



PARENT _____ **SUMMIT**

equipping parents to intentionally disciple their kids



CARTERVILLE
BAPTIST CHURCH

WELCOME

Welcome, friends, to the Parent Summit! I have realized that my job as a student pastor to disciple students means partnering with the parents who spend the most time with them. As someone once said about student discipleship, “The church is not primary, and the parents are not sufficient.” Therefore, one of our student ministry’s values is the church and family partnership. We want to be a student ministry that cares, equips, and serves our families well. This vision of caring, partnering, and equipping parents is the vision of this Summit. I hope and pray that you, as a parent, feel better equipped to disciple your student after this Summit.

For His Glory,
Corey

SCHEDULE

5:00pm | Welcome

5:05pm | Dinner

5:45pm | Session One: Creating a Healthy Atmosphere of Dialogue | Cari Gaunt

6:15pm | Break (Discussion, Restroom, Resource Table)

6:25pm | Session Two: Handling Responsibility and Freedom with Your Teen | Kaylee Wade

6:55pm | Break (Discussion, Restroom, Resource Table)

7:05pm | Session Three: Communicating Expectations with Your Teen | Randy Sims

7:35pm | Q & A Panel

8:05pm | Depart (Feel free to visit the resource table on your way out!)

SPEAKERS



**CARI
GAUNT**

**Licensed Counselor at Clear
Haven Counseling, LLC.**



**KAYLEE
WADE**

**Licensed Counselor at
Freedom Counseling, LPC.**



**RANDY
SIMS**

**Disciple Maker at United
Christian Ministries Hattiesburg
and Retired Family Pastor**

SESSION ONE

Creating a Healthy Atmosphere of Dialogue | Cari Gaunt

HOW TO TALK TO YOUR TEEN

- Act like you care, but not too much because it will scare them. Eye contact will freak them out, but don't look at your phone because they don't want to feel ignored. They talk best while multitasking, but also have trouble focusing on two things at once. Don't speak too softly, because they need a strong, confident parent, but don't speak too loudly, because then they'll think you're harsh. Be breezy, but take their concerns very seriously. Any advice you give will be immediately dismissed and seen as an attack, but they really want to know what you think. Be interested in their friends, but not too much because, ewww why? You can teach them to drive, but only if you never correct them. That trash can deserved to get hit, after all. Be funny, but not lame funny. Don't be reactive, but totally react. Do not engage them in any form of social media because you are already 10 centuries behind.

TEEN BRAIN CHANGES

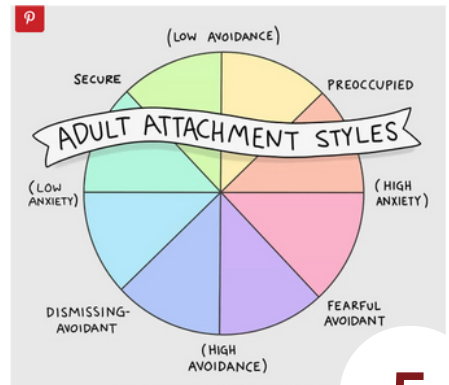
- Lasts from approximately 12-24 years of age
- The majority of changes do not stem from hormones, but changes in the brain
- It is not a period of being crazy, lazy, or out of control
- Your struggle for control vs. their struggle for freedom
- Your teen's brain is less developed and less resilient than yours (especially to criticism).
- Your teen has a more present orientation

SESSION ONE

Creating a Healthy Atmosphere of Dialogue | Cari Gaunt

TEEN BRAIN CHANGES CONTINUED

- Let's Talk About Dopamine
 - It's the "reward" neurotransmitter
 - Their baseline is lower, but they experience a higher increase when engaged in a stimulating or new experience
 - It drives impulsiveness
 - We become more susceptible to addiction
 - Focusing more on the positive outcome of a risk than the negative outcome
 - Pruning and Myelination
- Their "work" is:
 - Novelty seeking
 - Social engagement
 - Increased emotional intensity
 - Creative exploration
- Pushing away is normal, total isolation is not
- They are scared.



SESSION ONE

Creating a Healthy Atmosphere of Dialogue | Cari Gaunt

HOW TO BECOME A SAFE SPACE

- Do your own work
 - “You have to be too whole, too fulfilled, and too loved by God to let your teenager's veiled self-criticism knock you off your game.” Mary Vangeffen
 - Your words, your encouragement, and your consistency matter to them, even if they may act like they don't.
- What's the work?
 - Your kiddo needs you to have a past. Put yourself back in their shoes, but save most of the stories for your support system.
 - Journal, talk with your friends and parents
 - How did your teen years contribute to who you are now?
 - How have you changed?

COMMUNICATING WITH THEM

VALIDATE

- Here's what I'm hearing you say. (summarize with fact checking)
- That must have been hard for you.
- I can see how hard you're working.
- I can see this is important to you.
- What a frustrating situation to be in!
- Yeah, I can see how that might make you feel really sad.
- It makes sense you would be so upset about that.

LISTEN MORE, LECTURE LESS

- “I don't need you to fix it, I just need you to listen”
- Questions are your best friend! Cultivate curiosity
- Aim to know them, not change them.
- Learn how to take a “time out”
- Emotions: Name & Tame

PERSPECTIVES

- How is this conversation preparing them for adulthood?
- The myth of “toughening up”
- Taking responsibility and repairing
- Help them listen to their gut feelings and intuition
- Foster opportunities for adventure and connection
- Explore values together
 - Smoking prevention study



SESSION ONE

Creating a Healthy Atmosphere of Dialogue | Cari Gaunt

LIST OF VALIDATING STATEMENTS

- I can see that you are very (upset, sad, frightened, scared).
- Here's what I'm hearing you say. (summarize with fact checking)
- I guess that must have been hard for you.
- I can see you are making an effort.
- I can see how hard you are working.
- Wow, that/she/he must have made you feel really angry/sad.
- I can see this is important to you.
- What a frustrating situation to be in!
- It must make you feel horrible to have someone do that.
- That's got to be so (difficult, upsetting, frustrating, etc.) for you.
- Wow, how hard that must be.
- That really stinks!
- That's messed up! (or stronger language if you are so inclined)
- How frustrating!
- Yeah, I can see how that might make you feel really sad.
- It makes sense you would be so upset about that.
- What a horrible feeling that must be.
- What a tough spot.
- It sounds like you feel that's really unfair and you shouldn't be asked to do that.
- That must be really discouraging.
- I bet you feel disappointed.
- Darn, I know how much that meant to you.
- Tell me more. (shows interest)
- I would be (upset, nervous, sad, scared, frightened) too!!
- I can see you're overwhelmed. Let me help you with that. Can we talk?
- I know you're scared. It's going to be hard... and I know you will figure it out.
- That must have been very upsetting for you.
- I'm thinking this must have been (upsetting, sad, frightening, scary) for you.
- I'm thinking you must have been (upset, sad, frightened, scared, etc.)
- I would have been (upset, sad, frightened, scared, etc.) too.
- I don't have the same beliefs as you but I can see this is important to you.
- You may be right!



SESSION ONE

**Creating a Healthy Atmosphere of
Dialogue | Cari Gaunt**

ADDITIONAL NOTES:

SESSION TWO

Handling Responsibility and Freedom with Your Teen | Kaylee Wade

THE NON NEGOTIABLES OF PARENTING BY WALT MUELLER

1. Teenagers are a _____, not a curse.
2. God parents ____ while you parent your children.
3. You are still _____, ____ !
4. Guess what, you've got _____, and they ____ it!
5. Admit it, the teenage years are tough.
6. Live under and proclaim the _____ of God's word.
7. Show the _____ you've been shown.
8. Prayer changes things, and _____.
9. _____ is a PRIMARY parental VIRTUE!
10. Embrace their _____.
11. God is God.
12. One word: _____.
13. Good parents don't always raise God-honoring _____.

From the beginning, let us set us our minds on truth. We do not parent alone. Jesus expresses a beautiful image of life giving dependence in Him in John 15. "I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit; apart from me you can do nothing." John 15:5

SESSION TWO

Handling Responsibility and Freedom with Your Teen | Kaylee Wade

GOALS/OUTCOMES OF TEENS HANDLING RESPONSIBILITIES:

1. Gain independence. Cleaving from dependence to form their own “I.”
2. Build resilience through trials and failures.
3. Develop foundational beliefs and understanding about the person God has woven them to be. Experiential evidence is essential to build core and intermediate beliefs. Thinking in truth requires this evidence.
4. Build the domain of spiritual identity needed to know their role in the world. Sense of self, personality, connection to others, spiritual gifts, and fellowship with God.

WHAT KEEPS US FROM SHIFTING RESPONSIBILITY TO OUR TEENAGERS? DETERRENTS?

1. Easier to do it ourselves
 - a. Requires less time, I can do it faster vs. taking the time to teach, break down the responsibility
2. Loss of control
 - a. “I do it better” or “I’m not needed”
3. Fear
 - a. “What Ifs” of life
4. Lack of confidence in our children’s abilities
 - a. Past experience

SESSION TWO

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EARLY ADOLESCENCE BRINGS ABOUT...

- Huge learning. You can see their brains changing before you. Especially when they're trying to figure out just the right time and way to let you know they've messed up.
- Brain pruning. They need rich experiences and good habit forming during this time. Use it or lose it is a real thing in the neural pathways department.
- Identity formation. They question authority, societal norms, and parent rules. Clothing, hairstyles, and behavior are their latest experiments.
- Enhanced Emotions. The limbic system forms faster than the frontal lobes, thus fight, flight, and freeze responses are common. They struggle to process these emotions and need you to BRING THE CALM!
- High impulsivity. What were you thinking?... um, I wasn't thinking. Educate and guide.
- Misunderstandings. With parents and with friends. They simply cannot retain and keep up with their ever changing brains.
- Need Sleep. About 9 hours a night! And research shows they aren't as sleepy at night, so falling asleep can be difficult.

EARLY ADOLESCENCE IS MARKED BY...

- Confusion
- Perceived loss of control
- Enhanced cognition
- Greater capacity of autonomy
- Shift to middle school culture
- More complex social/academic environments

SESSION TWO

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AREAS OF SOCIAL-EMOTIONAL RESPONSIBILITY

- Tweens
 - Hallmark- Awareness of others, especially peers
 - Independence- Can look like self confidence or embarrassment
 - Tough social dynamic- social hierarchy, cliques, bullying
 - Cultural gender code messaging- boys are..., girls are... body imaging
 - Self-identity- try on new personalities (often)
- 14-year-olds
 - Can recognize personal strengths and challenges
 - Are embarrassed by family and parents
 - Strive to be independent
 - Are eager to be accepted by peers and to have friends
 - May seem self-centered, impulsive, or moody
- 15-year-olds
 - Don't want to talk as much; are argumentative
 - May appreciate siblings more than parents
 - Narrow down to a few close friends and may start dating
 - Analyze their own feelings and try to find the cause of them
- 16- to 18-year-olds
 - Start relating to family better; begin to see parents as real people
 - Develop a better sense of who they are and what positive things they can contribute to friendships and other relationships
 - Spend a lot of time with friends
 - Are able to voice emotions (both negative and positive) and try to find solutions to conflicts

SESSION TWO

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HOW TO START SHIFTING RESPONSIBILITY: YES, NO AND MAYBE

Shifting responsibility to your child is a gradual process. It starts with letting your child make their own choices in some areas, or asking them to take on responsibility for certain things. You might not like all your child's choices, but learning to be responsible helps your child develop skills for life.

When you're thinking about whether to give your child more responsibility or ask them to take on more responsibility, you have three options – yes, no and maybe.

THE 'YES' BASKET

This is for issues or activities that you feel your child:

- is ready to take on – for example, walking or riding to school alone
- should be expected to take on – for example, cooking a family meal once a week or paying for their own clothes from pocket money
- should be deciding themselves – for example, choosing their own hairstyle or clothes.

When you put something in the 'yes' basket, you're saying that you'll accept your child's decision, even if it's not what you would prefer, or you'll expect them to take on the task.

If your child handles the responsibility in a way you like, you can show your approval. If you don't like the decision, stand back and try not to step in, unless you think your child is in danger. These are opportunities for your child to learn from experience. If things don't work out the way your child wanted, you can talk with your child about what they could do differently next time.

SESSION TWO

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THE 'NO' BASKET

You might say 'no' to decisions that relate to potentially dangerous activities.

For example, these might involve things teenagers aren't yet legally allowed to decide for themselves, like drinking alcohol. Or they might be things that could have a negative effect on other members of the family – for example, if your child's decision would cost a lot of money.

Making the 'no' option work is about good communication and clear limits on behavior. For example, the way you say 'no' matters. Rather than forbidding something, it might be better to say, 'I am not going to agree to this at this stage because Also, if you stay calm and explain why something isn't OK just now, it'll help your child accept the decision.

THE 'MAYBE' BASKET

This is the grey area. You and your child might be able to negotiate a way to turn a 'no' into a 'yes,' depending on the circumstances. This might involve letting your child try something new to see how it goes – for example, letting your child go to the skatepark with their friends one afternoon a week.

Choose negotiation when your child needs to know what they can do to move a decision from the maybe to the yes basket.

SESSION TWO

Handling Responsibility and Freedom with Your Teen | Kaylee Wade

HOW CAN PARENTS SUPPORT HEALTHY ADOLESCENT DEVELOPMENT?

- Make special efforts to understand one another.
 - Give your child your undivided attention when they want to talk. Don't read, check your email, watch television or busy yourself with other tasks.
 - Listen calmly and concentrate on hearing and understanding your child's point of view. Reflect back what you have heard. Attempt to not interrupt.
 - Speak to your child as courteously and pleasantly as you would to a stranger. Your tone of voice can establish the mood of a conversation.
 - Understand your child's feelings, even if you don't always approve of their behavior. Try not to make judgments. Keep the door open on any subject. Be an "open/approachable" parent.
 - Avoid humiliating your child. Don't laugh at what may seem to you to be naive or foolish questions and statements.
 - Encourage your child to "test" new ideas in conversation. Don't judge their ideas and opinions. Instead, listen and then offer your own views as plainly and honestly as possible. Love and mutual respect can coexist with differing points of view.
 - Help your child build self-confidence. Encourage their participation in activities of their choice (not yours).
 - Make an effort to commend your child frequently and appropriately. Too often, we take the good things for granted and focus on the bad. Your child needs to know you appreciate them.
 - Catch them doing something right and encourage them to do more of that.
 - Encourage your child to participate in family decision-making and work out family concerns together with you. Understand your child's needs to challenge your opinions and your ways of doing things. This is how they achieve the separation from you that's essential to their own adult identity.

