

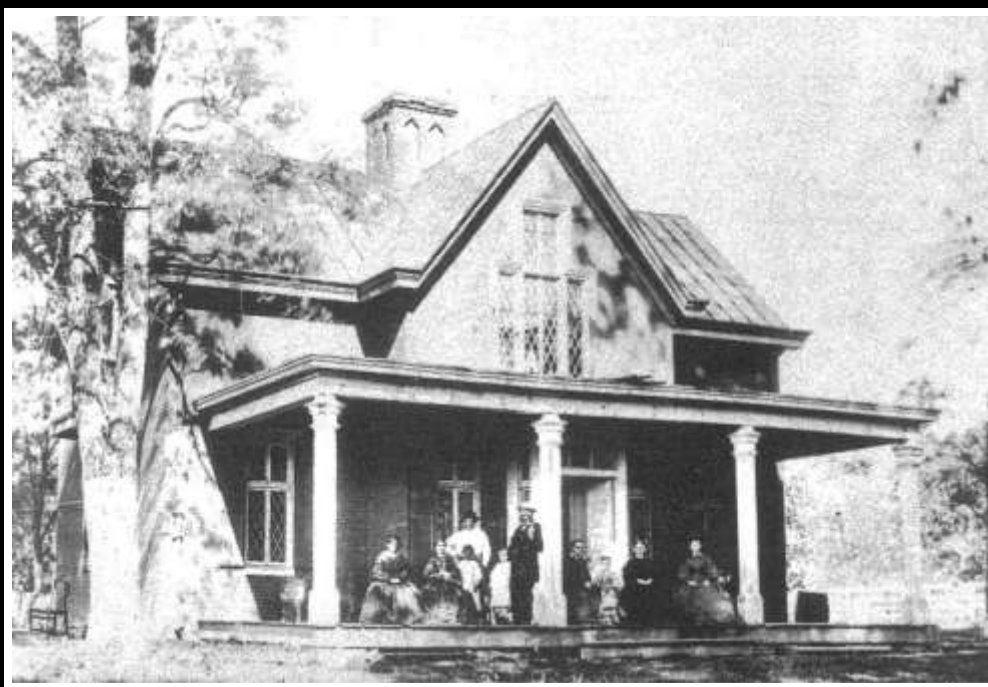
Building Better Homes

Husbands & Fathers



Q?

What kind
of homes
do our
children
need?



**The crying need
in our culture is not better
houses...**

it's better homes.



2 Ptr. 3

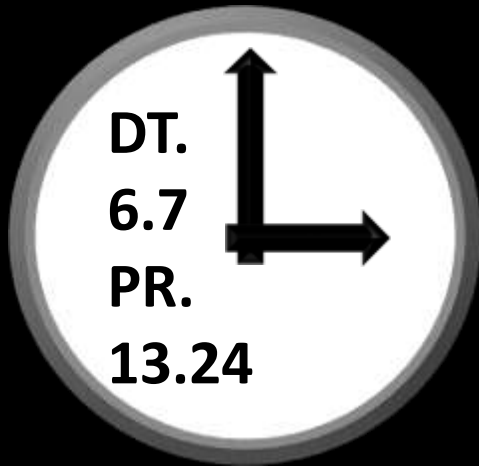
“seeing that all these things shall be dissolved...”

2 Ptr. 3

“seeing that all these things shall be dissolved...”

Proverbs
15:16-17
&
17:1

what children do need:



Josh. 24.15



**Gen.
2:24**

Matt. 7.24-26

- “Let marriage be had in honor among all and let the bed be undefiled, for fornicators and adulterers God will judge.” **Heb.13:4**

**Homes
(like houses)
need
work
&
maintenance**



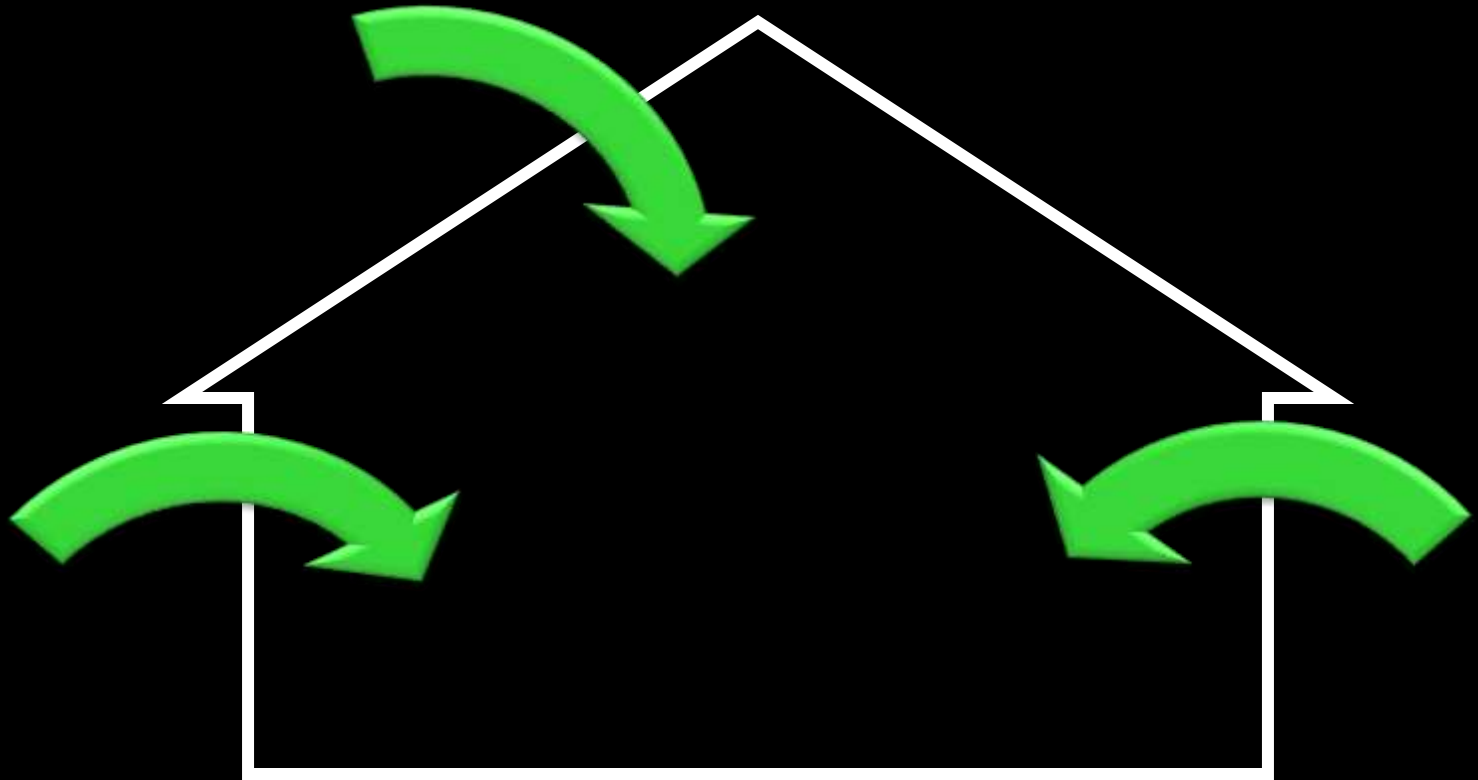
**a
Q
for
the dads**

**the relative importance of
temporary threats & eternal
threats...**

What would I do ...?



on a spiritual & moral level...



...am I letting toxic filth infiltrate my home?

**Godliness does not come from
taking our cues from the world**
Rm.12.1-2



husbands

- Gen. 2.18, 24 *-leave & cleave*
- Gen.3.13-19; 1 Tim. 5.8
 - *provide for physical needs*
- Deut.6.1-9; Eph.6.4
 - *provide spiritual leadership*
- Eph. 5.25, 28-29
 - *provide leadership generally*
 - **a sacrificial & serving leader : Eph. 5.25**

husbands

Eph 5:25, 28-31, 33 ESV

25 Husbands, love your wives, as Christ loved the church and gave himself up for her, ...

28-31 In the same way husbands should love their wives as their own bodies. He who loves his wife loves himself. For no one ever hated his own flesh, but nourishes and cherishes it, just as Christ does the church, because we are members of his body.

31 "Therefore a man shall leave his father and mother and hold fast to his wife, and the two shall become one flesh." ...
33 However, let each one of you love his wife as himself, and let the wife see that she respects her husband.

husbands

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husbands

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LOVE



RESPECT

Eph. 5



**to the
husband:
LOVE HER**

**to the wife:
wife:
FOLLOW HIM**

husbands

- REMEMBERING YOUR VOWS:
- “love and cherish” Eph.5.28-29
- “honor” 1Ptr.3.7
- “to her and her alone”
Job.31.1; Pr.5; Mt.5

“disposable-marriage” in a disposable culture

- *“I think God wants me to be happy”*
- *“I thought things would be different”*
 - *“I want to do what I want to do”*
- *“It’s not good for the kids to see us unhappy”*
 - *“I’m not in love anymore”*
- **Luke 16.18; Mark 10; Matt. 19
1 Cor. 7; Malachi 2:13-16**

a lesson from cuban cars



By MiltonPoint - Own work, CC BY-SA 4.0,
<https://commons.wikimedia.org/w/index.php?curid=38351278>

**THOU SHALT HAVE NO
OTHER GODS BEFORE ME.**

**THOU SHALT NOT MAKE
A GRAVEN IMAGE**

**THOU SHALT NOT TAKE THE
NAME OF THE LORD THY
GOD IN VAIN**

REMEMBER THE SABBATH

**HONOUR THY FATHER AND
THY MOTHER**

**THOU SHALT NOT
KILL.**

**THOU SHALT NOT COMMIT
ADULTERY**

**THOU SHALT NOT
STEAL.**

**THOU SHALT NOT
BEAR FALSE WITNESS**

**THOU SHALT NOT
COVET**

**THOU SHALT NOT
COMMIT ADULTERY**

PROVERBS

5

6

7

AP poll: top news story 2017?

1. ict

2.

3.


4.

5.

6.

AP Poll: Sexual misconduct allegations voted top news story

AP DAVID CRARY
Associated Press December 21, 2017



This combination of photos shows, top row from left, broadcaster Bill O'Reilly, U.S. Senate candidate Roy Moore, U.S. Sen. Al Franken, D-Minn., and broadcaster Matt Lauer. Bottom row from left are actor Kevin Spacey, conductor James Levine, broadcaster Charlie Rose and film producer Harvey Weinstein.

[More](#)

a recurring defense:

“consensual”

THE BLOG 05/05/2016 10:15 pm ET | Updated Dec 06, 2016

8 Things You Should Know About College Campus

By Em & Lo



WEATHER ALL SECTIONS +

New app will allow users to request sexual consent before dating

BY: WKBW Staff

POSTED: 9:45 AM, Feb 1, 2018

UPDATED: 5:33 PM, Feb 1, 2018

TAG: legal fling wmy | sexual consent | #metoo movement | legal fling dating app



Form

of the year 20__ between
____ (hereinafter the Consenter).

r;

traction through participation in one

ther for the aforesaid purpose
____ hours, during which period

*Here's a much
better consensual
agreement:*

Do you take this
woman / man
to be your lawfully
wedded
wife /husband?
To have and to hold,
and to keep yourself to
her/ him alone?
So long as you both
shall live?

I
do.

I
do.



ADULTERY:

THE SELFISHNESS

THE FOOLISHNESS

THE VIOLATION OF COVENANT

THE BETRAYAL

THE ENTANGLEMENT

THE CONSEQUENCES

THE VICTIMS

**THOU SHALT HAVE NO
OTHER GODS BEFORE
ME.**

**THOU SHALT NOT MAKE
A GRAVEN IMAGE**

**THOU SHALT NOT TAKE
THE NAME OF THE LORD
THY GOD IN VAIN**

**REMEMBER THE
SABBATH**

**HONOUR THY FATHER
AND THY MOTHER**

**THOU SHALT NOT
KILL.**

**THOU SHALT NOT
COMMIT ADULTERY**

THOU SHALT NOT

**THOU SHALT NOT
BEAR FALSE WITNESS**

**THOU SHALT NOT
COVET**

PORNOGRAPHY

MATT. 5.27-30

RESPECTING BOUNDARIES

- clothing
- communication
- compliments
- contact
- companionship
- closeness
- imagination
- intimacy
- love
- desire
- loyalty



7 SIGNS YOU'RE HAVING AN EMOTIONAL AFFAIR:

2. You're dressing to impress a specific individual other than your spouse.

patheos.com / Dave Willis

When we're trying to be visually attractive for an individual other than our spouse, we're opening a very dangerous door.

3. You try to create opportunities to be alone with someone other than your spouse.

If you're going out of your way to "run into" someone so you can have one-on-one conversations, that's a huge red flag.

4. You delete text messages or emails from someone, because you don't want your spouse to see them.

If you're ever hiding messages, texts or calls, then you've crossed an obvious line..

5. You're having consistent romantic and/or sexual fantasies about someone other than your spouse.

Affairs don't start in the bedroom, they always start in the mind!

6. You're constantly comparing your spouse to this other individual.

...the mental tendency is to see this new person as nearly flawless and, by comparison, your spouse's flaws become much more obvious. If you're more critical of your spouse while mentally comparing them to this other person, you're falling into a toxic trap.

Read more at <http://www.patheos.com/blogs/davewillis/7-signs-youre-having-an-emotional-affair/#dpbyiHYp7bXGRMGT.99>

“Being frustrated with your spouse
is no more a good reason to get divorced
anymore than
being frustrated with your children
is a good reason to put them up for adoption.”

-Dave Willis

davewillis.com

**A HEALTHY
MARRIAGE:**

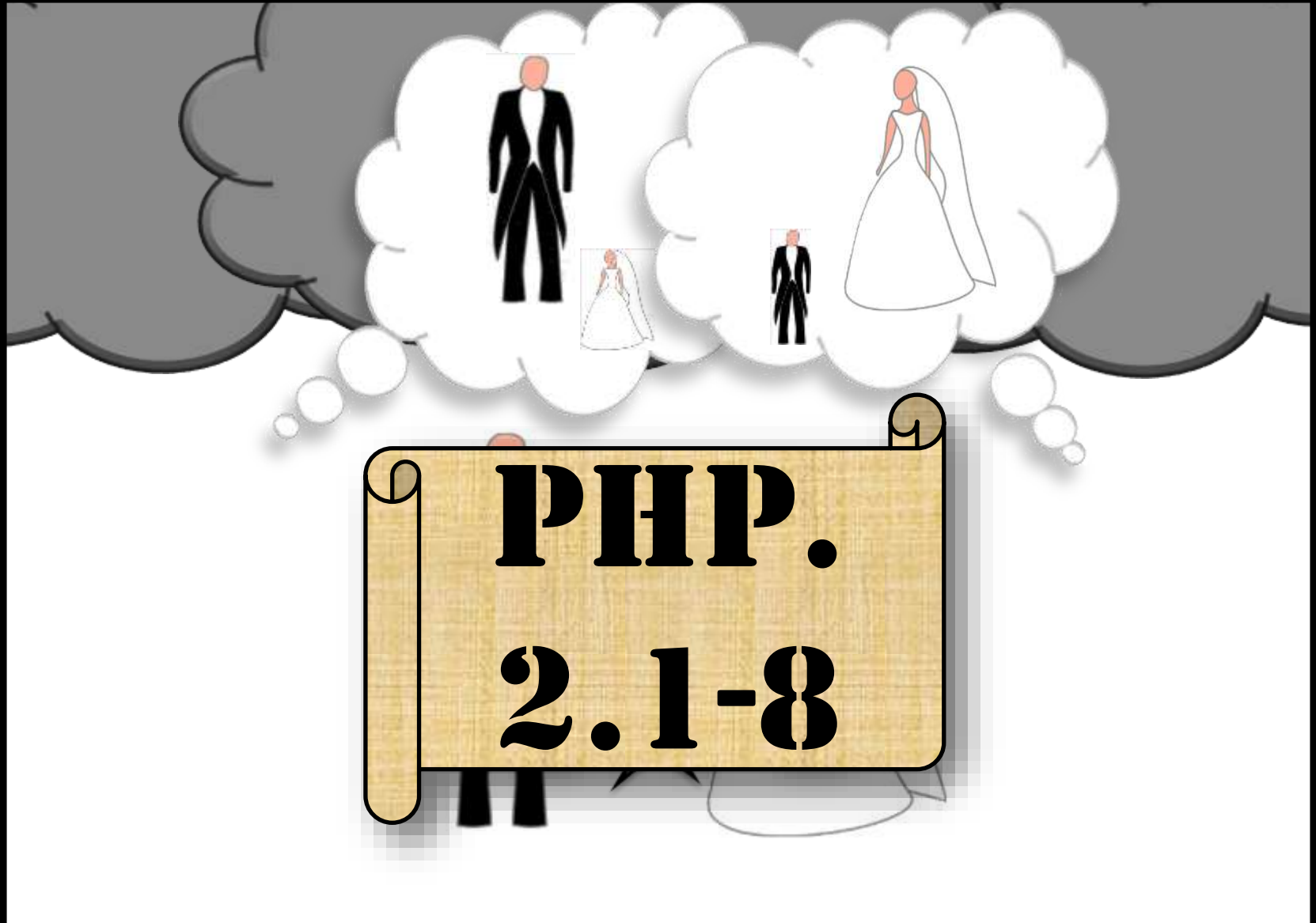
**INVOLVES SO MUCH
MUCH MORE THAN**

**“DON’T COMMIT
ADULTERY”**

**STRESS
STRAIN
&
STRIFE**







PHP.
2.1-8





husband & wife

1 Peter 3

wife

- **Eph. 5.22-24**

Wives, submit to your own husbands, as to the Lord. For the husband is the head of the wife even as Christ is the head of the church, his body, and is himself its Savior. Now as the church submits to Christ, so also wives should submit in everything to their husbands.

wife

- **Titus 2.3-5**
 - older women teach the younger women:
 - “to love their husbands, to love their children, to be sensible, pure, workers at home, kind, being subject to their own husbands”

Gen.3:16-19; Prov.31

1Tim.5.14; Titus 2.5

wife

- **Proverbs 31.10-31**
- an excellent wife, her worth is far above rubies [10]
- the heart of her husband trusts in her [11]
- she does him good and not evil [12]
- she stretches out her hands to the needy [20]
- she looks well to the ways of her household [27]
- strength and dignity are her clothing [25]
- law of kindness is on her tongue [26]

husband & wife

1Cor.7.

- defraud not one another
husband
wife
- “one flesh” God’s plan / fund. & beneficial
- considerate (**1 Cor.7; Mt. 7.12; Php.2**)
- secure (**Pr.31 / Pr.5-7**)
- impassioned (**Prov.5**)
- loving (**Eph.5/ Titus 2**)



communication



communication

**Col.
3.19**

**Prov. 21.9
27.15**

speaking with kindness

- **Eph. 4.15**
speaking the truth in love
- **Prov.25:15**
a soft tongue breaks the bone
- **Prov.15:1**
A soft answer turneth away wrath:
but grievous words stir up anger

Prov.
31:26

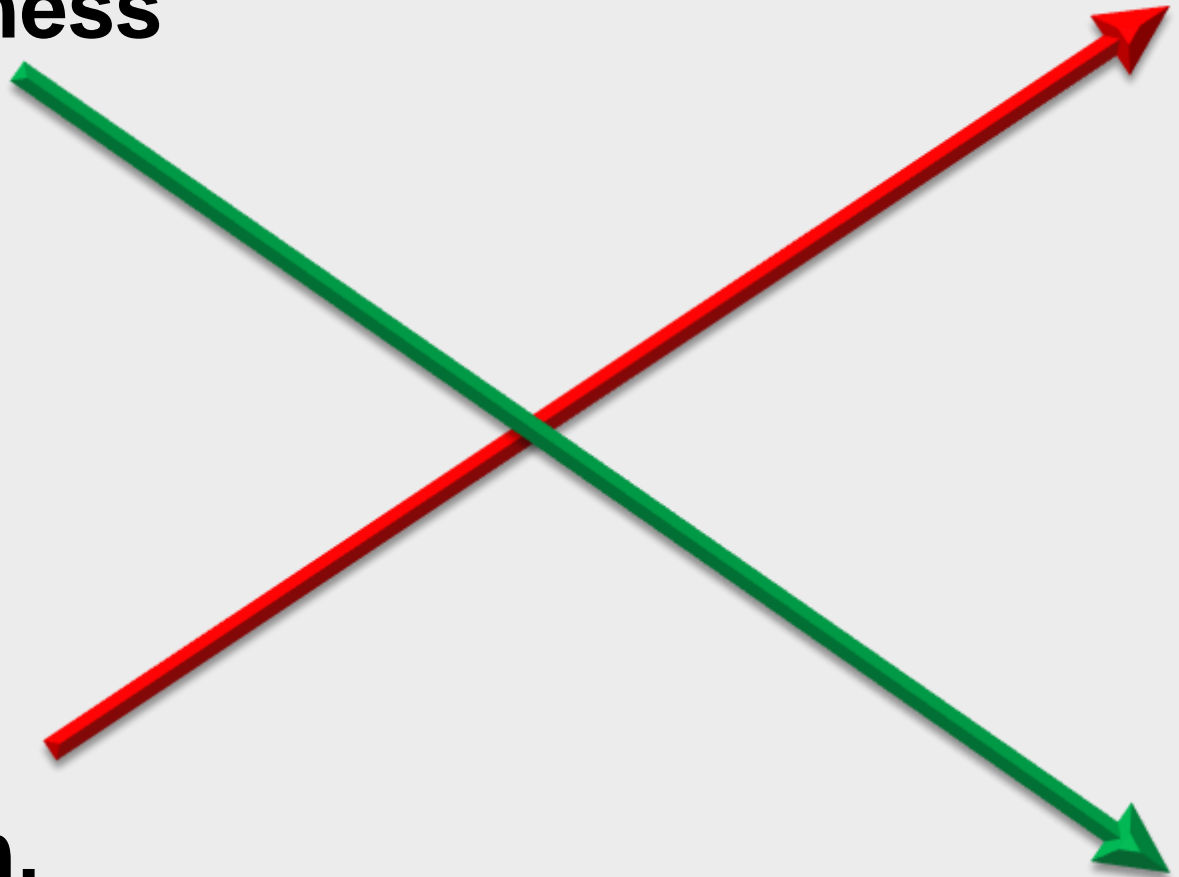
Col.
3:19

Mt.
7:12

PROVERBS 18:21

effectiveness

**tension,
frustration,
irritableness**



Prov. 21:9 & 19

Prov. 14.1

nasb

The wise woman builds her house,
But the foolish tears it down with
her own hands.

“Let no corrupt speech proceed out of your mouth, but such as is good for edifying as the need may be, that it may give grace to them that hear.”

Eph.4:29 asv

throwing jabs

- *“My mistake. I should have learned by now not to expect too much.”*
- *“I shouldn’t blame you. You get it honestly enough from your [Dad/Mom/brother/sister].”*
- *“I should have listened to my mother when she warned me about you.”*

Prov.12:18 nasb

“There is one who speaks rashly
like the thrusts of a sword,
But the tongue of the wise brings healing.”

specific area ...

“sorry apologies”

vs.

sorrow & apology

apologies

- the minimizing apology

Perhaps I made a

Maybe my reaction
wasn't the best

Well, no one's
perfect after all

i.o.w.:
NO BIG DEAL. MAYBE I
WASN'T PERFECT.

apologies

- the minimizing apology
- the accusation apology

I'm sorry you got so
upset over that

I'm sorry you were
so bothered by that

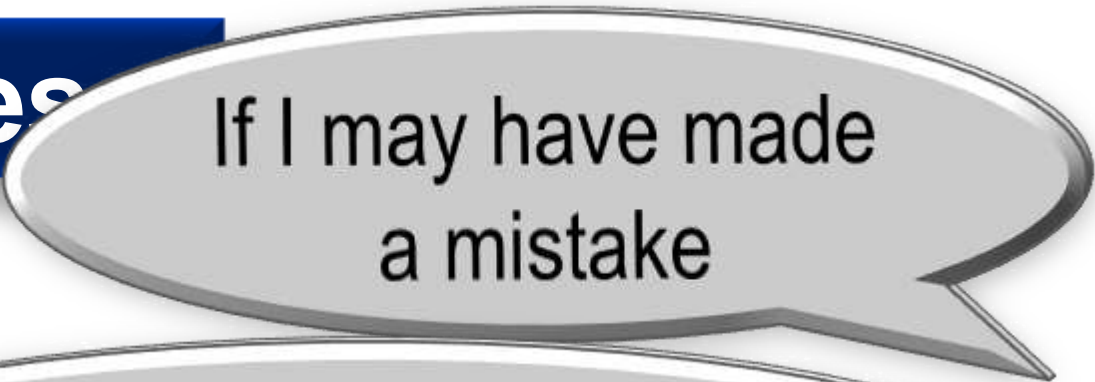
I'm sorry you took it
the wrong way

i.o.w.:


HERE'S YOUR
APOLOGY: SORRY
YOU MESSED UP,
BUT IT'S YOUR FAULT

apologies

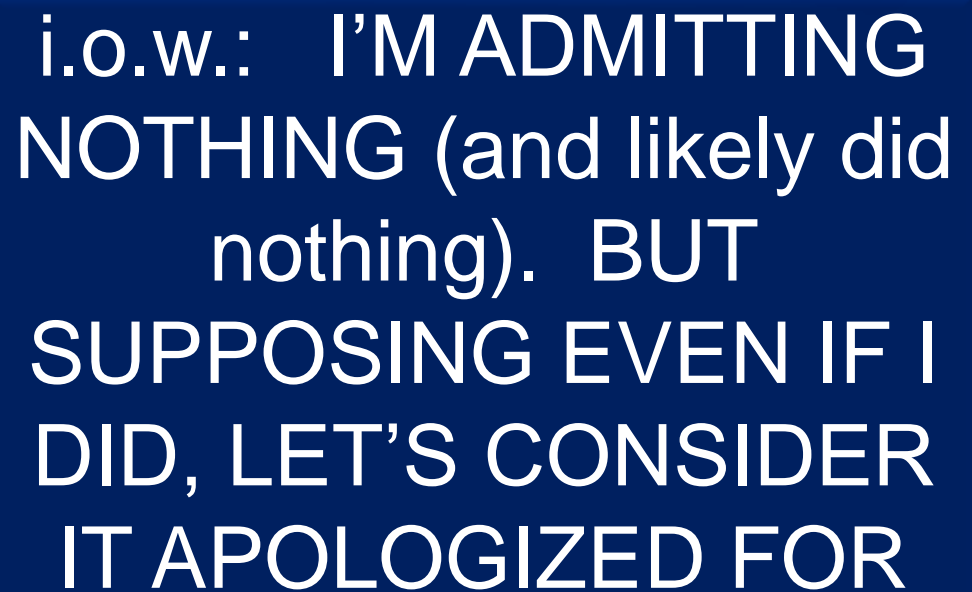
- the minimizing apology
- the a apology
- the “hypothetical” apology

A light gray speech bubble with a black outline and a drop shadow, pointing towards the top right.

If I may have made
a mistake

A light gray speech bubble with a black outline and a drop shadow, pointing towards the bottom right.

If I did anything that may
have appeared to be wrong

A dark blue rectangular box with a black outline and a drop shadow.

i.o.w.: I'M ADMITTING
NOTHING (and likely did
nothing). BUT
SUPPOSING EVEN IF I
DID, LET'S CONSIDER
IT APOLOGIZED FOR

apologies

- the minimizing apology
- the accusation apology
- the “h” apology
- the “I’m sorry, but...” apology

Well I’m sorry, BUT
IF YOU HADN’T...


I’m sorry, BUT YOU
WERE THE ONE...

I’m sorry, BUT I ONLY
REACTED THAT WAY
BECAUSE YOU...


i.o.w.:
OK, there’s your
apology. NOW TO THE
REAL PROBLEM: YOU.

apologies

- the minimizing apology
- the accusation apology
- the “hypothetical” apology
- the “I’m sorry, but...” apology
- the angry apology



*So I'm sorry,
OK???*



FINE! I'm sorry then.
Are you satisfied?

i.o.w.:

**Ok- I said the words.
Now get off my back!**

apologies

- the minimizing apology
- the accusation apology
- the "hypothetical" apology
- the "I'm sorry, but..." apology
- the angry apology

**the apology of
the prodigal
son**

Lk.15:21

**Nurture?
Or Neglect?**

**Build up?
Or tear down?**

**Grow together?
Or grow cold?**

HEB.13:4

Let marriage be had
in honor among all

MAL. 2:14 NKJV

the **LORD** has been
witness

Between you and the
wife of your youth...

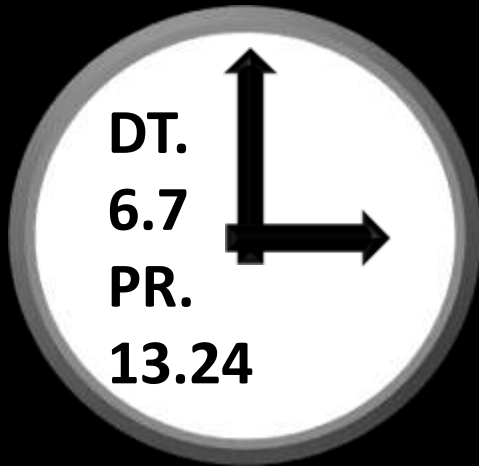
she is your
companion

And your wife by
covenant.



