



**TFT Newsletter
Issue 029
Dec. 2009**

Section I: Training for Triumph (TFT) Events and Announcements

Donna's Desk

Hello: Note from Donna

Dear Fellow Heart Trainers,

Merry Christmas and Happy New Year! We had a computer crash and did not have access to some of the things we needed; thus, we did not get this newsletter out in time or the Reish Report/Christmas letter out at all. But, as our daughter always says, "It's all good."

I am happy to report that after eight months of battling with intestine issues, I am on the mend! It is requiring extensive antibiotics, probiotics, and low carb eating (which I do not care for!), but it is worth it to be getting well after such a long time. We will be finishing the rewrites on the Green series over the next couple of months, so I am especially happy to be feeling better and able to write more.

My dad is out of rehab and home working hard at regaining lost skills due to para-paralysis. Thank-you to those of you who have asked about him and prayed for him

We have numerous links in the sidebar of this newsletter for you to check out when you get a chance. I am so grateful for the internet and all of the helps and information it provides for us. Be sure, however, to watch your children closely with it. While it is a wealth of help and research at our finger tips, it is also a dangerous place at times—for children and adults.

We are especially excited about our new parenting blog, Positive Parenting 3*6*5. We hope to provide families with

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Ray and Donna Reish and family

[@mchsi.com](https://www.facebook.com/trainingfortriumph)

www.tfths.com

[Donna's Homeschool Blog](#)

www.facebook.com
(Donna Reish - Won't you be my friend?)

[Positive Parenting 3-6-5](#)

[Become a fan of Positive Parenting 3-6-5 on Facebook!](#)

"Pride is the complete anti-God state of mind."
CS Lewis (Mere Christianity)

[TFT Correspondence Writing Program](#)

[TFT Second Semester Cottage Classes](#)

Focus on a TFT Product:
[Top 20 Pieces of Homeschool Advice](#)
From Twenty+ Years
Parts I and II

If you are in need of heart-felt advice for your homeschooling for the upcoming new year, consider our Top 20 Pieces of Advice audio set! It is basically what we have learned over the past twenty-five years from "doin' the stuff." It is the "twenty things we wish we had known when we started out" types of things—some things are common sense educational tips (wait for readiness) while others are deep-rooted relational tools.

365 days of positive parenting tips—ideas for family times, ways to build family unity, tips for encouraging our children, thoughts to help all of us be more positive parents in the new year—for parents of children who are newborn to young adult. Check it out often!

Sincerely,
Donna Reish

P.S. Note: PP 365 is not a homeschool-specific blog. It is a Christian Parenting one. Refer your non-homeschooling friends to us as well!

TFT Correspondence Writing Program Expanded for Second Semester

There is still time to enroll in TFT correspondence writing program for the second semester. See the link in the margin and consider enrolling kids in grades four through twelve in one of our many composition distance learning classes.

Classes for Second Semester

We still have openings in literature, elementary/middle school speech, junior high/high school speech & debate, world history, story writing, research reports, beginning creative writing (5th-6th grade), and world history in Grabil.

We still have openings in CQLA Pre A, physics (second semester Apologia), intermediate creative writing, and world history near Ossian.

Check out the schedule and obtain a form at the link in the margin of this newsletter. (Before mailing in your form, be sure to call to see if the class(es) you desire are still available.)

TFT Workshop in Fort Wayne:

Homeschooling Mom, Homeschooling Dad

TFT [Speaking Topics](#) for support groups, conventions, and more

Meaningful Composition [samples](#)—try before you buy

Meaningful Composition 5 I and 5 II [review](#) from The Old Schoolhouse

Read what one reviewer had to say about *The Well-Trained Heart** by Ray and Donna Reish:

“This is an uncommonly wise and stunningly beautiful book. Every current or potential homeschooler will find honesty, transparency, warm advice, and encouragement in this book. Ray and Donna write about the practical realities of homeschooling, with troubles and triumphs, and share their hearts about the lessons they have learned in nurturing their own well-trained hearts.”

Christine Fields -Author of Homeschooling 101

*[Read the first chapter](#) of *The Well-Trained Heart*.

Practice the Golden Rule to a homeschooling family in 2010: Please go to my [homeschooling blog](#) and leave a comment at the end with a note that just says, "I

Ray and Donna will be presenting a workshop for homeschooling parents in the Fort Wayne, Indiana area on Friday, January 15, 2010 at First Assembly of God (1400 W. Washington Center Road, Fort Wayne, IN 46825). The evening is sponsored by Loving Education at Home (LEAH) support group, but is open to any homeschoolers or potential homeschoolers who would like to attend.

Ray and Donna will be presenting a new, tailor-made workshop entitled Homeschooling Mom, Homeschooling Dad. This workshop will emphasize the importance of both mother and father working together to educate and train their children. It will also touch on marriage issues that are specific to home educating parents. Come and be challenged to dig in and work harder, train more effectively, and parent more purposefull in 2010! (We'll also share some laughs, of course!)

The workshop will begin with fellowship at 6:30 and teaching at 7:00, and will have time for questions and answers, as well as an opportunity to look at and purchase TFT materials. RSVP is not necessary, but if you would like more information, you may contact the LEAH president, Jodie Greven at 260-357-5683 or at Jobrightheart@aol.com.

Section II: Products from TFT

Parenting/Teaching CD's Available From TFT

TFT is expanding our parent teaching cd's every month! See the sidebar for a complete listing of all audios now available, and watch our newsletters and our website for additions to this list. We will also be focusing on a different cd or cd/set in the newsletter to help you learn more about our cd services.

Cost for the cd's is based on the number you buy. If you purchase five or more, you will get a handy TFT Audio Teaching binder to put them in and add to later. Pricing for

am 'adopting' a homeschooling family whom I know is in need this year." If you want to list some things you will do or come back later and update us with your journey, that would be great.

cd's is as follows:

1-3 CD's: \$7 each
 4-9 CD's: \$5 each
 10+ CD's: \$3.50 each

Focus on a TFT product: Brand New! MC Overview CD's

AIM

We have a simple mnemonic to help you remember this: Answer It More. Whatever question your child asks you, do not just answer the question with a one word or one sentence answer—instead Answer It More. Answer the question with more information than you normally would: **Answer It More—AIM!**

TFT is now offering a seventy minute cd that correlates with each MC book! These overview cd's give verbal instruction on each writing assignment contained in each MC book. These cd's are directed toward students, but teachers may use them to gain an understanding of each type of writing, including details about the various outlining techniques and the citation method for every original report and essay. They are \$10 each—and may be used over and over or shared with friends. Call or email to order.

Product Review: MC 5 I and 5 II

"To forgive is the highest, most beautiful form of love. In return, you will receive untold peace and happiness."

We are getting reviews for our Meaningful Composition series more and more. Check out the [reviews](#) from [The Old Schoolhouse](#) for our two "fifth" grade books:

Meaningful Composition 5 I: Writing for Real
 Meaningful Composition 5 II: Clever and Creative

Reish Family
 Reading December
 2009

Section III: CQLA, Meaningful Composition, and Language Arts Helps

Donna's Nightstand

Making Love Last Forever by Gary Smalley

The Glycemic Index Diet
 (Not by choice! Forced to read due to intestinal issues!)

Curb the Carby Amanda Cross (Again, not by choice!)

Meaningful Composition Placement

Meaningful Composition books may be used for one semester or two semesters, depending on how much other language arts (spelling, grammar, vocabulary, etc.) you add to them. Check out our MC samples at our website—and consider teaching your children to write with the directed writing approach of TFT materials during the

Night Light (with Ray)

50 Ways to Really Love Your Kids by Dr. Tim Kimmel

Ray's Nightstand

Night Light (with Donna)

Uncle John's Bathroom Reader: Unstoppable

Jonathan—11th grade

On Christian Liberty by Martin Luther

The Passion of Jesus Christ by John Piper

The Abolition of Man by CS Lewis

Josiah—8th grade

Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson

Healing for Damaged Emotions by David Seamands
(He doesn't really have damaged emotions! He's reading through a set of contemporary Christian discipleship books.)

The Time Machine by HG Wells

The Birds' Christmas Carol by Kate Douglas Wiggin

The Glory of Christmas: Inspirational Writings

Jacob—5th grade

Huckleberry Finn (Illustrated Classics)

Moby Dick (Illustrated Classics)

Robinson Crusoe (Illustrated Classics)

The Best Christmas

second semester of this school year!

Placement in MC is key--starting in the right book and moving along through them will yield an outstanding writer someday very soon! First of all, we have at least three weeks of free lessons for each MC book at our website both to "try before you buy" and to help you see what each book contains for placement purposes. Additionally, these benchmarks may help you.

Note: All first semester books (I) teach how to create and write from a Key Word Outline and how to complete TFT's Checklist Challenge.

a. MC 4+: Sentences, Paragraphs, and More (also called MC 4 I)-for the young student who is ready to learn what a sentence contains, then what a paragraph contains-with lots of paragraph writing. Includes Key Word Outline (KWO) how to's and Checklist Challenge (CC) how to's. Also good remediation for reluctant older writers. (Do not start here if your student has a good handle on paragraph writing.)

b. MC 4 II: Put Those Paragraphs Together-for the young or middle school student who needs more paragraph help-and needs to learn how two or more paragraphs are combined to write reports and essays. Very directed-lots of hand holding. Includes KWO and CC how to's. Also good remediation for reluctant older writers. (Do not start here if your student already writes multi-paragraph reports and essays.)

c. MC 5 I: Writing for Real-for the middle school student who wants to write all types of writing. Lots of hand-holding, directed writing, but not babyish. Contains KWO how to's and CC how to's. Also good remediation for reluctant older writers. (Best place to start for junior high students who have never written more than a paragraph or two.)

d. MC 5 II: Clever and Creative-our middle school creative writing book. Lots of creative writing in our directed writing format. Some KWO essays/stories/retelling with imagery, quotes, etc. lessons. Piggyback stories, time capsule, time lines, What If stories-tons of fun! Good for strong upper

Pageant Ever

The Lion's Christmas Book (compiled by Mary Batchelor)

Audio Books

Gift of the Magii

The Best Christmas Pageant Ever

Jonathan Park:
The Adventure Begins
The Winds of Change
The Hunt for Beowulf
The Explorer's Society
The Journey Never Taken
The Galapos Islands
 (audio dramas)

Family All Together

Cosmic Christmas by Max Lucado

Uncle John's Bathroom Reader: Christmas Collection published by Portable Press

Christmas Stories for the Heart compiled by Alice Gray

Read Alouds

Stories Behind the Great Traditions of Christmas by Ace Collins

Christmas in My Heart VIII by Joe L. Wheeler (monthly)

Stories Behind the Best-Loved Songs of Christmas by Ace Collins (monthly)

The One Year Book of Poetry compiled and written by Philip Comfort & Daniel Partner (year long)

Christ in Christmas: A Family Advent Celebration (monthly)

Celebrate the Gift (monthly)

elementary writers on up.

e. MC 6+: Long and Strong (also called MC 6 I)-for the junior high writer who wants to write all types of writing. Contains KWO how to's and CC how to's. Great remediation for high school writers who have not written much multi-level writing, have not learned the KWO approach to given material, or have not learned revising skills through our Checklist Challenge.

f. Coming soon! Call for availability during second semester: MC 7 I: Reports and Essays Galore—for the upper junior high writer who has not learned the KWO or CC how to's, but have written widely with other programs or in the content areas.

g. MC 8+: Bridging the Gap (also called MC 8 I)-for the upper junior high or high school writer who has not learned the KWO how to's or CC how to's-all types of writing.

h. MC 9 I: Research Reports-for the strong junior high or any high schooler who just wants to work on research-based writing. Very directed and very incremental approach to research reports-contains five reports with new skills and more challenging expectations with each one. Your student will be prepared for any type of research writing and will learn about tons about organization/paragraph breaks.

i. MC 12 I: The Research Paper-for the upper level high school student who is nearly finished with high school English credits. Teaches the full-length research paper of 20-30 pages using the MLA format. Very directed, step-by-step method.

Language Arts Tip: Answer It More!

When we were young homeschoolers twenty years ago, we were introduced to life-changing teaching by Gregg Harris via his homeschooling workshops. He could never possibly know the thousands of lives he affected (and truly changed) through his early messages back when homeschooling was in its infancy. So much of what we teach parents today goes back to the lessons we learned

*The ADVENTure of
Christmas* by Lisa
Whelchel (monthly)

**Other Christmas
Picture Books - Mom
and Jake**

*Festival of Lights: The
Story of Hanukkah* by
Maida Silverman

The First Night by BG
Hennessy

*Who Is Coming to Our
House* by Joseph Slate
and Ashley Wolff

Hanukkah! By Roni
Schotter

The Story of Christmas
by Linda Jennings

The Birthday of a King by
Bob Hartman

Midnight Snowman by
Caroline Feller Bauer

The Christmas Coat by
Clyde Robert Bulla

*The Mouse's Terrible
Christmas* by True
Kelley and Steven
Lindblom

*Waiting-for-Christmas
Stories* by Bethany
Roberts

The Little Drummer Boy
by Luis Weber

The Little Drummer Boy
by Ezra Jack Keats

One Night in Bethlehem
by Tim Wesemann

*The Night Before
Christmas* by Clement
Clarke Moore

No Tree for Christmas by
Marilyn Lashbrook

Mary's First Christmas by
Walter Wangerin Jr.

*The Christmas Miracle of
Jonathan Toomey* by
Susan Wojciechowski

*The Stable Where Jesus
Was Born* by Rhonda
Gowler Greene

from those workshops.

This month's language arts tip also came from him (indirectly). Mr. Harris taught that we should never simply answer our children's questions with a quick, one-sentence answer. Rather, he said that when we answer our children's questions, teach using parenthetical phrases. In other words, give the one sentence answer, but then "teach" more about that topic using parenthetical phrases—or more explanation with your answer.

We have a simple mnemonic to help you remember this: **Answer It More**. Whatever question your child asks you, do not just answer the question with a one word or one sentence answer—instead Answer It More. Answer the question with more information than you normally would: Answer It More—AIM!

AIM works in every area of life. A question just begs for more answer, more explanation, more detail—and it works to build your child's background of knowledge—which carries over to life in general. Suddenly, your child knows more about that topic. When he reads, listens, watches, he brings more information and background of experience to those encounters...all because you AIMed.

Not only does AIM help your child once he is a student, but it also helps him from toddlerhood all the way up through adult. Here are some simple examples:

1. Recently, I overheard a preschooler ask her mom what the smoke detector on the wall of the bathroom is. The mom replied, "It's a smoke detector—if it senses smoke, it sounds an alarm." Nothing wrong with that answer. However, AIM (answering the question more) gives you the opportunity to bring even more info (and relate it to other scenarios). How about this: "It's a smoke detector. If there is a fire, smoke goes into it, then an alarm beeps to tell you to get out of the building. Do you know the white square things above the bedroom doors? We have smoke detectors too. They're just white, not red." A simple question was posed—now Answer It More!

2. As we were in the kitchen a lot preparing for Christmas, we reviewed and re-reviewed the cups, quart, tablespoon, etc. scenarios. A question about "How many cups of

Little Robin's Christmas
by Jan Fearnley

Deck the Stable by Ivy O
Easwick

*The Legend of the Candy
Cane* by Lori Walburg

*The Twelve Days of
Christmas* by Hilary
Knight

*Merry Christmas, Curious
George* by Margaret and
HA Rey

Mary's Treasure Box by
Carolyn Walz Kramlich

The Black Sheep by
Elisabeth Heck

*Lassie: A Christmas
Story* by Earl Hamner &
Don Sipes

The Singing Shepherd by
Angela Elwell Hunt

Alabaster's Song by Max
Lucado

The Christmas Blizzard
by Helen Ketteman

*The Real 12 Days of
Christmas* by Helen
Haidle

*The Legend of the
Christmas Tree* by Rick
Osborne

We Three Kings by Olga
Zharkova

*Jingle, the Christmas
Clown* by Tomi dePaola

The Tale of Three Trees
by Angela Elwell Hunt

The Crippled Lamb by
Max Lucado

*All You Need for a
Snowman* by Alice
Schertle

Mary, Did You Know? By
Mark Lowry

Christmas at Long Pond
by William T George

*Hurray for Three Kings'
Day!* By Lori Marie
Carlson

chocolate chips are in the bag?" becomes a further lesson easily. (I know, I could have just told them that it says on the front of the bag how many cups it contains, but that wouldn't give me a chance to use AIM on them!) Rather than answering the question with the cup measurement, I can direct my budding chef to the nutrition information and walk him through the "servings per container," "serving size" information and figure it out together. AIM allowed me to teach math, cooking, thinking skills, logic, problem solving, comprehension, chart reading, and more! (And the beauty of it is that the kids have that information/skill to take with them for the next time. And, yes, they will need help doing it several times before it is second nature to them, but that just gives me more opportunities to teach!)

3. Behaviorally, AIM is outstanding. When our kids run in church, and we tell them not to, we can answer "Because I told you not to" or "Church isn't for running." Or we can AIM—answer the why question more. We can give character-building lessons with purpose. We can teach them about thinking of others before themselves; we can help them learn to be alert to other people's needs and special circumstances; we can give them "learning hooks" on which to hang future character lessons on.

And, of course, AIM also works for language arts (the topic of this section!) and all school areas. We need to slow down our hurried lives and capture those teachable moments—for babies all the way through our young adults. Let's AIM for even more learning in 2010!

Section IV: Heart Training Focus: Model the Golden Rule in 2010

One of the most effective tools that we have available to us in parenting is the tool of modeling. Bill Gothard says in his Basic Life Principles Seminars, "What we allow in our lives in moderation, our children will allow in their lives in excess." We have found this to be true for the negative--as well as for the positive.

As Christians, most of us have had numerous opportunities to practice the Golden Rule--to do as to others as we would like for others to do unto us." Our children have

We Were There by Eve Bunting

A Candle in the Window by Grace Johnson

This Is the Star by Joyce Dunbar

The First Christmas Tree by Helen Haidle

A Charlie Brown Christmas Adapted by Diane Namm

Saint Nicholas: The Real Story of the Christmas Legend

Just in Time for Christmas by Louise Borden

A Christmas Carol: Retold for Young Children

Reindeer by Caroline Arnold

A Christmas Promise by Lark Carrier

The Carolers by Georgia Guback

Bear Noel by Olivier Dunrea

I Spy Christmas: A Book of Picture Riddles by Jean Marzollo

The Raffi Christmas Treasury by Nadine Bernard Westcott & Raffi

Book of Christmas Carols by Tomi dePaola

Frosty the Snowman by Steve Nelson and Jack Rollins

The Wild Christmas Reindeer by Jan Brett

Christy: Christmastime at Cutter Gap

observed and even participated with us in "doing unto others" in countless ways. And they are always affected by it.

During the year 2009, I have watched many, many homeschooling families suffer--illness, accidents, financial challenges, and much more. I have cried with many of them--and prayed and prayed for them. And now I have decided that seeing and hurting with these people simply isn't enough--we must be the hands and feet of Jesus for them on this earth.

That leads me to this mini article. I want to encourage all of us who are not suffering a length trial or challenge to reach out to someone who is--to model the Golden Rule for our children, and ease the burden of a fellow homeschooler who is suffering. Will you join me?

I would love for dozens of us to commit to reaching out, serving, and helping another family in need during 2010. Not just an occasional prayer or word of encouragement, but literally meeting their needs in tangible ways.

Here is my idea: if many of us would just choose one family that we will help on a regular basis in this new year. It can be small helps--such as lending them homeschooling materials that we are no longer using (or giving them to them), taking a meal each month, mailing them a fast food or pizza gift card occasionally, offering to babysit their children--or whatever might minister to that particular family in that particular need.

I know we are all busy--and many are financially strapped themselves. But it is giving out of our own needs that we can model even more giving for our children. I also know that many churches are already helping families too, but only fellow homeschoolers can truly understand how difficult it must be to school a family-full of children while Dad is unemployed or a new baby is sick.

Please leave a comment on [my homeschooling blog](#) with a note that just says, "I am 'adopting' a homeschooling family whom I know is in need this year." If you want to list some things you will do or come back later and update us with your journey, that would be great. I already have my "adoptee" in mind and am starting to think of creative

**Action Steps for
Implementing Smart
Parenting, Heart**

Parenting

1. Do you have intentional methods in place to help your children develop character, such as Smart Discipline, Reality Discipline, or other scenarios in which your children are aware of the consequences to negative behaviors? If not, how can you consciously begin working on the character issues of irresponsibility, slothfulness, tardiness, etc.?

2. Are you continually "working on something" with each child, or do you find yourself waiting until "things get too bad" and then "wishing" that certain character issues were resolved? If you find yourself in the latter situation, discuss each child's most needful character area with your spouse and implement a plan to tackle it.

3. In what ways do you "spoon feed" your child's character training (following an eight year old around all morning to ensure that he does his list; checking in with your teen every fifteen minutes to see what school he is doing, etc. etc.)? How can you turn this around and make your child more responsible for his actions?

4. What are your thoughts on the Smart Discipline or Reality Discipline approach? How can one or both of these help you in your character training?

5. Do you agree that there are two radically different types of negative behaviors that our children exhibit—character related and foolishness (disobedience, disrespect, meanness, etc.)? If so, do you see patterns in your

ways to reach out to them. What a great way to "do unto others" and teach our children at the same time!

Section V: Featured Article From Training for Triumph

“Smart Parenting, Heart Parenting” Part II of II

by Donna Reish

When I first read Dr. Leman's book, *Making Children Mind Without Losing Yours*, I was also reading the book of Leviticus in the Bible. I was struck by how "biblical" Leman's approach to character training was according to God's instructions to the children of Israel. If you steal something, you must return it. If you hurt your neighbor's ox, you must replace it. On and on...the Bible is filled with Reality Discipline. Of course, Jesus taught this concerning Christian living in the New Testament. If you do this, this will happen. Continual reminding of the responsibility that we have for our actions--and the effect of those actions for ourselves and for others.

This aspect of responsibility for our actions is incredibly lacking in our society today. It is alarming how adults everywhere "pass the buck," fail to apologize, blame others for every misfortune (even if the misfortune was caused by their behavior--overspending, carelessness, irresponsibility, etc.). It is up to us as Christian parents to raise young men and women who take responsibility for their actions.

It is clear in the preschool years that when a child tells you no, throws something, goes the other way when you call, etc., he is directly defying you. The fuzzy area comes when a child doesn't directly disobey you, but he disobeys you nonetheless. Maybe he will come when you call him. However, he knows that when he first gets up, he can't turn on the television but must do his morning routine, and he consistently "forgets." Maybe he doesn't talk back to you when you are instructing him. But he takes toys in his bed even though he knows that the house rule is no toys

children's behaviors in each area? Consider the problems that you are having with each child and determine, with your spouse if possible, which ones are character and which ones are foolishness.

6. If you agree that there are two very different types of behaviors, how do you feel that each of these should be disciplined?

7. If you do not think that spanking is "for today," find a successful family with children whom others like to be around and ask them about their discipline philosophies.

8. Have your children been "left to themselves" too much lately? You can know this for sure by their behaviors. Are you experiencing behaviors that you know you need to handle, but running away from them instead?

9. If you have preschoolers and toddlers who are running the other way when called, getting out of bed when put there, not sitting at the table for meals, etc., you are seeing the first signs of long term defiance. I know that sounds strong, but what makes us think that if we allow our young children to disobey and defy our authority now, they will magically respect and obey us when they are older?

10. Are you "getting what you want" in terms of children's behavior—because that is what you allow?

11. What mechanisms can you put in place to train your children in character each day—and provide less "gray" areas in disobedience—such as chore charts, morning schedules, afternoon routines, bedtime rituals, etc. Things that are concrete and

after lights out. How do we as parents know if a behavior is character-related (to be handled with consequences) or willfulness?

Willfulness is older children (beyond preschool) is characterized by any of the following: (1) immediate disobedience (i.e. not the occasional disregard of routine); (2) disrespectfulness (i.e. eye rolling, back talking, ignoring the authority); (3) heart issues of meanness, spitefulness, hatefulness, and unkindness (everybody from age three and up knows you should not hurt another person; it is not a routine commandment); (4) direct unsubmission (consistently not coming under authority); and (5) repeated, unrepentant disregard for routine.

The last characteristic (repeated, unrepentant disregard for routine) is the one that always baffled me from about age seven to eleven. How do I know that he knows he should always do his morning routine, not watch television (come on, Donna!)? How can I be sure that he remembered to take the trash can down on Thursday morning (even though we have gone to great lengths to help him remember--and this is the fifth week in a row he forgot)? The "disregard for routine" is the one that we as parents have to take responsibility for in the beginning (during the training years). We have to make our wishes crystal clear--via family meetings, discussions, charts, checksheets, consistent routines, etc. We have to train him to not disregard his responsibilities--and those discussions and charts are teaching him how to monitor and regulate his own life for the future. (Watch for upcoming articles on preventive and affirmative parenting--or see our book, *The Well-Trained Heart*, for more heart-affecting discipline tips.)

Next problem with this approach to parenting: disrespectful or disobedient teens. They are too old (and it would be "provoking them to wrath" and embarrassing them to do so) to spank. Yet, letting a sixteen year old tell his mom to chill out or slamming his bedroom door in response to his dad with only a grounding from his phone for a day or two feels, well, wrong. This is why I cannot emphasize getting a handle on "foolishness" during the ages of one to six. It has been our experience that if our child's foolishness (disobedience and disrespect) was punished consistently when he was six, he generally will

measurable.

12. Do you need to do any of the following to regain some of the lost connectedness with your teens: apologize for not disciplining them when they were younger, appeal to them that you want to help them develop more godly character, apologize for not taking the time to build the relationship that you should have, setting aside family times and one-on-one times to get to their hearts, etc.? Be sure that if you approach a teen with whom you are distant, you use I messages and not you messages.

Watch for the next issue of TFT's Newsletter:

1. Teaching that a paragraph is a unit of thought
2. Book reviews for some of our "daily" or "yearly" books
3. Cooking for a crowd
4. The Power of Availability
5. Organizing Your School in the New Year

not smart off to us or directly disobey us when he is sixteen (most of the time—I know this is not a hard and fast rule--but let's face it, the odds are with us in punishing early, when coupled with training and affirmative parenting).

That is the thing that bothers me about Smart Discipline, Reality Discipline, or any "consequence" based punishment for all negative behaviors. If my son disrespects me, we have heart issues. We have problems. Taking the phone away for a week or putting him on restriction will not take away his disrespect. I am not comfortable with choosing three items such as (1) do not talk back; (2) homework done before tv; (3) chores done before school starts as the three things that we will give consequences for. Talking back and turning on the television when your homework is not done are two distinctly different behaviors. One is serious and needs serious handling. The other can be trained out of him--and has repercussions in the real world that we can simulate.

We have discovered that punishing for foolishness (willfulness) between one and six, then branching out with Reality Discipline for character flaws (or childishness) with training and consequences (while still punishing the foolishness as it rears its ugly head) has resulted in healthy child discipline in our home. Obviously, it would take another complete article to discuss affirmative and preventive parenting techniques (which we coupled with these corrective parenting techniques), such as discussion, heart training, availability, and more; however, in the beginning of parenting, we often concern ourselves too much with "befriending" our little ones when they truly need punishment, training, consistency, and lots of love to help them control their foolishness and unsubmitiveness.

Christian parenting is by far the greatest challenge we will face on this earth. It is just plain hard work--and often bewildering and frustrating too. It can also be joy-filled and rewarding. We must look at our parenting as much more than just raising kids to be adults. We must look at it as the huge responsibility that it is--to raise our children to know, love, obey, and serve God—and to love their neighbors as themselves.

[1] <http://www.smartdiscipline.org/index.shtml>

[2] Leman, Kevin. Making Children Mind Without Losing Yours. Grand Rapids, Michigan: Fleming H. Revell 2000.

[3] "Foolishness is bound up in the heart of a child; The rod of correction will drive it far from him" Proverbs 22:18 (NKJV).

[4]"...but a rod is for the back of him who lacks judgment" Proverbs 10:13 (NIV).

[5]"Chasten thy son while there is hope, and let not thy soul spare for his crying" Proverbs 19:18 (KJV). "Discipline your children while there is hope. Otherwise you will ruin their lives" Proverbs 19:18 (NLT).

[6] "A wise son makes a glad father, But a foolish son is the grief of his mother" Proverbs 10:1 (NKJV).

[7] "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" I Corinthians 13:11 (NKJV).