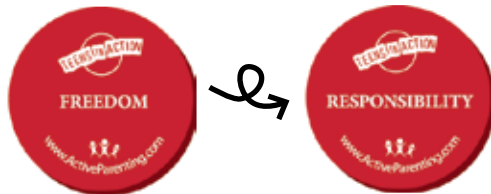


What is RESPONSIBILITY?

- 1 Accepting your obligations.
- 2 Doing the right thing as the situation calls for it.
- 3 Accepting accountability for your actions.

R = C + C

RESPONSIBILITY = CHOICES + CONSEQUENCES



Freedom & Responsibility
are two sides of the same coin.

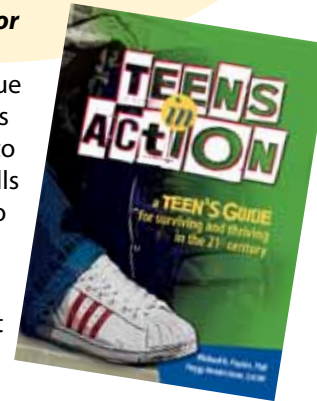
Family Enrichment Activity: Positive "I" Messages

An "I" message is not only a great tool for confronting people about repeated problems; it's also a good way to give someone a message of appreciation. Use the four-step *positive "I" message* to acknowledge when someone successfully makes a change that you requested.

- 1 State what you appreciate.
"I really appreciate how you've stopped putting me down."
- 2 Say how you feel.
"I feel good around you again."
- 3 Tell them why.
"...because I can trust you not to hurt me."
- 4 Offer to do something for them.
"Do you want to do something together this weekend?"

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TEENS IN ACTION

VIDEO 3

Responsibility and Discipline

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Discipline: Learn to Love It!

Discipline has gotten a bad rap. Most people associate it with punishment, but the word itself comes from the Latin *disciplina*, which means “teacher” or “learning.”

DISCIPLINE ≠ PUNISHMENT
DISCIPLINE = TO LEARN

When parents use discipline this way, they *teach* their kids rather than punish them. Teens, too, can use discipline as a teaching tool for themselves or for others.

Self-discipline is when you use discipline to teach yourself.

Assertiveness is when you use discipline to teach (or influence) other people.

You can use the following methods for both yourself and other people:

Basic Techniques

Polite Request

“I” Message

Firm Reminder

Advanced Techniques

Natural Consequences

Logical Consequences

When/Then Choices

Either/Or Choices

Discipline Techniques

When you have a problem with someone (even with yourself!), use the three basic discipline techniques in order from least to most firm to influence the person to change his or her behavior. If the behavior continues even after you use all three basic techniques, move on to setting a logical consequence.

BASIC DISCIPLINE

1. POLITE REQUEST

The first step is to politely make your desire known through a request, stated politely. Often, this is all that is necessary.

“Please don’t yell at me.”

2. “I” MESSAGE

If the polite request doesn’t work, use an “I” Message, a firm but friendly statement that shifts the emphasis from the person to how you feel about the behavior. An “I” Message has four parts:

“**I have a problem with** you yelling at me.
I feel like you don’t respect me
because people don’t usually yell at people they respect.
I’d like you to talk to me calmly even when you’re angry.”

3. FIRM REMINDER

If the person continues the misbehavior, give a short but firm reminder. The fewer words, the better.

“Don’t yell.”

CONSEQUENCES

LOGICAL CONSEQUENCES

Discipline that is logically connected to a misbehavior by an authority figure to influence someone to behave within the limits of a situation

There are two types of logical consequences:

When/Then Choice:

Use this to get a person to **start** doing something.

“**When** you start being more respectful **then** we can hang out again.”

Either/Or Choice:

Use this to get a person to **stop** doing something.

“**Either** stop yelling at me **or** don’t expect me to return your texts.”

GUIDELINES FOR USING LOGICAL CONSEQUENCES

1. Work together or help decide the consequence.
2. Put the consequence in the form of a choice.
3. Make sure the consequence is logically connected to the misbehavior.
4. Keep your tone of voice firm and calm.
5. Be willing and able to enforce the consequence.

NATURAL CONSEQUENCES

The results that occur from a teen’s behavior without any interference by a parent

WHEN YOU CAN’T USE NATURAL CONSEQUENCES

1. When the natural consequence may be dangerous
2. When the natural consequence is too far in the future for the teen to care about it
3. When the natural consequence affects someone other than the teen