

Intentional Parenting

(because it doesn't happen by accident)

Formative Instruction and Its Ally:
Corrective Discipline

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Introduction: We have learned the five goals of formative instruction, each of which shall be discussed in more detail in the ensuing lessons. Today we shall examine the mandate parents have to provide such instruction and the help corrective discipline provides in the process.

Passages to consider: Deut. 6:1-9; Joshua 24:15

Review of Formative Instruction

We must remember that formative instruction is that ongoing teaching that “forms” or “shapes” a child’s behavior and provides for him a healthy culture.

Formative instruction focuses on **interpreting** and responding to life in a biblical way.

Formative instruction integrates **knowledge**, **beliefs**, and **behaviors** (culture) to provide a biblical worldview for children (what, why, and how).

Formative instruction should take place at **planned** and unplanned times.

Formative instruction emphasizes **principle-centered** living and deemphasizes situational ethics.

Problems in Formative Instruction

Never make the mistake of **assuming** that your child understands life from a spiritually mature perspective.

Do not confuse formative instruction with corrective discipline. Remember that corrective discipline is typically a **poor opportunity** for new instruction.

Refuse to “**play the blame game**” when it comes to the responsibility and accountability of formative instruction (Josh 24:15).

- Right **Place**
- Right **Preaching**
- Wrong **Parenting**

The Ally of Formative Instruction: Corrective Discipline

1. **Response**—Confrontation

Parents must be willing to deal with the problem in an expeditious way. An unwilling to confront our children typically indicates ignorance, indifference, or fear.

2. Repentance—**Confession**

Children should have the opportunity to see their sin placed within a biblical context. They should understand the truth of Proverbs 28:13.

3. _____—Consequences

Sin has consequences already built in. They become exponentially more damaging to a young person when sin is not dealt with. A purpose of discipline is to send the message that “crime doesn’t pay.”

4. _____—Connection

Children must understand in a crystal clear way the reason for discipline or they will supply their own. A chief end of discipline is to strengthen the formative instruction already supplied. Comprehension is enhanced through experiences both bad and good.

5. Restitution—_____

Whether it is returning a stolen item, serving a detention, paying for a broken toy, or simply offering an apology, restitution is a necessary part of discipline. Discipline that does not include a process for restitution will leave a guilt residue upon your child.

When an offense is uncorrectable, we must teach children to relish in the mercy of God.

6. _____—Closure

One of the primary goals of discipline is the restoration of complete fellowship. Consequences linger and restitution requires time, but restoration of fellowship should be swift. ILL. Problems with grounding, time-outs

7. Reflection—_____

Children and parents both need to consider the larger context of any cause for discipline. Is this problem symptomatic of a character flaw? Have I sufficiently instructed?