



SESSION 6: HOME CHALLENGE

Spend up to an hour this week with your teenager. Your teenager picks what to do and your role is just to be with them.

Read handouts

Complete the problems and consequences form





TEACHING RESPONSIBILITY THROUGH CONSEQUENCES WITH SADNESS AND EMPATHY

1. THE ART OF IMPOSING CONSEQUENCES

A. HOW TO DESTROY THE TEACHING VALUE OF A CONSEQUENCE:

1. Display anger or disgust
2. Talk too much, moralise and explain the value of the consequence
3. Give a consequence for the purpose of 'getting even'
4. Say "This will teach you a good lesson"

B. SADNESS AND EMPATHY DRIVES THE LESSON OF THE CONSEQUENCE Letting the consequences do the teaching isn't enough. The thing that drives the lesson down into the teenager's heart after she/he makes a mistake is the parents sadness and empathy that accompanies the consequence. When the teenager blows it, it is crucial that we express our disappointment and sincere concern as he/she suffers naturally occurring or logically imposed consequences. This is effective because when we respond with sadness and empathy while imposing consequences we put the relationship between us and the teenager foremost. In doing so we convey that our unconditional positive regard reigns supreme and that a foul-up, regardless of how serious on his/her part, does not change that we are 'on their side' eg: 'Bummer, sorry I have to respond this way, but around here when people do that behaviour they get a consequence chore.'

C. SWITCH BACK TO HAPPY TIMES Once the teenager does the consequence move on to happy times. Catch the teenager being good. Acknowledgement statements are helpful to achieve and maintain an important 10:1 ratio (ten positive statements/interactions to one negative). If we don't maintain such a balance the therapeutic relationship will suffer. If there is no therapeutic relationship, then there will be no therapy. You may be getting compliance at best eg: "I notice you got your chores done quickly", "I noticed you made an effort to be on time", "I noticed you were co-operative tonight".

2. IT'S THE EMPATHY AND SADNESS THAT COUNTS, NOT ANGER

Teenagers will frequently make mistakes. As parents, we have two possible ways to act when this happens; one is to use anger - 'I told you so's' and lectures and the other is the 'Love and Logic Consultant' - Parents respond with equal part consequences with sadness and empathy.





A. ANGER GETS IN THE WAY OF THE CONSEQUENCES LESSON 1. The toughest part of using the love and logic method in parenting is allowing consequences whilst still showing sadness and empathy. Anger is such an appealing emotion, especially when used at teenagers. Punishment gives the parent control and power. Anger and punishment, provide a deadly duo of counter-productive parenting.

2. By displaying anger the learning impact of consequences can be demolished. For the consequences to have any benefit, parents must commiserate with their teenagers not yell at them. If the parents get angry, they strip the consequences of their power. Anger teaches teenagers to look at the adult's anger which demolishes the 'real world' learning opportunity of the consequence. Parental anger makes it easy for the teenager to be angry and blame the mean parent. The teenagers have nobody to be angry with but themselves when parents show sadness and empathy.

B. MESSAGES THAT LOCK IN EMPATHY AND AVOID ANGER

1. Parents should let the teenager know they are on his/her side. Parents are constantly giving messages to their children, but the overriding message of all messages must be one of telling them that they're okay. They may have made a mistake and they will have to live with the consequence, but they will know that their parents are still in their corner and love them just the same. Sadness and empathy with the consequences shows them that kind of love. It allows the logic of the consequences to do the teaching.

2. Don't let anger tempt punishment. Empathy and sadness with the consequences is so crucial to love and logic consultant parenting. Yet when children mess up we are often overcome with anger and want to punish them.

3. Use empathy statements to avoid angry words. Discuss with the parents that before they get angry or sucked into their teenager's problem, to try and use one of the following empathy statements:

- "What a bummer"
- "Really? I know you and I'm sure you'll come up with something"
- "That's terrible. How are you going to handle it?"
- "Oh no, I'm glad that's not my paper (*report card, grade, late assignment, specific problem etc*). You must feel awful. What can you do?"
- "Hm-m-m that's really an interesting way of looking at it. Let me know how that turns out".

