

BIBLICAL PARENTING AT YOUR FINGERTIPS

Parenting Challenges and Strategic Responses



A tool for parents and grandparents of children 0-18
Dr. Scott Turansky and Joanne Miller, RN, BSN





How to Use This Tool

The first section identifies problems parents sense in themselves and offers practical steps and scriptures to help you address these challenges. The second section takes common problems in children and suggests biblical ways to approach them. Both sections offer quick ideas as well as references to more resources for deeper study.

Use of Scripture

It's important to use scripture in context. The danger of a simple tool like this is that it might seem like verses are not considered in their context. Please read the context, and recognize that sometimes the verses contain a principle that applies to parenting. Other times scriptures have been chosen because they are illustrative of a parenting principle or they contain a theological truth that applies to parenting in one way or another. In many cases the scripture doesn't prove the point, but is related to the point in some bigger theological context.

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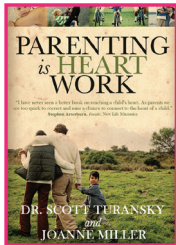
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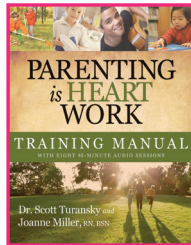


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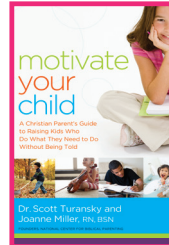
Parenting is Heart Work

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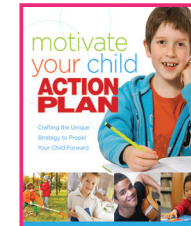
Parenting is Heart Work Training Manual

CODE: TM



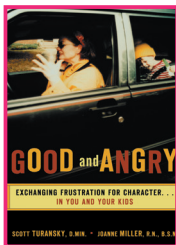
Motivate Your Child

CODE: MYC



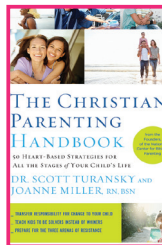
Motivate Your Child Action Plan

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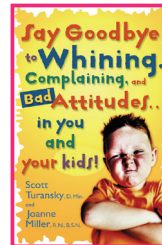
Good and Angry

CODE: GA



The Christian Parenting Handbook

CODE: TCPH



Say Goodbye to Whining, Complaining, and Bad Attitudes in You and Your Kids

CODE: SGTW



Home Improvement

CODE: HI

What I'd Like to Change About My Parenting

I feel like I'm just putting out fires. I'm reacting to one problem after another. I need a bigger plan.

Parenting Strategy and Explanation

Choose a character quality for each of your kids that would help them overcome a weakness. Develop a strategy to move that child from where he is now, Point A (the problem) to Point B (the heart quality that will help to overcome the problem) using a multifaceted approach.

Scriptures to Consider

We know that suffering produces perseverance; perseverance, character; and character, hope.
—Romans 5:3-4

Where to Learn More

SGTW **Chapter 2**
AP **Chapters 1, 2**
HI **Chapter 4**

I know my child needs character but I don't know how to develop it.

Any character quality can be defined as a pattern of thinking and acting in response to a challenge. Patient children think and act differently than those who aren't patient. Those with self-control think and act differently than those without self-control. Work on changing what kids think and do, and the character quality follows.

A list of Holy Spirit filled character qualities: "But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control."
—Galatians 5:22-23

TCPH **Chapter 4**
HI **Chapter 8**

I'm focusing on the behavior of my child and not enough on the heart. What is the heart anyway?

The heart is the central processing unit of a person and contains things such as emotions, desires, beliefs, attitudes, and passions. It's also the place where God's Word works, Jesus wants to live, and the Holy Spirit comes to reside.

People look at the outward appearance, but the LORD looks at the heart.
—1 Samuel 16:7

PHW **Chapters 1-4**

I can't tell what's causing this problem in my child. Is it a biological problem, a bad habit or something else?

All behavior problems come from one or more of three sources. Biological causes including ADD/ADHD, bipolar, whining when tired, or cranky when sick or hungry. Reactive causes are patterns including RAD, OCD, ODD, PTSD or arguing when disappointed. Spiritual causes are things such as harboring anger, holding onto anxiety, sinning, or not submitting to God in one way or another. Solutions also come in all three categories, so be open to various ideas.

For I know that good itself does not dwell in me, that is, in my sinful nature. For I have the desire to do what is good, but I cannot carry it out. For I do not do the good I want to do, but the evil I do not want to do—this I keep on doing.
—Romans 7:18-19

AP Chapter 1

I want my current parenting choices to build life skills for my child's future. I don't want to simply react to problems haphazardly.

Adults experience the same problems that children experience so it's best to identify adult solutions and break them down developmentally to the child's level. Then the child grows into adult solutions.

Start children off on the way they should go, and even when they are old they will not turn from it.
—Proverbs 22:6

TCPH Chapter 10
AP Chapter 3
HI Chapter 6

I have a hard time knowing when to be firm and when to show grace.

Both firmness and relationship are important parenting tools. Emphasizing one without the other usually creates problems. The determining factor has to do with what the child needs, not necessarily what the parent prefers.

Instead, speaking the truth in love, we will grow to become in every respect the mature body of him who is the head, that is, Christ.
—Ephesians 4:15

AP Chapter 4
TM Chapter 2

I'm constantly repeating myself and trying to convince my kids to do what's right.

It's important to understand the role of firmness in changing tendencies children have. Although it may involve consequences, firmness also might mean catching the problem earlier or practicing the right response. Basically, firmness makes the present pattern uncomfortable for the child, thus prompting change. It's an important part of parenting but can easily become overused. It must be balanced with other heart-based tools.