SESSION TWO

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FREEDOM

- your goal isn't to raise good kids... it's to raise good adults.
- Some things during teen years might be more difficult to navigate, but these experiences help develop healthy adults.
- As trust increases, freedom increases.
 - Trust is built when we have:
 - Effective communication
 - Transparency
 - Sharing of Information
 - Consistent behavior
 - Keeping your word

ADDITIONAL NOTES:

SESSION THREE

Communicating Expectations with Your Teen | Randy Sims

COMMUNICATING EXPECTATIONS:

1) Expectations of God

- God is good. Never believe anything bad about Him.
- Get your identity from Him. Two most important thoughts are what do you believe about God and about yourself. In Jesus, you are His Beloved, one of His favorites.
- Trust Him no matter what and do not worry.

2) Expectations of the devil

- He hates you and your kids passionately because God loves you and your kids passionately.
- He will attack you and he does not fight fair. his tools are deception and division.
- He will not overcome God's church.

3) Expectations of Ourselves as Parents

- Like our Heavenly Father parents us, we will love you no matter what you do; our discipline is proof of our love for you.
- God and family are our two highest priorities. These two will be so far ahead of number three, there will be no doubt to us or others what is most important to our family.
- We, not the church or the student ministry, will be your primary disciple makers.

4) Expectations for the Children

- Honor and respect God, us, and all authority figures in your life.
- Grow up. We will not treat you like a baby. By age 13 you will be able to wake yourself up in the morning, decide what to wear based on the weather, determine whether to buy or take your lunch, wash your clothes, and keep your room clean. Develop a budget and a plan to track it. Start saving for a vehicle. Whatever you save, we will match. That will determine what type of vehicle you can buy.
- Value face-to-face relationships (family, mentors, friends, someone to minister to, etc.) over screen time. We will help you limit your screen time to make this happen.

SESSION THREE

Communicating Expectations with Your Teen | Randy Sims

SOME BEST PRACTICES:

- The best thing you can do for your children is to have a great marriage. If there is a silver bullet for having a great marriage it is praying together. The divorce rate for couples who pray together is 1 in 1,057! (Greg Frizzell)
- Number one trait present in families that pass faith from generation to generation is the warmth of the father (Vern L. Bengtson).
- To keep your student involved in the church through college, seek to have at least 5 adults significantly involved in his or her spiritual walk as teenagers (leverage grandparents).
- For your family's mental health, take a weekly Sabbath (1 day in 7 should be different than the other six).

Research reveals the 5 biggest influences on your child's spiritual health (Eric Geiger):

1. The child regularly reads his/her Bible while growing up.
2. The child regularly spends time in prayer growing up.
3. The child regularly served in church while growing up.
4. The child listens primarily to Christian music.
5. The child participates in church mission trips and projects.

When our high school students graduate and go off to college, they may not so much lose their faith as the level of their faith is revealed. Fortunately, many of them will come back and have stronger faith and they had before. I don't know that this is such of a bad thing. It does challenge us to develop deep roots in our middle and high school students.

SESSION THREE

Communicating Expectations with Your Teen | Randy Sims

ADDITIONAL NOTES:

RESOURCES

BOOKS

Boundaries with Teens by Dr. John Townsend*
Grace Based Parenting by Dr. Tim Kimmel*
Intentional Parenting by Doug & Cathy Fields*
Brainstorm: The Power and Purpose of the Teenage Brain by Daniel J. Siegel*
Visionary Parenting by Rob & Amy Rienow*
Planet Middle School by Kevin Leman*
Parenting by Paul David Tripp
Growing With by Kara Powell & Steven Argue
Emotionally Healthy Spirituality by Peter Scazzero
Unlocking Your Family Patterns by Dr. Henry Cloud, Dr. John Townsend, Dr. Earl Henslin & Dave Carder
Parenting The New Teen In The Age of Anxiety by Dr. John Duffy
Sticky Faith: Everyday Ideas to Build Lasting Faith in Your Kids by Kara Powell & Chap Clark
*denotes available for \$5 at Resource Table

WEBSITES

Rooted Ministry
Desiring God
Family Life
Focus On the Family
Gospel Coalition
Center for Parent/Youth Understanding
Covenant Eyes

PODCASTS

FamilyLife Today
Rooted Parent
Raising Boys and Girls



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