this, than to lay down one's life for his friends."
2. This verse is engraved on a brass plaque in the Air Force Academy Chapel, on one of the pews.

#### C. Church

1. I John 3:16, "By this we know love, because He laid down His life for us. And we also ought to lay down our lives for the brethren."

### II. Failure to sacrifice appropriately for your children may cause them to feel they are an intrusion, hindrance, or an obstacle and that will produce anger in them.

#### A. Every child questions whether his parents (guardians) wanted him to a greater or lesser degree.

Appropriate sacrificial actions confirm two things; they are loved and wanted.

1. Rom. 5:8, "But God demonstrates His own love toward us, in that while we were

yet sinners, Christ died for us."

- a. God did not throw a rope into the pit of sin, but He went into the pit Himself to lift us out.



2. I John 4:10, "In this is love, not that we loved God, but that He loved us and sent His Son to be the propitiation (sacrifice) for our sins."

### III. Distinguish between sacrifice to please yourself and that which pleases the family.

#### A. As parents, we will experience some personal loss that our children may gain.

1. II Cor. 8:9, "For you know the grace of our Lord Jesus Christ, that though He was rich, yet for your sake He became poor, that you through His poverty might become rich."

#### B. In order for it to be a genuine sacrifice, it must be in an area that is important to them.

1. The sacrifice may not need to be as great as we imagine.

- a. A birthday card from a grateful daughter to her dad.

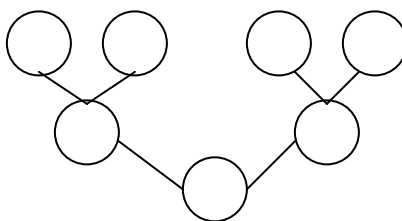
"Dear Dad,

Thanks for all the time you've spent with me whether it be reading the comics by the fire or talking with me at night. You've been a great help at home and with school assignments. I love you with all my heart."

2. For most family members, a house, clothes, food, insurance or car are not translated as loving care.

3. Heroic efforts to provide for the family pales into insignificance if there are no genuine expressions of love that are significant to them.
  - a. ill. Canceling appointments, moving class for Michelle
4. Things are a poor substitute for a relationship and in themselves are not an expression of love.
  - a. I Cor. 13:3, "And if I give all my possessions to feed the poor, and if I deliver my body to be burned, but do not have love, it profits me nothing." \ \ No win
    - 1) ill. Tony Guarino's dad gave money, not love.
5. Men tend to show love with things rather than relationships because that is what they saw growing up.

a. DRAWING



**C. Time spent with them in an activity of their choice is the number one rated sacrifice by all.**

1. A dad was asked by his daughter to go to a roller skating rink. He went and felt good he was making a big sacrifice for her. The dad was a well known pastor and ended up being the last to leave the rink. As he and his daughter approached the car, there stood a man holding up jumper cables waiting for dad and daughter to get to their van. The pastor had left his lights on and the stranger waited for them so he could give them a battery jump. As the pastor looked into the stranger's car, there sat four kids and an exhausted mom. The dad thought to himself, "This is sacrifice."
2. ill. Negative: Bill B. would not go looking at pickups with his daughter because he felt it was a waste of time since he was not going to buy one. He failed to see that the time alone with his daughter was the valuable thing, not the purchasing of a pickup truck.
3. ill. Chuck shopping with Michelle.

**D. More adult children are bitter over a lack of meaningful time spent with them than any other hurt.**

1. Jesus knew the value of time with His Father.

- a. Matt. 14:23, "And after He had sent the multitudes away, He went up to the mountain by Himself to pray; and when it was evening, He was there alone."
  - b. Luke 5:16, "But He Himself would often slip away to the wilderness and pray."
2. Jesus knew the importance of giving children time even at the consternation of adults.
- a. Matt. 19:13-14, "Then some children were brought to Him so that He might lay hands on them and pray; and the disciples rebuked them. (14) But Jesus said, `Let the children alone, and do not hinder them from coming to Me; for the kingdom of heaven belongs to such as these.'"
  - b. Children up to this time were to be seen, not heard.