Above all, my brothers and sisters, do not swear—not by heaven or by earth or by anything else. All you need to say is a simple "Yes" or "No."
—Matthew 5:37 (The point is to let your answer stand alone without swear words. Parents might not swear but they sometimes add threats or bribes to make their words sound firm.)

AP Chapter 5
HI Chapter 7

I feel like a policemen, simply enforcing the law and executing justice.

A key component of a heart-based parenting plan is to take on the role of coach. The coach is on the child's side, giving encouragement, and pointing out areas to change in a positive but firm way. God treats his own children this way by providing them with a coach, the Holy Spirit, to aid in the change process.

And I will ask the Father, and he will give you another advocate to help you and be with you forever.
—John 14:16

AP Chapter 9
SGTW Chapter 6

When I correct my children, I tell them what to do instead, but they aren't changing.

Breaking tasks into smaller pieces teaches kids "how." Many children need more teaching (how) than telling (what) to make the necessary changes. Kids need help knowing how to have a good attitude when interrupted, how to deal with an annoying brother, or ways to remember to turn in homework. Specific plans are essential.

These are the commands, decrees and laws the LORD your God directed me to teach you to observe in the land that you are crossing the Jordan to possess, so that you, your children and their children after them may fear the LORD your God as long as you live by keeping all his decrees and commands that I give you, and so that you may enjoy long life. —**Deuteronomy 6:1-2** God broke down the law into small pieces so that they could get it.

AP **Chapter 7**

I have to tell my kids over and over again to do something. They don't do what I say unless I nag or get angry.

A parent can tighten the action point by taking action earlier. Make your initial words more valuable by following through right away.

Children, obey your parents in the Lord, for this is right.
—**Ephesians 6:1**

TCPH **Chapter 29**

I can't get my kids to do chores without resistance. Getting basic things done around the house is usually met with bad attitudes, whining, and complaining.

The family is about teamwork. Through chores and other tasks kids can learn to work together, sharing the burden and enjoying the benefits. Some kids have the erroneous belief that their job description in life is to have fun and some parents encourage it. Kids who don't know how to work hard often need more work and opportunities to practice working with a good attitude.

Carry each other's burdens, and in this way you will fulfill the law of Christ. If anyone thinks they are something when they are not, they deceive themselves. Each one should test their own actions. Then they can take pride in themselves alone, without comparing themselves to someone else, for each one should carry their own load.
—**Galatians 6:2-5**

TCPH **Chapter 11**

My interaction with my child is too negative. I wish I could be more positive but my child keeps doing the wrong thing.

Visioning focuses on the future benefit of the current training. It appeals to maturity, independence, better relationships, and success for the future. "And that's why we're working on this challenge in your life now."

"For I know the plans I have for you," declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future." —**Jeremiah 29:11**

AP **Chapter 6**

HI **Chapter 2**

I feel like I'm threatening my kids or moving to consequences more than is best.

Correction starts with words. You might say to your child, "I'm going to start with words. Does that work or do I need to go to the next step?" Notice that's how God works with us. He uses his Word first.

All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness.
—**2 Timothy 3:16**

TM **Chapter 4**

GA **Chapter 4**

I want my kids to take more responsibility for their growth and changes they need to make.

One of the primary ways to get kids to change in a heart-based approach is to transfer responsibility to the child. The child can develop a solution, learns to report back after following instructions, and is taught to initiate to return from the Break. Notice the blaming that takes place in the garden of Eden. God expects each person to take responsibility for their own actions.

*And he said, "Who told you that you were naked? Have you eaten from the tree that I commanded you not to eat from?" The man said, "The woman you put here with me—she gave me some fruit from the tree, and I ate it." Then the LORD God said to the woman, "What is this you have done?" The woman said, "The serpent deceived me, and I ate."
—Genesis 3:11-13*

AP Chapter 7

TCPH Chapter 5

I'm concerned that my kids will become overly sad or angry with my parenting decisions, correction, or expectations.

The Red Zone contains two areas of concern, one on either side of the playing field. Sadness is on one side and anger on the other. However, keep in mind that some children have to go into the Red Zone to be motivated to change. Don't be afraid of emotions, but provide the specific way back that offers hope, a key ingredient to move kids back to the right place.

*Yet now I am happy, not because you were made sorry, but because your sorrow led you to repentance.
—2 Corinthians 7:9*

PHW Chapters 5, 7

TCPH Chapter 30

I need new consequences. I take away my kids' things but they don't care. Taking away a privilege doesn't seem to work.

The consequence of removing a privilege is valid. However, don't set a length of time because that removes hope from the child and makes the parent responsible for the solution. Instead, let the child earn back the privilege by working toward the needed change. The principle is that privilege and responsibility go together.

*Well done, good and faithful servant! You have been faithful with a few things; I will put you in charge of many things.
—Matthew 25:21*

TM Chapter 4

GA Chapter 4

HI Chapter 3

I wish my correction could be more positive. I feel like I'm being negative in correction and my kids are reacting poorly.

Recognize the significant differences between discipline and punishment. Punishment is negative, motivated by justice, and focuses on the past misdeeds. Discipline is positive, motivated by love, and focuses on future good deeds. Discipline means, "to teach."

*No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it.
—Hebrews 12:11*

TCPH Chapter 23

AP Chapter 5

GA Chapter 4

Tension and distance dominate the relationship with my child because of all the conflict we have.

Intentionally increasing relationship and closeness helps ease tension, or at least matches it with care. Kids can only take as much pressure as the relationship allows.