When we make these types of comments, we don't put ourselves up against our teenagers. We put ourselves squarely on their side of their learning from their mistakes.





LOGICAL CONSEQUENCES

A: WHAT'S A CONSEQUENCE CHORE?

Being compensated for unnecessary problems puts the responsibility for the problem back on to the teenager to solve or live with. In short, when the parents decrease unnecessary problems, the teenager is forced to learn that quality of his/her life depends on his/her ability to make good decisions. If the parents are inconvenienced, the teenager can be assigned one of the parent's chores (*NOT THE TEENAGERS CHORES*) to compensate the parent for the time they were dealing with the problem. This can be used in many ways which are very difficult for the teenager to argue as being unfair:

- 1. ALTERNATIVE TO GROUNDING AND PRIVILEGE LOSS** Consequence chores are a much better alternative to grounding and privilege loss which most parents find don't work.
- 2. COMMUNITY SERVICE IN THE HOME** Consequence chores are like community service where the youth pays the parent and family back for the hassle of putting up with his/her behaviour.
- 3. NOT THE TEENS' CHORES!** Consequence chores are not the kids' chores. They should be the parent's chores. Best thing is to have a list of parent chores and place on the refrigerator.

EXAMPLES WHEN CONSEQUENCE CHORES CAN BE USEFUL

- 1. MONITORING CHALLENGES OR CHORES** The teenager didn't do a chore or challenge and the parent then has to monitor the completion of the challenge. If the teenager won't get on with challenge because she/he is watching TV or some other privilege, rather than taking the privilege away, have the parent get the teenager on the challenge, monitor its completion and be compensated for their time by having the teenager do some of their chores as well. Rather than grounding the teenager to do the consequence chore(s) let them know they are free to go out and use house privileges as soon as they finish; take all the time you need!
- 2. DOING THE TEENAGER'S CHORE** If you end up doing one of the teenager's chores, you should be compensated by assigning the teenager one of your chores. Make sure it is much more involved than their chore and that it should be done before their next meal or before they go anywhere or do anything fun "No hurry! Take all the time you need".





3. BEING LATE If the teenager does not come home on time the teenager can be assigned a consequence chore for every 15 minutes or so, to compensate for the parents' time spent worrying. Again this is more appealing to grounding as the parents are compensated, the teenager gets a significant learning opportunity and the time limit is left up to the teenager.

4. PARENTS INVOLVEMENT WITH SCHOOL PROBLEMS The parent should be compensated for their time with consequence chores for any of the following type situations: if the parent drives the teenager to school because the teenager missed his/her ride, gets involved with a lengthy telephone conversation with the school about a problem, has to go to the school for a meeting regarding a behavioural problem, has to pick the teenager up because of a suspension or has to drive the teenager to school or pick them up because of a detention.

5. TIME USED BY PARENT FOR REFEREEING A SIBLING ARGUMENT/FIGHT If two siblings cannot solve a dispute on their own, the parent serves as a referee. However, the parent's time should be compensated for with a consequence chore or they can pay out of their allowance.

6. INSTEAD OF A TIME OUT For teenagers too big for a time out, consequence chores can be given in place of the time out. A consequence chore can also be used in place of time out if the parent does not have the time to implement a time out, such as in the mornings before school. A consequence chore can be used if it is not possible to do a time out in public places such as a shop or in the car.

7. THE CLOCK IS RUNNING This won't stop a misbehaviour when asked for, teenagers are too big for time out but they can get a consequence chore for every five minutes they continue with the misbehaviour. No need to argue. Simply remind the teenager that 'the clock is running'.

EXCESSIVE ARGUING

Same as above. Use the one liner 'the clock is running' and zip your lips!

Teenager refuses to do consequence chore (*or any chore*)

No problem! They should take all the time they want. However, the teenager doesn't go anywhere and loses all privileges until the consequence chores are completed. That can mean "have it done before your next meal, tonight, tomorrow morning, tomorrow afternoon. No hurry, take your time"!





