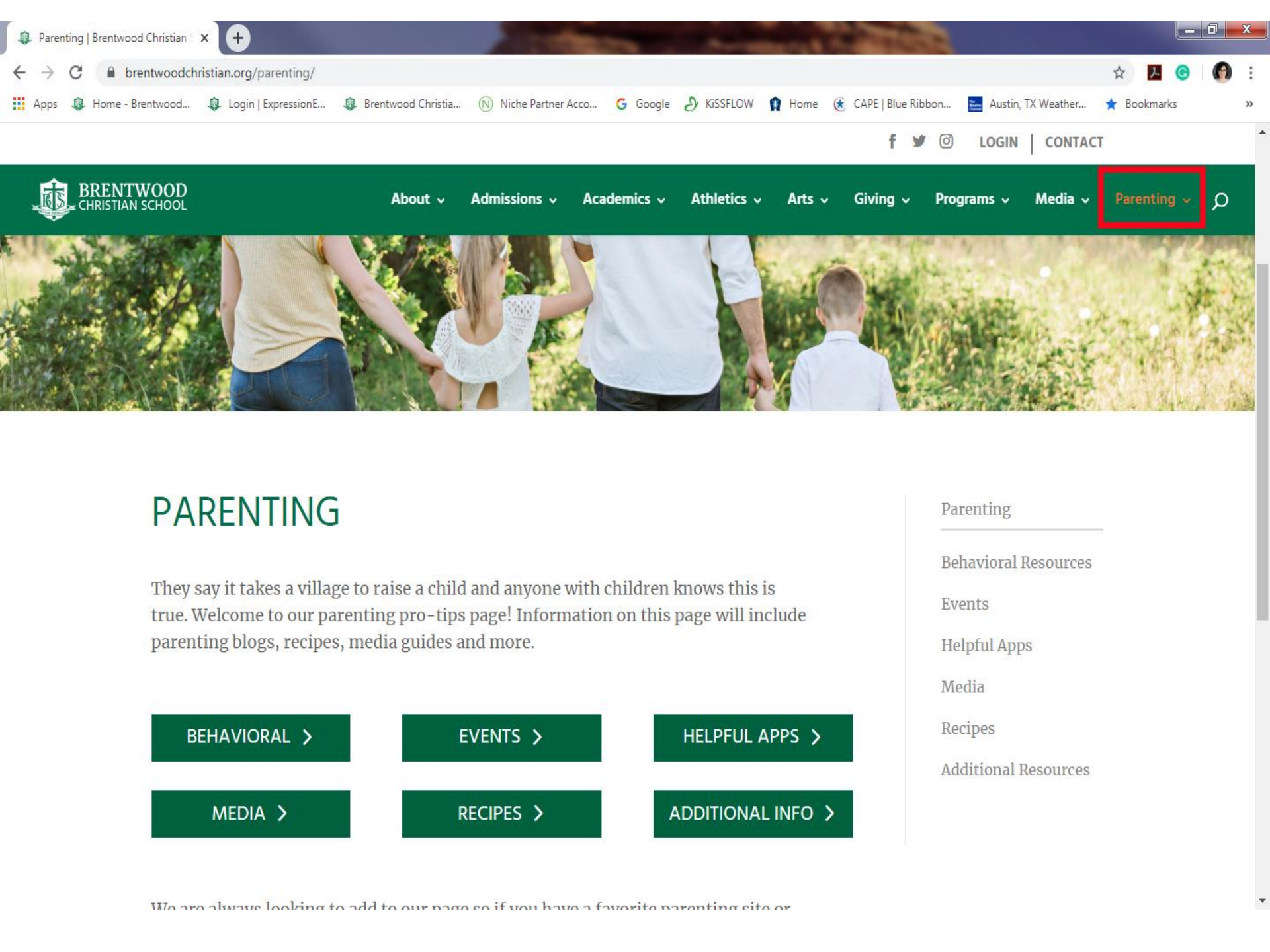


purposeful parenting

with Jay Burcham





PARENTING

They say it takes a village to raise a child and anyone with children knows this is true. Welcome to our parenting pro-tips page! Information on this page will include parenting blogs, recipes, media guides and more.

- BEHAVIORAL >
- EVENTS >
- HELPFUL APPS >
- MEDIA >
- RECIPES >
- ADDITIONAL INFO >

- Parenting
- Behavioral Resources
- Events
- Helpful Apps
- Media
- Recipes
- Additional Resources

We are always looking to add to our page so if you have a favorite parenting site or

purposeful parenting

with Jay Burcham



**WE FOCUS ON BEING REAL, BUILDING FRIENDSHIPS, CREATING
A SAFE ENVIRONMENT FOR OUR FAMILIES, DOING LIFE
TOGETHER, AND SHARING BIBLICAL FOUNDATIONS FOR LIFE.**

*HOMEBUILDERS
BRENTWOOD OAKS
ROOM 129-130*

9:00 EVERY SUNDAY MORNING

JAMIE COOK



PARENTING with a PURPOSE



February 13: Keeping My Child, Tween, and Teen Safe - Technology, Bullying, Dating, and the World

March 5: Development and Discipline



noun INFORMAL

plural noun: **helicopter parents**

1. a parent who takes an overprotective or excessive interest in the life of their child or children.

2. "some college officials see all this as the behavior of an overindulged generation, raised by helicopter parents and lacking in resilience"



Anger

Laughing

Fighting

Talking Back

Calming Down

Paying Attention

Being Quiet

Talking Respectfully

Dressing Appropriately

Bullying

Being on Time

Listening

Being Bullied

be·hav·ior
/bə'hāvyər/

noun

1. the way in which one acts or conducts oneself, especially toward others.

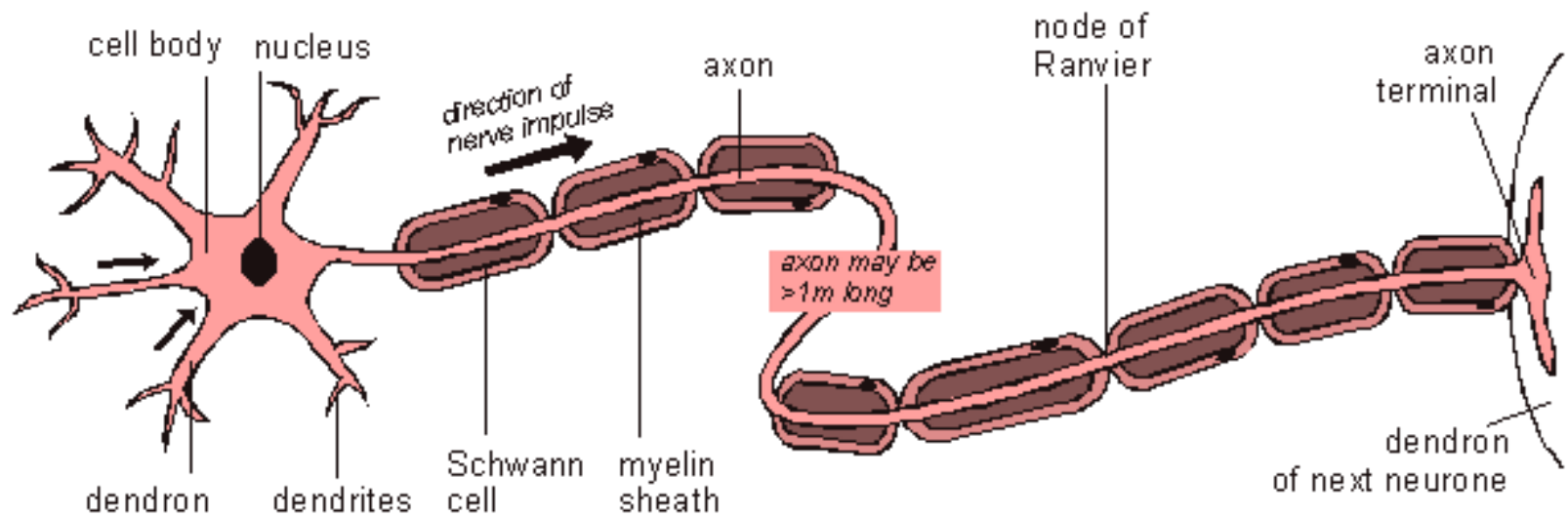
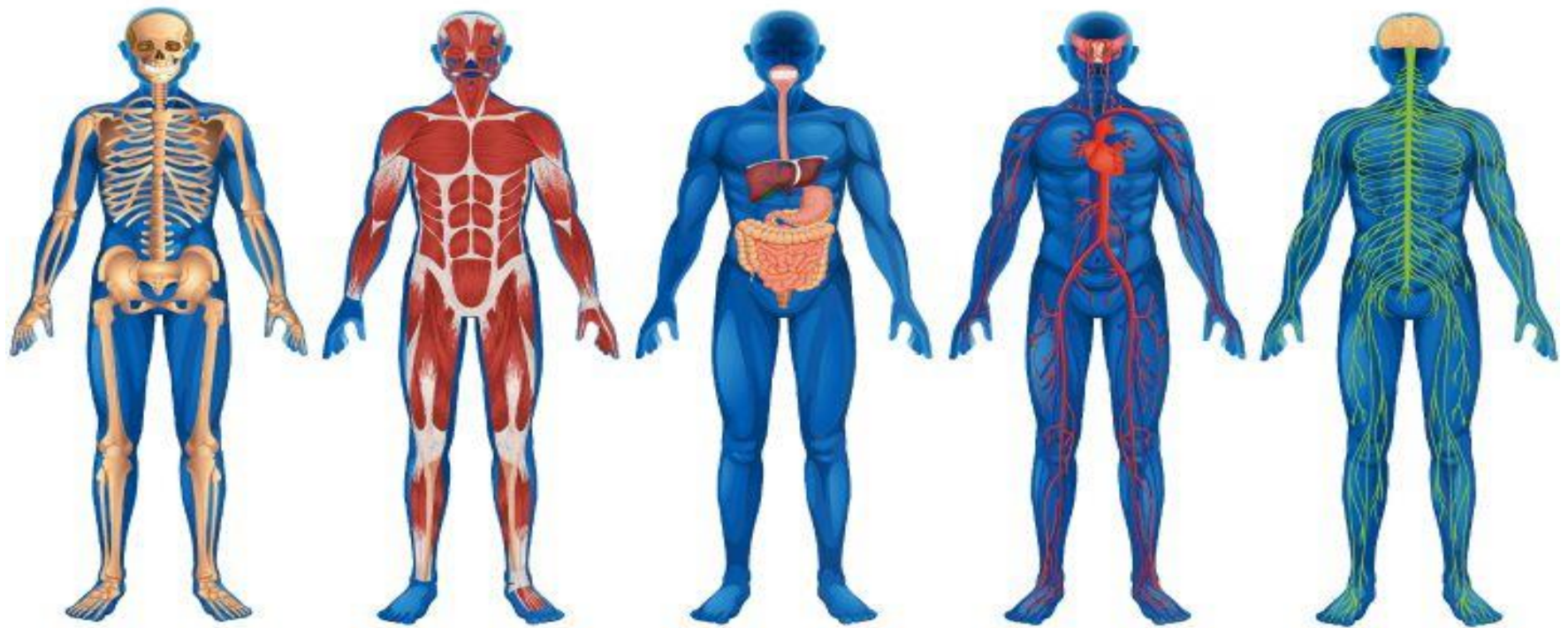
Types of Behavior: In studying Psychology, there are 8 types of behavior:

- Overt
- Covert
- Conscious
- Unconscious
- Rational
- Irrational
- Voluntary Involuntary











Left Hemisphere

- Verbal
- Sequential
- Step-by-step
- Routine
- Talking in scripts
- Literal interpretation of language
- Procedural steps

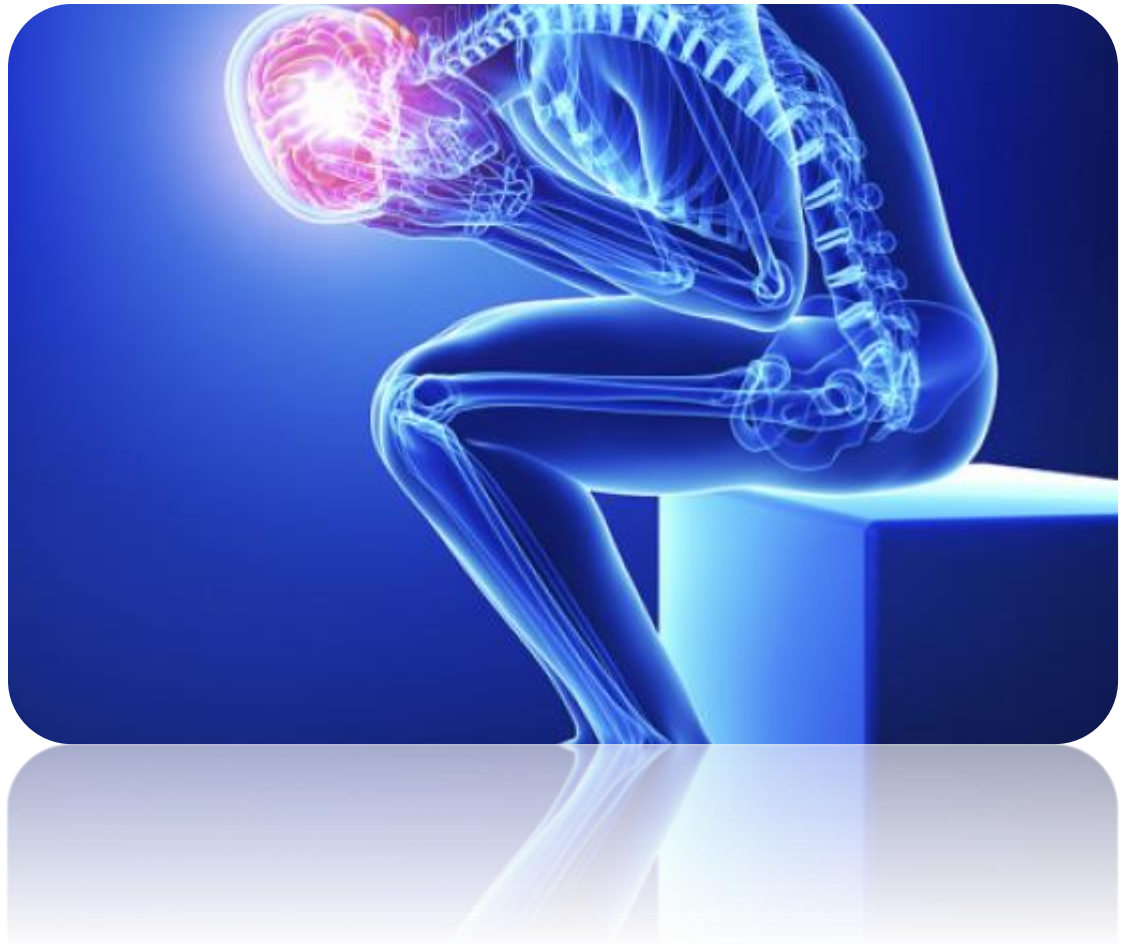



Right Hemisphere

- Spatial & Simultaneous
- Holistic
- Fluid & Spontaneous
- Interpretation of Non-verbal social cues
- Synthesizer functions
- Figurative language
- Sorts relevant/irrelevant

Executive Functions

- Focus
- Attention
- Concentration
- Impulse Control
- Inhibition
- Activity level