*Above all, love each other deeply, because love covers over a multitude of sins.
—1 Peter 4:8*

AP Chapter 4

PHW Chapter 6

<p>My emotions seem to flare up out of nowhere and my anger is creating a problem in our family.</p>	<p>All emotions have a positive benefit but can easily be misused. Anger, for example, is good for identifying problems but not good for solving them. Emotions allow people to connect significantly or can increase tension dramatically. Moving to a positive plan helps parents keep their composure.</p>	<p><i>Everyone should be quick to listen, slow to speak and slow to become angry, because human anger does not produce the righteousness that God desires.</i> —James 1:19-20</p>	<p>GA Chapters 1, 2 TCPH Chapter 27</p>
<p>I wish we could solve problems in our home without so much conflict.</p>	<p>Keep these three words in mind: Tasks, Problems, and Conflict. Tasks are the things that need to get done. Problems are the roadblocks that get in the way. Conflict happens when parents or children address problems with emotions. Try to move problems down to tasks instead of allowing emotion to escalate them into conflict.</p>	<p><i>Be completely humble and gentle; be patient, bearing with one another in love. Make every effort to keep the unity of the Spirit through the bond of peace.</i> —Ephesians 4:2-3</p>	<p>TCPH Chapter 16 SGTW Chapter 6</p>
<p>I know I'm angry but I'm also right. I feel like my anger is justified most of the time.</p>	<p>Remember that it's not good enough to be right; you also need to be wise. A person who is right can actually do more damage because they justify their harshness.</p>	<p><i>Do not be quickly provoked in your spirit, for anger resides in the lap of fools.</i> —Ecclesiastes 7:9</p>	<p>TCPH Chapter 20 GA Chapter 2</p>
<p>I get angry so quickly. I'm often surprised at my own inability to remain calm when my kids act out.</p>	<p>Parents must be prepared for resistance and not react emotionally to the problems that come up. Correction is part of the job and the heart often changes when correction is done well.</p>	<p>Dear friends, do not be surprised at the fiery ordeal that has come on you to test you, as though something strange were happening to you. —1 Peter 4:12</p>	<p>TCPH Chapter 25 MYC Chapter 16 GA Chapter 2</p>
<p>I'm easily drawn into the emotional drama when my kids bait me with their antics.</p>	<p>Avoid getting sucked into the boxing ring with kids. Children don't like to be angry alone. They often want company and try to bait parents into conflict. Be on guard and refuse to get into the boxing ring.</p>	<p><i>Brothers and sisters, if someone is caught in a sin, you who live by the Spirit should restore that person gently. But watch yourselves, or you also may be tempted.</i> —Galatians 6:1</p>	<p>SGTW Chapter 6 TCPH Chapter 27</p>
<p>I'm too harsh with my kids, often raising my voice to show my kids I mean business.</p>	<p>Firmness doesn't require harshness. Practice being firm by saying "No" without arguing. Follow through on instructions and correct when necessary. Harshness pours emotional intensity into the parenting relationship that isn't necessary if you have a plan and use it.</p>	<p><i>The wise woman builds her house, but with her own hands the foolish one tears hers down.</i> —Proverbs 14:1</p>	<p>TCPH Chapter 47 AP Chapter 5 HI Chapter 3</p>

I wish my kids would do things on their own initiative. I feel like I have to help them remember or keep prodding them along in areas where they should be able to manage themselves.

The conscience is an internal prompter that indicates for children when they should be doing something on their own. When parents help develop that conscience in a child, then a sense of internal obligation develops and parents don't have to be the conscience for their kids.

I have fulfilled my duty to God in all good conscience to this day.
—Acts 23:1

MYC Chapter 4

I need a strategy to help my children become more independent and responsible instead of relying on me to get things accomplished.

The "3 Cs" help kids take initiative. Cues are things like the clock, a to do list, a calendar, or reminder system. The Conscience is the statement inside that "I should" or "I need to." Character is developed as these things are practiced through training. Teach children to develop some cues for themselves and then coach them toward independence.

Do not merely listen to the word, and so deceive yourselves. Do what it says. Anyone who listens to the word but does not do what it says is like someone who looks at his face in a mirror and, after looking at himself, goes away and immediately forgets what he looks like. But whoever looks intently into the perfect law that gives freedom, and continues in it—not forgetting what they have heard, but doing it—they will be blessed in what they do.
—James 1:22-25

AP Chapter 10

I wish I could be more encouraging with my kids to help them see their progress.

Bookmark good days by pointing out to your child that things went better, you saw change, trying, peace, or success at moving in the right direction. Relish the time with your words of affirmation and appreciation. Then tomorrow or next week when your child has a bad day, you can refer back to this day in a hopeful way.

I thank my God every time I remember you. In all my prayers for all of you, I always pray with joy because of your partnership in the gospel from the first day until now, being confident of this, that he who began a good work in you will carry it on to completion until the day of Christ Jesus.
—Philippians 1:3-6

TCPH Chapter 13

HI Chapter 4

I'm too critical of my kids, often pointing out what they haven't done or what they are doing wrong.

Look for ways to affirm approximately right behavior, recognizing that we are all in process and encouragement can help continue positive progress.

A person's wisdom yields patience; it is to one's glory to overlook an offense.
—Proverbs 19:11

TCPH Chapter 19

SGTW Chapter 6

I'm feeling like I'm not being loving because my child needs a lot of firmness and pressure right now to work on significant areas that need to change.

Kids can only take as much pressure as the relationship allows, so as you ramp up the pressure be sure to increase the relationship. Find things that can draw you together.