B) CHARGING FOR UNNECESSARY PROBLEMS

When using money as a consequence, only use money that you are already giving to your teenager. It is not the expectation that you give additional money for this strategy. When money is motivating to a teenager, it may be used by parents to compensate for unnecessary problems. Like consequence chores, charging is a more effective alternative to privilege loss and grounding. This can be used in a variety of ways:

WHAT CAN PARENTS CHARGE FOR?

- 1. RIDES (BEING LATE OR DETENTION)** The teenager who is late for school and needs a ride from a parent who is home that morning. This is also effective for the teenager who has to go to school early to serve a detention. The teenager has the options to walk, call a taxi or ask the parent what his/her rates would be (*they ought to be close to what the taxi would charge*). This can be done even if the parent was giving the teenager a ride anyway. The message is: "Leaving on time is free, leaving late, or early for detention will cost you to compensate for the hassle; it's all up to you".
- 2. UNCOMPLETED CHORES** If the parent ends up doing the teenager's chore, the parent can charge the teenager their rates to be compensated for their time and hassle.
- 3. PICKING UP AFTER THE TEENAGER** If the parent picks up after them they should be compensated for their time. The parent can charge the teenager and take it out of their allowance.
- 4. USING PRIVILEGES WHEN NOT FREE** House privileges are free when the work is done. If the teenager has been told that a challenge (homework, chore, solving a problem they've created) has to be completed before resuming house privileges and start watching TV, computer, stereo etc, they can be charged for the use as an alternative to a power struggle that creates unnecessary hassle.
- 5. DESTRUCTION OF PROPERTY** If a teenager breaks something in anger or any purposeful destruction of property, the teenager will have to pay for it.
- 6. REFEREE FOR SIBLINGS** If two siblings cannot work things out between themselves, the parent can serve as a referee. However the parent should charge the teenager a fee for this service.





7. SWEARING AND DISRESPECTFUL LANGUAGE If the teenager is too big for time outs, or a time out is not possible, the parent can be compensated for having to listen to the teenager's mouth with a fine. The message is: feel free to do it, but I'll feel a lot better about having to listen and put up with it if I am compensated.

8. FINES, LATE FEES, MISSED APPOINTMENT CHARGES ETC Any expenses a teenager creates due to poor choices should be taken care of by the teenager WHAT IF THE TEENAGER HAS NO. MONEY? "NO PROBLEM!"

C) ALLOWANCE

Allowance begins when children are five or six years old. We give teenagers allowances because we want to teach them money management. Children who have to struggle with money not only become more financially responsible, they also become more responsible in all areas of life. In fact it has been found that children with good money management skills tend to manage their jobs at school better too.

Several helpful tips on allowances will help teenagers make the most of this terrific learning experience.

TIP 1: TEENAGERS DON'T EARN THEIR ALLOWANCE That means we do not pay them to do their chores. Being paid for chores robs them of the dignity of holding up their fair share of the family workload. The only time we'd pay them for chores is when they do our chores, that is, if we don't want to do them.

TIP 2: PROVIDE ALLOWANCE AT SAME TIME EVERY WEEK This can be done with pay envelopes. Place the cash, plus a small invoice indicating the breakdown of the funds:

1) ALLOWANCE:

- Fun Money
- Lunch Money
- Bus Money
- Clothing (*Teenagers*)
- Other
- Total



**2) LESS CHARGES:**

Rides when late to detentions
 Food when missed a meal
 Chores done by others
 Privileges used when not supposed to
 Damaged property
 Fines for swearing or disrespect
 Other
 Total

3) BALANCE**4) MONEY MANAGEMENT TIP:**

Spend it wisely and make it last
 Save 10%
 When it's gone it's gone!

TIP 3 NEVER INSIST THEY SAVE THEIR ALLOWANCE Teenagers must go through their own economic depression – wasting money and then not having any when they need it - helps them to learn about money. In general, people – and children too, learn best to save only after they've learnt how to be broke.

TIP 4 ALLOW THEM TO WASTE THEIR MONEY HOW THEY WANT As long as they're not engaged in illegal activity, allow your teenager to spend, save or waste their money any way they see fit. They can use it to hire others to do their chores. They can even hire a babysitter if they don't want to go somewhere with the family.

