

Student Manual

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# Disciplining Students in the Teen Challenge Program

Dave Batty & Dan Batty

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3<sup>rd</sup> Edition

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By Dave Batty & Dan Batty

## Student Manual

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Date last revised: 09-2019

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### Personal application ideas

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## Introduction

In this course we will study the role of discipline in the Teen Challenge residential program. Clearly this is a broad subject that cannot be completely mastered in 10 hours of training. Not all Teen Challenge ministries have the same approach to discipline. Unfortunately in some settings, discipline is poorly understood by staff and ineffective in helping students move toward godly living.

First, let's understand what this course is not going to focus on. We are not going to train you on how to go to a Teen Challenge center and completely throw out the rules and discipline procedures currently in use and put something new in its place. We will not study how to start a new Teen Challenge and set up the entire discipline structure.

This course is designed to train you to work at a Teen Challenge ministry where a discipline procedure is already in place. The purpose of this course is to teach how a new staff can fit in effectively and implement the discipline procedures already in place.

There is much more to being an effective staff than disciplining students. However, this area of responsibility is a difficult challenge even for staff who have worked at Teen Challenge for many years. How a staff handles discipline will quickly show the depth of character in his/her life. It will also expose your weaknesses.

Discipline gets personal—it involves conflict and confrontation. This will not be a course on theory—it will take a practical focus. This course will ask you to take a personal look at your past and present. You will be challenged to assess your own beliefs and attitudes and see how closely they match what Jesus calls us to live.

As you go through this course, at least one case study will be used with each class session. These case studies are in the Study Guide for this course. The purpose of these case studies is not to find the perfect solution to each situation. When disciplining students in real life—perfection is rarely the best way to describe the situation. We hope that each case study will help you understand some of the critical issues that impact each discipline situation.

## Getting the big picture

Why do you discipline students?

A man visited a construction site and saw three bricklayers working together. He asked the first man what he was doing. “I am laying bricks,” he said.

The visitor asked the second man what he was doing. He replied, “I am building a wall.”

When the visitor asked the third man what he was doing, he replied, “I am building a cathedral.”

All three bricklayers were doing the same work, but they had very different attitudes toward what they were doing.

So why do you discipline students?

Is it simply because they have disobeyed a Teen Challenge rule? Or do you have a bigger point of view? Do you have an attitude like the third bricklayer who was building a cathedral? Do you see a bigger vision than simply dealing with a broken rule?

### **What kind of a ministry is Teen Challenge?**

When you think about why Teen Challenge exists, what do you see as our main mission?

#### **1. To help people become free of their addictions?**

This is too small of a goal. Why? Because a person can go to hell drug-free. If all we do is get our students drug free, so they can live a healthy life before they go to hell, we have not really done that much for them.

#### **2. To introduce people to Jesus?**

This certainly sounds like a good goal. And it was Dave Wilkerson's goal when he first started Teen Challenge. However, he soon discovered that these young drug addicts who prayed to receive Jesus into their lives were back to using drugs in a few days. When asked why they went back to using drugs, they said, "We don't know how to live for Jesus."

#### **3. To make disciples—followers of Jesus?**

Dave Wilkerson soon discovered that these new Christians needed more than a prayer and a blessing, "We will see you in heaven!" They needed to learn how to live the Christian life.

### **So how does disciplining students fit into the ministry of Teen Challenge?**

It is important that we see how discipline fits into the big picture of our ministry.

#### **1. We are a Christian discipleship ministry**

Fulfilling the Great Commission is our primary goal. All that we do on a daily basis needs to fit into our primary mission. Discipline is an important part of Christian discipleship, but there is much more to discipleship than disciplining students.

The *Group Studies for New Life* classes and the *Personal Studies for New Life* classes are also an important part of our Christian discipleship ministry at Teen Challenge. We need to see how each part of the program contributes to this process in their lives. Each part needs to be in balance so they can experience all that God has for them.

## 2. How can we help this student follow Jesus?

How can we help them become obedient in a way that demonstrates a sincere desire to follow Jesus? When Jesus talked to the rich young ruler in Mark 10:17-22, he challenged him to obey the commands of God in his daily living. Then Jesus challenged him to come and follow him. It is not just a matter of obeying the laws of God in the Bible. It is about making a choice to follow Jesus, to be his disciple. All the discipline we assign should be done with this bigger goal in mind.

## 3. How can we help this student develop Godly character?

The purpose of discipline is not simply external conformity. We want them to develop Godly character such as self-discipline, and so much more. Character development is beneficial for more than battling disobedient attitudes. These character qualities enable us to live an obedient lifestyle and achieve the full potential God has for our life. See Hebrews 12:11.

Seeing the big picture in terms of your ministry enables you to be like the bricklayer who saw his work as building a cathedral. He had his eye on the fulfillment of his work, not just the immediate moment.

### What is our main focus in this training?

It is easy to jump to the conclusion that a course on disciplining students in Teen Challenge would focus on the students and the best methods of discipline to use on them. However, this course will take a different approach. Our primary focus will be on you, the staff member.

Your role in this discipline process is more critical than the actual method of discipline selected for the student.

One more important issue as we begin this training—where will you begin in putting these ideas into practice in your life? On page 4 you will find a place where you can list your personal application ideas. As you go through this training, look for practical ways that you can use this in your life today. Then as you go about your daily ministry activities at Teen Challenge, set personal goals on implementing your ideas.

## Project 1: Discipline in my Background

### Instructions:

1. Turn to Study Guide Project 1. Complete all of the questions before your next session. Bring this project with you to your next class session.

## Chapter 1

# Discipline in Your Life

**Key Truth:** Your present view of discipline has been greatly influenced by your past experiences.

**Key Verse:** Proverbs 22:6 (NIV)

Start children off on the way they should go, and even when they are old they will not turn from it.

As you begin this course, it might be helpful to realize that this subject of disciplining students in Teen Challenge is very challenging, not just for new staff, but also for those who have worked at Teen Challenge for many years. In fact, this is true at Teen Challenge centers all over the world. We truly need wisdom from God as we seek to become more effective in this area of our ministry. Take a minute and reflect on this question and then write down your responses:

What are the most difficult challenges facing Teen Challenge staff today in the area of disciplining students?

Or: What are the most difficult challenges you face today in the area of disciplining students?

## A. Your past experiences with discipline

If you have not done so already, stop and take time to answer the questions on Project 1, “Discipline in my Background.” It is located in your Study Guide for this course. As you look at your answers to those questions, it is important for you to see that your past experiences—good or bad—are having a major impact on your present attitudes toward discipline.

Some of these questions may bring back painful memories from your childhood years. As you begin this course, you need to realize that the students you will be working with in Teen Challenge may have come from a very abusive background. They may still carry scars and



deep damage from the way they were abused as a child.

One Teen Challenge staff who participated in this training showed lots of little scars on her arms and shared how her mother would take a dinner fork, heat it over the kitchen stove until it was red hot and then press it on her arms when she disobeyed as a child. That's not discipline—it is abuse. Others have been severely beaten.