Endure hardship as discipline; God is treating you as his children. For what children are not disciplined by their father?
—Hebrews 12:7

TCPH Chapter 22

<p>I dread mealtimes. They are a disaster with poor manners and kids complaining about food or not eating.</p>	<p>Learn to focus on mealtimes for the relational benefit, not practicing manners or eating the right foods. Look for ways to plan the social aspect of the meal as well. In heaven, we'll enjoy a meal together and the emphasis is relationship and enjoying those we are with.</p>	<p><i>Then the angel said to me, "Write this: Blessed are those who are invited to the wedding supper of the Lamb!"</i> —Revelation 19:9</p>	<p>TCPH Chapter 45</p>
<p>I want to tap into spiritual resources to bring about change in me and my child.</p>	<p>Prayer can be used to access God's grace, which is the energy needed to overcome life's challenges. God offers spiritual resources to address every detail of our lives. We access that energy by asking God to provide it.</p>	<p><i>But he said to me, "My grace is sufficient for you, for my power is made perfect in weakness." Therefore I will boast all the more gladly about my weaknesses, so that Christ's power may rest on me.</i> —2 Corinthians 12:9</p>	<p>AP Chapter 8 MYC Chapters 18, 19</p>
<p>Our devotions are boring and kids don't seem interested in spiritual things.</p>	<p>Energize your devotions with activity, the language of children. Use drama, science experiments, crafts, cooking, and life experience to illustrate biblical truths. Be like Jesus when passing the faith on to the next generation. He used creativity and involvement in ministry to teach his disciples.</p>	<p><i>Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up. Tie them as symbols on your hands and bind them on your foreheads. Write them on the doorframes of your houses and on your gates.</i> —Deuteronomy 6:7-9</p>	<p>MYC Chapters 12, 16, 17 TCPH Chapter 41</p>
<p>I want my child to become more sensitive to God and his working in our world.</p>	<p>Start a dialogue with your child by asking, "Does God speak to you?" "How does he speak?" and "What does he say?" Or, "Would you like for God to speak to you?" The ensuing dialogue can help children become more sensitive to the Lord's leadership. Look for ways to tell faith stories.</p>	<p><i>In the future, when your son asks you, "What is the meaning of the stipulations, decrees and laws the LORD our God has commanded you?" tell him: "We were slaves of Pharaoh in Egypt, but the LORD brought us out of Egypt with a mighty hand."</i> —Deuteronomy 6:20-21</p>	<p>MYC Chapters 16, 17</p>
<p>I don't know what's appropriate at a given age or stage of development. Is the problem I see in my child normal?</p>	<p>Understanding stages of development is important so that parents can make the appropriate shifts over the life stages. Most importantly, don't assume normal is good. Change is necessary at all ages and kids often grow into problems if not addressed early.</p>	<p><i>Brothers and sisters, I could not address you as people who live by the Spirit but as people who are still worldly—mere infants in Christ. I gave you milk, not solid food, for you were not yet ready for it. —1 Corinthians 3:1-2 Paul had an understanding of developmental stages as he challenged the Corinthian church.</i></p>	<p>TCPH Chapter 9 SGTW Chapter 8</p>

I feel defeated at every turn because the other parent is undermining everything I try to do.

When you feel alone in your parenting, remember that your influence is important. As much as possible try to find common ground. But in the end, your child needs to see your convictions played out in life, even if others don't support your decisions. The scriptures tell us that Timothy had both a dad and a mom. But notice who gets credit for his spiritual development.

I am reminded of your sincere faith, which first lived in your grandmother Lois and in your mother Eunice and, I am persuaded, now lives in you also.
—2 Timothy 1:5

MYC **Chapter 20**

TCPH **Chapter 14**

I'm tired and I feel like no one appreciates me.

Remember that the work you do as a parent is for the Lord. It's a ministry and you will likely not receive much appreciation from those in your family. You do what you do because you love God and serve him.

Whatever you do, work at it with all your heart, as working for the Lord, not for human masters.
—Colossians 3:23

TCPH **Chapter 25**

GA **Chapter 2**

I find myself in conflict with the grandparents. They don't do things the way we wish they would, sometimes creating bigger challenges for us.

Grandparents are valuable. Although you might have to teach them or limit them, look for ways to gain the blessing they offer. Grandparents are often able to connect with grandchildren in effective ways. They can often provide additional resources of time, energy, and sometimes money for the family. And grandparents can often provide their grandchildren with positive relationships and the stability of something larger to belong to.

He decreed statutes for Jacob and established the law in Israel, which he commanded our ancestors to teach their children, so the next generation would know them, even the children yet to be born, and they in turn would tell their children. Then they would put their trust in God and would not forget his deeds but would keep his commands.
—Psalm 78:5-7

TCPH **Chapter 50**

I feel discouraged as a parent.

Be hopeful. Put your hope in God. There are no guarantees with parenting, except that you can do what God has called you to do and find your strength in him.

But those who hope in the LORD will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.
—Isaiah 40:31