**E. Sacrifice by saying "no" to personal interests and say "yes" to our family.**

- 1. Jesus did not always like what He had to do on our behalf.
  - a. Luke 22:42, "Saying, `Father, if Thou art willing, remove this cup from Me; yet not My will, but Thine be done.'"
    - 1) ill. son hurt when he saw his dad put his golf clubs in trunk of car.
- 2. Parents need to remember there is life after kids so it is important to plan special times together without the kids.

**IV. Sacrifice communicates to our children that they are a benefit from the Lord, not a liability to be endured.**

**A. Ps. 127:3, "Behold, children are a gift of the Lord; the fruit of the womb is a reward."**

- 1. Even though parents have babies that does not mean the babies were wanted. Ken's parents did not want him, ignored him all through his developmental years. Even as an adult if he was present they would look past him. He was never notified of any family activities.

**V. Appropriate sacrificial actions communicate to our kids what our priorities are.**

**A. Your time, energy and resource investment indicate where your heart is.**

- 1. Matt. 6:21, "For where your treasure is, there will your heart be also."
  - a. If a bank that you have not deposited money in has financial trouble, you would have little or no interest in it. However, if all your money is in a bank that is having serious problems, you would be very concerned. When there is



little time, energy and resources invested in your children your care for them will greatly diminish.

**B. Verbal expressions of love without supporting actions send double messages to your children which results in a lot of confusion in their minds.**

1. The apostle John stated this principle clearly in one of his last letters.
  - a. I John 3:18, "My little children, let us not love in word or in tongue, but in deed and in truth."

**C. If a child has to choose between what a parent says and what the parent does the child will most generally believe the action, not the words.**

1. Verbally stated belief systems that are not supported by actions and life style will ultimately be rejected by the children.

**D. When parental actions cause a child to stumble in his belief system and actions, God holds that parent responsible for the child's actions.**

1. Matt. 18:5, 6, "Whoever receives one little child like this in My name receives Me. 6) But whoever causes one of these little ones who believe in Me to sin, it would be better for him if a millstone were tied around his neck and he were drowned in the depths of the sea."

**VI. Ignoring, neglecting, or abandoning are some of the most painful forms of rejection. // This reflects little or no interest in them.**

**A. God invested a great deal into His children Israel, only to be rejected by them.**

1. Matt. 23:37, "O Jerusalem, Jerusalem, who kills the prophets and stones those who are sent to her! How often I wanted to gather your children together, the way a hen gathers her chicks under her wings, and you were unwilling."

**B. But God richly blessed them who did respond in faith to His love by giving them the right or authority to become the children of God.**

1. John 1:12, "But as many as received Him, to them He gave the right to become children of God, even to those who believe in His name."

**VII. Communicate with undivided attention.**

**A. Some adults can be there physically but not emotionally.**

1. Adult children report regularly that dads especially were present in the house but very distant in interacting with the kids personally and emotionally. They report

that dad was just “there.”

- 1) 1. ill. Movie, Peter Pan, kids baseball

### **B. Adopt a basic plan for listening.**

1. Empty your hands. // Stop reading emails or the newspaper in preparation to listen.
2. Turn off T.V. // (not just the mute button). This includes the computer.
3. Face the person. // with an open accepting facial expression. This is especially important to girls.
4. Repeat back what you heard. // without editing, criticizing, judging, etc.

### **VIII. Balance all your sacrificial relationships in the family.**

#### **A. Do not put the kids before the marriage.**

1. Kids would rather the parents love each other than them. That gives them a greater security.
2. Have special mom and dad nights/days out.

#### **B. Do not use a child to meet an unmet adult need emotionally.**

### **IX. Earn the honor and respect of your family by your sacrificial actions.**

- A. Phil. 2:5-9, "Have this attitude in yourselves which was also in Christ Jesus, (6) who, although He existed in the form of God, did not regard equality with God a thing to be grasped, (7) but emptied Himself, taking the form of a bond-servant, and being made in the likeness of men. (8) And being found in appearance as a man, He humbled Himself by becoming obedient to the point of death, even death on a cross. (9) Therefore also God highly exalted Him, and bestowed on Him the name which is above every name."**

### **X. Conclusion**

#### **A. Let Christ be your example of appropriate, balanced sacrifice.**

#### **B. Affirm to your child he/she is wanted, even if it was an unplanned pregnancy.**

#### **C. Evaluate if your sacrifice is more for yourself or for your family.**

1. How do they view it?

2. What would they say?
  3. Is it meaningful to them?
- D. Realize as adults we must experience some personal loss for the sake of our family.**
- E. Things are a poor substitute for relationships.**
- F. Remember, time is the most important ingredient in sacrifice.**
- G. We were created for relationships, not things.**
- H. Let your schedule reflect your hearts priorities.**
- I. Communicate love in tone of voice, body language, and actions that are meaningful to them.**
- J. Work at gaining a balance in your time investment with each member of the family.**

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# HOW TO REDUCE ANGER IN CHILDREN

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## MAKE ALLOWANCES FOR CHILDISHNESS WHILE THEY GO THROUGH DEVELOPMENTAL STAGES

### Session VII

- I. **Realize children do go through developmental stages even if we do not know what they are.**
  - A. **The apostle Paul compares growing up physically and emotionally with growing up spiritually.**
    1. I Cor. 13:11, "When I was a child, I used to speak as a child, think as a child, reason as a child; when I became a man, I did away with childish things."
      - a. One mother commented after her young son just knocked his glass of milk onto her new table cover and splashed it on her newly painted wall. "I never saw milk go so far." She was wise enough to distinguish between a child's appropriate clumsiness and willful acts of mischief. She knew he had to grow through stages so she made allowances for his youthful awkwardness therefore the child's accident was not met with adult anger.
  - B. **Jesus realized these developmental stages while calling on adults to demonstrate child-like faith.**
    1. Matt 18:3, "And said, `Truly I say to you, unless you are converted and become like children, you shall not enter the kingdom of heaven.'"
  - C. **Failure to recognize and make allowance for developmental stages in children will result in extreme criticism, shame and rejection.**
    1. The child will wrongfully believe that there is something defective with him that he cannot act like an adult.
  - D. **A common result of ignoring a child's developmental stages is verbal and sometimes physical abuse. \ \ Making fun or jokes of children at the child's expense is very shaming and strikes a deep blow to who the child believes he is.**

1. Common abusive words and phrases:
  - a. "Clumsy ox"
  - b. "Watch where you're going"
  - c. "Oh, that's cute"
  - d. "Can't you walk and chew bubble gum"
  - e. "Is all your taste in your mouth"
  - f. "You're not going to wear that"
  - g. "Who taught you to....."
  - h. "When are you going to grow up"
  - i. "Stop acting silly"
  - j. "Are you all feet"
  - k. "You have the shape of a ski pole"
  - l. "Use your brain"
  - m. "Don't you have anything between your ears"
  - n. "Real men don't cry"
  - o. "You dummy"
  - p. "You sissy"
  - q. "You big bully"
  
2. Verbal put downs are usually made by parents that see their children acting like children, not mature, intelligent adults like them. // Often the parent was verbally abused (shamed, belittled) as a child too and is now reproducing the abuse he hated growing up. It is a generational issue (Ex. 20:5). Unless a parent goes back in his memory and names specifically what the parent did, then, consciously forgives them for each of those offenses, he will reproduce it thinking it is normal.
  - a. "The more we idealize the past and refuse to acknowledge our childhood sufferings, the more we pass them on unconsciously to the next generation" (Alice Miller in Dr. Bailey, p.1).
  
3. Verbal abuse of this nature is almost a guaranteed set up for failure in the child

which will continue on into adulthood vocationally, socially and relationally.

- a. Emotionally the child will freeze emotionally although he will grow up physically.
    - 1) He will have an adult body but will act very immaturely.
      - a) Pleaser
      - b) Fixer
      - c) Rager
      - d) Stuffer
      - e) Whiner
      - f) Performer
      - g) Perfectionist
      - h) Shy
      - i) Driven
      - j) Passive
      - k) Irresponsible
      - l) Controller
      - m) User
  - b. Psychologically, his thinking processes will be very distorted.
    - 1) Self doubt – second guessing himself.
    - 2) View self as failure rather than a learner who makes mistakes.
    - 3) Tremendous inferiority, low worth or value.
    - 4) Concludes he can never measure up to others' expectations.
    - 5) Relationship dependent.
    - 6) Prone to addictions.
  - c. Spiritually
    - 1) He views God like he views parents because they were his first experience of an authority figure.
    - 2) Possesses little faith or trust in God or others.
    - 3) Feels condemned by God because he felt condemned by a parent.
4. The verbal abuse usually comes from a parental expectation that the child cannot produce physically, mentally, emotionally or spiritually.
- a. Although a child can look older than he is physically, he can still be easily

wounded emotionally.