We cannot go back and change our past. But as a Teen Challenge staff, you need to be attentive to the fact that the childhood experiences of those in Teen Challenge can have a profound effect on the way they handle discipline.

Abusive discipline can leave much more than physical scars—the emotional damage can be deep. So as you look ahead to the times when you will be administering discipline, it is important for you to make sure that it is done with Godly methods if it is to produce positive results.

## B. What God says about your past experiences

Many of your students may have tragic stories of discipline not done in a loving Biblical way. In this course we will take a close look at what the Bible says about discipline. Let's start by looking at two verses that deal with discipline as it relates to parents raising their children.

### **Proverbs 22:6 (NIV)**

**Train a child in the way he should go, and when he is old he will not turn from it.**

The main point of this verse can be seen in the lives of people today. Can you see the influence of your parents' training and discipline—positive or negative—and how this influenced you as you grew up?

One student responded to this verse, "I'm an exact duplicate of my mother. I have her character traits—both good and bad."

Some of your students may have come from homes where their parents did all within their power to raise their children right. Others may have parents that trained them how to be a sinner—and raised them without godly influence. Other students are in Teen Challenge today because they rebelled against what their parents wanted them to do.

### **Hebrews 12:11 (NIV)**

**No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it.**

Take a few minutes and reflect on your past life and how this verse relates to your own experiences. One of the main *long range* purposes of discipline is to help students experience the positive results in their lives that are promised by these two verses.

## C. Who are the people you will soon be required to discipline?

Depending on which Teen Challenge center you are (or will be) working at, many of the students may still be teenagers. If you work in an adult program, then many of the students will be in their twenties, or older. However, their biological age does not determine their emotional maturity. Many TC students are still emotionally acting more like a teenager than an adult. Simply stated—when you become staff at a Teen Challenge center, you will be called on to discipline people who on the inside are still emotionally teenagers (or younger).

In God's plan for the family, parents start with a baby, and learn how to discipline beginning with this infant. They have thirteen years of experience before they have to deal with the difficulties of disciplining a teenager. Even in the best of family settings, disciplining a teenager can be very difficult. It will often be much more difficult in the TC setting because of all the life-controlling problems the students have in their lives right now.

There are a number of the key principles you must understand if you are going to be an effective staff at Teen Challenge. Here's one of the most basic—discipline can be much more effective when you know the person you are disciplining. The same method of discipline given to two different students can have completely different results. How can you offer the right kind of discipline to each student? Get to know them.

Our parents, with all their past mistakes and flaws, probably knew us better than anyone else when we were growing up. If you are going to be effective as a staff in Teen Challenge you will have to learn how a student's background can dramatically affect their attitudes and behaviors today.

Here's a couple more issues for you to begin considering. We will deal with these in much greater detail later in this course.

First: Why are you disciplining students in Teen Challenge?

- Do you discipline them just because they break the rules while they are in Teen Challenge?
- Is your goal to get them to obey the rules?
- Our long range goal for each student should be that they learn to live a lifestyle of obedience to both God and their leaders in their life today.

Second: With all the careful attention we give to learning about a student's background, none of this will replace the need to depend on the Holy Spirit to give us wisdom to minister to each student God's way.

**Project 2: Interviewing a TC student on discipline****Instructions:**

Turn to Study Guide Project 2. Before your next class session, complete all of the questions. Check with your teacher on setting up the interview with the Teen Challenge student who will be the focus of this project. Bring this completed project with you to your next class session.

**Project 3: Case Study #1. “The Smell of Smoke”****Instructions:**

1. If you are taking this course by correspondence, go ahead and complete all of the questions at this time.
2. If you are taking this course in a group class setting, go ahead and complete all of the questions before your next session. Bring this completed project with you to your next class session.

## Chapter 2

# Principles of Discipline

**Key Truth:** Understanding God's view of discipline will help me live a godly lifestyle.

**Key Verse:** Hebrews 12: 11 (NIV)

No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it.

### Introduction

The next three lessons will look at basic biblical principles of discipline. These principles will provide a foundation for the specific methods of discipline that will be covered in later lessons. As you consider each of these principles, give careful consideration to this question: How did Jesus handle discipline? He needs to be our example. If we rely simply on our own past experiences we may miss some of the important Biblical principles that apply to discipline.

## A. The need for discipline

What are some biblical reasons for having discipline? In other words, why is discipline needed?

Consider these scripture verses and identify reasons from them:

Proverbs 22:6  
 Hebrews 12:11  
 2 Timothy 3:16  
 Romans 2:5-8  
 Genesis 2:15-17, 3:1-24

The simple reason why discipline is needed is that people have disobeyed. But that is a negative reason.

A positive reason why discipline is needed is so people can receive help in correcting areas of their life which are preventing them from experiencing the full life of freedom which God has for them.

Another key point here is that God has ordained people to be in positions of authority. God has put in place His laws. He has also put leaders in authority over us.

Parents                      Exodus 20:12

Government leaders      Romans 13:1-5

## B. Three Levels of Obedience

Before we get into a detailed look at discipline, let's start by looking at the big picture in life. God wants us to follow Him and live in His truth. When we obey Him, we experience the blessings that follow obedience. When we disobey God's laws and / or human laws, painful consequences are often the result. Developing a lifestyle of obedience is the key to a close relationship with God.

If you were a student in Teen Challenge, you may have studied the *Group Studies for New Life* course ***Obedience to Man***. One chapter covers in detail three levels of obedience. Let's quickly review these three levels, and look at each level from both sides—the side of the one obeying, and from the side of the person in authority asking this person to obey. The best way to prepare yourself to be a person in authority in relationship to these 3 levels of obedience is to make sure you are consistently applying these in your own life.

### 1. Level One: Obey because you were told to do it

This is the basic starting point for obedience. Most of us can remember our parents saying, “Obey because I said so!” Some might call this blind obedience, but that is not what this is calling for. Another way of describing this step is “Simple Obedience”.

Another way of phrasing this level is “Just do it!”

This level carries with it the understanding that I accept my leaders as having authority. With that authority comes the responsibility to govern – to lead. One part of leadership involves the power to establish rules and enforce them.

Hebrews 13:1-17 directs us to submit to those in authority. We are not looking at the abuses of authority here, but the general principle of authority being put in place by God.

Romans 13:1-5 makes this same point – authority has been established by God. We have a responsibility to submit to those in authority.

This biblical principle of submitting to authority is at the heart of the greatest conflict of all time – beginning in the Garden of Eden. Satan tells every one of us the same thing he told Eve – you don't have to obey God. Rebelling against authority is at the heart of the reason for this course.

In the GSNL course ***Obedience to Man*** it also addresses the issue of blind obedience. You may want to review that material in the Student Manual for that course. What God is looking for is careful obedience. With eyes wide open we choose to obey.

God's simple first step for all of us is – obey – just do it. Simple obedience is a good place to start, but this is not where God wants you to spend the rest of your life. Level One of obedience is like being in kindergarten. We need to immediately move on to Level Two.

## 2. Level Two: Obey and discover the main reason why you were told to do it

This does not state, “Obey **after** you have discovered the main reason why you were told to do it.”

While you are obeying – think about it. Blind obedience is not the goal – we are looking for intelligent obedience—careful obedience.

Try to understand the main reasons why you were told to do it. Our motive in understanding the main reason why is not to challenge the leadership of the person in authority, but to move us to level three – to be able to obey on our own.

Level Two is not easily understood by many. People often miss the major reasons for a rule and assume that the rule is there to simply make life miserable for those who have to obey it.

The key point at level two of obedience is to grow in understanding and wisdom so we can see these rules as helping us live for God each day. Learning how to obey at level two prepares us for level three.

It would be good for you to go through each rule that is given to the students at the Teen Challenge center where you work and determine the main reason why Teen Challenge has each rule.

## 3. Level Three: Obey on your own

An expanded version of this level is – obey on your own because you know it is the right thing to do.

Another version is – obey on your own because you want to – out of a heart of love for God and respect for your leaders.

It is extremely important that leaders function at Level Three. This point cannot be over-emphasized! Just look at the chaos that follows when leaders fail – especially Christian leaders.

Level three is where God wants all of us to function. Our goal for each student in Teen Challenge is that they function at this level of obedience – not just once in a while, but consistently – even when they don’t like the rule.

You may want to take a few minutes and ask yourself, “Why do I obey the rules?” What motivates me to obey?

For our students to achieve Level Three of obedience is the one of the best ways to prepare for a successful life after graduating from Teen Challenge.

## C. The need for appropriate rules

Leaders need to make sure the rules they create and enforce accurately reflect God's priorities in life. The Pharisees in Jesus' day had created a long list of rules for "godly living" that were dramatically different from God's idea of godly living.

When you go to work at a Teen Challenge ministry, carefully study the rules and make sure you are using these rules to guide students to live the Christ-like lifestyle.

## D. The three levels of discipline

Now that we have looked at the three levels of obedience, let's take a careful look at three levels of discipline. As you look at each of these three levels of discipline, try to identify examples from your own life that relate to each level.

The main purpose of this section is to look at discipline from the broad biblical perspective. God's view of discipline is redemptive, not an angry expression of frustration.

### 1. Level One: Self-discipline

This is the best type of discipline. We are not talking about self-punishment here.

Self-discipline is a healthy, mature way of facing life. Self-discipline is functioning at level three of obedience – obeying on your own.

Self-control is another way of describing self-discipline. This is not gritting your teeth and just grinding your way through each daily experience. It is willingly choosing to live within the rules that God and human authority have placed over you. It is "walking in the Spirit." Nothing mystical or super-spiritual – just plain ordinary obedience, out of a heart of love for God.

Fear of discipline or punishment is not a very good motivator for consistent self-discipline. Fear can motivate temporarily, but it is a very poor foundation on which to build a godly lifestyle.

**John 14:15 (NLT)**

**If you love me, obey my commandments**

Exercising self-discipline is possible with God's help. However, on many occasions it may not be easy. Paul talks about the battle to discipline his thoughts and actions.

**2 Corinthians 10:5 (NIV)**

**"We demolish arguments and every pretension that sets itself up against the knowledge of God, and we take captive every thought to make it obedient to Christ."**

**Philippians 3:12-14 (NIV)**

**(12) “Not that I have already obtained all this, or have already been made perfect, but I press on to take hold of that for which Christ Jesus took hold of me. (13) Brothers, I do not consider myself yet to have taken hold of it. But one thing I do: forgetting what is behind and straining toward what is ahead, (14) I press on toward the goal to win the prize for which God has called me heavenward in Christ Jesus.”**

Self-discipline, when consistent, eliminates the need to experience discipline from the other two levels. However, human nature for what it is – we all have experienced discipline at the next two levels.

**2. Level Two: Discipline by others**

Most of us were disciplined by our parents. When at school, the teachers disciplined us, or sent us to the principal’s office. In society we have laws. The police and the judicial system enforce those laws, and punish those who break the laws.

Many Teen Challenge students have been disciplined by parents or others in authority in ways that clearly violate God’s view of discipline. Past negative experiences with abusive discipline need to be distinguished from godly methods of discipline.

In future lessons we will deal with godly methods of discipline.

Romans 13:1-5 makes the point that God has placed people in authority over us, and as a Christian, we have the responsibility to obey those leaders. However, this scripture should not be used to draw the conclusion that all laws are approved by God, nor do all leaders enforce the laws in a just or godly way.

Hebrews 13:17 makes the point that leaders will have to give an account for their leadership. If you as a leader fail to discipline those under your care, or you discipline them in ways that dishonor God, He may begin to discipline you.

**3. Level Three: Discipline by God**

How does God discipline us? You may want to make a list of the ways that God disciplines us.

Hebrews 12:5-11 gives a powerful description of God’s view of disciplining us. Verse 6 makes the point that the Lord disciplines those He loves. Verse 10 states that “God disciplines us for our good, that we may share in his holiness.” (NIV)

God’s Word is described as a tool to help us.

**2 Timothy 3:16 (NIV)**

**“All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness,”**



**Hebrews 4:12 (NIV)**

**“For the word of God is living and active. Sharper than any double-edged sword, it penetrates even to dividing soul and spirit, joints and marrow; it judges the thoughts and attitudes of the heart.”**

Many times God does not immediately discipline us when we disobey His laws. Some people interpret silence from God as an indication that their behavior is OK. God is patient, long-suffering, wanting us to repent before His judgment comes. If we do not confess our sins, then after death we will face the judgment.

**Project 4: Case Study #2. “Just a little respect, please!”****Instructions:**

Turn to Study Guide Project 4. Read the case study at the top of the page.

1. If you are taking this course by correspondence, go ahead and complete all of the questions at this time.
2. If you are taking this course in a group class setting, go ahead and complete all of the questions before your next session. Bring this completed project with you to your next class session.

## Chapter 3

# Relationships in Discipline

**Key Truth:** Discipline carries the greatest potential for positive growth in the context of meaningful relationships.

**Key Verse:** Hebrews 12:10 (NIV)

Our fathers disciplined us for a little while as they thought best; but God disciplines us for our good, that we may share in his holiness.

### Introduction

In the last class session and today's class session we are looking at basic biblical principles of discipline. These principles provide a foundation for the specific methods of discipline that will be covered in later lessons.

## The setting of discipline

Discipline usually occurs in a setting of relationships. In Case Study #1 in Study Guide Project 3, one of the difficulties we had in deciding what to do with the student suspected of smoking was the lack of any background information.

- How long has this student been in the program?
- Is this the first time he has done this, or has it happened before?
- What is his attitude toward resolving this problem in his life?

Understanding the background of the student and bringing the knowledge gained from a personal relationship with the student creates the setting for meaningful discipline.