CHILD TRAINING

what children do need:



Biblical examples of parenting (good and bad)

- **(-) choice of environ.** **Lot** **Gen.13:12-13**
- **(-) deceit & favoritism** **R & I / J.** **G.25 & 37**
- **(-) not restraining** **Eli** **1S.2:22-23/ 3.13**
- **(-) didn't "displease" him** **David** **2Sam.13/ 1K.1.6**
- **(+) lasting influence** **Jonadab** **Jer. 35:1-19**
- **(+) raised in the Word** **L > E > T** **2Tim.1:5; 3:15**

Proverbs 22.6

ESV

**“Train up a child in the way he
should go,
Even when he is old, he will not
depart from it”**

Prov. 29:15

NET

A rod and reproof impart wisdom,
but a child who is unrestrained
brings shame to his mother.

CHILD TRAINING

- **Proverbs 22.6**

“Train up a child in the way he should go,
even when he is old,
he will not depart from it”

- **or Judith Harris: “Do Parents really matter?”**

- **Time issues:**

- **a garden**



PARENTS

- **Proverbs 22.6**

“Train up a child in the way he should go,
even when he is young,
and he will not stray from it when he is old.”

10 to 12
weeks

- **or Judith 13.15**

- **Time issue:**

- a garden

- cat, bird

- Deut. 6.7; Eph. 6.4

- the importance of starting early

It takes the babies **about 2 weeks** to leave the nest, or "fledge," and then they usually stay with their parents for two or three weeks after that.

Journey North American Robin

early child training

LESSON # 1:

basic vocabulary:



No

=



No

EARLY TRAINING & “NO”

- The importance of “no” [cf. **Gen.2; Ex. 20**]
- **respect & compliance for the prohibitory “no”**
- if you don’t mean it, don’t say it, and if you do mean it, enforce it - **Mt.5.37**

VOCABULARY TEST: What does “no” mean to my child?

No

=

**Tantrum
time**

No

=

**The defense
attorney may now
cross examine**

No

=

**Don't do it while
Mom or Dad are
watching**

No

=

No

**RESPECT
FOR
AUTHORITY**



**I WON'T
ALWAYS GET
MY WAY**



**BEHAVIOR
IS MORE
IMPORANT
THAN
DESIRE**



**SELF
DENIAL
/
SELF
CONTROL**



No

=

No

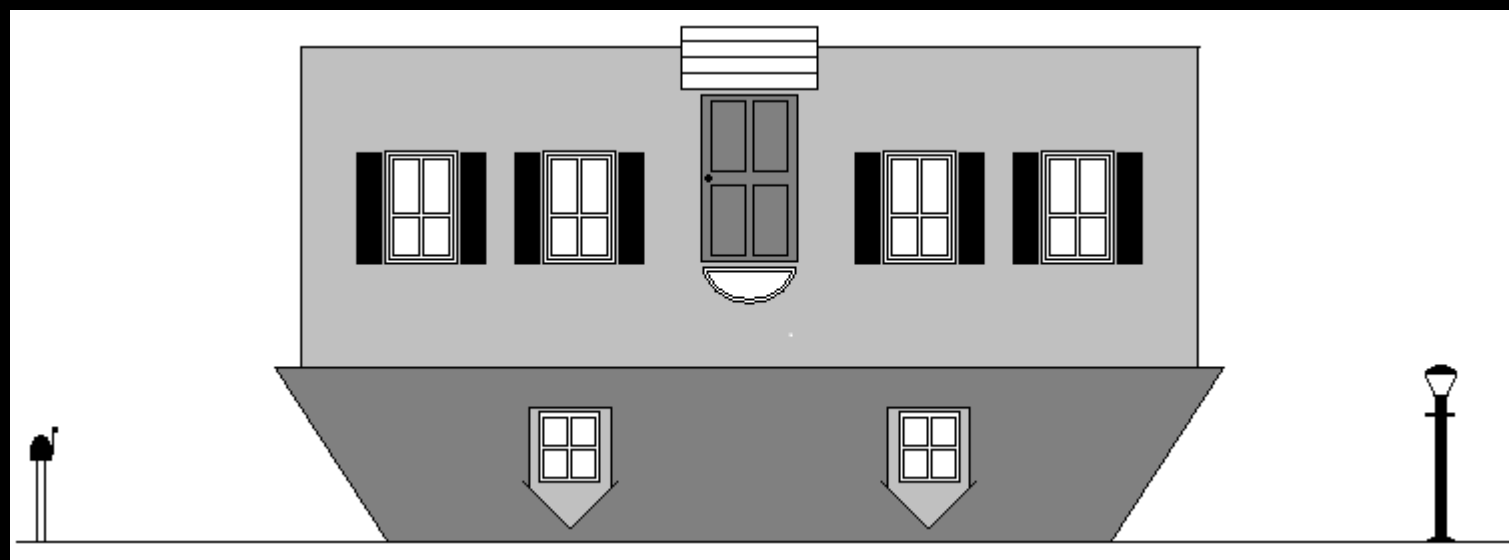
EARLY TRAINING & “NO”

- important foundation:
***learning to submit to an earthly father
prepares the child for submission to a
far more important Father.***

EARLY TRAINING & “NO”

- **respect & compliance for prohibitory “no”**
- **zero tolerance for defiant & rebellious “no”**

**avoiding
upside down homes**



UPSIDE DOWN HOMES *(M.&D.Pearl?)*

Child centered homes vs. God centered homes:

Too many children view the home,
the parents, the food, etc., as merely a means to an ends:
to satisfy and please the child.

The child makes his demands and manipulates the parents
via tantrums and repeated misbehavior.

Parents bow to the will of the child in efforts to placate and
appease his whims and dissatisfactions, or suffer through
increased strife and conflict when they cannot.

The home is like a house built upside down.

The child needs to understand:



- **GOD**
- **father**
- **mother**
- **child**



ROLES
Josh. 24.15

Eph.5.25
1Ptr. 3; 1Tm.5.14

Eph.6:1-4

Prov. 29:15

The rod and reproof give wisdom,
but a child left to himself brings
shame to his mother.

a child untrained . . .

a.) 4 yr. old
b.) breakfast

Prov. 29:15 ESV

**The rod and reproof give wisdom,
but a child left to himself brings
shame to his mother.**

Proverbs 22.6

ESV

**“Train up a child in the way he
should go,
Even when he is old, he will not
depart from it”**

**some common
mistakes
to avoid**

parenting pitfalls

1. failing to discipline...

- He who spares his rod hates his son, but he who loves him disciplines him diligently

Prov.13.24

- Discipline your son while there is hope, and do not desire his death

Prov. 19.18

- Foolishness is bound up in the heart of a child; the rod of discipline will drive it far from him

Prov. 22.15

1. failing to discipline...

- Do not hold back discipline from the child,
Although you strike him with the rod, he will not die
Prov. 23.13
- The rod and reproof bring wisdom, but a child who
gets his own way brings shame to his mother
Prov. 29.15
- Correct your son, and he will give you comfort;
he will also delight your soul
Prov. 29.17

(illustration / 4 yr. old)

2. Rewarding misbehavior

- Why do children throw tantrums?
- lowering the bar / accom. & facilitating misbehavior
- letting a child get “his way” is not doing him a favor, it will spoil him
- letting a child get his way will not satisfy him, it will spoil him [imp.of boundaries/ playground.ex.]
- the difference between a boy and a pig
- **“The rod and reproof bring wisdom, but a child who gets his own way brings shame to his mother”**

Prov. 29.15

3. Expecting misbehavior

- Not talking about *wanting* misbehavior, hoping for, or preferring misbehavior...
- but expecting misbehavior
 - “Oh, we can’t take him to the restaurant”
 - “There’s no way Jr’s going to sit still for an hour”
 - “Well after that sugar, he’s going to be impossible”
 - “Oh, I’ll never get him to eat that”
 - “Sorry, my son’s not much of a sharer”
- **“Foolishness is bound up in the heart of a child; the rod of discipline will drive it far from him”**

Pr.22.15

as a general rule: you get what you expect

If you expect tantrums, you will get them.

If you expect dishonesty, you will get it.

If you expect bad attitudes, you will get it.

**but if you really EXPECT the opposite,
and require and TRAIN for the opposite,**

you will GET the opposite.

4. failing to be consistent...

- **“He who spares his rod hates his son, but he who loves him disciplines him diligently”**
Pr.13.24
- child psych. on “playing the odds”
- lottery analogy: people keep buying tickets when there’s a chance of it paying off. Eliminate all lottery winnings, and people would quit buying tickets. Eliminate occasional pay-offs, and let the child realize the lottery is shut down.
- “No parking” illustration (next slide)

Imagine a city that treated “No Parking” violations with the following sequence of responses (and everyone knew how the system worked):



What would those no parking areas be filled with?

5. Thinking “I don’t have time...”

- Like saying “I don’t have time to get rid of lice”
 - Child training time is well invested time, and saves time
 - “All discipline for the moment seems not joyful, but sorrowful, yet ... afterwards it yields the peaceful fruit...”
- Heb.12.11**
- “He who spares his rod hates his son, but he who loves him disciplines him diligently”

Prov.13.24

6. failing to control self...

- proper motivation: **Prov.13.24**
“he who loves him disciplines him diligently”
- discipline vs. abuse
- discipline vs. YELLING!!
 - “expert” advice [?]
- Why won't he obey???
 - “*What's wrong with you?*”
“*I don't know why you won't do right!*”
- the vase test (*see next slide*)

THE VASE TEST

set up:

- a.) Jr. bounces a ball off the wall
- b.) Mom says: "Jr., don't throw that ball in the house"
- c.) Jr. looks at mom, heard her; throws the ball again anyway.

scenario A:
nothing broken

Reaction:

No big deal.
Mom says,
"Jr., I asked
you not to
do that."

Reaction:
Seeing her
son's willful
defiance &
disobedience,
Mom takes
this very
serious and he
is punished.
WHY?

scenario B:
antique vase is shattered

Reaction:

No big deal.
Mom says,
"Jr., I asked
you not to
do that" **?**

Reaction:

Jr's in BIG
trouble!!
NOW he's
going to get
it! This is
VERY
serious.
WHY?