- 1) Children who have matured physically still must be treated at their chronological age level.
- 2) A child may act emotionally older than his age but this may be a result of the parent insisting the child act and reason as an adult. The result of this can be heard in adults confessing they were never able to be children.

**II. Children that are rejected for childish behavior feel that something terrible is wrong with them.**

**A. This develops a deep sense of shame for who they are, not what they do.**

1. Criticism is an attack for what the child did.
2. Shame is an attack for who the child is.

**B. Shame will develop into perfectionism and the adult child will spend the rest of his life hiding any perceived or real flaws.**

1. He will hide from his own feelings, thus he will stay in his logical mind and avoid emotions like the plague.
2. He will hide from letting anyone see a flaw in him and risk rejection resulting in perceived or real abandonment.
3. It will be hard for him to believe that Jesus took both his sin and shame on Himself on the cross.
  - a. Heb. 12:2, "Fixing our eyes on Jesus the author and perfecter of faith, who for the joy set before Him endured the cross, despising the shame, and has sat down at the right hand of the throne of God."

**C. A deep sense of shame mixed with anger will develop into rage.**

1. Reservoirs of stored up rage will be seen in adulthood as overreaction in anger.
  - a. A normal anger level of "2" may get expressed at a level of "9" on a 1-10 scale because the person lives every day at level "7".  $7 + 2 = 9$ . People will view the "9" as overreaction but in reality it is an accumulative reaction.

**III. God expects adults to protect children physically and emotionally and not cause them to stumble. Stumbling can result in a parent's failure to allow for age appropriate childishness while they grow through their development stage.**

**A. Jesus gave a very firm warning to anyone who caused a child to stumble.**

1. Matt. 18:6, "But whoever causes one of these little ones who believe in Me to stumble, it is better for him that a heavy millstone be hung around his neck, and that he be drowned in the depth of the sea."

**B. A stumbling block can have at least two forms.**

- 1) 1. To trip up and stay off balance the rest of your life.
- 2) 2. To trip up and cause to fall and not get up. \ \ Freeze point.

**C. Choose to be a loving, strong stake of support during those awkward years, so they will grow straight and strong in adulthood. // A tree will outgrow the need for a stake unless the tree's growth is stymied by the restriction of the stake.**

1. A tree can be root bound if it is kept in a pot instead of planted in the ground where it can grow to its full potential.

**IV. Conclusion**

**A. Growth and development take time.**

**B. Failure to recognize the need to grow will communicate rejection.**

**C. Patience is the number one quality needed during these years.**

**D. Be alert to distinguish between appropriate childishness and disobedient behavior.**

**E. Correct the disobedient behavior without attacking their person.**

1. What they did.
2. Not who they are.

**F. Detect signs of perfectionism as indication of the presence of inappropriate shame.**

**G. Be alert to any inappropriateness.**

1. Child acting like an adult.
2. Older youth acting like a child.

**H. Ask God to make you alert to any form of stumbling blocks we may be causing. \ \ Confess and remove.**



**I. Remember, the crown of parents are not their children but their grandchildren over which we have little or no control.**

1. Prov. 17:6, "Grandchildren are the crown of old men, and the glory of sons is their fathers."
2. You never have experienced pain until you see it in your grandchildren.

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# HOW TO REDUCE ANGER IN CHILDREN

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## BALANCE CORRECTION AND COUNSEL IN PARENTING Session VIII

### I. Every child's behavior needs to be corrected sometime in their life.

#### A. Scripture is full of verses expressing the need for discipline.

1. Prov. 22:6, "Train up a child in the way he should go and when he is old, he will not depart from it."
2. Prov. 23:13, "Withhold not correction from the child."
3. Prov. 13:24, "He that spareth his rod hateth his son; but he that loveth him chasteneth him betimes (early)."
4. Prov. 23:14, "Thou shalt beat him with the rod, and shalt deliver his soul from hell."
5. Prov. 29:15, "The rod and reproof give wisdom, but a child left to himself bringeth his mother to shame."