### A. Discipline in the context of meaningful relationships

Discipline is a regular part of Teen Challenge (TC). However we do not go out on the streets of our city and discipline people walking by who are smoking, cursing, lying, or using drugs. The TC rules only apply to those in the TC program.

So what kind of relationship do you as a staff member have with each student in your program? Do you feel you have a good relationship with the student? How does the student see you? Does he or she feel you are a total stranger? If so, what impact will that have when you try to discipline this student?

Disciplining total strangers carries a high risk of failure. What motivates total strangers to obey the rules?

A much more powerful context for obeying rules is a meaningful relationship. The best setting for obedience is a relationship based on love and commitment.

Let's take a quick look at some of the main relationships that make up the history of each of our students. How does discipline fit into each of these relationships?

## 1. Meaningful Relationships – Family

The application of this principle is clear in the Bible. God placed the responsibility of disciplining children first with the parents. (Proverbs 19:18, 23:13, 29:17). In this context of meaningful relationships, discipline has the potential to accomplish its intended purpose – righteous living.

## 2. Meaningful Relationships – Society

What enables a society to function? Only when people agree to live together under a mutually agreed upon set of rules (laws) can people in that society live in peace. Meaningful relationships provide the context for a peaceful society, these relationships provide the “glue” that holds people together.

The fear of discipline – a fine, a jail or prison term – motivates some to obey the laws. However, if a society is to continue to function effectively, something far more positive than fear of punishment must motivate people to obey the laws.

Teen Challenge is one aspect of society in the life of the student. For some this may be viewed as a substitute “family.”

In the development of this course, a survey was conducted of graduates of TC. One prominent issue raised by the graduates was the importance of staff showing love to the students. If the discipline you administer in Teen Challenge is to be effective, genuine love must be clearly communicated to the students.

## 3. Meaningful Relationships – God

God disciplines us because He loves us. He wants to have a close personal relationship with us. This principle runs through the whole Bible. Discipline administered as an expression of concern is best modeled by God Himself. Because we care about you, we discipline you.

The power of love motivates people to care about maintaining that relationship. Obeying the rules is an expression of love, commitment, and submission to the rules and the makers of the rules.

## 4. Meaningful relationships in Teen Challenge

So how do we develop meaningful relationships with each new student coming to Teen Challenge? How do we get new students to agree to obey the rules of TC?

Each new student coming into the program must make a commitment to obey the rules. They also agree to accept the consequences of disobedience when they break the rules.

In reality, every new student is asked to make a commitment to establish meaningful relationships with the staff and other students from the very first day they enter the program.

These commitments as conditions for entering the program are extremely important later on when confronting a student about breaking a rule. The staff can go back to the agreement the student signed when s/he came into the program and use this as a basis for dealing with the situation. It is not simply that the student has broken a rule. It is more important that the student recognize that s/he has gone back on his/her word. When the student entered the program, s/he made a commitment to obey the rules of TC.

## **B. Discipline in the context of damaged relationships**

The need for discipline is based on the act of disobedience. So whenever discipline is needed, one person has broken the rule, broken their word to obey the rules, and damaged their relationship with those in authority.

Look at the very first example in the Bible – Adam and Eve sinning against God. When God comes to talk with them, the consequences of their disobedience are clearly evident. In Genesis chapter 3, both Adam and Eve make excuses for their disobedience. You may want to take the time to read this chapter and look at how God disciplined them. How did their disobedience damage their relationship with God?

Take a minute and think about the consequences of your past disobedience. It is important to understand that disobedience damages your personal relationship with God.

In the Teen Challenge program, damaged relationships are a major problem. Most of the students have damaged or destroyed their relationships with family members. Disobedience typically played a major part in these damaged relationships. Many have damaged their relationship with the police – they have a criminal record.

Another element of damage common among Teen Challenge students is related to issues discussed in Chapter One and Project 2 – damage because of abusive discipline administered to them by people in authority – beating, burns, choking, etc.

Even when you as a staff administer discipline in a godly way, the very act of discipline can bring back a flood of negative memories in the mind of the student, and cause a very hostile reaction.

Simply put – we are working with damaged people. As they react with disobedience, they can bring more damage into their lives.

We will deal with this more later, but what is your reaction to the damage that disobedience causes? If you react with anger, you may not be responding in a godly way. Godly sorrow is much more the response that characterizes God's response to disobedience. (2 Corinthians 7:9-10)

## 1. Delusion

The context of disobedience often involves delusion, denial, or rebellion. The temptation to disobey is often beautifully camouflaged as a simple way to have a good time and to get your needs met. Many times disobedience is not so much an intentional act of rebellion as it is ignoring the rules to get something I want right now.

Delusion is not seeing, not understanding, or not acting in truth. Satan is a master at deception. (See Isaiah 59:14 and 2 Corinthians 4:4.) His goal is to destroy us, and particularly to destroy our relationship with God.

When as a staff you are faced with a student who has disobeyed a rule, it is very likely that delusion is or was involved. Another way of looking at this issue is to pose the question – what was the main reason why you did what you did? Was your main reason for doing this to break the rule?

There are many ways to rationalize disobedient behavior. It is common for the person to be more concerned about meeting his/her own needs and desires than to obey the rules. (Proverbs 14:12, 21:2) Many times at the moment of temptation, the person was misled – either by his own thoughts, or by the persuasive speech of another person.

## 2. Denial

Many acts of disobedience are accompanied by words of denial. Why would this person lie when confronted about his/her disobedient behavior? Denial is a defense mechanism designed to hide one from the painful consequences of facing the truth.

Why did Peter deny that he knew Jesus on the night of Jesus' arrest? Because Peter was afraid that if he told the truth, his own life would be in danger. In his mind, he believed that it was safer to tell a lie than to admit the truth.

But this denial is really an expression of delusion. Satan has deceived the person into believing that breaking the rule is more helpful to meeting his/her needs than in obeying the rule. Now Satan continues to deceive the person into believing that denying the truth will do more good than confessing his disobedience.

What can break through the delusion and denial to bring this person to an opportunity for change? (2 Corinthians 10:5) Make sure you have the facts. The Bible describes the truth as light. The light illuminates the situation, bringing clarity to what is really true. (1 John 1:5-8, 1 Corinthians 4:6)

## 3. Rebellion

Many of those coming to Teen Challenge have a major problem with rebellion. They don't want someone else telling them how to run their lives. Rebellion is basically saying "I don't want to submit to your authority. I want to be in charge of my own life. I will decide what my own rules are. I don't have to listen to you or obey you."

Satan is the father of rebellion. It fits his purpose for every student in Teen Challenge when that student chooses to rebel.

However, we need to be careful that we do not assume that rebellion is the primary reason why every student breaks the rules. For example, some children never got the attention or affection from their parents that they needed as they grew up. Some of these children learned that if they disobeyed the teacher at school, they would get special attention from the teacher or another person in authority. We could look at that child and say, “That’s not the right way to get attention.” But the affection-starved child is simply looking at the immediate result of getting attention.

This does not mean it is OK to disobey. What it does point out is the need for staff to be sensitive to the needs within that person’s life, and attempt to meet those needs in a Biblical way. On more than one occasion, Jesus ignored the obnoxious behavior of people who came to him, and treated them as though they were genuine seekers of the truth. (Luke 10:25-37) Proverbs contains many insights on rebellion, and the damage it causes in the life of that person.

When you as a staff are confronted with disobedient behavior, you must respond with care to bring the truth to the surface with love. Responding in anger at rebellion rarely helps to resolve the situation.

### **Project 5: Case Study #3. “The Heavy Metal Music”**

#### **Instructions:**

1. If you are taking this course in a group class setting, complete this project before your next class session.
2. If you are doing this as an independent study, complete all of the questions at this time.

## Chapter 4

# The Main Goals of Discipline

**Key Truth:** Change within and in one's behavior is the goal of discipline.

**Key Verse:** 2 Peter 3:9b (NIV)

He is patient with you, not wanting anyone to perish, but everyone to come to repentance.

### Introduction

In the last two class sessions and today's class session we are looking at basic biblical principles of discipline. These principles provide a foundation for the specific methods of discipline that will be covered in later lessons.

## A. What is the main goal of discipline?

As a staff member at Teen Challenge it is essential that you have a clear understanding of what are the main goals of discipline at Teen Challenge. All the staff must have the same answers to this question. The answers to this question are not simply my opinions compared to your opinions. These answers need to be based on biblical principles of discipline.

### Change!

The simplest explanation for why we discipline someone is so they will change. But what kind of change are you looking for? Some changes are not acceptable – because one can simply change one disobedient behavior for another disobedient behavior. Overt disobedient behavior can change to hidden disobedience – deceitful, lying behavior – not a good change!

Warning – as a staff, you cannot force the disobedient student to change. To a certain degree, you can force external change.

So what kind of change are you looking for? Change that comes from the heart! As followers of Jesus, our goal should be to change our behavior to obedient actions that honor Jesus. We need to change to become more like Jesus.

## B. So what motivates a person to want to change?

The kind of change that biblical discipline is designed to accomplish is change that comes from a willing heart. This is best accomplished when one has a meaningful relationship with the person in authority.

This is why at Teen Challenge, one's personal relationship with Jesus Christ is seen as the most important step to beginning to overcome addictions and developing a new way of living – one characterized by obedience to God and our leaders.

## 1. Change motivated by love

Love is the best motive for change.

Jesus said in John 14:15 “If you love me, obey my commandments.”

When you have a relationship based on love, you want that relationship to grow stronger. You will make changes and choose to be obedient to God and other leaders out of respect for them.

Pause and reflect for a few minutes on your personal experiences related to this principle. Can you think of a personal example from your life when love has motivated you to obey? Summarize that below.

However, for most of us, when it comes to obeying our leaders, our life points out that many times we have not been motivated to change simply by the power of love.

Two other motivators for change are learning and pain. A careful understanding of all three of these motivators is essential as we look at appropriate methods of discipline for TC students.

## 2. Change resulting from learning

What makes us want to change? When we are willing to change, but don't know the correct answers, then we may be motivated to search and study to find new information to prepare us to make changes. Many TC centers use study projects as a method of discipline. For example, a student is required to write a 500 word essay on lying or being honest, using at least 5 scriptures.

The assumption behind this method of discipline is that one major need in the life of this student is new information. If they learn what God expects of them, they will be willing to change their behavior.

Throughout the Bible this theme is stated in many ways.

**Psalm 119:105** “Your word is a lamp to my feet and a light for my path.”

**Psalm 119:11** “I have hidden your word in my heart that I might not sin against you.”

**John 8:32** “Then you will know the truth, and the truth will set you free.”

But education by itself does not guarantee change. Nor does it automatically lead to obedient behavior. This is the false assumption used in the sex education and HIV / AIDS education provided in public schools. For some young people, this education has resulted in



more sexual activity, not less. Why? Because the students have a different set of goals than the teacher.

At Teen Challenge, discipline that focuses on education can be effective if the student *wants* to change. What will motivate that desire to change? Having a personal relationship with Jesus and wanting to please Him is certainly a key issue here. Some want to change because they are tired of their old way of living. “I want a better life,” they say. “Show me the way.”

### 3. Change resulting from pain

Pain motivates us to change. We stop hitting our finger with a hammer because it causes pain – lots of it! Pain is a gift from God to protect us from destroying ourselves.

What will cause a person to stop disobedient behavior? Pain – which may come in many forms.

#### a. Physical pain

Physical pain is the easiest to understand. Children are spanked by their parents. The physical pain of the spanking is designed to break through the delusion and rebellion, and send the message to the brain that it is time to change. The disobedient behavior is unacceptable, and discipline in the form of physical pain is designed to convince the child that it is in his/her best interests to change – or more painful discipline will come with the next act of disobedience.

In the TC setting, methods of discipline that include physical pain are rarely appropriate. Corporal punishment is not allowed in Teen Challenge.

However, some methods of discipline do require physical labor which can cause the “pain” of tired muscles. One method of discipline requires the student to move a pile of bricks or wood from one place to another. Many centers assign extra work duties as a method of discipline. These may cause both physical pain and emotional pain.

#### b. Emotional pain

Discipline can bring emotional pain in a variety of ways. This aspect of discipline can easily be abused, as many TC students can affirm, based on the responses given in Project 2 for this course.

Emotional pain – embarrassment, shame, guilt, regret, or sadness – can motivate a person to change. For a person to be subjected to discipline can cause embarrassment to the point that the student determines to change his/her behavior so s/he doesn’t have to experience this emotional pain again.

For some individuals, the pain of bringing disappointment into the life of their parents or leaders is a big concern. They love their parents (or leaders), and want to please them. The emotional pain that comes from a broken or damaged relationship can motivate that person to change.

When disciplining a student, we need to be sensitive to the emotional pain they are experiencing. This does not mean we want to protect them from experiencing emotional pain. But we need to make sure that our methods of discipline are fostering sorrow that leads to repentance, not anger that leads to more rebellion.

The loss of freedom by being locked up in jail is designed to bring emotional pain to bear on that disobedient person.

### c. Spiritual pain

How would you explain spiritual pain to a student in Teen Challenge? How can you describe this in terms they would understand? What place does spiritual pain have in motivating us to change?

God's Spirit speaks to our spirit to convict us of sin. This conviction of the Holy Spirit is designed to motivate us to change. A guilty conscience is one way that God uses spiritual pain to communicate the need for change.

But a biblical truth with powerful implications is important here. God will not force us to change. He gives us the choice on how to respond to spiritual pain. Sometimes God will go to extreme measures to get our attention, as He did with Saul on the road to Damascus (Acts 9:1-9). However, the common biblical description of God's way of dealing with us is His "still small voice" speaking to our spirit.