2. LEARNING MONEY MANAGEMENT THE HARD WAY

When it's gone, it's gone! No more allowance until the next week. Under this system the teenager might come up short when they need some money during the week. This is the whole point of teaching them money management. Make sure you do not give advances on allowances, or allow other well-intended relatives to contribute to the teenager's plight. If the teenager needs some extra spending money, you may pay the teenager to do some most hated parental chores. There will be times when kids are extremely persistent – and psychologically devious. When they blow their allowance early and shuffle up to us begging for more money before the appointed allowance time, we must become as tight as a Depression era banker. There will be more money, sure - on allowance day. Even when our children push the powerful guilt button, we must make sure nothing moves out of our pockets and wallets.





3. WHEN THE TEENAGER ENDS UP OWING THE PARENT

NO CREDIT If the teenager is owing the parents, it is not a good idea for the teenager to say take it out of next week's allowance. This will promote the teenager getting in debt with a credit card mentality which goes against the whole point of allowances, which are there to teach money management.

PARENT CHORES Some teenagers might end up owing parents after the weekly allowance is worked out. To keep the teenager from going into debt, have the teenager come up with the money by the end of the weekend by doing parent's chores (*not the teenager's chores*).

Parents can keep a list of most hated parent chores on the refrigerator. Estimate the length each job would take you - the parent to do. Then work out based on minimum wage what each job is worth. Allow the teenager to choose which ones she/he would like to do.

CHORES MUST BE DONE BEFORE TEENAGER GOES ANYWHERE OR HAS ANY

PRIVILEGES Chores must be done before the teenager goes anywhere or has any privileges such as phone, TV or hanging out in room.

4. TEENAGER REFUSES TO DO PARENT CHORES

If the teenager chooses not to do parent chores before the weekend is done, give the teenager until the end of the day/week to decide which item(s) equal in value to the amount owed they will give you to clear their debt. If the teenager does not decide you decide for him/her.

REPOSSESSION OF PROPERTY If a debt has not been paid by the teenager on the agreed date or refused to work off his/her debt, this becomes a valuable learning opportunity for the teenager about the real world. The bank or the IRS does not accept "I'm not paying what I owe" and nor should the parent. In the real world banks do not give adults second chances if they don't follow through on a financial agreement and neither should parents.

WHAT TO DO WITH THE REPOSSESSED PROPERTY If you truly want to teach the teenager about the real world, when you repossess an item that was put up for collateral, the teenager does not get it back. In the real world you have to save your money to replace the item. The parent can give the teenager the chance to buy it back. After a certain amount of time, if the teenager has not bought it back, the parent can either sell the items or give them away to a charity and claim the donation on their end of year's taxes.





C. PRIVILEGE CONSEQUENCE Steps to implementing the Privilege Consequence

- 1) The parent to list all the privileges their young person has i.e. Sky TV time , computer time/use of mobile phone, having friends come round , lifts to activities, designer clothes etc.
- 2) The parent makes a list of the problem behaviour and lists the matching privilege the young person will forfeit. It is more effective if the privilege time is in small amounts and that the young person does not lose all privileges
- 3) Parent explains this list to the young person
- 4) If possible the parent reminds the young person of the privilege consequence so the young person remains in control of whether to choose the behaviour or consequence.





SESSION 6: WEEKLY EVALUATION

1. I FOUND THIS SESSION TO BE (PLEASE TICK BOX):

- Not informative Neutral Quite informative Very informative

2. I FEEL THAT THE GROUP FACILITATORS WERE (PLEASE TICK BOX):

- Not supportive Neutral Quite supportive Very supportive

3. I WOULD HAVE LIKED MORE INFORMATION ON

4. WE WOULD WELCOME ANY FURTHER COMMENTS ON THIS SESSION

Thank you

5. IS THERE ANYTHING FROM THIS SESSION THAT YOU WOULD LIKE THE GROUP FACILITATORS TO DISCUSS WITH YOU BY PHONE IN MORE DETAIL (PLEASE TICK BOX):

- Yes, please phone me this week No, thank you

Name:

Best contact number:

