Parent Goal 3: Rules, Boundaries, and Consequences

I. Eye-Catcher

Demonstrate the concept of “consequences” using Cartoons on overhead (see Appendix 3A)

A. Natural Consequences
   a. Turn a glass of water upside down – it will spill out.
   b. Don't go to bed at a reasonable hour- tired the next day
   c. Leave milk out on the counter - it goes bad

B. Logical Consequences
   a. Comes in an hour after curfew- next night out curfew is set one hour earlier
   b. Driving too fast – gets speeding ticket and loses driving privileges.
   c. Does not do chores during week- not permitted to go off with friends on weekend until chores completed.

II. Mini Lecture/Discussion (Powerpoint slides can be found on the CD; see speaker notes in the slide show for additional information).

III. In-session Activities:

   A. Limits and Consequences (see Appendix 3B)
   B. Parenting Wisely (see Appendix 3C)

IV. Wrap-up: Review the main points of the session; check for understanding and questions (it can be useful to have the group generate the main points and for the facilitator to write them down on a flip chart or overhead). The main points covered include: the value of natural and logical consequences and how to apply them, cautions about using natural and logical consequences, appropriate limit setting, and ways to increase teen compliance.

V. Handouts: StayConnected Tip Card (see Appendix 3D)

VI. Out of session Activities: Practice using logical consequences with your teen. If you are unsure of the best consequence to give when your child breaks a rule or engages in an unacceptable behavior, tell your child: “There will be a consequence for your behavior. I need time to think about it and will get back to you once I’ve decided.” You also can consider letting your child help you determine the consequence by giving him or her choices of what the consequence will be. For example: Your child failed to make curfew this weekend. The consequences to choose from could be:
1. Your teen will not go out next weekend at all.
2. Your teen will have an earlier curfew (1-2 hours earlier) for the next 2-3 weeks.

It is always better to take time to think of the way you want to handle the consequences rather than having an emotional reaction that may not result in what you intended. However, you should not wait too long to deliver the consequences. In the example above, the consequences should be given some time on the day following the infraction.

**VII. Evaluation** (see Appendix 3E)
Appendix 3A

Cartoon overheads follow
Natural Consequences

Turn a glass of water upside down - it will spill out.

Don’t go to bed at a reasonable hour- tired the next day

Leave milk out on the counter - it goes bad
Logical Consequences

Comes in an hour after curfew- next night out curfew is set one hour earlier

Driving too fast - gets speeding ticket and loses driving privileges

Can’t believe I just got a ticket; no car this weekend!

Does not do chores during week- not permitted to go off with friends on weekend until chores are completed.

Wish I’d done this yesterday instead of sitting around and watching TV.
Appendix 3B
Limits and Consequences

The main goal of this activity is to assist participants with linking appropriate limits with teen’s behavior and linking appropriate consequences with teen’s misbehavior. Materials needed for this activity include: Index cards labeled 1-8 for each group. Giant post-its so that each problem situation can be put on a sheet (total sheets needed = 8); markers, pencils.

- Have participants form pairs (if there is an odd number, have one group of 3)

- The facilitator will be reading off different (problem) situations that a parent might encounter with their teen (see next page). Read situation 1.

- Start the clock – the teams have 2 minutes to come up with what they think is the best solution in terms of limits or consequences for dealing with the problem. Have them write their solutions on the index card labeled “1.”

- When 2 minutes are up, go to the next problem situation. Read the problems and then start the clock for 2 minutes. Again have the pairs come up with what they think are the best solutions and write it down on the index card labeled “2.”

- Repeat this process until all 8 situations have been covered.

- Have giant post-its on the wall – each one labeled with the problem situation and its corresponding number.

- Have a pair that likes one of its solutions for problem 1, come up to that post-it and write down their solution for all to see. Ask if there are any other pairs that have a different solution that they would like to put up for problem 1. Review the problems and the possible solutions. Ask if any sound like something people will try or have tried. Why do they think it will work (or if they tried it, why did it work or not work)?

- Repeat this process until all problems have one or more solutions written under them and have been discussed by the group.

- At the end of the activity, point out that there is always more than one way to solve a problem in terms of setting limits and enforcing consequences with your teen. When faced with the need to establish boundaries, rules or consequences, it is important to think through what your goal is and to try what you and your teen think is the most workable. If it turns out not to work, try a different solution. If you can’t think of any to try, enlist the help of a trusted family member or friend.
Behaviors and Misbehaviors Needing Limits and Consequences

1. Your 15 year old teen wants to start dating. What are the limits you would place on his or her dating?

2. Your 13 year old went off with some friends after school without letting you know where s/he was going. When s/he gets home at 7 p.m. (on a school night) what kinds of consequences would you give?

3. You asked your teen to complete several chores around the house before going off with friends to a movie. Your teen left without doing all the chores. What kinds of consequences would you give?

4. Your teen has a lot of friends who call him/her during the week. What kinds of limits would you place on amount/length of phone use?

5. Your 17 year old is a senior in high school. S/he wants to go to Florida with friends for spring break. What kinds of limits would you set?

6. Your teen comes home smelling of alcohol and cigarettes. S/he admits to drinking and smoking with friends. What kinds of consequences would you give?

7. Your teen accepted a babysitting job, but at the last minute decided s/he’d rather go off with friends and cancels. The people for whom your teen had agreed to babysit are very upset. What kinds of consequences would you give?

8. You come home to find your 16 year old teen locked in a passionate embrace with his/her romantic partner. What kinds of limits would you set?
Appendix 3C
Parenting Wisely
(please check out the videos and the program workbook from the ACES media library).

**Video Clip #1: Helping Children Do Household Chores.**

This clip demonstrates how to increase the likelihood of child compliance (also useful for Goal 2: Youth Voice).

Watch video clip.

The options are:

1. Scold the kids and punish them.
2. Tell them to do the jobs immediately.
3. Make up a jobs list with the kids.

After watching the video, discuss with participants the positives and negatives of each solution. Why is solution 3 the most effective?

If after making a job list with the kids, what can the parents do if the children do not do their chores correctly or when they are supposed to?

Would solution 3 work in your home? Why or why not?

What are other solutions you can think of or have tried that you think would be more effective? Why?

**Video Clip #3: Getting Child to Do Chores-Doing Dishes.**

This clip demonstrates the implementation of logical consequences.

Watch video clip.

The options are:

1. Ask Annie to do the dishes now and punish her for any arguing.
2. Explain to Annie why her behavior is unacceptable, tell her to do the dishes now, and give her an extra job to do if she continues to argue.

Why is option 2 better than option 1?

What is option 2 trying to promote? (Helping the child to understand what she has done wrong and what is expected of her; giving the child a chance to take responsibility – logical consequences follow if child does not take responsibility).

Would solution 2 work in your home? Why or why not?

What are other solutions you can think of or have tried that you think would be more effective? Why?
**Video Clip #6: Getting Child to Obey Requests and Speak Respectfully to Parents—Loud Music.**

This clip demonstrates establishing boundaries and limit setting.

Watch Video Clip

The options are:

1. Let it go this time but vow to take away the boom box the next time it happens.
2. Take away the boom box when he is not home and then discuss the problem when he returns.
3. Be nice and hope he feels bad enough about his threat to leave home that he won’t do it again?

After watching the video, discuss with the participants the positives and negatives of each solution. Why is solution 2 the most effective?

Why is avoiding problems with our children or trying to bribe our children not effective?

Would solution 2 work in your home? Why or why not?

What are other solutions you can think of or have tried that you think would be more effective? Why?

**Video Clip #7: Getting Child to Obey Requests and Speak Respectfully—The Phone Problem**

This clip demonstrates establishing boundaries and limit setting.

Watch Video Clip.

The options are:

1. Let her know that you are serious and tell her again to get off the phone.
2. Demand that she get off the phone and then send her to her room.
3. Slap her to let her know that she shouldn’t disobey you like she has.

After watching the video, discuss with participants the positives and negatives of each solution. Why is solution 2 the most effective?

Why is screaming or using physical punishment not as effective (especially with teens)?

Would solution 2 work in your home? Why or why not?

What are other solutions you can think of or have tried that you think would be more effective? Why?
Appendix 3D
StayConnected Tip card for goal 3
(duplicate as many as needed on card stock paper)

Rules, Boundaries, and Logical/ Natural Consequences

Natural consequences occur naturally from behavior (teen forgets to bring dirty clothes to the laundry room = no clean clothes for the week). Logical consequences fit the nature of the misbehavior and are directly related to the behavior (teen breaks curfew = not be allowed to go out at night the next weekend).

Advantages: Holds the teenager, not the parents, responsible for the teen’s behavior and consequences. Allows teens to make their own decisions about what courses of action are appropriate. Disadvantages: Parents usually do not like to see their children suffer from some of the consequences. Parents often become discouraged if they do not see changes in the child’s behavior right away. Should be used for dangerous activities that require a firm “no” from parents and should be prevented.

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Appendix 3E

Parent Goal 3: Roles, Boundaries and Consequences

<table>
<thead>
<tr>
<th>County_________________</th>
<th>Name of Facilitator_________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marital status: single(never married) married(first marriage) divorced remarried widowed</td>
<td></td>
</tr>
<tr>
<td>Parental Status: mother father grandmother grandfather other (please write in)_______________</td>
<td></td>
</tr>
<tr>
<td>Race/Ethnicity: Black/African American White/Caucasian Hispanic/Latino Native American Asian American Other(please write in)_____________________</td>
<td></td>
</tr>
<tr>
<td>How many sons/grandsons do you have____  What are their ages:_________________</td>
<td></td>
</tr>
<tr>
<td>How many daughters/granddaughters do you have___  What are their ages:_________________</td>
<td></td>
</tr>
</tbody>
</table>

Please circle the number that indicates how much you enjoyed the activities.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not at All</th>
<th>A little</th>
<th>Some</th>
<th>A lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Limits and Consequences</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Parenting Wisely Videos</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Please circle the number that indicates what you knew before and after participating in this session.

<table>
<thead>
<tr>
<th>Before the Session</th>
<th>After the Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not At All</td>
<td>A little</td>
</tr>
<tr>
<td>I know what natural and logical consequences are.</td>
<td>1</td>
</tr>
<tr>
<td>I can use logical consequences with my teen.</td>
<td>1</td>
</tr>
<tr>
<td>I understand the importance of setting limits on my teens behavior.</td>
<td>1</td>
</tr>
<tr>
<td>I can use effective limit setting with my teen.</td>
<td>1</td>
</tr>
<tr>
<td>I can identify times when I have to intervene because using logical consequences would put my teen’s well-being at risk.</td>
<td>1</td>
</tr>
</tbody>
</table>