Even when Christians know God's truth and have lived with it for years, they can still ignore that voice within, as King David did regarding his sin with Bathsheba. (See 2 Samuel 11 and 12.) Psalm 51 describes this time in David's life, and shows how God attempted to get David's attention. However, David was living in a delusion of his own making, and it took the confrontation of the prophet Nathan before David was willing to confess his sin, and change.

It is important for us to explain to TC students that the Holy Spirit will convict them when they break the rules. They need to learn to listen to their heart, and hear God speaking to them with His "still small voice".

So let's review what we have looked at so far.

1. What is the main goal of discipline?

Change!

2. What kind of change are we looking for?

a. Change that comes from the heart

b. Change to want to obey God and those in authority over us

3. What motivates a person to want to change?

a. Love

b. Learning (education)

c. Pain

4. What kind of pain motivates change?
  - a. Physical pain
  - b. Emotional pain
  - c. Spiritual pain

## C. Punishment versus correction

What is the purpose of discipline – punishment or correction? This issue is clearly an important one in the Teen Challenge setting.

The old “prison guard” mindset is in clear conflict with a biblical view of discipline. Discipline can easily be abused in the Teen Challenge setting when staff use it as a power play. The attitude, “I’m going to make him/her pay for it,” is more an expression of revenge than discipline.

We need to be careful that we do not use our personal history as the means of defining the difference between punishment and correction. We need to base these distinctions on what God teaches us in the Bible. What is God’s view of punishment? What is God’s view of correction?

## D. Redemptive discipline

We must understand the role of discipline in Teen Challenge is redemptive – to bring healing, not just punishment.

2 Timothy 3:16 offers one example of how the scripture serves this role.

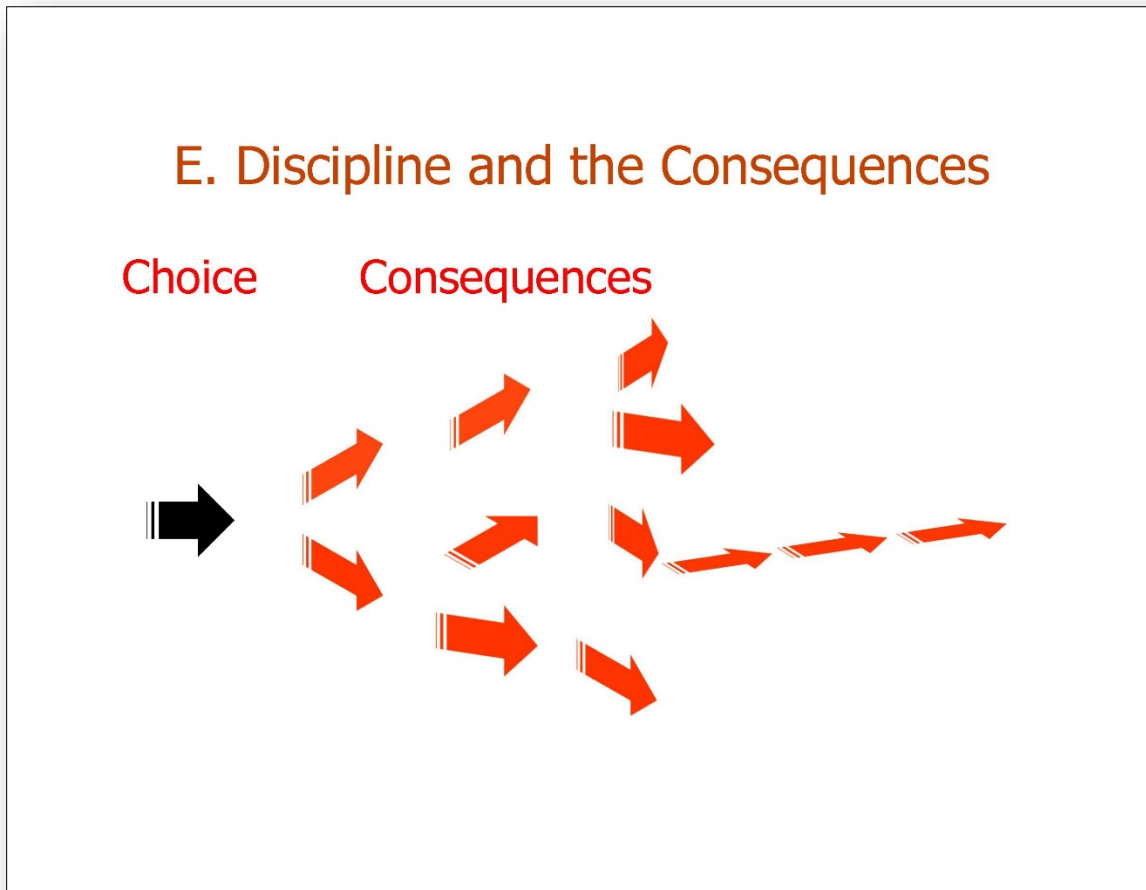
### **2 Timothy 3:16 (NIV)**

“All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness,”

This verse identifies four different uses for all scripture—teaching, rebuking, correcting and training in righteousness. This provides an excellent summary of what discipline looks like from God’s point of view.

## E. Discipline and the consequences of actions

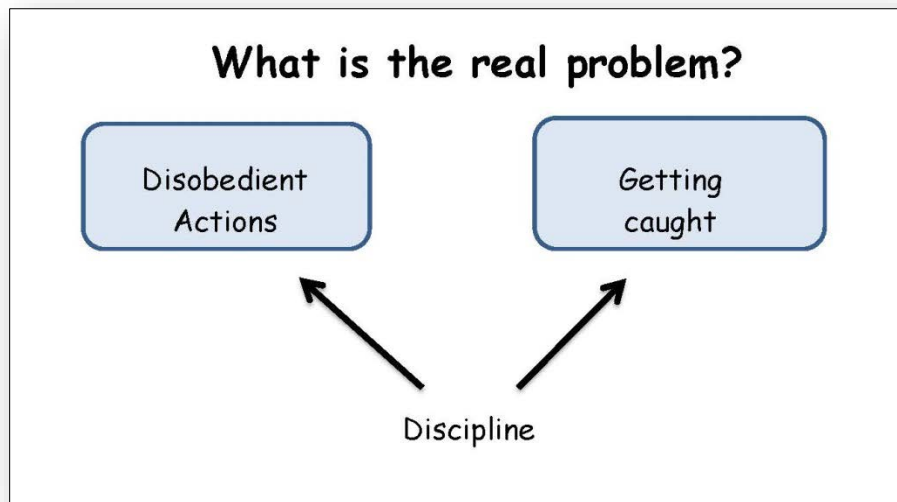
Many students misunderstand the difference between consequences of their disobedient actions and discipline given them by the person in authority. Students need to realize that when they disobey, they immediately set in action a series of consequences that affect not only themselves, but others around them. Often they completely miss this point. These consequences begin even before their disobedient behavior is discovered by the person in authority.