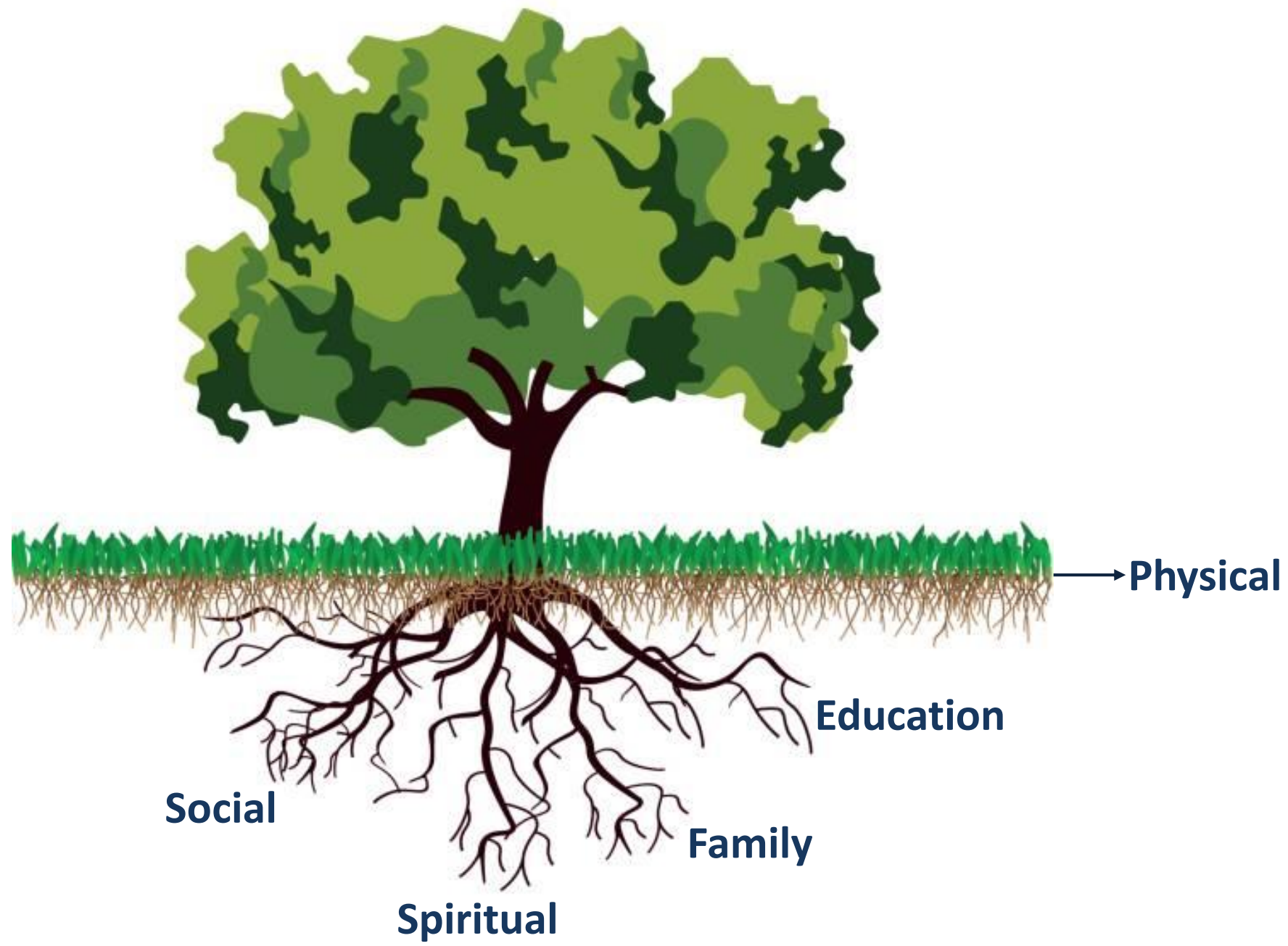




I praise you,
for I am
FEARFULLY
and
wonderfully
made.

Wonderful
are your
works; my
soul knows
it very well.

psalm 139:14





→ **Physical**

Education

Social

Family

Spiritual

Learned



← **Experiential
Knowledge
Base** →



→ **Physical** {

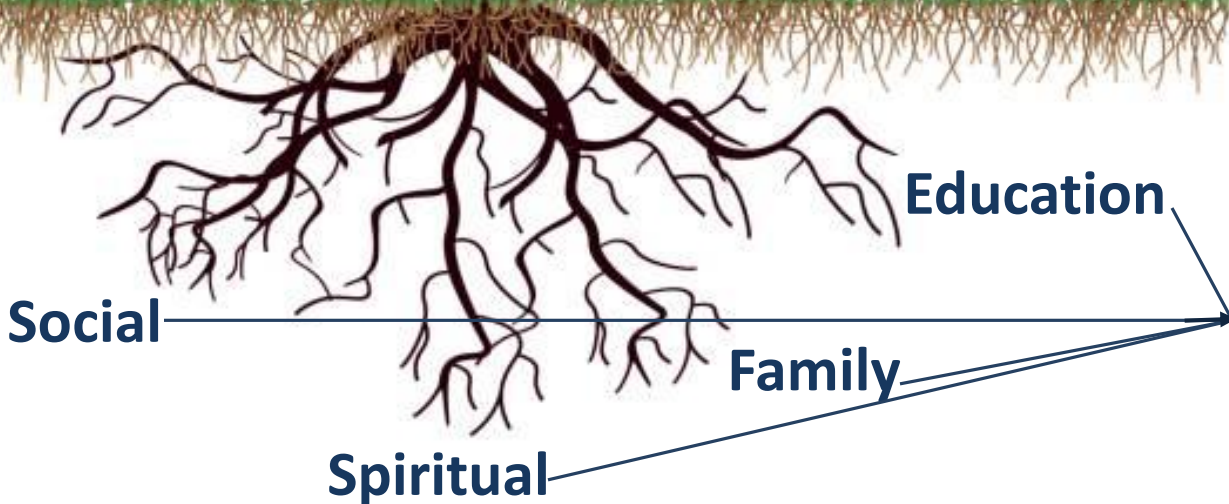
Learned

Social

Education

Family

Spiritual

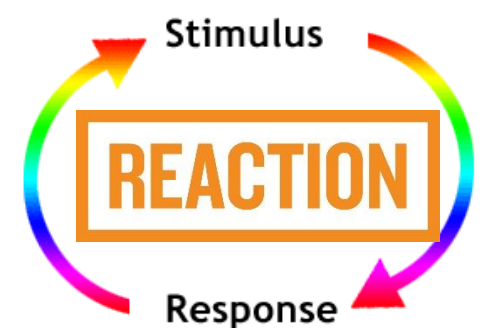
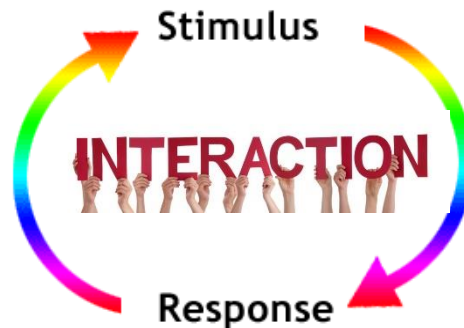