PHW **Conclusion**

TCPH **Conclusion**

MYC **Conclusion**

The Problem I'm Seeing in My Child That I'd like to Work On

The Challenge	Heart Issue Explained or Parenting Principle that Applies	Meeting With Your Child	Scriptures to Consider	Where to Learn More
Anger episodes	Some kids (and parents) believe that the best way to get rid of anger is to vent it. That's not what God says. The fool gives full vent to anger.	Keep calm. Help your child view anger as energy entering the body that needs to be managed. "How will you do it effectively? Let's talk about some things you can do or say to manage yourself when the energy starts to come."	<i>Fools give full vent to their rage, but the wise bring calm in the end.</i> —Proverbs 29:11	GA Chapters 1, 2 SGTW Chapter 7 PHW Chapter 5 TCPH Chapters 27, 28, 36 HI Chapter 5
Arguing	Arguing crosses the line and demonstrates that the issue is valued higher than the relationship. It takes two to argue but only one to stop.	When a child starts to argue, move from the issue (the point being argued) to the process (the way you're treating me right now). "The way you're treating me now is not helpful. If you can't change it then you'll need to take a Break."	<i>Don't have anything to do with foolish and stupid arguments, because you know they produce quarrels.</i> —2 Timothy 2:23	TCPH Chapter 18
Anxiety	Anxiety is often experienced when a person has a desire to control something they cannot. God replaces anxiety with peace when kids learn how to trust God and others, while at the same time doing all they can.	Kids need to learn to let it go. The Holy Spirit provides a peace that passes all understanding when kids learn the power of prayer and the power of yielding to the Holy Spirit. Making this tangible for kids means they need to put their troubles into the suitcase and give them to the Lord.	<i>Anxiety weighs down the heart, but a kind word cheers it up.</i> —Proverbs 12:25	PHW Chapter 5 MYC Chapter 18
Bad Attitudes	Bad attitudes have three components: behavior, emotion, and thinking errors. A heart based approach helps children communicate their emotions wiser and addresses false beliefs.	Communicate that a bad attitude is a heart issue and must be addressed. Be firm, but also provide opportunities to dialogue about what the child might believe and feel to address underlying issues that contribute to the attitude problem.	<i>For the word of God is alive and active. Sharper than any double-edged sword, it penetrates even to dividing soul and spirit, joints and marrow; it judges the thoughts and attitudes of the heart.</i> —Hebrews 4:12	TM Chapter 7 GA Chapter 6 SGTW Chapters 3, 4

Blaming, rationalizing, and justifying offenses. Won't admit fault or take responsibility for wrongs.

The child is not equipped to handle guilt effectively. The desire to shift the guilt takes place through blaming, rationalizing, or justifying.

Kids who blame need practice at taking responsibility for offenses. It's not optional. "What did you do wrong?" is an important question to ask even if the child believes he's only 10% responsible or didn't start the problem.

Therefore confess your sins to each other and pray for each other so that you may be healed.
—James 5:16

TCPH **Chapter 43**
TM **Chapter 5**
MYC **Chapter 5**
GA **Chapter 4**

Boasting

Boasting is a form of selfishness. It's an attempt to increase one's own perception in the minds of others or self. The problem is that the child is using competition and comparison as the basis for self evaluation. It doesn't work because there's always someone better or worse than you.

Kids need to learn humility by recognizing their own strengths and weaknesses as well as those of others. In order to be most effective they must learn how to run their own race as best as they can before God without looking at others to see how they're doing.

Therefore, since we are surrounded by such a great cloud of witnesses, let us throw off everything that hinders and the sin that so easily entangles. And let us run with perseverance the race marked out for us, fixing our eyes on Jesus, the pioneer and perfecter of faith.
—Hebrews 12:1-2

SGTW **Chapters 2, 7**

Can't accept no as an answer

The child is having a hard time with disappointment, resulting in anger or sadness. The child becomes demanding usually demonstrated by arguing, whining, or badgering.

You're having a hard time handling disappointment. You need to learn to let things go graciously. I'm going to be firmer with you in this area because this is a life skill. It will help you to fight temptation, respond well when you don't get what you want, and help you learn to live within limits.

It (salvation) teaches us to say "No" to ungodliness and worldly passions, and to live self-controlled, upright and godly lives in this present age.
—Titus 2:12

TM **Chapter 6**
GA **Chapter 5**
TCPH **Chapter 30**

Choosing wrong friends

It's important to realize that people choose friends based on something they want to encourage in themselves. For example, a person might choose someone who is funny or caring because it meets an inner desire. Or, a person might choose someone who is mischievous for the same reason.

Kids need guidance and sometimes firm limits when it comes to choosing friends. Jesus taught his disciples that the Pharisees are like yeast because they influence you. Kids need to know that choosing the right friends is important because they influence your heart.

Do not be misled: "Bad company corrupts good character."
—1 Corinthians 15:33. Also see Matthew 16:5-12

GA **Chapter 6**

<p>Disobedience</p>	<p>A child who disobeys lacks responsiveness to authority and likely believes personal desires outweigh instructions from others.</p>	<p>Provide the child with the right response such as “Ok Mom.” Then, practice following instructions many times a day to help change the tendency in the heart.</p>	<p><i>Children, obey your parents in everything, for this pleases the Lord.</i> —Colossians 3:20</p>	<p>TM Chapter 1 TCPH Chapter 29</p>
<p>Difficulty focusing</p>	<p>Difficulty focusing may be caused by a biological issue such as ADD or is just a weakness in character. Either way the child lacks the internal strength of character to match the distractibility. By developing a heightened sense of obligation, children can feel the internal drive to focus for longer periods of time.</p>	<p>Use focused practice sessions to help strengthen the heart. Giving instructions 20 times a day with the purpose of focusing until the task is done can strengthen attentiveness. Challenging a child to focus a bit longer on homework and practicing focus can also increase an internal sense of obligation.</p>	<p><i>Everyone who competes in the games goes into strict training. They do it to get a crown that will not last, but we do it to get a crown that will last forever.</i> —1 Corinthians 9:25</p>	<p>MYC Chapters 3, 4, 8</p>
<p>Doesn't come when called</p>	<p>Some children haven't yet developed the internal quality of responsiveness to authority. When a child's name is called, he needs to come. It's not optional because it demonstrates a readiness to respond well to authority.</p>	<p>Practice calling the child's name and expecting immediate response for a while. No negotiation during this training time. If the child doesn't respond, go get him and bring him over. Practice responsiveness to build this essential internal quality in the child.</p>	<p><i>Here's a great Bible story about a boy who learned to come when called and then to be sensitive to the Lord's voice.</i> —1 Samuel 3:3-11</p>	<p>TM Chapter 1</p>
<p>Disappointment</p>	<p>Handling disappointment is a life skill that everyone needs. We all must learn to live within limits, enjoy what we have, and not complain about what we don't have. Learning this helps kids manage temptation, avoid complaining and whining, and accept a no answer.</p>	<p>When you see fits of rage, whining or complaining, or the need to be dishonest to go past the boundaries to get something, then you know you need work on contentment and gratefulness. Two qualities God has given us to overcome the temptations disappointment provide.</p>	<p><i>I am not saying this because I am in need, for I have learned to be content whatever the circumstances.</i> —Philippians 4:11</p>	<p>TM Chapter 6 GA Chapter 5</p>
<p>Disrespectful or unkind words</p>	<p>The motivation for disrespect and unkindness can vary. Sometimes it's anger and other times it's a joy in seeing someone else in pain. It could also be jealousy. The solution is a change in beliefs that views one's unkindness or disrespect as a statement about themselves not others.</p>	<p>Firmness is paramount because kindness and disrespect tend to get worse not better unless they are checked. Teaching, however, is also important to provide kids with a bigger picture of how these things are turning them into an ugly person on the inside.</p>	<p><i>Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.</i> —Ephesians 4:32</p>	<p>GA Chapter 1</p>