Satan will try to deceive the disobedient person into believing that no negative consequences will result from this behavior. Proverbs chapter 1 gives examples of the positive results of sinful behavior. Satan in the Garden of Eden talked to Eve about the benefits of disobedient behavior. (Genesis 3)

Being disciplined is only **one** of the results of disobedience.

You may want to list some of the consequences that followed when different people in the Bible made disobedient choices. Then you may want to make a list of the consequences of disobedience for a current situation in your life, or in the life of one of your students.



Some students view discipline as what happens when they get caught breaking a rule. Discipline needs to be seen as the result of disobedience, not getting caught. The difference between these two issues is highly important.

These two perspectives see “the problem” quite differently. If “getting caught” is the problem, then as they look to the future, they are thinking of what they must do to make sure they don’t get caught next time.

But the second perspective sees the disobedient behavior as the problem. What needs to change is not the method of escaping detection, but a change of behavior that includes obedience and abstaining from the disobedient actions.

The focus must be on the disobedient behavior. One tool that can help at this point is asking the person, “What did you do?” If their response is, “I got caught!” you haven’t moved to the key issue. Getting the person to take responsibility for their disobedient behavior is vital. Then the connection must be made to the discipline as the consequence of their disobedient behavior.

Some consequences are the results of breaking God’s laws – such as the physical damage that results from driving recklessly and causing an auto accident.

## F. The attitudes of the staff

As you prepare to discipline students your focus cannot simply be the disobedient student. Your attitude as a staff is a major issue in how effectively you will be able to do this part of your work responsibility. Your attitudes will have a powerful impact on how the student responds to you in this process of discipline. There are three issues which provide a biblical basis for the staff administering discipline.

### 1. Firm love

Firm love holds people accountable to the rules, because that is what is best for the student, not for the convenience of the staff.

Firm love is consistent love, but it is not legalistic love. Firm love is patient. Firm love means that as a staff, I care enough about the student that I will make the investment of time and energy to discipline this person properly.

#### Hebrews 12:5-6 NLT

**And have you forgotten the encouraging words God spoke to you as his children? He said, “My child, don’t make light of the Lord’s discipline, and don’t give up when he corrects you. <sup>6</sup>For the Lord disciplines those he loves, and he punishes each one he accepts as his child.”**

Firmness without love is not the Jesus style of discipline. This kind of discipline can be cold and uncaring. At the other extreme, love with no firmness is “sloppy agape.”

### 2. Tender heart

One of the great dangers for TC staff is becoming callused or hard hearted toward disobedient students. When you become a staff, keep a caring heart for the hurting. Having a tender heart does not mean that you allow the students to take advantage of your compassion and walk all over you.

It is very easy for new staff to get tough on the inside and the outside after getting burned by a student’s manipulative actions. Having a tender heart means that we take the time to be moved with compassion when we see the damage their disobedience has caused.

Jesus was moved with compassion when he saw the people. May the same be true for us each day in our work at Teen Challenge.

### 3. Attentive ears

Learning how to listen carefully as a staff is a powerful skill when it comes to dealing with disobedience. Hearing what the student says, as well as what is not said, are both very important parts of listening. You need to carefully sift through the messages and sort out the facts from the

opinions. You also need to separate the emotions from the facts.

### **James 1:19 NIV**

**My dear brothers and sisters, take note of this: Everyone should be quick to listen, slow to speak and slow to become angry**

Attentive ears also involve listening to the Holy Spirit. Here is how one staff accomplishes this at TC. She first talks with the student to get the facts. Before deciding on what discipline to assign, she dismisses the student from her office, and then prays specifically about how to deal with this student. Learning to be attentive to the Holy Spirit enables us to see what God is attempting to do in the life of that student.

## **Conclusion**

In this chapter we have looked at the main goal of discipline—we want the disobedient person to change. We want that change to be real change—from the heart, a desire to become more like Jesus.

However, it would be good to also reflect on the need for you as a staff member to consider the need for change in your life as you seek to discipline students.

- Do you need to change your attitudes toward disobedient students?
- Do you need to change how you listen to God in this discipline process?
- Do you need to change how you listen to the student in the discipline process?
- What changes do you need to make in your life so you can be more effective in disciplining students?

### **Project 6: Case Study #4. “The Kitchen Crew Chief”**

#### **Instructions:**

1. If you are taking this course in a group class setting, complete only the questions on page one of Project 6 before your next class session. The rest of this project will be completed after the teacher gives you additional information during your next class session.
2. If you are doing this as an independent study, complete Study Guide Project 6 at this time.

## Chapter 5

# The Role of Staff in Discipline

**Key Truth:** Teen Challenge staff must demonstrate God's character in the context of discipline.

**Key Verse:** **Ephesians 4:15 (NIV)**

Instead, speaking the truth in love, we will in all things grow up into him who is the Head, that is, Christ.

**1 Corinthians 11:1 (NIV)**

Follow my example, as I follow the example of Christ.

### Introduction

In the last three class sessions we looked at basic biblical principles of discipline. These principles provide a foundation for the specific methods of discipline that will be covered in the remaining lessons.

Every discipline situation will involve a staff member. Before we look at the methods of discipline and focus on the student, we need to first look at the staff and how prepared they are to handle discipline in a godly manner.

Before we look at the **methods** of discipline, we need to look at the **messengers** of discipline. One can use an appropriate method of discipline, but apply it in a very ungodly way – which will result in more damage.

The surveys conducted in Project 2 probably gave examples of students that had been disciplined in anger – some were abused. Some have been slapped or beaten.

What messages are you communicating when you discipline a Teen Challenge student?

If discipline in Teen Challenge is to be redemptive and move the student to a closer walk with God, the messengers of that discipline – the staff – must clearly communicate evidence of God's character in the context of that discipline. The staff must also provide evidence of God's character in their life all the rest of the time too, or their effectiveness in communicating Christ's love will be ineffective at the time of discipline.

In this chapter we will look at five key areas in the life of the staff:

- A. Understanding authority
- B. The self image of the staff
- C. Avoiding the wrong kind of help
- D. Understanding cultural differences
- E. Communicating with Godly love



## A. Understanding authority

Effective discipline begins with a staff that clearly understands authority.

### 1. The Jesus style of authority

The Jesus style of authority builds on the principle that all legitimate authority comes from God. Romans 13:1-7 points out that everyone must submit to the governing authorities. The TC staff are not only in a position of authority over the students, but they are also under authority.

It is more important that the staff understand this and be obedient to their leaders than for the student to obey. If the leaders are disobedient and corrupt, how can the students be properly disciplined to follow Jesus?

The disciples of Jesus had a real problem understanding authority. They equated power with authority. But Jesus talked about being servant leaders – He spoke out sharply against the world’s concept of authority – lording their power over others. Matthew 20:20-28.

New TC staff that are graduates of the TC program often have major problems in this area. Frequently they allow their new position of authority to “go to their head.” Power can be easily abused, and must be handled with care.