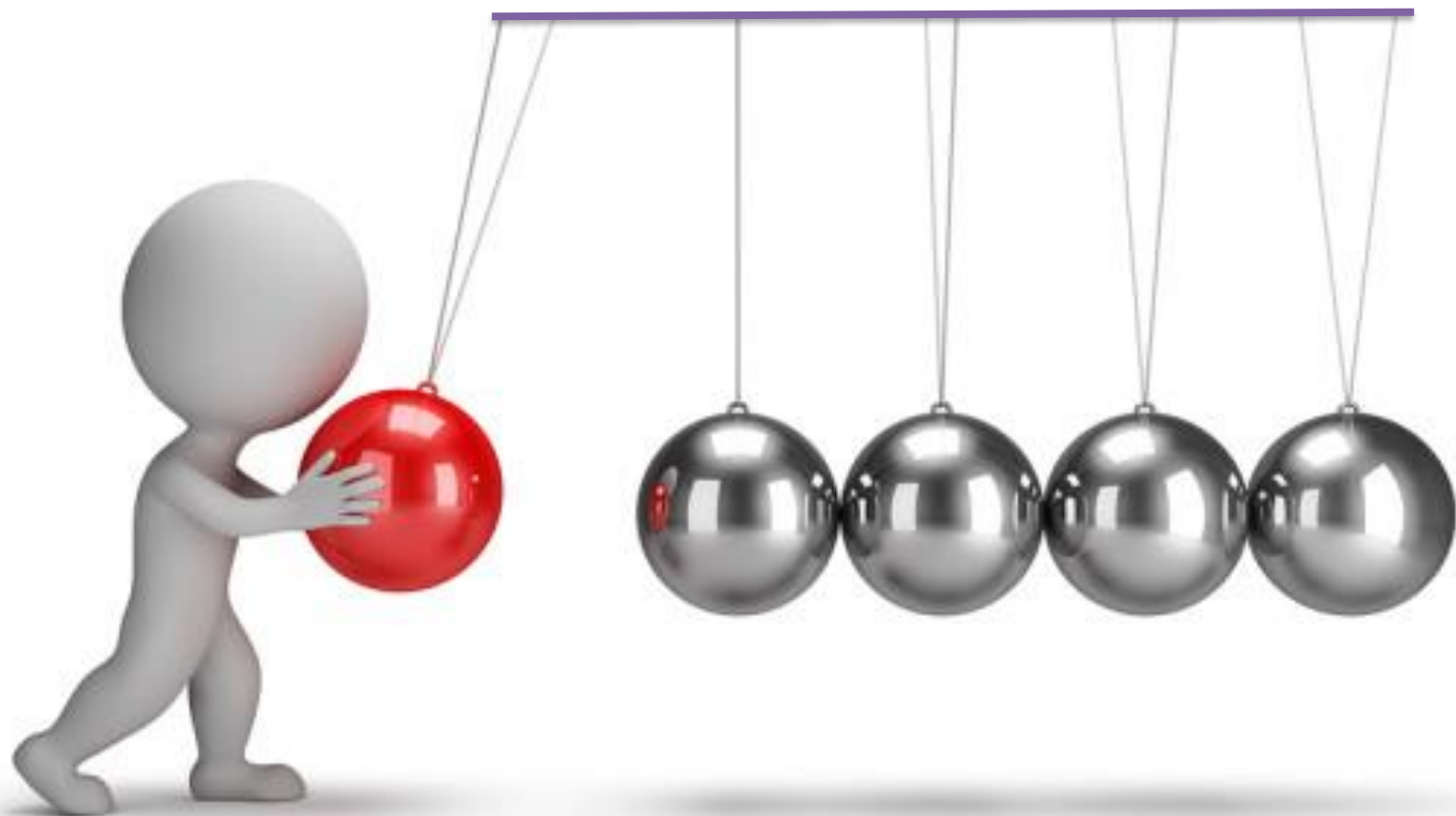


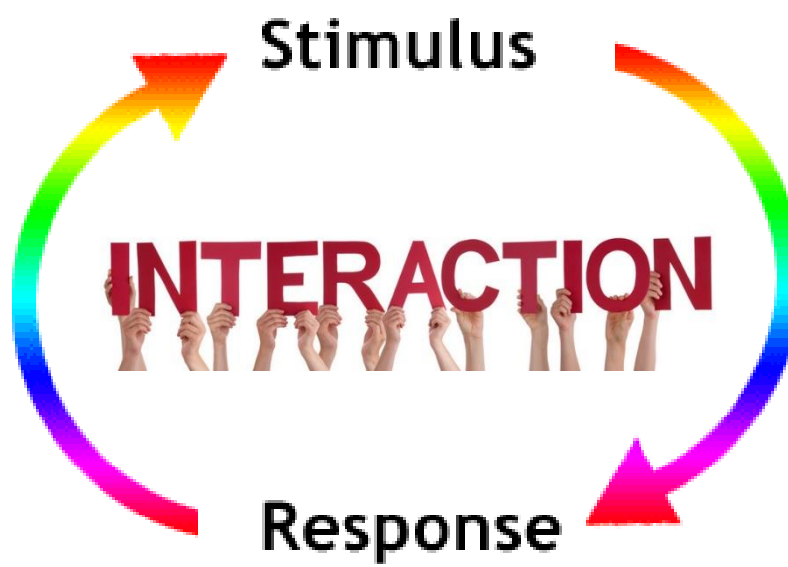
STIMULUS

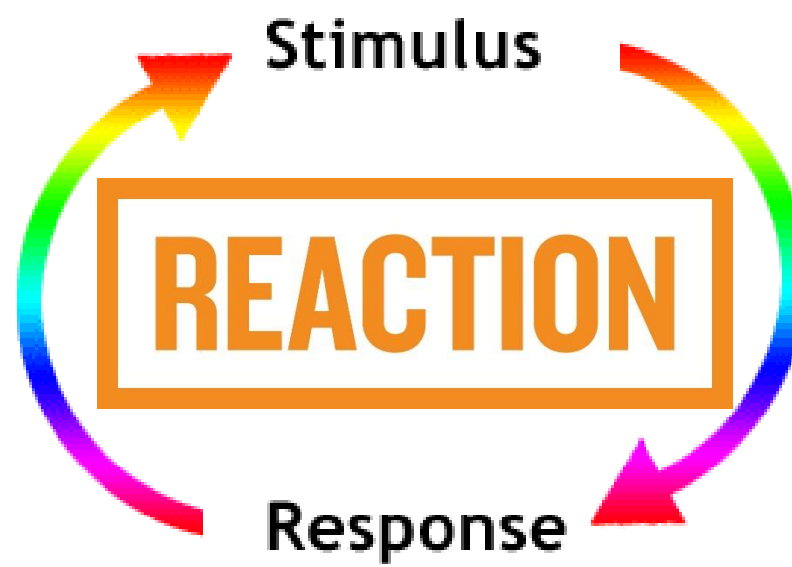
** a thing or event that evokes a specific functional reaction*

** a thing that rouses activity or energy in someone or something; a spur or incentive*

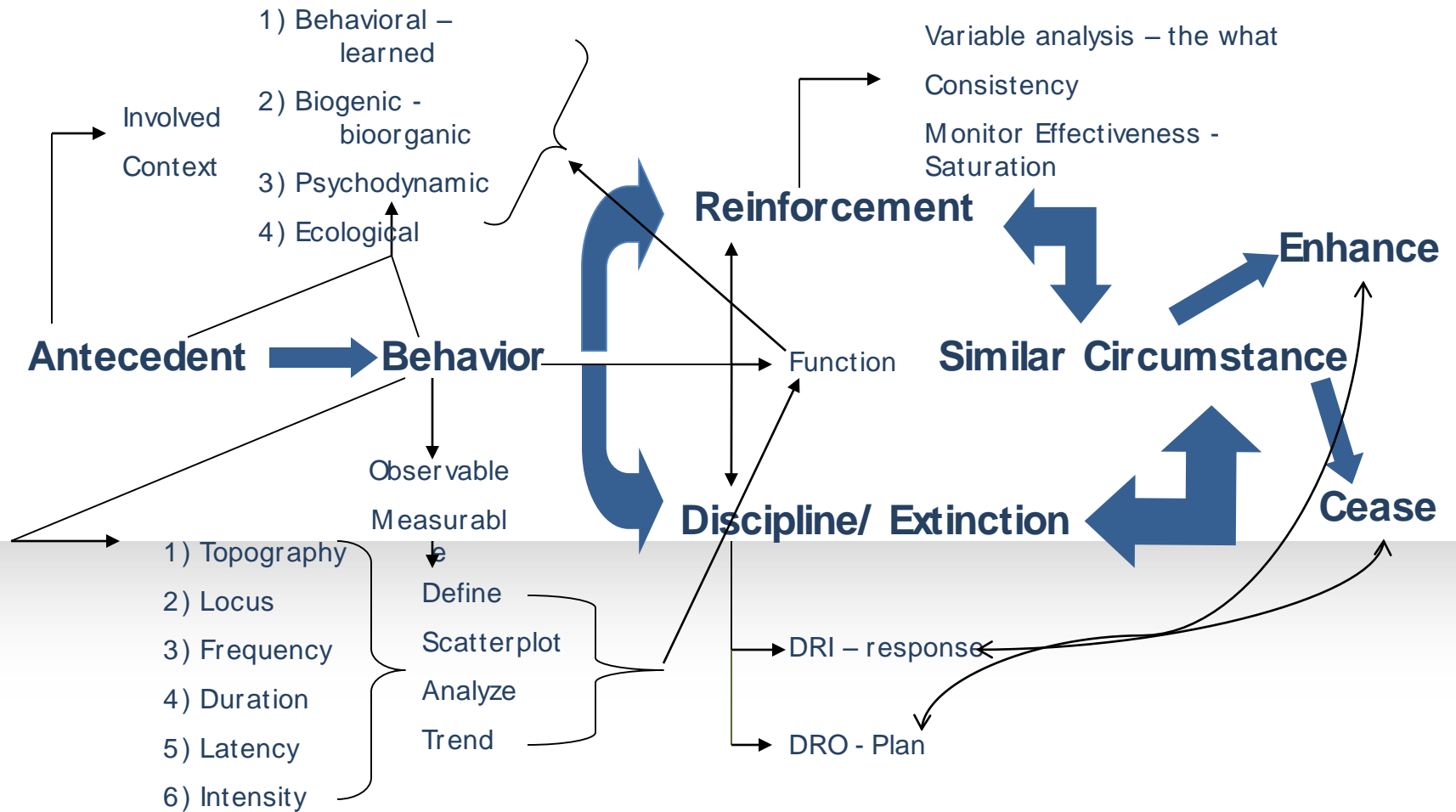








It's Simple, Right?