### II. We never outgrow our need for discipline in adulthood because discipline is a vital part of discipleship.

#### A. Heb. 12:6, "For those whom the Lord loves He disciplines and He scourges every son whom He receives."

#### B. God's discipline has many of the same elements as parents' discipline.

1. He does not want us to take it lightly (Heb. 12:5).
2. He disciplines in love (Heb. 12:6).
3. He disciplines all His children (Heb. 12:6).
4. He disciplines on a Father-son basis (Heb. 12:7).
5. His discipline produces life (Heb. 12:9).

6. He disciplines for our good (Heb. 12:10).
7. His discipline does not feel good at the time (Heb. 12:11).
8. His discipline is part of our training (discipleship) (Heb. 12:11).
9. His discipline produces peace and righteousness (Heb. 12:1).

### **III. The application of that discipline may vary from child to child.**

#### **A. Physical spankings**

#### **B. Time outs**

#### **C. Verbal reprimand**

#### **D. Grounding**

#### **E. Extra chores**

#### **F. Loss of privilege**

#### **G. A firm look**

### **IV. View every opportunity to correct as an opportunity to instruct, counsel or disciple. Pedagogy is the art and science of teaching.**

#### **A. Establish clearly defined limits (rules), expectation well in advance. // These should be agreed upon by both parents before they are implemented with the children.**

1. God defined the limits and consequences right from the beginning.
  - a. Adam and Eve
    - 1) Gen. 2:16, 17, "And the Lord God commanded the man, saying, 'Of every tree of the garden you may freely eat; 17) but of the tree of the knowledge of good and evil you shall not eat, for in the day that you eat of it you shall surely die.'"
2. God did this with his people, the children of Israel. God established two mountains to remind Israel of the curses and blessings.
  - a. Blessing; Mt. Gerizim (Deut. 28:1-14).
  - b. Curse; Mt. Ebal (Deut. 27:13-26).

**B. Use family conferences to discuss, define, explain and clarify family limits or rules.**

1. Research has shown that children will behave better if they can have some input into the rules.

**C. Be sure the child knows why the behavior is wrong or unacceptable. This is the process of disciplinship.**

**D. Clearly define and decide the number and kinds of warnings before the need for correction arises.**

1. God often warned His people, Israel before He disciplined them.
  - a. Deut. 27:13-26

**V. Verbal correction and counsel done in anger are counter productive.**

**A. Harshness, yelling and screaming out of anger will never produce the righteousness of God or the right response in the child.**

1. The goal of discipline is to produce Christ-like character in the child and not just good actions. Actions proceed out of character.
2. Christ-like character is never produced from un-Christ-like behavior by the adult.
  - a. James 1:19-20, "This you know, my beloved brethren. But let every one be quick to hear, slow to speak and slow to anger; (20) for the anger of man does not achieve the righteousness of God."

**B. Discipline and counsel done in anger blunts the proper purpose of the correction.**

1. Parental anger stimulates fear in the child, not the conscience of the child.
  - a. Fear blocks the learning process.
2. It's the conscience that we are endeavoring to develop, not the emotions.
3. Parental anger only causes the child to justify his wrong behavior in his mind.

**C. Grief and sadness are appropriate emotions to substitute for anger.**

1. When we sin it grieves the Spirit of God.

- a. Eph. 4:30, "And do not grieve the Holy Spirit of God by whom you were sealed for the day of redemption."
- 2. Grief definitely appeals to the conscience.
  - a. Matt. 23:37, "O Jerusalem, Jerusalem, who kills the prophets and stones those who are sent to her! How often I wanted to gather your children together, the way a hen gathers her chicks under her wings, and you were unwilling."

**D. Anger tends to be selfish, grief tends to be selfless.**

- 1. Anger stimulates emotions.
- 2. Grief stimulates the spirit.

**VI. Parental anger is normal but must be processed biblically.**

**A. We may be angry but we are not to sin in our anger.**

- 1. Eph. 4:26, "Be angry, and yet do not sin; do not let the sun go down on your anger."

**B. Anger, if not quickly dealt with, will give Satan an opportunity to use it to destroy yourself and your children.**

- 1. Eph. 4:27, "And do not give the devil an opportunity."
  - a. The behavior that results from ground given over the Satan is very evil and usually destructive.

**C. The primary opportunity Satan will use to take over is in our angry words.**

- 1. James 3:6, "And the tongue is a small part of the body, and yet it boasts of great things. Behold, how great a forest is set aflame by such a small fire!"
  - a. Angry words get their energy from hell, the demonic world.
  - b. Angry words can be as deadly as curses.
    - 1) "You'll never amount to anything."
    - 2) "Dumb, stupid."
    - 3) "Lazy, good for nothing."

4) 'You crazy idiot.'

**D. Anger is energy in motion, emotion (E = energy + motion)**

**E. An angry person gives his control over to another person or spirit. \ evil spirit.**

1. Loss of self control turns you over to Satan's control.
  - a. Eph. 4:27, "nor give place to the devil."
2. Self control means you are under the Spirit's control.
  - a. Gal. 5:22, 23, "But the fruit of the Spirit is love, joy, peace, longsuffering, kindness, goodness, faithfulness, 23) gentleness, self control. Against such there is no law."

**VII. Tones of voice and body language are very important in correction and counsel.**

**A. Communication has at least three ingredients.**

1. Content            7%.
2. Tone of Voice    38% . // calm, harsh
3. Body language    55% . // facial expression.

**B. Boys and girls differ in the importance of these three ingredients.**

1. Girls function on all three levels most of the time.
  - a. So do wives
2. Boys function on all three levels but focus on the content level.

**C. Failure to make allowances for this will blunt the intended goal of the correction.**

**VIII. Correction must correspond to the "crime".**

**A. Over-correction is as damaging as under-correction.**

1. Over-correction usually reflects some unresolved issue in the parent.
  - a. If the parent punishes at a level 9 for a level 2 defense (1-10 scale), usually

there is something else going on inside the parent that has nothing to do with the child. The child just triggered something inside the parent.

**B. Limits of correction should fit levels of "crime" and not result in provoking the child to anger.**

1. Col. 3:21, "Fathers, do not provoke your children, lest they become discouraged."

**C. Remember, to think through ahead of time the form of punishment for the general category of offense for both yours and their benefit.**

1. Discuss and agree privately as a couple.
2. Support each other on predetermined forms of correction.
3. Correcting each other in front of the children sends a mixed message to them.
4. Children rarely respect a dishonored or dishonoring parent.

**IX. Role model the behavior you want in the children. // True, this is very hard.**

**A. A child, if presented with a choice, will usually model what they see not what they are told.**

1. Matt. 23:3, "Therefore all that they tell you, do and observe, but do not do according to their deeds; for they say things, and do not do them."

**B. "Parents' actions, more powerful than their words or rules, model for children what is acceptable behavior and what is not. Adult actions provide structure" (Dr. Bailey p. 8).**

**C. Children can hardly wait to do what they have witnessed in their homes or they go to the opposite extreme of what they observed.**

1. Children imitate what they see.
2. "Research indicates toddlers and preschoolers use 'actions of adults' as their main criteria for determining acceptable and unacceptable behavior" (Dr. Bailey p.228).

**D. The rule of thumb is that we parent as we were parented, discipline as we were disciplined and teach as we were taught, unless we consciously do something to change.**

**E. Jesus role modeled what He taught.**

1. I Peter 2:21, "For to this you were called, because Christ also suffered for us, leaving us an example, that you should follow His steps."

**X. Evaluate if your correction is for show, to protect parental pride, or is a genuine concern for the child.**

**A. Parental selfishness.**

1. "How could you do this to me?"

**B. Public pride.**

1. "What are others going to think?"

**C. Christ-like grief.**

1. "I'm very grieved that you have done this."

**XI. Harsh punishment, plus personal rejection, will result in outward aggressive behavior. \ \ Rage**

**A. Rules without relationship will result in rebellion.**

**XII. Comfort should follow correction and counsel.**

**XIII. Conclusion**

**A. What forms of discipline do you use?**

**B. Are your limits or offenses clearly understood?**

**C. What part does yelling or screaming play in your discipline, if any?"**

**D. How do you reduce your anger before you discipline?**

**E. What verbal "curses" have you had to live with while growing up?**

**F. What forms of correction do you use for particular offenses?**

**G. In what ways does each spouse support or undermine each other's attempts to correct?**

**H. In what ways would you like your children to be like you when they grow up?**



**I. Closing illustrations.**

1. DeeDee "Joy'
2. DeeDee hurt, Church to Olathe's men's conference.

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