<p>Fear</p>	<p>Fear isn't wrong. In fact a healthy fear is necessary in life. But some kids are overcome by fears, some irrational and others real. Overcoming a fear isn't easy. Fear is in the heart. Ultimately, the best way to overcome fear is to use spiritual resources. Fear is conquered through trust.</p>	<p>Fear is overcome by small steps of risk over time. Kids can learn to think differently, but it's the slow gradual practice at managing that situation that helps a child overcome the challenge in the heart.</p>	<p><i>Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go.</i> —Joshua 1:9</p>	<p>PHW Chapter 5</p>
<p>Getting revenge</p>	<p>Anger and murder have something in common: getting revenge on someone else. It's an attempt to balance the scales of justice inside the heart. The problem is that justice isn't the ultimate satisfier, but rather mercy and grace most calm the human heart.</p>	<p>Kids need to learn how to handle offenses. 1) Talk about it. 2) Get help. 3) Ignore. If those don't work, then a child needs to learn to forgive and let God be the judge.</p>	<p><i>Do not take revenge, my dear friends, but leave room for God's wrath, for it is written: "It is mine to avenge; I will repay," says the Lord. On the contrary: "If your enemy is hungry, feed him; if he is thirsty, give him something to drink. In doing this, you will heap burning coals on his head." Do not be overcome by evil, but overcome evil with good.</i> —Romans 12:19</p>	<p>GA Chapter 9</p>
<p>Irresponsible</p>	<p>Responsibility is the uncomfortable feeling that one needs to do something. Children who are irresponsible don't feel uncomfortable enough to clean up a mess, turn in homework, or stay within boundaries.</p>	<p>Practicing an Instruction Routine 20 times a day can increase the uncomfortable feeling that one needs to report back. Heightened accountability and firmness also stimulate that uncomfortable feeling needed to act responsibly.</p>	<p><i>Go to the ant, O sluggard; consider her ways, and be wise.</i> —Proverbs 6:6</p>	<p>MYC Chapters 3, 4 TCPH Chapter 5 AP Chapter 10 TM - Chapter 1</p>
<p>Kids continually fail to make progress</p>	<p>Sometimes children get stuck. These kids aren't responding to reward or punishment and need to develop internal motivation.</p>	<p>The child needs a specific plan to address the common temptations experienced in the heart. Have the child create a list of things to DO and SAY to self when tempted to act out in that specific area.</p>	<p><i>May these words of my mouth and this meditation of my heart be pleasing in your sight, Lord, my Rock and my Redeemer.</i> —Psalm 19:14</p>	<p>AP Chapter 7</p>

<p>Lying</p>	<p>Kids who lie take shortcuts across their conscience. Some kids don't know how to work hard, so they take the easy path of dishonesty. Dishonesty always occurs under pressure: the pressure to get out trouble, to get something when the answer is no, or to be liked by other people.</p>	<p>Kids who lie need a multifaceted approach to change. Less freedom, higher accountability, and more work can serve to build internal strength to match the pressure to lie. Teaching about the Integrity Package is often helpful. Stop lies earlier when you sense one coming on. And don't argue with kids who lie. That just encourages more lying.</p>	<p><i>And my honesty will testify for me in the future, whenever you check on the wages you have paid me. Any goat in my possession that is not speckled or spotted, or any lamb that is not dark-colored, will be considered stolen.</i> —Genesis 30:33</p>	<p>GA Chapter 7</p>
<p>Lacks confidence</p>	<p>Confidence comes from competency plus a healthy belief about oneself. It enables a person to take risks, even small ones where failure is a possibility.</p>	<p>Kids must have a proper understanding and tolerance of mistakes and how to overcome them. They must also believe that God has given them what they need to be able to handle the risks associated with confidence and that the goal or obligation to go for it provides the maximum rewards.</p>	<p><i>Jabez cried out to the God of Israel, "Oh, that you would bless me and enlarge my territory! Let your hand be with me, and keep me from harm so that I will be free from pain." And God granted his request.</i> —1 Chronicles 4:10</p>	<p>TCPH Chapters 4, 38</p>
<p>My kids complain a lot and give me a hard time about even the smallest requests.</p>	<p>Complaining often comes when a child's internal strength isn't great enough to match the external pressure. In fact, sometimes that strength is so weak, that the child needs some remedial action.</p>	<p>Kids who complain or resist often don't know how to work hard. Some kids think that the primary goal in life is fun and entertainment. Parents have a responsibility to teach children to work hard. This will prepare them for life.</p>	<p><i>Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up.</i> —Galatians 6:9</p>	<p>TCPH Chapter 42 GA Chapter 6</p>
<p>Meanness</p>	<p>The obvious solution for meanness is to develop kindness, but keep in mind that it often takes work. Kids need practice to think differently and act differently when tempted to be mean.</p>	<p>You might require regular kindness practice sessions in your home. The child must identify two or three kind things to do, tell you what they are, do them, and then report back.</p>	<p><i>Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.</i> —Ephesians 4:32</p>	<p>AP Chapters 3, 9 SGTW Chapter 7</p>