Education



Family



Social



Spiritual



Education





Bullying – 77%

American Juvenile Justice Department
Statistics on Bullying



41% Graduation Gap

National Drop Out Statistics



\$300b per Year Drop Out
Cost

National Drop Out Statistics



85% Teachers Believe
New Teachers are not
Prepared

Teaching Interrupted



1 in 3 Teachers Leaving
Due to Behaviors

Teaching Interrupted



The Cause of Most Behavioral Issues

Piaget's Cognitive Stages of Development

Age	Developmental Stage	Characteristic Behavior
4-7	Intuitive Phase	Speech is more social, logic begins to form, myopic approach to learning and problem solving
7-11	Concrete Operations	Evidence of organized and logical thought, ability to begin multi-tasking, thinking becomes less transductive and egocentric
11-17	Formal Operations	Thought becomes abstract, ability to formulate multiple hypothesis and predict outcome (problem solving), if/then logic forms and is implemented, capacity to realize consequences is formed and implemented

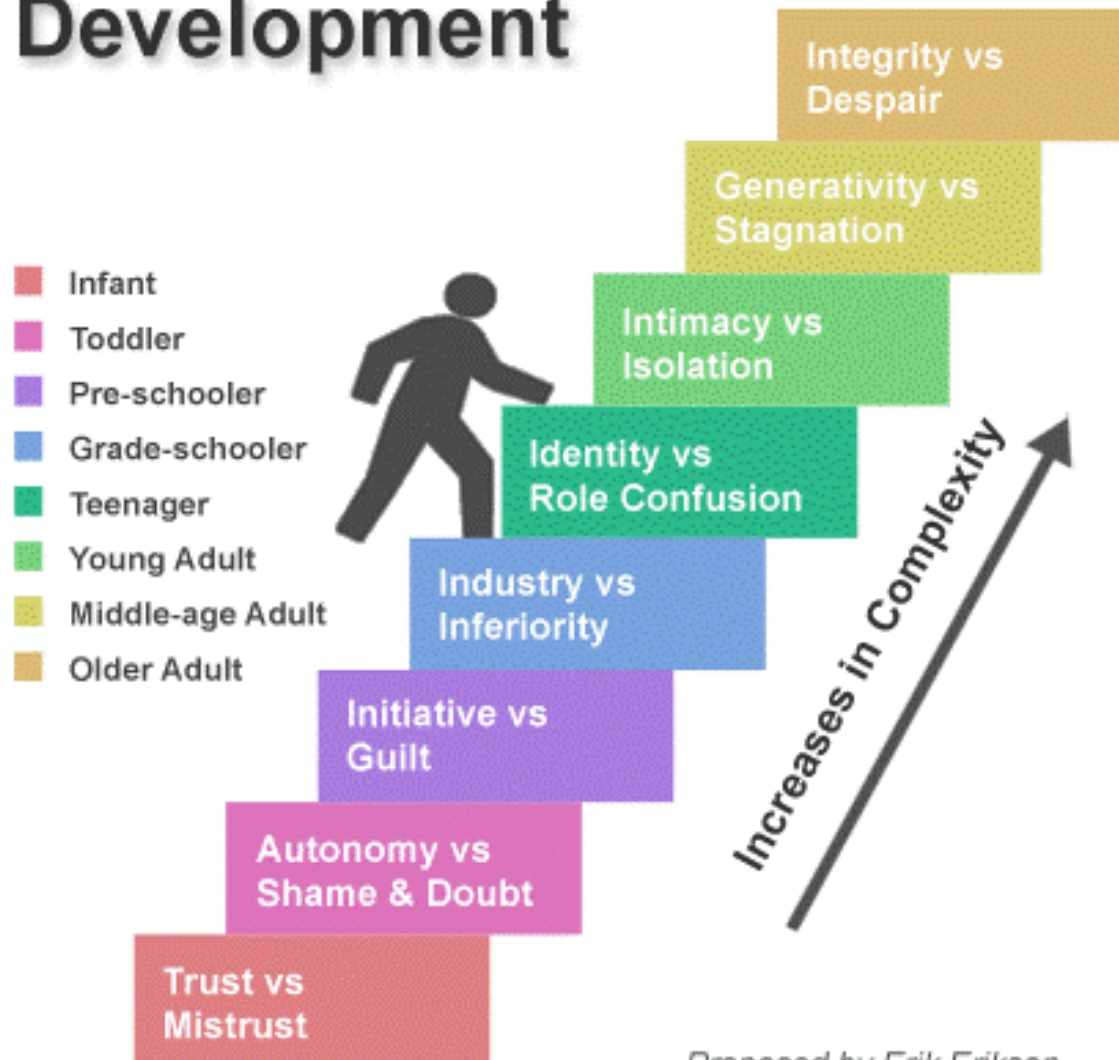
Traditional
SEL

Psychosocial

Behavior
Support

Mental
Illness

Stages of Psychosocial Development

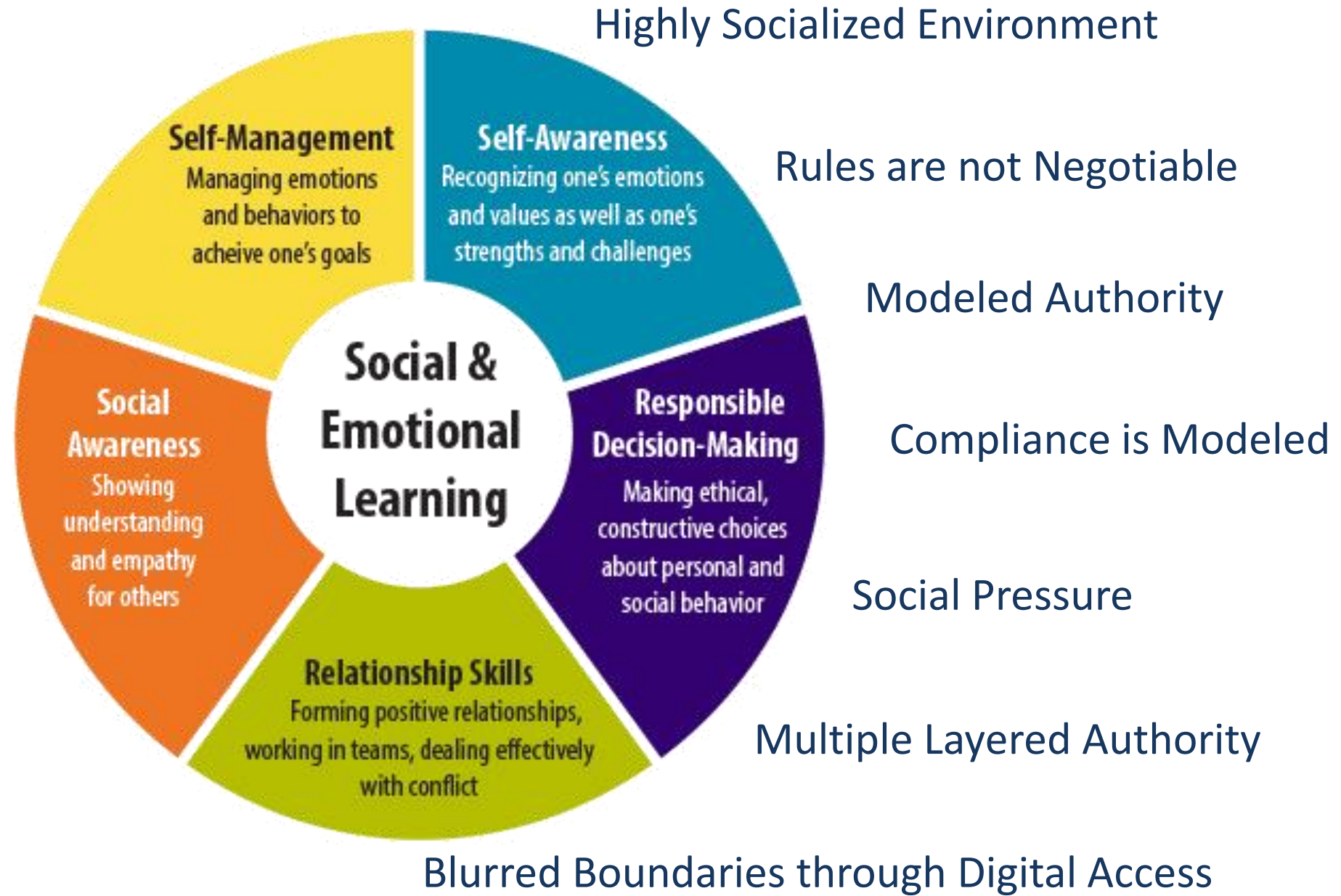


Proposed by Erik Erikson

School Behaviors....



School Behaviors....



Family



The Breakdown of the Nuclear Family

- 1) Missing a Parent
- 2) Parent(s) absent due to workload
- 3) Break in family due to sibling issues



The breakdown of the family leaves the child looking for another source to provide development guidance as well as comfort.

A Society of Convenience

- 1) Surrogate Relationships
- 2) Surrogate Communicators
- 3) Surrogate Teachers
- 4) Surrogate Social Developer
- 5) Surrogate Moral Developer



When a parent/guardian abrogates his/her responsibilities then the child will find a surrogate and often that surrogate will have values that are dichotomous to community based values.