3 C's

**CALM, CONSISTENT,
&
IN CONTROL**

7. Training them to disrespect instructions given calmly

- **illustration: junior & bedtime**
(Jr. ignores first few instructions, only obeys once she loses her temper and yells)
- **Mom has a talk with Jr.: apologizes (for yelling) > inform Jr. of new policy (instruction given in normal voice, punishment if not obeyed) > follow through**
- **The parents' choice:**
 - they never obey
 - they obey after you scream
 - Or only after saying it over & over & over
 - **Or the 1st time, and to calm instructions** (w/o yelling, nagging, badgering, etc.)

8. fathers “discouraging,” “provoking to wrath”

- **“Fathers, provoke not your children, that they be not discouraged” -Col. 3.21**
- **“fathers, provoke not your children to wrath: but nurture them in the chastening and admonition of the Lord” -Eph.6.4**
- **criticism ... or nothing**
- **expecting talents beyond their capacity**
- **fluctuating boundaries based on your mood [Illust.: cattle fence]**

9. failing to parent with joy

- **rejoice** in the wife of your youth. **Prov. 5.18**
- The father of the righteous will greatly **rejoice**; And he ...will have **joy** of him. Let your father and your mother be **glad**, And let her **rejoice** who gave birth to you. **Prov. 23.24-25**
- A **joyful** heart makes a cheerful face, But when the heart is sad, the spirit is broken... a **cheerful** heart *has* a continual feast... Better is a dish of vegetables **where love is** Than a fattened ox *served* with hatred. **Prov. 15.13-17_{nasb}**
- the **law of kindness** is on her tongue. **Prov.31.26**
- A **joyful** heart is good medicine, but a crushed spirit dries up the bones. **Prov. 17.22_{esv}**

10. failing to use rod AND reproof

- Just rod? [learns... what?]
- Just reproof? [kid at walmart]
- value in “the lecture”
 - conscience
 - anticipation
- “The **rod** **and** **reproof** bring wisdom,
but a child who gets his own way brings
shame to his mother” **Prov. 29.15**

11. Settling for situation control in



a Child

experience”

?)

ot

they will

when he

“control”)

- twinkie b
- BRIANNE
- A mom's c
- in 2 or 3 d
- MERE CO
- “They're n
- enough. T
- behave th
- “TRAIN u
- is old he w
- **TRAIN T**
- a little boy

“I'm still standing up on the inside!” ... then job's not done!

12. Mistaking “taking them to church” for “bringing them up in the nurture and admonition of the Lord”

- Eph. 6.4
- Deut. 6.7

“You shall teach them diligently to your sons and shall talk of them when you sit in your house and when you walk by the way and when you lie down and when you rise up”

13. thinking “if we don’t allow this, they might rebel and leave the church”

- **what good is being “in church” if they aren’t in the Lord? -Rev.3.14ff**
- **“do you not know that friendship with the world is hostility toward God?” -James 4.4**
- ***entertainment? attire? interests?***
- ***And start training EARLY***

clothing choices...

Gen. 3

Ex. 28:42

1 Tm. 2:9

Jn. 21.7

Pr. 7.10

1 Ptr. 3.3



clothing choices...

- *exposed cleavage?*
- *exposed undergarments?*
- *tight pants?*
- *tight tops?*
- *high slits?*
- *bare midriff?*
- *bare thighs?*



14. assuming cultural norms : “terrible 2’s” > “rebellious teens”

- **culturally common: >rebellious teens**
- **also common: >ungodly adults**
- **Josiah 2 Chron. 34.1-3**
- **Timothy Acts 16:1-3 / cf. 1Tim.4.12**
- **Note: wise parenting & the consideration of “trajectory”
[cf: Jonadab in Jer.35 / Lot in Gn.13]**
- **Expect Train Guide Eccl.12.1**

15. Going into defense mode when our children are wrong

- Defending
- Denying
- Redirecting blame
- 1Tim.5.21 “without partiality”
- Isaiah 5.20 “woe to them that call evil good, and good evil”
- *If you start a pattern of bailing out, don't be surprised it they come to expect it.*

16. Failing to train humility

- Proverbs 6 (first abomination)
- being aware of a culture that celebrates youth and lacks respect for its elders
- *The fool test (prov.)*

17. Focusing on home income (\$) over home outcome (the children)

- “Better is a little with the fear of the Lord than great treasure and turmoil with it. Better is a dish of vegetables where love is than a fattened ox served with hatred” Prv. 15.17
- *the home, not the house / the family, not the stuff*
- Do our homes reflect scriptural priorities?
Or cultural priorities? older women:
“train the young women to love their husbands, to love their children, to be sober minded, chaste, workers at home, kind, being in subjection to their own husbands” Titus 2:3-5

1Tim.
6:6-10

18. underestimating threats

- **corruption from the entertainment media**
- **corruption from the internet (pornography , etc.)**
- **offenders / predators (old and young)**
- **certain educational agendas**
(relativism, promotion of homosexuality, evolution)
- **presuming medication solutions for behavior issues**
- **feminism agendas & blurring of gender roles**
- **declining standards of self-responsibility, conduct, dress, ethics, etc.**

19. Lowering the bar from the firstborn to the baby

- **Lk. 15, note the birth order**
not always, not necessary, but also not uncommon
- **why so?** (in addition to time %):
- **pacifier illustration**
- **1st born > into world of adults**
- **youngest > world of children**
- **time 1st born: parents eager**
- **youngest: “my baby”**

Temperament

- **TEMPERAMENT**
- *“pleaser” vs. “strong-willed”*
- **GAL.5:16ff**
- **selfish stubbornness needs to be broken, but principled independence is very valuable**
- **win...**
...& your child wins

extra charts

something I've needed
& would recommend:
the improvement game



PARENTS

Take the time...

- **Teach** them to do right
- **Train** them to do right
- **EXPECT THEM TO DO RIGHT**



ROLES
Josh. 24.15

Eph.5.25
1Ptr. 3; 1Tm.5.14

Eph.6

3 messages for sons & daughters:

- a.) learn to love**
- b.) roads go places**
- c.) lessons from Luke 15**

a.) learn to love

Eph. 5.25 & Titus 2.45

A gravel road splits into two paths, leading into a forest of tall pine trees. The sky is filled with large, white clouds, with a small patch of blue visible. The ground is covered in dry, yellowish grass and small shrubs. The text "Roads lead to places (Prov. 4; Mt.7.12-14)" is overlaid in white, bold font at the bottom of the image.

**Roads lead to places
(Prov. 4; Mt.7.12-14)**

c.) lessons from Luke 15

something I've needed
& would recommend:
the improvement game





***What about
ADHD?***



***What about
ADHD?***

Your son is a
problem in class

Your son has a
behavioral
disorder.

Here's a drug
to control the
problem.

Never spank
your child.

Don't be
controlling. Let
him be himself.

Build up his
self esteem.

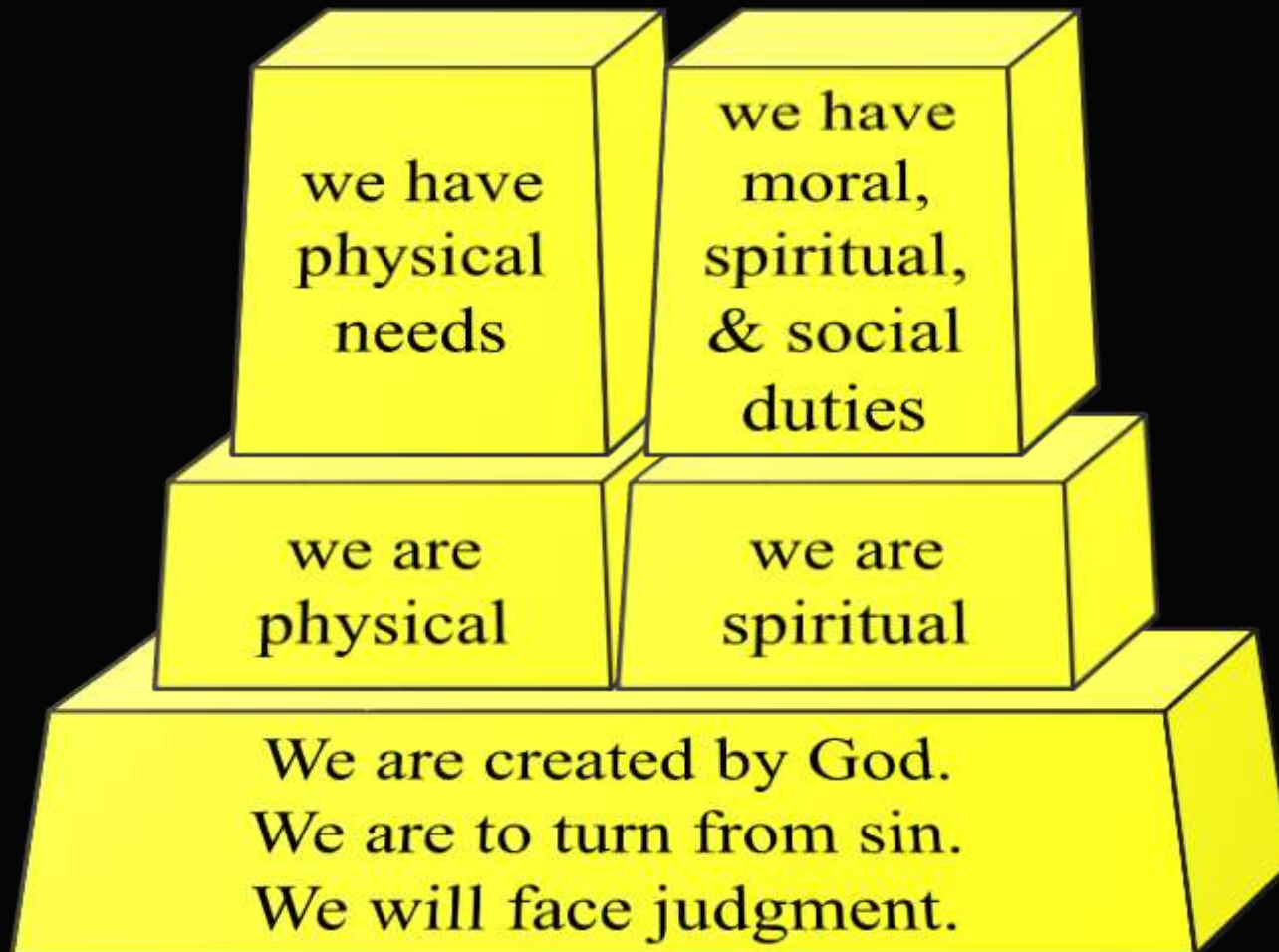
Straight correlation?

No, not that simple...

**parenting
&
meds**

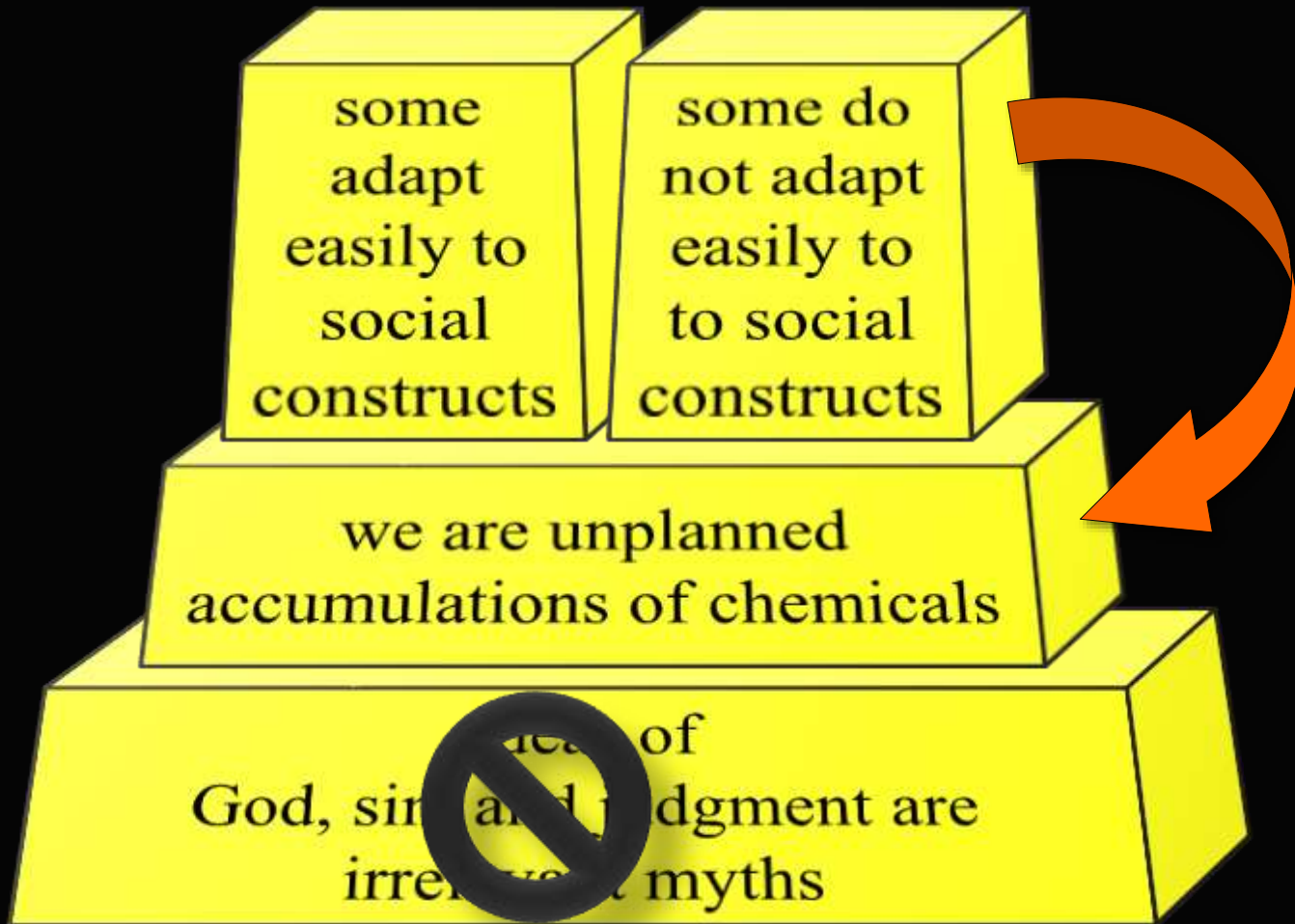
two premises:

- **Biblical premise**



- biblical premise

- evolutionary premise



GOOD PHYSICIANS

- a noble profession...
- Mark 2.17 “It is not the healthy who need a doctor, but the sick”
- Col. 4.14 “Luke, the beloved physician”

LTD. PHYSICIANS

- Mark 5.26
“who had suffered much under many physicians, and had spent all that she had, and was no better but rather grew worse.”

ADHD



**familial
component**

**training
component**

**gender
component**

NOV. 2014

<http://time.com/3595712/the-5-trends-driving-the-surge-in-adhd/>

TIME

Living

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LIVING PARENTING

The 5 Trends Driving

Belinda Luscombe @luscombeland | Nov. 20, 2014

Researcher says it's less to do with brain chemistry and more to do with money

Until recently, 90% of all Ritalin takers lived in the U.S. Now, America is home to only 75% of Ritalin users. But that's not because Americans are using less of the drug, [says a Brandeis professor](#). That's because ADHD diagnoses, and treatment via pharmaceuticals are growing in other parts of the world.

Until recently, 90% of all Ritalin takers lived in the U.S. Now, America is home to only 75% of Ritalin users.



Behavior Therapy Techniques

Technique	Description	Example
Positive reinforcement	Compliments and praise for good behavior.	Child completes an assignment and is permitted to play on the computer.
Time-out	Removal of child from a situation for a short period of time.	Child hits sibling and, as a result, must sit for 5 minutes in the corner of the room.
Response cost	Withholding of a privilege or reward for misbehavior.	Child loses free-time privileges for not completing homework.
Token - economy	Child earns tokens for good behavior, which can be exchanged for rewards.	Child earns stars or points for completing assignments and loses stars for getting out of seat. Child cashes in the sum of her stars at the end of the week for a prize.

WHY not
use such
therapy for
childhood
diseases
?

Under this approach, parents, teachers, and other caregivers learn better ways to work with and relate to the child with ADHD. You will learn how to set and enforce rules, help your child understand what he needs to do, use discipline effectively, and encourage good behavior. Your child will learn better ways to control his behavior as a result. You will learn how to be more consistent

- Common ADHD Medications & Treatments for Children
- Behavior Therapy for Children with ADHD



2. **Hyperactivity and Impulsivity:** Six or more symptoms of hyperactivity-impulsivity for children up to age 16, or five or more for adolescents 17 and older and adults; symptoms of hyperactivity-impulsivity have been present for at least 6 months to an extent that is disruptive and inappropriate for the person's developmental level:

- Often fidgets with or taps hands or feet, or squirms in seat.
- Often leaves seat in situations when remaining seated is expected.
- Often runs about or climbs in situations where it is not appropriate (adolescents or adults may be limited to feeling restless).
- Often unable to play or take part in leisure activities quietly.
- Is often "on the go" acting as if "driven by a motor"
- Often talks excessively.
- Often blurts out an answer before a question has been completed.
- Often has trouble waiting his/her turn.
- Often interrupts or intrudes on others (e.g., butts into conversations or games)

In addition, the following conditions must be met:

- Several inattentive or hyperactive-impulsive symptoms were present before age 12 years.
- Several symptoms are present in two or more settings, (e.g., at home, school or work; with friends or relatives; in other activities).
- There is clear evidence that the symptoms interfere with, or reduce the quality of, social, school, or work functioning.
- The symptoms do not happen only during the course of schizophrenia or another psychotic disorder. The symptoms are not better explained by another mental disorder (e.g., Mood Disorder, Anxiety Disorder, Dissociative Disorder, etc.)



National Institute
of Mental Health

Transforming the understanding
and treatment of mental illnesses.

Who Is At Risk?

ADHD is one of the most common childhood disorders and can continue through adolescence and into adulthood. The average age of onset is 7 years old.

ADHD affects about 4.1% American adults age 18 years and older in a given year. The disorder affects 9.9% of American children age 13 to 18 years. Boys are four times at risk than girls.

Studies show that the number of children being diagnosed with ADHD is increasing, but it is unclear why.

He added: "If you give psychostimulants to animals when they are young, their rewards systems change. They require much more stimulation to get the same level of pleasure.

"So on a very concrete level they need to eat more food to get the same sensation of satiation. They need to do more high-risk things to get that little buzz from doing something. It is not a benign phenomenon.

"Taking a medication influences systems in ways we don't always understand. I tend to be pretty cautious about this stuff, particularly when the research shows you that other interventions are equally effective and over time more effective and have none of the adverse effects. For me it's a no-brainer."

Perry said he favoured an approach that went back to the root causes of the problem, and often required attention being focused on the parents. "There are number of non-pharmacological therapies which have been pretty effective. A lot of them involve helping the adults that are around children," he said.



TIME

Opinion

Doctor: ADHD Does Not Exist

Dr. Richard Saul | March 14, 2014



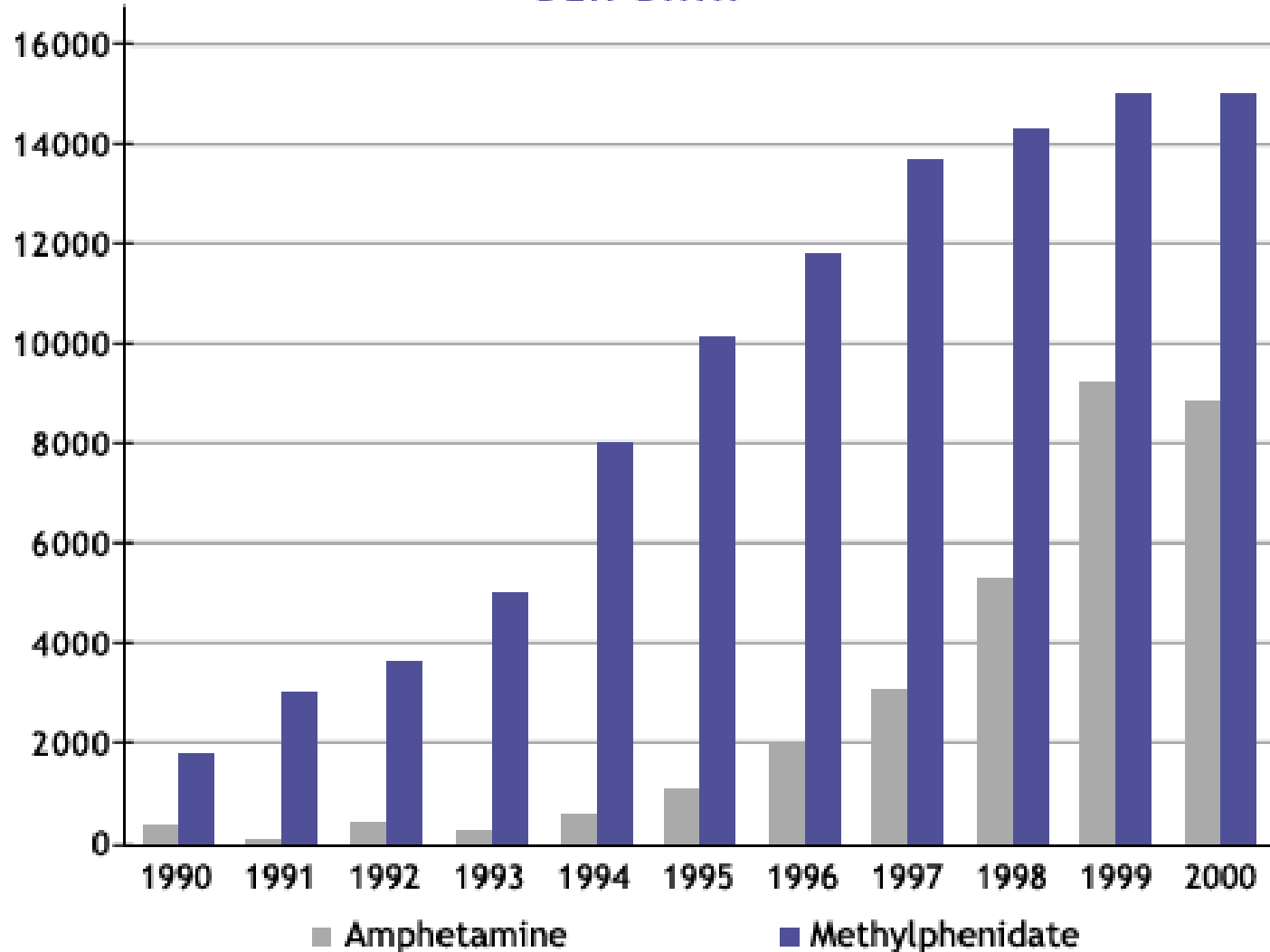
Over the past few years, I have seen a lot of patients who are addicted to stimulant medication. First, addiction to stimulant medication is not rare; it is common. The drugs' addictive qualities are obvious. We only need to observe the many patients who are forced to periodically increase their dosage if they want to concentrate. This is because the body stops producing the appropriate levels of neurotransmitters that ADHD meds replace — a trademark of addictive substances. I worry that a generation of Americans won't be able to concentrate without this medication; Big Pharma is understandably not as concerned.

in the public imagination — does not exist.

Dr. Richard Saul is a behavioral neurologist practicing in the Chicago area. His book, ADHD Does Not Exist, is published by HarperCollins.

The production of methylphenidate (Ritalin) and the legal production of amphetamine in the form of Adderall and Dexedrine in the U.S. has soared since 1990... these drugs are considered to be potential drugs of abuse under the Controlled Substances Act

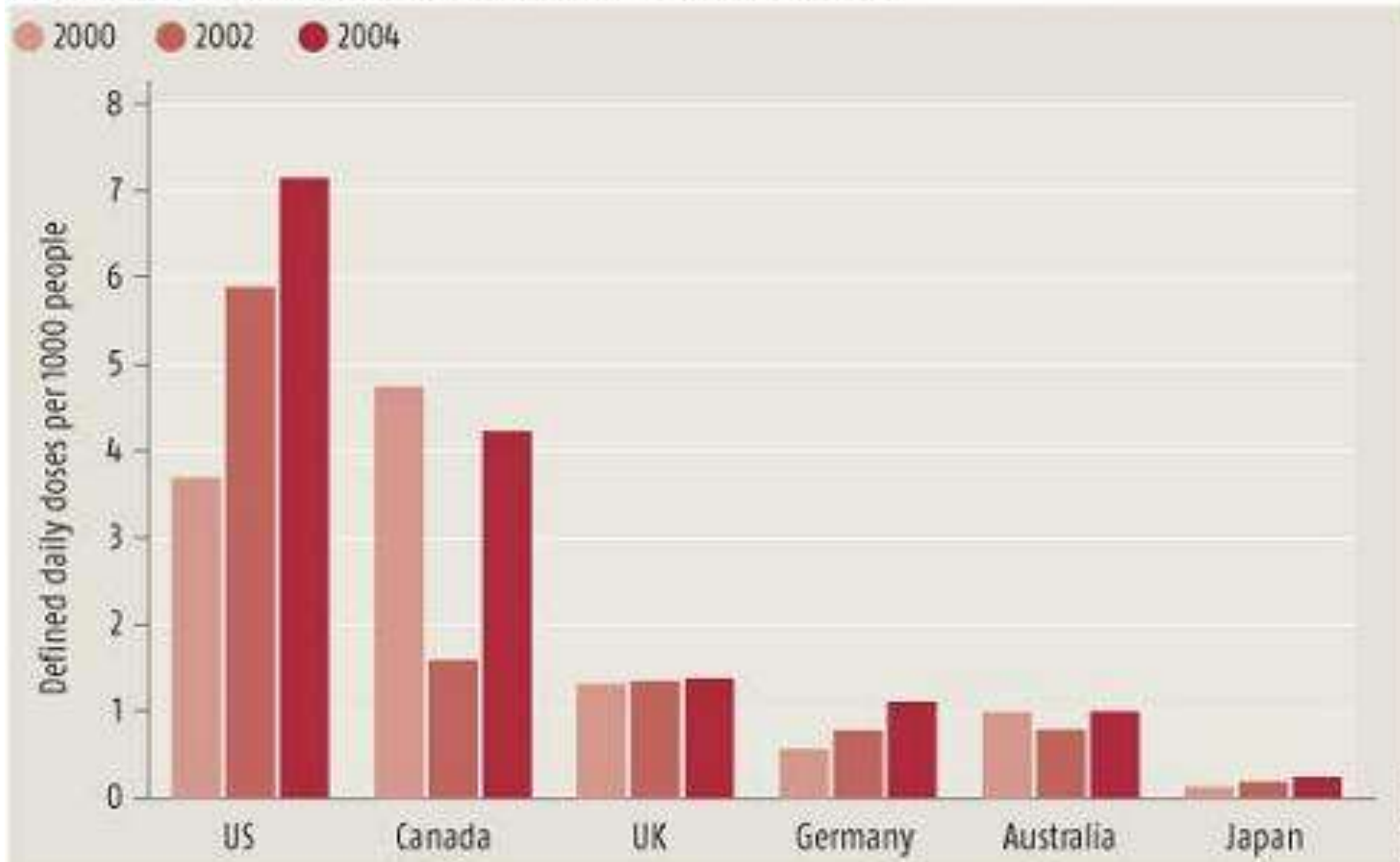
AGGREGATE PRODUCTION QUOTA (KILOGRAMS)
DEA DATA



Source:
www.dea.gov/pubs/cngrtest/ct051600.htm

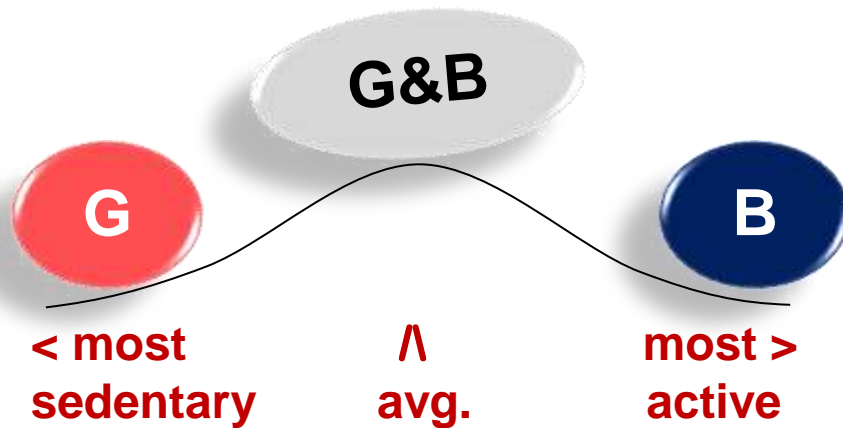
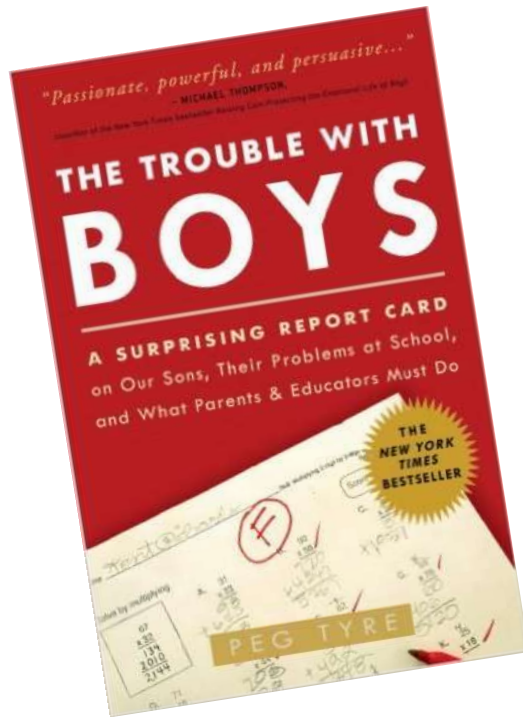
RISE IN ADHD?