<p>My child seems to have a hard heart.</p>	<p>Hardness of heart comes from several sources. It might be anger, pride, or self-focus. While you use other important tools like firmness, be sure to look for ways to strengthen relationship. It's the path into a person's heart.</p>	<p>Pray the Ezekiel 36:26 prayer for your kids every day. Pray that God will give you wisdom, keep you calm, provide insight moments for your child, and that your child will have a soft heart.</p>	<p><i>I will give you a new heart and put a new spirit in you; I will remove from you your heart of stone and give you a heart of flesh.</i> —Ezekiel 36:26</p>	<p>TCPH Chapter 32 PHW Chapters 6, 8</p>
<p>Not responding well to leadership, both me and others</p>	<p>Parents can do a lot to help children change and many of our books focus on ways to work with them effectively. But it's often helpful to pray that God will bring other people into this child's life. God often speaks through others to say the same things parents say and kids are able to hear it better.</p>	<p>Continue to look for strategies to reach your child, but also involve other leaders and authorities. Share the issues with the coach, teachers, youth leaders, and extended family members whom you think might be helpful to influence your child. Children learn practical lessons from other leaders and authorities even when they do it differently.</p>	<p><i>Submit yourselves for the Lord's sake to every human authority: whether to the emperor, as the supreme authority, or to governors, who are sent by him to punish those who do wrong and to commend those who do right.</i> —1 Peter 2:13-14</p>	<p>TCPH Chapter 34 TM Chapter 4</p>
<p>Poor response to correction</p>	<p>When a person lacks the ability to manage guilt, then they react poorly to correction. Kids must have a good internal plan to manage sin, foolishness, mistakes, and offenses.</p>	<p>You might want to introduce your child to the stupid verse in the Bible (Proverbs 12:1). It helps kids who hate to be corrected. In fact Proverbs has a lot to say about the value of correction.</p>	<p><i>For this command is a lamp, this teaching is a light, and correction and instruction are the way to life.</i> —Proverbs 6:23 (See also Proverbs 12:1 and 19:20)</p>	<p>GA Chapter 4 MYC Chapter 5 TCPH Chapter 40</p>
<p>Only does a job part way</p>	<p>Sometimes kids value their activity and agenda more than an uncomfortable task that needs to be done. That child needs to grasp the responsibility to always do more than what's expected.</p>	<p>Teach your child to report back after every assignment. The accountability of Dad or Mom checking up can increase the internal sense of doing a thorough job.</p>	<p><i>So whether you eat or drink or whatever you do, do it all for the glory of God.</i> —1 Corinthians 10:31</p>	<p>TM Chapter 1 SGTW Chapters 3, 4</p>
<p>Resistance</p>	<p>Some children develop patterns of resistance, even to the extent that they receive a diagnosis of Oppositional Defiant Disorder. This is a heart tendency that can have significant negative ramifications both now and for the future.</p>	<p>Tendencies can change. One primary way to build responsiveness to authority is by practicing the Instruction Routine twenty times a day for Dad and twenty times a day for Mom. This focused and intentional approach brings about lasting change.</p>	<p><i>Every person is to be in subjection to the governing authorities For there is no authority except from God, and those which exist are established by God. Therefore whoever resists authority has opposed the ordinance of God.</i> —Romans 13:1-2</p>	<p>TM Chapter 1 GA Chapter 3 TCPH Chapter 25 MYC Chapter 16</p>

Selfishness	Every form of selfishness has an honor-based solution. Honor is God's anti-selfishness curriculum and he designed it to be learned at home.	Teach kids the definition of honor. Honor is treating people as special, doing more than what's expected, and having a good attitude. Most kids need honor practice sessions.	<i>Honor one another above yourselves.</i> —Romans 12:10	SGTW Chapter 1 TCHP Chapter 15
Sibling conflict	A family is the first class in relationship school. God uses family members to help children learn to relate to all kinds of people. But kids need specific strategies to respond to an annoying brother, demanding sister, or mean sibling.	First, work with children independently to develop a specific plan to address that child's challenges. Next, hold that child accountable to the plan. Don't feel like you have to discipline all children equally. Work each child's plan independently.	<i>Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience. Bear with each other and forgive one another if any of you has a grievance against someone.</i> Colossians 3:12-13	SGTW Chapter 7 TCHP Chapter 26
Silliness	Some kids are silly because they are fun-loving and some engage in silly behavior because of the attention they enjoy. The problem is that kids who are too silly lack self-control and sensitivity. Work on those two qualities to bring about change on a heart level.	Too much silliness crosses the line to be inappropriate. Some kids don't realize the line exists or what it is. Teach your child that the line exists when actions become offensive to others. Point out when the child has crossed the line and require immediate redirection.	<i>Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves, not looking to your own interests but each of you to the interests of the others.</i> —Philippians 2:3-4	SGTW Chapter 7 GA Chapter 7
Sneaky	Dishonesty always occurs under pressure. Lying, stealing, or being sneaky are ways that children manipulate people in order to get what they want. They then sacrifice their own integrity and lose trustworthiness.	Tighter accountability, teaching about integrity, and sending children on missions of honesty, can help kids understand and value integrity more. Firmness is essential and integrity training must be a major focus.	<i>Whoever walks in integrity walks securely, but whoever takes crooked paths will be found out.</i> —Proverbs 10:9	GA Chapter 8 MYC Chapters 6
Says that's not fair	Some children believe that fair means equal. It doesn't and some work in this area can help a child manage the injustice of life more effectively.	First of all, don't treat kids equally. Intentionally treat them differently according to their needs because each child is unique and special. Teach your child both by example and discussion that you aren't even trying to treat them equally. Every person has different needs and challenges.	<i>Here's a parable about people who were treated differently and were expected to act responsibly with what they had.</i> —Matthew 25:14-23	TCHP Chapter 39 SGTW Chapter 6