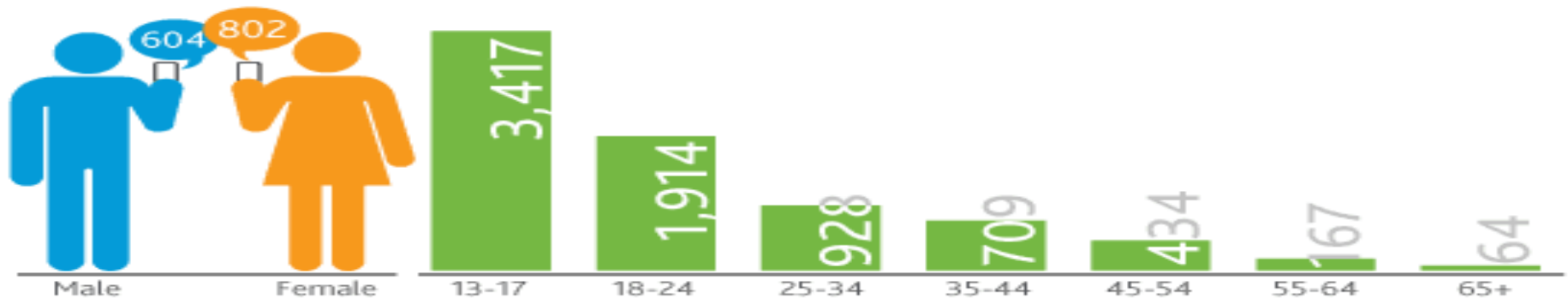
Mediums of Convenience Lead to a Proliferation of Negativity

- 1) Television
- 2) Movies
- 3) Music
- 4) Games
- 5) Phones



Average Number of Messages Exchanged per Month

By Age and Gender, Q3, 2011



Family Basics

Expectations are known, consistent, and planned

Rules are known, consistent, and planned

Discipline is discussed and planned

Generational influences are minimized by consistency

Courtesy is expected and practiced

Parents hold each other accountable

God and faith are credited, discussed, consistent, and planned



Social



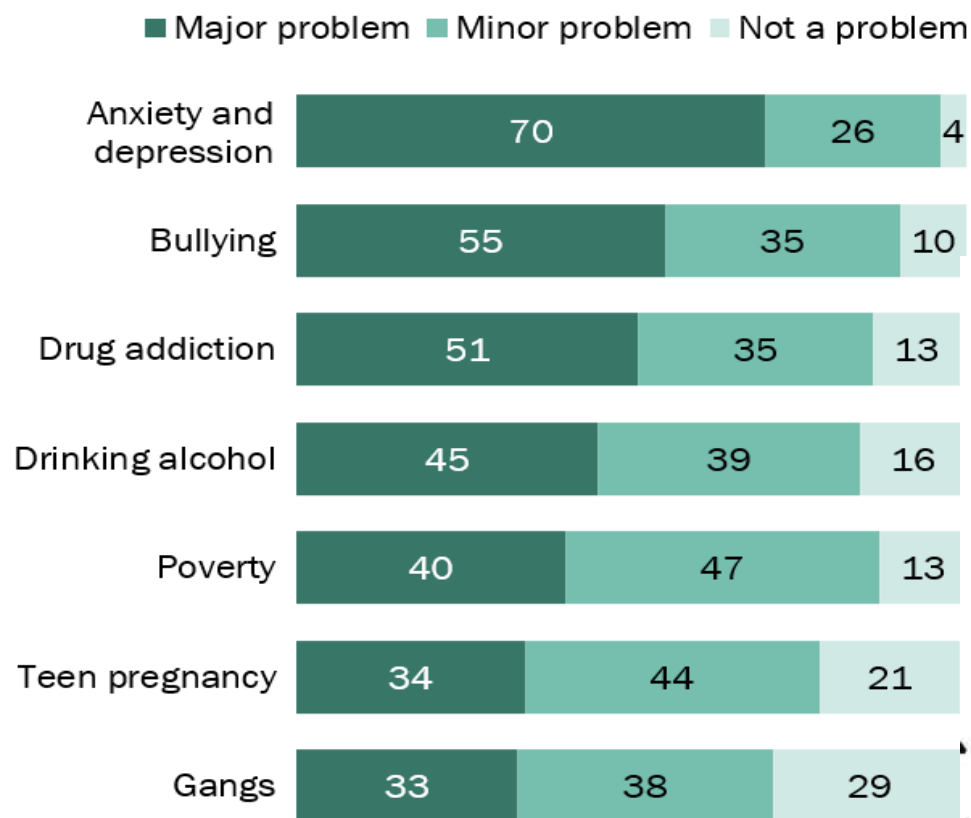
Social Pressure



- Recognize that negative peer pressure reaches its greatest intensity during the adolescent years.
- Along with the rest of the youth population, the youths you know and love are going through the natural adolescent shift in social focus from family to peer group.
- As part of their growth toward self-sufficiency and independence, teenagers are prone to no longer see their family as the center of their social universe.
- Teens begin to disengage from the family while forming more and more meaningful relationships with same-sex and opposite-sex peers.
- Consequently, teens will sometimes look for the guidance and direction typically sought from Dad and Mom from their peers and culture.

Anxiety and depression top list of problems teens see among their peers

% of teens saying each of the following is a ____ among people their age in the community where they live



Note: Share of respondents who didn't offer an answer not shown.
Source: Survey of U.S. teens ages 13 to 17 conducted Sept. 17-Nov. 25, 2018.

"Most U.S. Teens See Anxiety and Depression as a Major Problem Among Their Peers"



Teen Peer Pressure

by the Numbers



19%

19% of teens report they would give up using a cell phone while driving if their friends did the same.

Source: Teen Driver Source



23%

23% of teen girls feel pressured to have sex.

Source: The Body: The Complete HIV/AIDS Resource



33%

33% of teen boys ages 15-17 feel pressured to have sex.

Source: The Body: The Complete HIV/AIDS Resource



55%

55% of teens tried drugs for the first time because they felt pressured by their friends.

Source: Foundation for a Drug-Free World



70%

70% of teens who smoke say they started smoking because their friends smoke or they felt peer pressure to try smoking.

Source: Canadian Lung Association

2015 Pearson Study

1350 Parents

- 53% of 4th & 5th Graders
- 66% of Middle School
- 82% of High School



2019 Sell Cell Study

1135 Parents

- 12% of 3 Year Olds
- 47% of 6 Year Olds
- 95% of High School

45% of teens say they're online almost constantly

% of U.S. teens who say they use the internet, either on a computer or a cellphone ...



Note: "Less often" category includes teens who say they use the internet "about once a day," "several times a week" and "less often."

Source: Survey conducted March 7-April 10, 2018. Trend data from previous Pew Research Center survey conducted 2014-2015. "Teens, Social Media & Technology 2018"

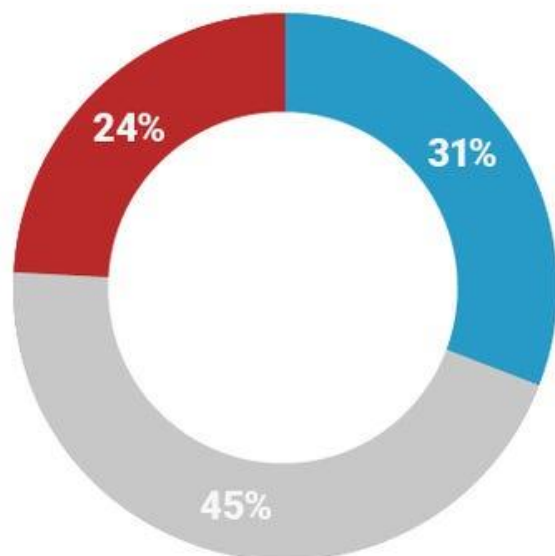
PEW RESEARCH CENTER

- 42% spend 6.5 hours per day
- 33% sleep with phone
- 35% admit to cheating with phone
- 65% witnessed cheating