Medical consumption of methylphenidate in various countries



It is tempting to view this pattern as suggesting that the ADHD diagnosis provides teachers with a new technique for regaining control of the classroom in a world where many of the traditional methods of control have been eliminated. Drugs have replaced the reprimand. ... Nor is there any mechanism, of the sort one would find in a school-choice-based system of education, for parents to seek out schools tailored to the temperaments and capabilities of their children... when it is difficult or inconvenient to change the environment, we don't think twice about changing the brain of the person who has to live in it... None of this should be taken to suggest that there are no cases of genuine brain damage or dysfunction that require medical intervention... But difference does not automatically equal disease. Is changing the child's brain chemistry, by prescribing Ritalin-like drugs, really the most appropriate response to the child who doesn't perform well in the modern school environment? ... It's just the way life is for some kids.

The Trouble with boys, Peg Tyre



- 2nd graders : hares & tortoises
- boys: “reading is kinda girly”
- gender & movement
- recess & sitting still
- att.: “girls are the gold std. & boys are the defective girls”
- teachers: females dominant
- maturity rate difference



Marty Nemko Ph.D.

How To Do Life

The Problem With Boys

An ignored crisis.



Posted Sep 20, 2014

- four to eight times as likely to be drugged with Ritalin and other stimulants, which pediatrician Leonard Sax, calls “academic steroids.”
- reading much more poorly than are other students.
- three times as likely to commit suicide.
- 2 1/2 times as likely to drop out of high school.
- severely underrepresented in college and even more so among college graduates, thereby locking them out of today’s, let alone tomorrow’s professional-level jobs.

And our schools continue to get ever more feminized. Competition, one of boys' favorite motivators, has largely been excised in favor of "cooperative learning," (which ends up often meaning that the bright and dedicated do the dull's and lazy's work.) Stories of heroism and bravery are replaced with tomes about relationships and superheroes. Recess, which active boys desperate seek to release pent up energy is increasingly replaced by yet another round of phonics. Girls are told they can accomplish anything while boys are taught that masculinity is an anti-social trait that must be extinguished.

The percentage of female K-12 teachers has risen to an all-time high: 76.3 percent ([link is external](#)). In elementary school, it's well over 90 percent. The main role model boys see in school is the custodian.

And when boys get home from school, the male role models get worse. Whether watching a sitcom, movie, cartoon, or commercial, the odds are good that the male is a buffoon or sleazebag while the female is savvy and confident.

DOES NOT MEAN:

- Let boys get away with bad behavior
- Boys can't sit still

But:

- **Girls are girls, and boys are boys**
- **Both need parenting, raising, & training**
- **Pr.22.6**
- **Little boys will not stay little boys. Let's help them grow to be godly young men.**
- **Little girls will not stay little girls. Let's help them grow to be godly young women.**

Sonoma Index-Tribune

on Education Entertainment Lifestyle Sports Obits Events Guide Classif

Why French kids don't have ADHD

STAFF REPORT

STAFF REPORT

June 3, 2014



Is ADHD a biological-neurological disorder? Surprisingly, the answer to this question depends on whether you live in France or in the United States. In the United States, child psychiatrists consider ADHD to be a biological disorder with biological causes. The preferred treatment is also biological – psycho stimulant medications such as Ritalin and Adderall.

French child psychiatrists, on the other hand, view ADHD as a medical condition that has psycho-social and situational causes. Instead of treating children's focusing and behavioral problems with drugs, French doctors prefer to look for the underlying issue that is causing the child distress – not in the child's brain but in the child's social context. They then choose to treat the underlying social context problem with psychotherapy or family counseling. This is a very different way of seeing things from the American tendency to attribute all symptoms to a biological dysfunction.

ADHD Neuroscience 101

An expert on attention deficit and learning disabilities talks about the biology behind ADHD and why it's sometimes so difficult to diagnose and treat symptoms in children.



By Larry Silver, M.D. | ✓ Verified | Updated on July 13, 2022

ADHD was the first disorder found to be the result of a deficiency of a specific neurotransmitter — in this case, **norepinephrine** — and the first disorder found to respond to medications to correct this underlying deficiency.



Benjamin Cheyette, M.D., and Sarah Cheyette M.D.
1-2-3-ADHD

DOPAMINE

Norepinephrine: Dopamine's Less Glamorous Wonder Twin

Norepinephrine, which doesn't get much attention, is key to attention and focus.

Posted July 21, 2019

the medications that work for ADHD show that other brain chemicals are involved—chief among them, **norepinephrine.**

Regular Exercise Benefits Both Mind and Body: A Psychiatrist Explains

December 22, 2021



Exercise as a Treatment Method

Neurotransmitters called serotonin (a hormone that stabilizes our mood) and **norepinephrine** (a hormone that increases heart rate and helps break down fat) also increase during

exercise. Norepinephrine and serotonin are a great pair. Together, these chemicals help combat depressive episodes and boost energy and alertness. **Exercise increases levels of serotonin, dopamine and norepinephrine in the brain, just like medications can.**

C H I L D T R A I N I N G

- Therefore a man shall leave his father and his mother and hold fast to his wife, and they shall become one flesh. **Gen. 2.24 esv**
- You shall love the LORD your God with all your heart and with all your soul and with all your might. And these words that I command you today shall be on your heart. You shall teach them diligently to your children, and shall talk of them when you sit in your house, and when you walk by the way, and when you lie down, and when you rise. **Deut. 6.5-6 esv**
- The rod and reproof give wisdom, But a child who gets his own way brings shame to his mother. **Prov. 29.15 nasb**
- Correct your son, and he will give you comfort; he will also delight your soul. **Prov. 29.17 nasb**
- Train up a child in the way he should go, Even when he is old, he will not depart from it. **Prov. 22.6 esv**
- Older women... teach what is good ...train the young women to love their husbands and children... working at home...submissive to their own husbands **Titus 2.4-5 esv**
- Fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord. **Eph.6.4 esv**



LOVE

Eph.5.25;

Titus 2.4

PARENTS

Proverbs 22.6

**“Train up a child in the way he
should go,
Even when he is old, he will not
depart from it”**

Pr. 18.22

**“He who
finds a wife
finds a good thing”**

- **Research shows no long term benefit from ADHD medication**
 – abc.net (australian TV)
abc.net.au/worldtoday/content/2007/s2089497.htm
- **Professor William Pelham from the State University of New York at Buffalo has been involved in a national study on ADHD treatment since the 1990s.**
WILLIAM PELHAM:
 We published a report in 1999 that appeared to suggest that medication was the best way to treat children with ADHD. Other treatments were also good, that is a psychosocial approach, training parents and children and teachers how to work together, but medication appeared to be a bit better and we published that.
 And then a year later did follow up, and two years later did another follow up, and that was just reported. And each time we did follow up, the effects of medication were less and less. And this last follow up, we can no longer detect any beneficial effects of medication.
- *The explosion in ADHD diagnosis and treatment with stimulants such as Ritalin (Methylphenidate) represents the greatest medical catastrophe since Thalidomide*
-B.Turner Lecturer in Legal Studies in Forensic Science in the Department of Biological Sciences, University of Lincoln, UK,
counselingonlinesite.com/blog/archives/2009_03_01
- PBS.COM > search: BRAIN POLITICS

DSM-IV Criteria for ADHD

I. Either A or B:

- A. Six or more of the following symptoms of inattention have been present for at least 6 months to a point that is inappropriate for developmental level:

Inattention

1. Often does not give close attention to what is being said, especially when directly addressed, e.g., fails to heed directions or instructions, fails to follow through on schoolwork, chores, or other activities.
2. Often has trouble keeping attention on tasks or play activities.
3. Often does not seem to listen when talked to.
4. Often does not follow through on tasks and activities; e.g., fails to finish schoolwork, chores, or duties in the workplace.
5. Often has trouble organizing tasks and activities.
6. Often avoids, dislikes, or delays getting involved in tasks that require sustained mental effort, such as schoolwork or homework.
7. Often loses things needed for tasks or activities, e.g., loses assignments, books, or toys.
8. Is often easily distracted by extraneous stimuli.
9. Is often forgetful in daily activities.



2. **Hyperactivity and Impulsivity:** Six or more symptoms of hyperactivity-impulsivity for children up to age 16, or five or more for adolescents 17 and older and adults; symptoms of hyperactivity-impulsivity have been present for at least 6 months to an extent that is disruptive and inappropriate for the person's developmental level:

- Often fidgets with or taps hands or feet, or squirms in seat.
- Often leaves seat in situations when remaining seated is expected.
- Often runs about or climbs in situations where it is not appropriate (adolescents or adults may be limited to feeling restless).
- Often unable to play or take part in leisure activities quietly.
- Is often "on the go" acting as if "driven by a motor"
- Often talks excessively.
- Often blurts out an answer before a question has been completed.
- Often has trouble waiting his/her turn.
- Often interrupts or intrudes on others (e.g., butts into conversations or games)

In addition, the following conditions must be met:

- Several inattentive or hyperactive-impulsive symptoms were present before age 12 years.
- Several symptoms are present in two or more settings, (e.g., at home, school or work; with friends or relatives; in other activities).
- There is clear evidence that the symptoms interfere with, or reduce the quality of, social, school, or work functioning.
- The symptoms do not happen only during the course of schizophrenia or another psychotic disorder. The symptoms are not better explained by another mental disorder (e.g., Mood Disorder, Anxiety Disorder, Dissociative Disorder, etc.)

The Homes We Need

- Built with the Lord

Ps. 127:1

- Built on the word

Mt. 7:24-27

- Built in sanctification

Josh. 24:15; Dt. 6:4-9; Jas. 4:4