Tattling	Sometimes parents want reports from kids so they know if another child is in danger or hurting others or damaging things. But tattling can be defined as reporting with the purpose of merely getting the person in trouble. It's a form of selfishness.	Before reporting a problem, ask yourself, "Am I reporting this just to get the other person into trouble?" and "Can I fix this problem myself without having to report it?"	<i>Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up according to their needs, that it may benefit those who listen.</i> —Ephesians 4:29	SGTW Chapter 7
Teasing	Teasing isn't wrong. Many families have fun with teasing, but it's important to know when you've crossed the line. That line is when someone else gets hurt or is offended.	One valuable tool for any family is the Stop Rule. In any teasing or tickling game, when any person says Stop then it needs to end. Parents can be the enforcers to make sure that kids are obeying the rule, thus teaching the offender more about the line and teaching children the power of their words.	<i>It does not dishonor others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth.</i> —1 Corinthians 13:5-6	SGTW Chapter 7 MYC Chapter 7
Wanting to be first or best	Kids who want to be first or best are often competing in ways that generate conflict. They measure their worth by comparing themselves to others. It's a character weakness and must be addressed.	The solution for wanting to be first or best was clearly laid out by Jesus when the two boys wanted the best seat. Jesus told them that servanthood was the way to greatness. Many kids need to practice servant activities several times a day.	<i>You know that those who are regarded as rulers of the Gentiles lord it over them, and their high officials exercise authority over them. Not so with you. Instead, whoever wants to become great among you must be your servant, and whoever wants to be first must be slave of all.</i> —Mark 10:42-44	SGTW Chapter 7
Whining	Discontent breeds all kinds of negative reactions. Don't indulge children who whine. Teach them how to rephrase their complaint as a request, or to be quiet if they can't say anything nice.	The solution to whining and complaining is to focus on gratefulness for what you have. "Each time you start whining, I'm going to have you pause and think of some things you're grateful for."	<i>"Do everything without grumbling or arguing." — Philippians 2:14 and "But godliness with contentment is great gain."</i> —1 Timothy 6:6	SGTW Chapter 3 TCHP Chapter 15

Waits for a raised voice to start doing what's told

Children understand when parents mean business. If a raised voice is the cue that gets a child moving then parents can make changes so that a child will act on a different cue.

Explain to your child that in the past you have communicated your "action point" with a raised voice and now you're going to do it differently. You're going to get the child's attention, tell him once using word cues like "you need to" and "now." If he doesn't respond you'll follow through immediately with no yelling.

Above all, my brothers and sisters, do not swear—not by heaven or by earth or by anything else. All you need to say is a simple "Yes" or "No."

—James 5:12

TCPH **Chapter 29**
MYC **Chapter 2**
HI **Chapter 1**

Would you like help developing a specific, individualized plan for change in your child?

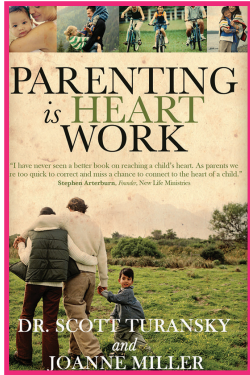
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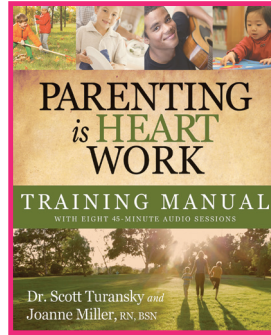


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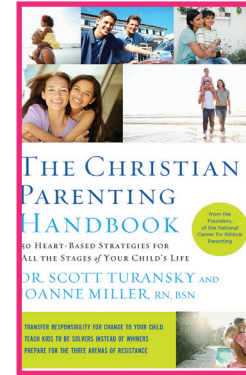
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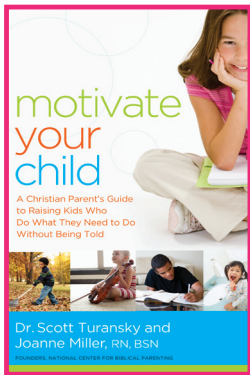
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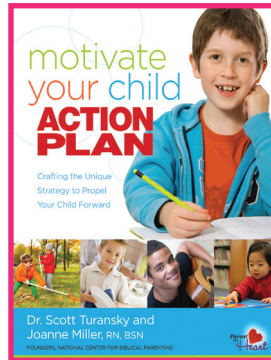
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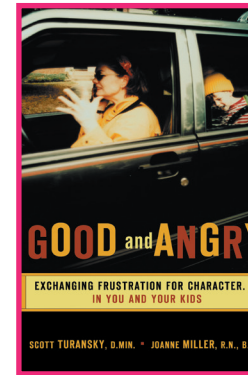
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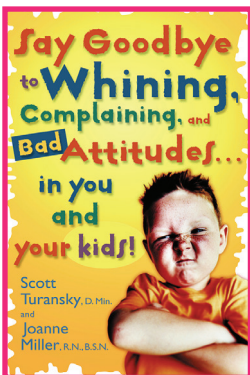
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