US teens have mixed feelings about social media

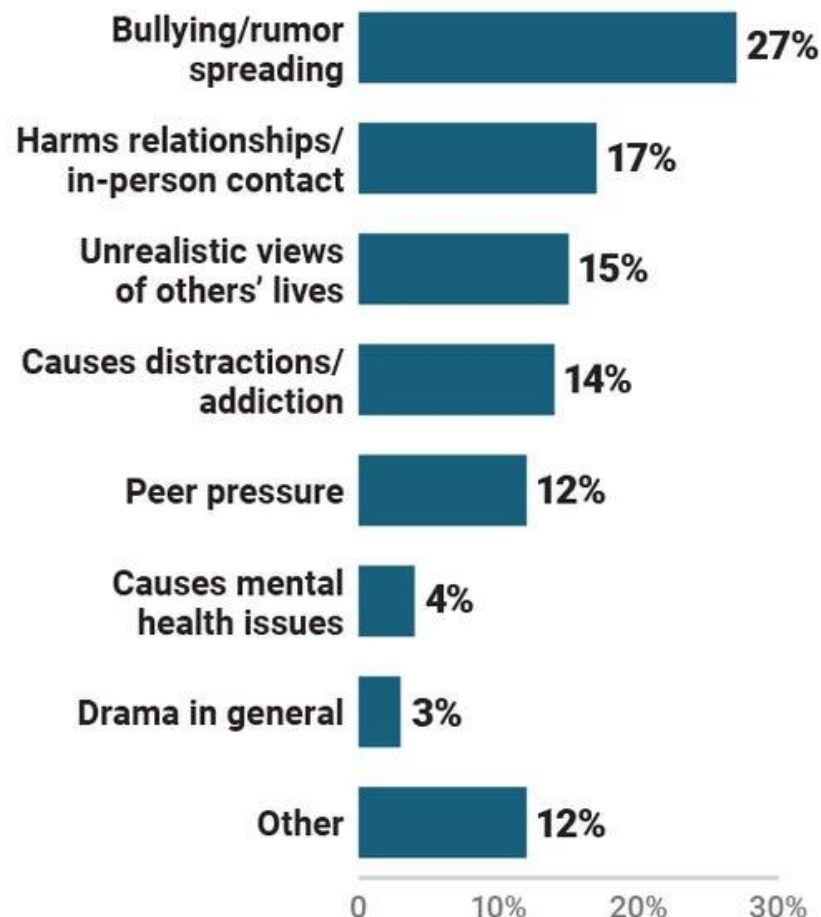
US teens on the effect of social media on people their age

Mostly negative Neither Mostly positive



Based on a survey of 743 U.S. teens (ages 13–17) conducted in March and April 2018. Verbatim responses have been coded into categories. Multiple responses were allowed.

Main reasons for negative effect of social media



Social Basics

Environment – defining normalcy

Dress – purpose of choice - advertising

Priorities – contributing or feeling owed

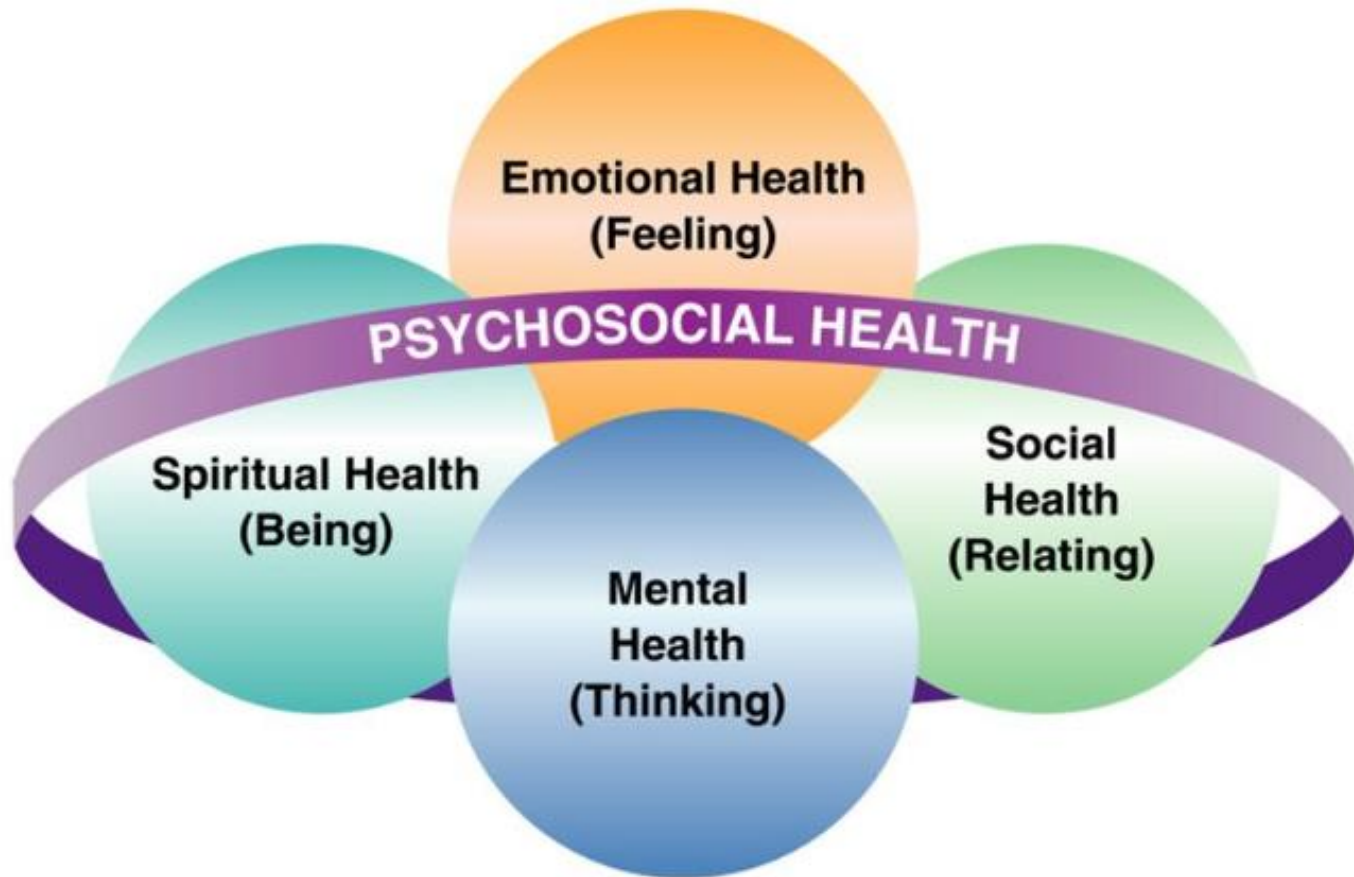
Talk – language, manners, subject

Friends – the influencers

Goals – where is God?



Psychosocial Health



Spiritual



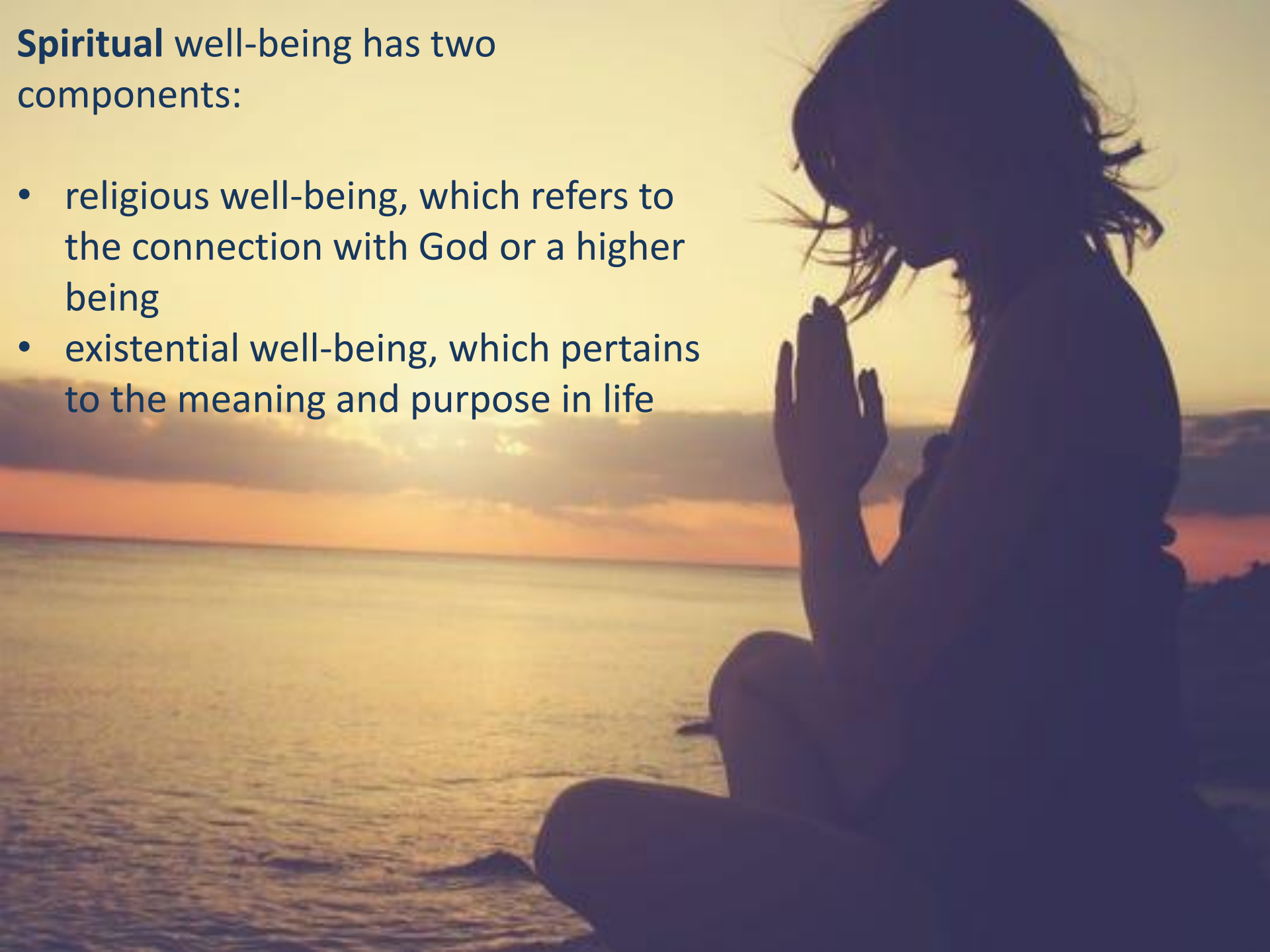
According to the World Health Organization:

“spiritual health refers to that part of the individual which reaches out and strives for meaning and purpose in life. It is the intangible “something” that transcends physiology and psychology”



Spirituality is that part of yourself that helps you find meaning, connectedness and purpose in **your life**. ... Research shows that **spirituality** is related to better health outcomes. **Spirituality** seems to help people cope with illness, suffering and death.





Spiritual well-being has two components:

- religious well-being, which refers to the connection with God or a higher being
- existential well-being, which pertains to the meaning and purpose in life

Faith Hope Love







**Who
You Are**

Physical Health

How you live

- Body/Mind Awareness
- Energy Management
- Peak Performance

Emotional Health

How you feel

- Self-awareness
- Positive emotions
- Resilience

Intellectual Health

How you think

- Deep curiosity
- Adaptive mindset
- Paradoxical thinking

Social Health

How you interact

- Authenticity
- Mutually rewarding relationships
- Nourishing communities

Spiritual Health

How you view the world

- Higher purpose
- Global connectedness
- Generosity of spirit

Vocational Health

How you perform

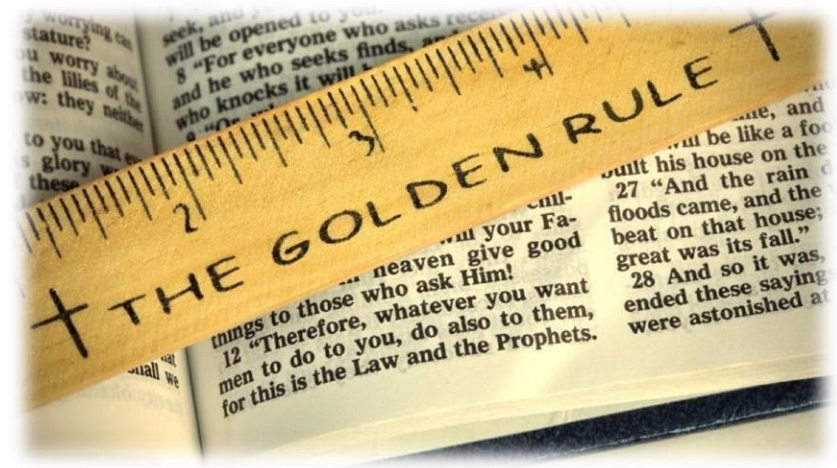
- Meaningful calling
- Personal mastery
- Drive to succeed

Keys to Behaviors



- Develop and Define Rules
- Develop and Define Consequences
- Realize that Everyone is Different
- Create Learning and Reinforcing Opportunities
- Maintain Rules with Great Consistency
- Live the Rules You are Enforcing
- Give the Lord the Credit
- Never Confuse Punishment with Discipline

Discipline's



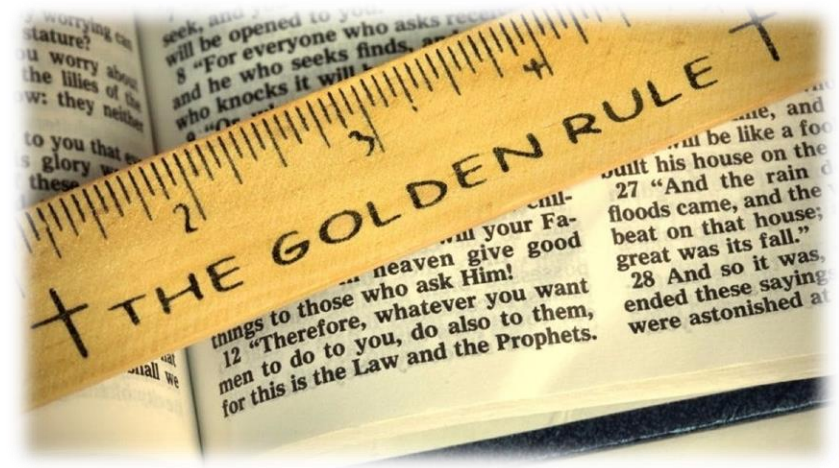
Be aware of your child's abilities and limitations.

Children develop at different rates and have different strengths and weaknesses. When your child misbehaves, it may be that he simply cannot do what you are asking of him or he does not understand what you are asking.

Think before you speak.

Once you make a rule or promise, you will need to stick to it. Be sure you are being realistic. Think if it is really necessary before saying "no."

Discipline's



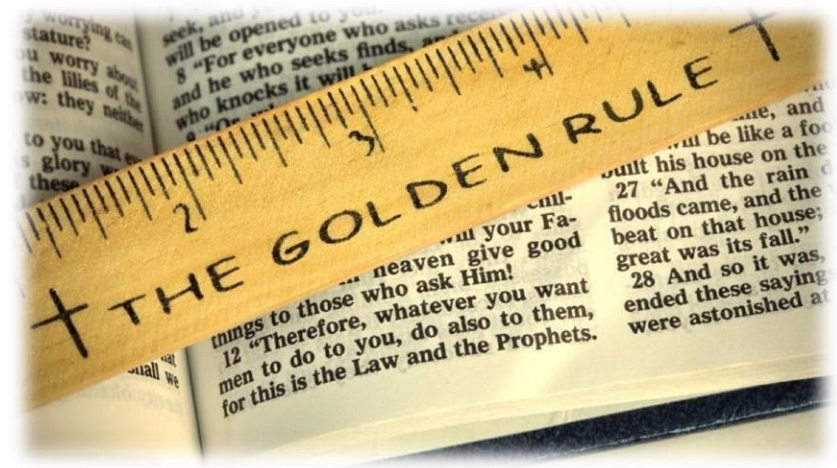
Pay attention to your child's feelings.

If you can figure out why your child is misbehaving, you are one step closer to solving the problem. It is kinder and helps with cooperation when you let your child know that you understand. For example, "I know you are feeling sad that your friend is leaving, but you still have to pick up your toys." Watch for patterns that tell you misbehavior has a special meaning, such as your child is feeling jealous. Talk to your child about this rather than just giving consequences.

Learn to see mistakes—including your own—as opportunities to learn.

If you do not handle a situation well the first time, don't despair. Think about what you could have done differently, and try to do it the next time. If you feel you have made a real mistake in the heat of the moment, wait to cool down, apologize to your child, and explain how you will handle the situation in the future. Be sure to keep your promise. This gives your child a good model of how to recover from mistakes.

Discipline's



Remember that children do what "works."

If your child throws a temper tantrum in the grocery store and you bribe him to stop by giving him candy, he will probably throw another tantrum the next time you go. Make an effort to avoid reinforcing the wrong kinds of behavior, even with just your attention.

Work toward consistency.

No one is consistent all of the time. But try to make sure that your goals, rules, and approaches to discipline stay the same from day to day. Children find frequent changes confusing and often resort to testing limits just to find out what the limits are.



I Corinthians 13:4-7

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. 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. It always protects, always trusts, always hopes, always perseveres.

purposeful parenting

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March 5: Development and Discipline

