Shaping Influences: Biblical Parenting Goals

To help their children:

- To have relationship with God. It pleasures to know Him: He satisfies us with Himself (Is 55:1-2)
- To do what the Word says (Jas 1:22-25)
- To submit yourself in humbleness to God (Jas 4:7-10)
- To live dedicated to God - this creation will give way to the next – (2 Pet 3:10-14)
- To serve God whole heartedly – no idolatry (2 Cor 6:14-7:1)

Tripp, T. 2001: 36,42

Shaping Influences:
Biblical Parenting Methods

Scripture says the focus is on the heart

- God searches heart and life (Ps 139:23-24)
- Scripture assesses the intentions of the heart (Heb 4:12-13)
- Solomon is urged to serve God with his whole heart, because God examines every heart (1 Cron 28:9)
- David prays that God will examine his heart (Ps 26:2)
- God fortifies you for the battle (Eph 6:10-18)

Tripp, T. 2001: 49-51

Shaping Influences:
Biblical Parenting Methods

- Scripture informs our goals and methods.
- Goal of life = to glorify God.
- Two complementary methods: Good communication & the rod.
- A God-pleasing approach to discipline = correction & training.
  - + Ch 8 – 10: Communication
  - + Ch 12: Rod.

Tripp, T. 2005: 71-72

Shaping Influences: Biblical Communication

- Communication is dialogue, not monologue
- Parents usually talk **to** their children in stead of talking **with** their children. Talk & listen: Prov 18:2,13.
- Goal of parental communication is to understand child and get child to understand you.
- Help children to articulate their thoughts and feelings.

Tripp, T. 2005: 72-73

Shaping Influences: Biblical Communication

Focus on understanding child

- First objective in correction is not to tell your children how you feel, but to understand what is going on inside them.
- Important not only to understand child's actions, but heart.
- Behaviour of child reflects his heart
- Heart issues are more important than behaviour because they drive behaviour.
- Example of communication with child about new sneakers you bought him: Understand his fear of rejection by his peers.

Tripp, T. 2005: 73-76

Shaping Influences: Biblical Communication

- In order to help your child to understand himself, help child to express himself (Prov 20:5).
- Jesus understand our weaknesses and sympathize with them (Heb 4:14-16). Get alongside your kid and understand his temptations & minister Christ's mercy to him.
- Not productive to ask "Why"-questions. Rather: (VC)

(1) What did your sister do to you?
(2) What did you feel when she hit you?
(3) What did you think of her when she hit you?
(4) What did you do to her?
(5) What did you want to get by hitting her back?
(6) Where was God in your life when you hit her back?

Tripp, T. 2005: 76-78

Shaping Influences: Biblical Communication

- Issues to be addressed:

(1) The nature of the temptation

(2) Response to temptation

(3) Motivation for the response

- Children are not always conscious of things that motivate them. Help them through Bible study to discover those. E.g. make a study of humility & pride in Scripture. **Pro active, formative correction.**
- Parent should be beside child, not above or underneath = A-Triangle
- Above: hypocritically distant from child = B-Triangle
- Underneath: fail to correct = C-Triangle

Tripp, T. 2005: 78-79; 2001:61

Shaping Influences: Biblical Communication

Scripture

- Prov 18:2: A fool simply expresses himself and is not interested in understanding another person
- Prov 18:13: Fool answers/speaks before he listens. Fool is full of pride (verse 12)
- Heb 2:11,14,17-18: Jesus understands us because He entered our world
- Heb 4:14-16 (Heb 5:2): Jesus helps us in our communication because we are weak

Tripp, T. 2001: 52-59

Shaping Influence
Biblical Communicati

TYPES OF COMMUNICATION

- Parenting is often reduced to: (1) Giving rules to children;
  (2) correcting the children when they break the rules; and
  (3) punishing: applying the consequences for breaking the rules.
- Communication is richer than these three aspects and also includes: encouragement, correction, rebuke, entreaty, instruction, warning, teaching, prayer.
- 1 Thes :14 & Eph 4:29: Speak differently to different people
- Example: Son looking sloppy was not rebellious and didn't need being rebuked; he needed to be patiently instructed.
- Parents must schedule enough time in order to be able to communicate properly with their kids

Tripp, T. 2005: 80-82

Shaping Influences: Biblical Communication

TYPES OF COMMUNICATION

- **Encouragement**

A child needs to be encouraged by the promise that Christ can help to change him because we cannot change ourselves (Rom 15:4-5)

- **Correction**

To bring something wrong back to conform to the standard of God (VC = Ten Commandments) (2 Tim 3:16-17; Prov 10:17; 12:1; 13:18; 15:5,10,12,32)

- **Rebuke**

Parent shows alarm, dismay, shock, indignation: “It is wrong to speak those words” and can be followed by instruction, encouragement and prayer (Lev 19:17; Ps 141:5; Prov 3:11-12; 13:1; 15:31; 17:10)

Tripp, T. 2005: 82-83

Shaping Influences: Biblical Communication

TYPES OF COMMUNICATION

- **Entreaty**

Earnest and intense pleading**,** soliciting, urging, begging in cases of great importance, like pornography (Prov 1:8; 4:10; 27:9; 23:15-26)

- **Instruction**

Teaching about a God honouring life (Ps 119:104)Ps 50:16-17; Prov 1:8; 4:11; 8:10)

- **Warning**

Alert a child beforehand to a danger that lurks. Point out that and action may have certain consequences. E.g. “Pride goes before destruction” (Prov 16:18) Examples on p 85.

Point out the sowing and reaping principle (Ps 19:11; 81:8-9)

- **Teaching**

Imparts knowledge before or after incident/action about God, self, others (Deut 6:1-2; Ps 34:11-16)

- **Prayer**

Prayer is a window into the soul of the child and the parent – communicates faith (1 Ki 8:23-53; Dan 9:4-19)

Tripp, T. 2005: 83-87

Shaping Influe
Biblical Communi

A life of communication

- Communication disciplines, but also disciples and shepherds.
- A 24/7 issue: everywhere, all the time, not only when things go wrong (Deuteronomy 6).

Counting the cost

- Biblical communication is expensive: It takes time to communicate honest, thorough, penetrating and insightful.
- Seize the critical moments. Be a good listener in order not to miss precious opportunities.
- Don't use listening time to decide what to say (Proverbs 18:2).
- Searching conversations takes energy and stamina. NB to follow up, even though you feel tired. Bed time is a good opportunity for small kids and teens.
- Show integrity by being vulnerable and transparent.
- Seek forgiveness for sinning against your child.

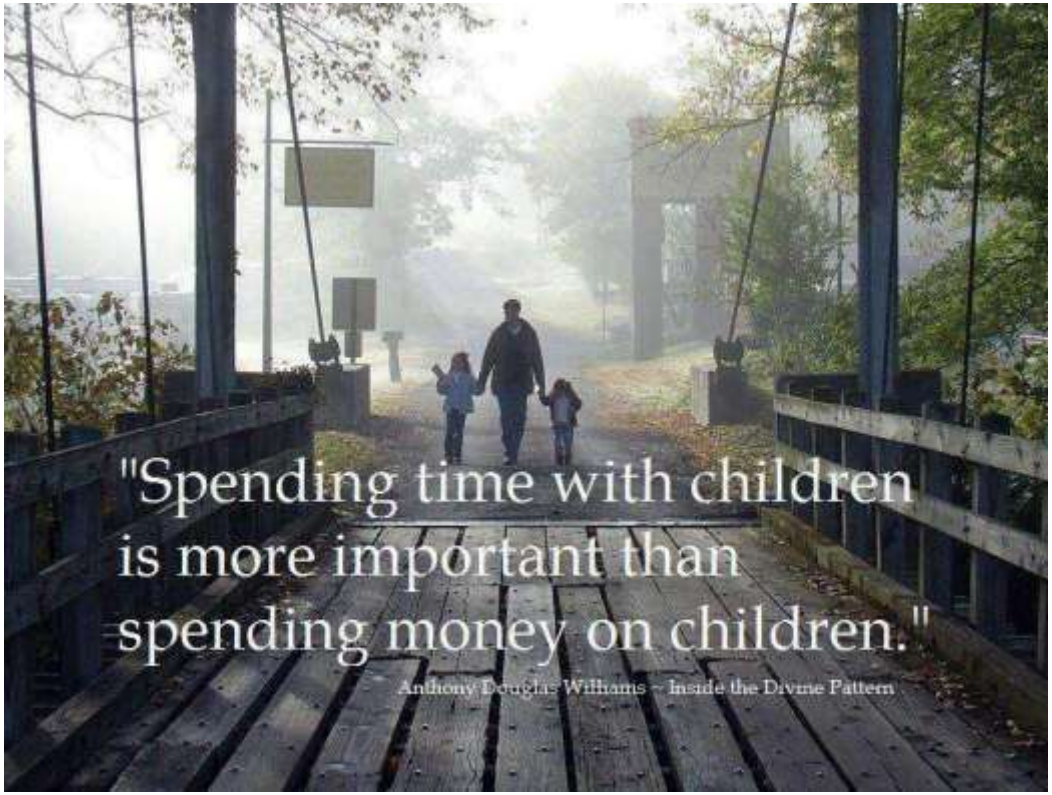
Tripp, T. 2005: 89-91

Shaping Influences: Biblical Communication

Counting the cost

- Be available and fully engaged in parenting
- Invest in full time sensitive communication
- Choose not to do the many other things that modern culture offers
- Your choice will impact your sport, career, relaxation, etc.

Tripp, T. 2005: 96-98


"Spending time with children
is more important than
spending money on children."
Anthony Douglas Williams ~ Inside the Divine Pattern

Shaping Influences:
Biblical Parenting Methods

Blessings:

- Parent-Child Relationship:
  + unity with child
  + child learns what a relationship of integrity is
- Teenagers look for relationships in which they are understood and will find

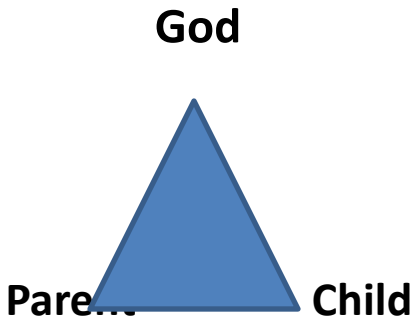
  exactly that at home
- Influence refers to the willingness of child to place himself under authority because of trust. Thus your influence grow, without the necessity to enforce authority
- Enables child to understand the complexity of life

Tripp, T. 2005: 96-98

Shaping Influences: Authority

Parents are called to be in charge:

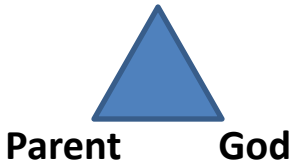
- God calls a parent to be an authority in his child's life. Parent has the authority to act on God's behalf. Must shape the life of child as it pleases God, not parent (Gen 18:19). The aim of parental instruction is to teach children to please God (Deut 6:2-4).
- Both parent & child are under God's authority.



Tripp, T. 2001:27; 2005:28-29

Shaping Influences: Authority

- When decisions are left to the child , he learns that he is autonomous and that his wishes are the highest authority.
- Parent doesn't need child's endorsement to be in charge. Parent must obey God.



- Parents should not simply advise their children but take charge of them.
- Parents should make the decisions, not simply suggest options to child – example of breakfast (VC: It depends on the age and maturity of the child).
- Children learn to be good decision makers by learning from parents who make good decisions for their children.

Tripp, T. 2001:27; 2005:28-31

Shaping Influences: Authority

- Gen 18:19: Abraham must teach his children to obey God – then God will fulfil his promises to Abraham.
- Deut 21:18-21: A son who is addicted to food and alcohol and is unrepentant should be stoned to death by the elders – the evil must be removed and then people will fear God
- Prov 6:20-23: Teaching of parents will guide, protect, enlighten and give life
- 1 Thes 2:11-12: A father should encourage a child to obey God as his King

Tripp, T. 2001:25

Shaping Influences: Parenting Defined

- God has called parent not only to be a care provider but also a shepherd on His behalf.
- A full time responsibility: walking, talking, resting (Deut 6:6-7).
- Parent must know what makes the child tick / his inclinations. Must have clear objectives based on knowledge of the strong points and weaknesses of their child to influence child's attitudes & behaviour.
- Extremely humbling to be God's representative to your child. Not following own agenda, e.g. venting sinful anger on child.
- Children can't be disciplined by sinful anger – it simply teaches them to fear you in stead of God (Jas 1:19-20). Children are not corrected by learning to fear your anger and displeasure, but by reminding them that their sinful behaviour offends God.
- Parents are God's agents and receiving correction will bring children understanding (Prov 15:5, 32; 29:15).

Tripp, T. 2005:32-35

Shaping Influences: Discipline

- Corrective, not punitive: If the parent has been offended, he will vent his anger and take vengeance / revenge. If God has been offended, the focus is correction, restoration and remedy.
- Discipline should be an expression of love (Prov 3:12; 13:24; 19:18; Rev 3:19; Heb 12)
- Parents shouldn't correct or discipline for self-interest or personal convenience, but for God's honour
- Discipline is corrective and therapeutic, not penal
- God promises his help to parents who repent and turn to Him (Is 41:10).
- Parents who stay in the Vine / in his Word will bear fruit. His yoke is light (Matth 11:28-30)

Tripp, T. 2001:33; 2005:36-38

Shaping Influences: Discipline

- Child's misbehaviour brings her in conflict with God's law
- Discipline helps child to obey God.
- Should be an act of grace.
- Our culture regards corporal punishment as cruel & barbaric. It's a time-bound fashion that might change.

Tripp, T. 2005:99-101

Shaping Influences: Discipline

Why is spanking necessary?

- Children are not born morally and ethically neutral. The heart is "deceitful and desperately wicked" (Jer 17:9).
- Child's problem is not an information deficit, but the fact that he is a sinner.
- "Folly is bound up in the heart of a child, but the rod of discipline will drive it far from him" (Prov 22:15). Folly is not childishness, e.g. spilling milk – and we don't discipline them for that. Distinguish between being childish and being defiant.
- Proverbs ascribes folly/foolishness to the person who has no fear of God and will not submit to his authority – his only concern is himself and his own agenda. His life is run by his own desires and fears.
- Most common phrases in the vocabulary of a 3 year old child is: "I want/I don't want" – reveals his lusts, cravings, expectations, hopes and fears.
- Will the child live under the authority of God and therefore of his parents, or under his own authority – driven by his owns wants and passions?

Tripp, T. 2005:101-102; 2001:93

Shaping Influences: Discipline

The nature of the problem & the solution

- Naturally every child has a foolish heart and therefore resists correction. It doesn't want to be ruled by the parent from without.
- God ordained the rod of discipline for this condition. Child who doesn't want to be under authority is in grave danger of temporal and eternal destruction.
- The rod is intended to save such a child: "Punish him with the rod and save his soul from death" (Prov 23:14).
- The rod is a means of rescue, not a means by which an angry parent vents his wrath upon a small and helpless child.

Tripp, T. 2005:102-103

Shaping Influences: Discipline

Children are sinful

- Rom 3:10-18: in the power of sin; unrighteous, without understanding; not seeking God, etc
- Tit 3:3: foolish, disobedient, deceived and enslaved by passions and pleasures
- Eph 2:1-3: dead; ruled by devil and sinful thoughts and desires
- Ps 51:7: sinful before and after birth
- Ps 58:3: corrupt, violent (VC: Lord of the Flies)
- Prov 22:15: lack of understanding

Tripp, T. 2001:90

Shaping Influences: Discipline

- **The function of the rod**
- Prov 29:15: The rod of correction imparts wisdom – it helps the child to fear the Lord. Biblical discipline humbles the heart of the child.
- Heb:11: It brings a harvest of righteousness and peace (Prov 29:15,17)
- Prov 13:24: Reveals the parent's love
- Prov 22:15: Spanking removes lack of understanding from a child
- Prov 23:13-14: Rod saves child from death

Tripp, T. 2001:103-104

Shaping Influences: Disc

What is the rod?

- Careful, timely, measured and controlled use of physical punishment directing the child to life by obeying his parents.
- Parental exercise: within parent-child-relationship; teacher is not a parent VC: Can be allowed by parent to spank
- Act of faith: God has commanded it
- Act of faithfulness toward the child as an expression of love and commitment even though you don't want to
- Responsibility: Taken up as God's representative, on His behalf
- A rescue mission: Disobedience distances child from parent (and God); when child persists in disobeying God, he is at great risk

Tripp, T. 2005:104-106

Shaping Influences: Dis

Distortions of the rod

The rod is not:

- The right to unbridled temper = abuse; wicked; ungodly (Jas 1:20)
- The right to hit my child whenever I wish: Context is correction and discipline; bullying the child may be answered by the child by bitterness and anger (Eph 6:1-2)
- The venting of frustration and pent up rage
- Retribution: Paying for sins is a negative goal; like spending time in jail, in stead of positive goal of correcting
- Vindictive anger: parent and child should not be mad at each other after a spanking; unrighteous indignation: “I can’t believe you are doing this to me; who do you think you are, you little brat”; righteous indignation & anger because God has been dishonoured is not wicked and sinful (1 Cor 13:5; John 2).

Tripp, T. 2005:107-108

Shaping Influences: Discipline

Common objections to the rod:

- I love my children to much to spank them: Hard to hurt and discomfort your child; spanking also discomforts the parent; Prov 13:24: It's hatred not to love your child
- I'm afraid it will hurt him: Uncontrolled spanking is child abuse; careful, loving discipline will never endanger the child physically
- I'm afraid I will make him rebellious and angry: If child accepts well intended discipline, he will give his parent peace and delight (Prov 29:17) 110
- I'm afraid of teaching them to hit: Will hitting be modelled as a means of solving problems? Only if parents spank in sinful anger
- It doesn't work: Yes, if:
  (a) it is done by an out-of-control by a bullying parent
  (b) the rod is used inconsistently
  (c) the parents don't persist
  (d) the spanking is to soft and doesn't hurt enough
- I'm afraid of being arrested for child abuse: When correctly done in private, it is not abusive

Tripp, T. 2005:109-111

Shaping Influences: Discipline

Colossians 2:8

- War is raving between the hollow and deceptive philosophy and the God fearing parent.
- The integrity and wisdom of Jesus Christ is questioned.
- The philosophies are deceptive: they appear to be sold, but actually they are hollow
- They are based on human tradition and worldly principles and not on Christ and his revelation.

Tripp, T. 2001:92

Shaping Influences: Discipline

Possible fruit of children being disciplined by the rod

- Children learn that they will reap what they sow: Consequence is discomfort
- Parents set an example of people submitting to God's authority
- Children learn to submit to authority
- Rod demonstrates parental love (Heb 12:5)
- Children may bear fruit: righteousness & peace (Heb 12:11)
- Child may return to the place of blessing in stead of living a lust-driven life
- Can promote closeness and openness between parent and child because the parent refuses to allow estrangement through the child's disobedience.

Tripp, T. 2005:112-113

Authority

Ephesians 6:1-4

Authority provides God's circle of safety

Dangerous out of circle: dishonour & disobey > difficulties & hardship

Tripp, T. 2005:144; Tripp, P. 2009: DVD Session 5&6

Shaping Influences: Discipline

- Within circle there is safety & blessings & long life.
- As soon as a child steps outside the circle, there are difficulties and hardships.
- Child who steps out of circle must be rescued from the danger of independence from the authority of God and parent.
- Parents are God's rescue agents, armed with God's methods, namely communication and the rod.
- In the early years from infancy to childhood, the rod is primary.

Tripp, T. 2005:144-145

Shaping Influences: When To Spank

- When parent has given an instruction that was heard and understood and he has not obeyed without challenge, without excuse or without delay.
- If you fail to spank, you fail to take God's Word seriously. Disobedience must never be overlooked.
- Inconsistency shows that correction is based on parent's convenience and not upon an objective biblical principle.
- Don't allow challenge, delay or excuses otherwise you are training child to manipulate authority and be disobedient.
- Don't warn. Child must understand: Speaking for the first time is speaking for the last time.
- Sometimes child challenges parent verbally and will say "No" or "Why" or will give you a look of disgust. These forms of rebellion must be challenged.
- Disobedient child is living as a fool, who says: "There is no God" "I am not accountable to Him".

Tripp, T. 2005:145-146

Shaping Influences: How To Spank

- Avoid responding in sinful anger
- Treat child with respect
- Combine firmness and gentleness, truth and love
- Procedure:

1. Speak to and discipline child in privacy in order not to humiliate him in front of other children.
2. Tell child specifically what he has done or failed to do. Address a specific attitude or incident.
3. Get an acknowledgement from the child what he has done. May take time. Child may lie in order to avoid the spanking. Child must know exactly why he is spanked.
4. Tell child purpose of spanking: not to retaliate but to restore him to God and his blessings. Tell him you spank him because you must obey God.

Tripp, T. 2005:146-147

Shaping Influences: How To Spank

5. Tell the child how many swats he will receive – signifies control of self; some children require more, some less
6. Preferably over lap. Remove pants of small child, not older ones. Don't shame or embarrass child.
7. After spanking, put the child on your lap, hug him and tell him: that you love him; it grieves you to spank him; you trust it will not be necessary again. If not complete restoration after spanking: Check parent's attitude & behaviour and child's. Discipline must yield a harvest of righteousness and peace (Heb 12:11). Sometimes another spanking may be necessary. After proper restoration, the slate is clean.
8. Pray with child and seek God's forgiveness & power of Spirit to obey God in future

Tripp, T. 2005:147-150

Shaping Influences: Why Spank?

- It's God's command.
- Focal point of spanking is not behaviour, but the heart of the child.
- Child is called to submit to God.
- Child must be challenged not to do whatever he wants en whenever he wants it.
- 30 years down the line he must submit in his work and marriage.

Tripp, T. 2005:150-151

Shaping Influences: Why Spank?

- **What is a spanking issue?** Defiance: failure to honour and obey. Not for childishness: clumsiness & immature judgment; VC: Not thousand rules: Toddlers can't remember.
- **When is child old enough?** When old enough to resist parent's directives. E.g. struggling against a diaper change. Under the age of 1 a child can understand, though he cannot articulate yet. Example of 8 month old pulling himself up against forbidden bookshelf.
- **When is a child too old?** No one answer. Too many variables: culture; place in sibling constellation; personality type. Spanking most effective with young children. They are sobered and humbled by it.
- **What about time out in stead of spanking?** No right to substitute what God commanded with popular cultural ideas. Trust and obey God. Sometimes time out to calm down and think is useful.
- **What if child says: "I didn't hear you"?** Point out to child that he should perk up his ears and hear parent's voice. "Will spank you if you fail to listen to my voice".

Tripp, T. 2005:151-154

Shaping Influences: Why Spank?

- **If I follow your counsel, all I'll do is spank:** If parents are consistent with discipline, the child will respond and the necessity for spanking decreases. Require precision in obedience. Faithfulness and consistency in discipline will yield a good harvest.
- **What if I am too mad?** Rage indicates that parent wants to satisfy own sense of justice. Unholy anger will pollute discipline. Don't discipline unless your heart has been calmed in God's presence. Send child to his room and seek God's face. If you have sinned against your child, don't justify it; acknowledge it and seek his forgiveness.

Tripp, T. 2005:154-155

Shaping Influences: Why Spank?

- **What if we are not at home?** Unwise to spank children in public. Culture does not understand. Look for a private place. In case of older children who can remember, the spanking can be postponed until you get home. Younger ones need not be spanked in public as you spend most of your time at home.
- **What if my child is lying to me?** Speak directly to get a response. If no clear response, tell child that God wants integrity. Never call child a liar. Focus on relationship.
- **What if I'm not sure what happened?** Don't discipline when things are unclear.
- **What if nothing works?** Check own consistency. Stay obedient to God even if there are no immediate results.
- **What if it is too late?** Lost ground can be recovered through patient, honest obedience to God. Seven steps to follow on

Tripp, T. 2005:155-158

Shaping Influences: Discipline

Possible fruit of children being disciplined by the rod

- Children learn that they will reap what they sow: Consequence is discomfort
- Parents set an example of people submitting to God's authority
- Children learn to submit to authority
- Rod demonstrates parental love (Heb 12:5)
- Children may bear fruit: righteousness & peace (Heb 12:11)
- Child may return to the place of blessing in stead of living a lust-driven life
- Can promote closeness and openness between parent and child because the parent refuses to allow estrangement through the child's disobedience.

Tripp, T. 2005:112-113

Shaping Influences: Discipline

The best of both

- To focus exclusively on either **communication** or the **rod**, will sink the imbalanced ship.
- Heb 12:5-6: Rebuke, discipline, punishment.
- Children need to be understood and learn to understand by communication
- They need authority through the rod.
- Rich communication prohibits cold, tyrannical discipline
- The emphasis on the one or the other depends on the age of the child
- Only emphasis on the rod: parent too authoritarian: Parent in B-Triangle
- Only emphasis on communication: parent too permissive: Parent in C-Triangle

Tripp, T. 2005:113-114

Shaping Influences : Parent's Structure

- Structure (thoughts & desires / fears & goals determines the strategy (action & reaction to child)
- Biblical goal of parenting: To glorify God by discipling child.
- Condition: Parent must be a disciple (pupil & follower of Jesus Christ) (Deut 6:6; Rom 12:1)
- Parent should love God and his child, and to help the child to love God and others.

Peace & Scott, 2012: 4-9

Shaping Influences: Appeal to Conscience

- Bible on conscience:
  + Conscience tell us what is right and wrong (Rom 2:14-15; 2 Cor 4:1-6)
  + Conscience can be defiled & malfunctioning, deviating from truth (Tit 1:14-16; 1 Tim 4:1-2)
- Children are blinded and they need Jesus Christ and his enlightenment and knowledge
- Parent must guide child:
  + to assess himself as a sinner: realise his inability to put God first and love other people
  + to assess the mercy of Christ
  + to seek God's forgiveness in Christ
  + to live from Christ
- The heart and conscience of the child is addressed.
- When you lower the standard, God is not honoured and the child doesn't need God's mercy because he relies on his own resources. Little hypocrites are produced who are proud and self-righteous. They become like Pharisees who clean the outside but leave the inside filthy
- Shepherding and correction must focus on Christ.

Tripp, T. 2005:120-121

Shaping Influences: Appeal to Conscience

Application

Case Study 1 Disobedient child (doesn't throw out the trash). Exercise on Prov 9:7-9:

- What four words describe the parent?
- Who are the two responders to the parent?
- How does the mocker respond?
- How does the wise man respond?
- How do you respond most of the time?
- Which describes how you are responding right now?
- What do you think I long to see in you?
- How does God want you to respond to my parenting?

Case Study 2 Children watching a bad TV-programme: Discuss Eph 5:1-11 with them

Case Study 3 Child speaks rudely to sibling: Discuss James 3 to appeal to her conscience

Tripp, T. 2001:104-107