Frequently new staff treat students harshly. On the other extreme, some new staff want to be liked by the students and so they are too lenient on the students. Finding that healthy balance is directly related to having a solid personal relationship with Jesus and His view of authority.

### 2. God commands parents to discipline their children

A biblical view of authority includes an understanding that God has commanded leaders to discipline those under their authority.

Parents are directed to discipline their children. Proverbs 19:18.

Governing authorities are God’s servants to punish the disobedient. Romans 13:1-5.

Hebrews 13:17 points out that leaders will have to give an account to God for their leadership. TC staff need to recognize that one day they will stand before God at the judgment. God will require an accounting of what kind of a leader they were—and how they disciplined students is one of the areas for which they will have to give an account.

### 3. Leadership by example

What do TC students see when they look at the staff? Paul said in 1 Corinthians 11:1, “Follow my example, as I follow the example of Christ.” The staff at TC need to set the example of obedience and godly attitudes toward leadership so that we too, can say to our students, “Follow my example as I follow Christ.”

One part of setting the right example is being willing to admit our mistakes to the students. When staff show a willingness to be honest, and admit mistakes in public, they set a powerful example.

Another way staff can set the right example is during work detail. Working **with** the students on the work projects rather than just watching them is important.

### 4. Walk in truth

The priority of being a TC staff is not to be in a position of power and show others who is really in charge at TC. Our priority must be to focus on walking in God’s truth. In chapter three we discussed how often delusion is involved in acts of disobedience.

Staff must live out a firm commitment to walk in God’s truth, whether students respect them or not.

### 5. Obey at levels two and three

In chapter two we discussed the three levels of obedience. TC staff need to set clear examples of functioning at all three levels, especially level two – “Obey and discover the main reason why you were told to do it,” and level three – “Obey on your own because it is the right thing to do.”

Students are watching the staff. What they see will probably have a greater impact on disciplining them, than what the staff say.

## B. The self image of the staff

How a person functions in leadership often reveals the self-image of that person. If that leader has a weak self-image, it will usually show up in the context of relating to the students, especially in situations that involve discipline.

### 1. Do you need to be needed?

Do you need people to affirm your worth? Is your inner security based on what the students think of you? If so, you are likely headed for trouble. Some new staff come to this ministry with a need to be needed. This easily creates an unhealthy atmosphere for staff-student relationships.

Our self-image must be rooted in our relationship with Jesus. It is essential that we look to Jesus and see ourselves as He sees us.

## 2. Power and a weak self-image

Power is addictive, and staff with a weak self-image will seek more power as a means of supporting their weak self-image. Jesus was not obsessed with power. Insecure leaders are often obsessed with power.

## 3. The right to be respected

In the *Group Studies for New Life* course *Anger and Personal Rights*, we cover the issue of personal rights, and what happens when someone violates one of your rights. Do you live with the belief, “As a TC staff, I deserve to be respected”? When persons in authority believe they have a right to be respected, you can be sure that students will challenge that right.

What is your attitude toward respect? What are you expecting from your students? Receiving respect needs to be viewed by the staff as a privilege. Jesus showed genuine respect to others even if they were disrespectful toward Him. Demand of yourself the responsibility to be consistently respectful to your students and others around you. True respect from others is earned by your genuine expressions of love and concern.

It will be very common for TC staff to discipline a student that does not have a biblical self concept. The student may have a proud spirit. If the staff is insecure, s/he may react to that student’s attitude in a way that does not focus on helping the student.

If TC staff are going to be effective in relating to students, they must have a clear understanding of their self-image and not allow themselves to be drawn into power struggles with students or other staff.

## C. Avoiding the wrong kind of help

In the Living Free ministry, part of the training focuses on the negative concept of “enabling.”

### 1. Enabling

Enabling is defined as:

1. Anything that stands in the way of persons experiencing the natural consequences of their own behavior. Galatians 6:7-8
2. When helping harms the one you love.
3. Rescuing people from their responsibilities and/or consequences.
4. Giving the person permission to stay sick, and continue with their inappropriate behavior.

**Galatians 6:7-8** is a powerful example of this point. God says that a person will reap what they sow. But the “enabler” can’t stand to see that happen, so they rush in to put good things where the destructive consequences would have resulted.

A proper understanding of enabling is often difficult for new staff to understand. Distinguishing the difference between offering the wrong kind of help versus the right kind of help is not a simple task.

What is the goal of the staff when disciplining a student? The staff can often miss their proper role in discipline.

## 2. Confronting conflict

The Living Free ministry has another workshop that deals with confronting conflict. A powerful truth starts that section of the training:

**We are most useful in confronting conflict when we are not so much trying to change another person as we are trying to help him/her see himself/herself more accurately.**

Often in the context of discipline, that staff is functioning from a mindset of “I must make this student change.” But that is not the most effective way to help that student. The staff must respect the student’s responsibility to think through the situation and choose his/her response. The staff will be most effective by focusing on helping the student see the truth as it relates to the situation at hand.

The staff must see discipline as redemptive, not just punitive. The role of the staff is to demonstrate firm love.

## D. Understanding cultural differences

Teen Challenge brings together staff and students from a variety of cultural backgrounds. Many students were raised in another part of the nation. Racial and ethnic backgrounds can dramatically affect ones beliefs about discipline.

A person’s family background also has a powerful influence on the attitudes and behavior patterns of the student. Was the student raised without a father in the home, or by abusive parents?

Culture does have a major influence on TC’s effectiveness in helping people with needs. Over the past 50 years, very few American Indians or Asians have gone through TC in the USA. One explanation is to look at the staff.

Potential students often consider the racial mix of the staff. Are there staff of the same background? Very few TC centers in the USA have any American Indians or Asians on staff. TCs which consistently minister to Afro-Americans usually have Afro-American staff.

You may want to talk to other TC students or graduates about their experiences as a student in TC related to this topic. Were they disciplined by staff of a different racial or cultural background? What special challenges did this provide for them? What can you learn about being more culturally sensitive towards those who come from a different racial or cultural background?

Cultural barriers can be overcome and cross-cultural ministry is a realistic possibility. However, it takes careful attention to cultural issues.

## E. Communicating with Godly love

How each staff communicates to the students is most important. Does the student see love in action?

One director commented that often he cringes when he hears a staff disciplining a student because the speech is harsh. Finding appropriate ways to communicate firm love is an ever present challenge to TC staff.

In the survey of graduates of TC, this issue was at the top of their list – the staff must show love if they hope to be effective in disciplining a student.

The message of 1 Peter 4:8 is certainly true for TC staff:

### **1 Peter 4:8** (NIV)

“Above all, love each other deeply, because love covers over a multitude of sins.”

### **Colossians 4:8** (NIV)

Let your conversation be always full of grace, seasoned with salt, so that you may know how to answer everyone.

### **Ephesians 4: 15** (NIV)

Instead speaking the truth in love, we will in all things grow up into him who is the Head, that is, Christ.

### **1 John 2:5A** (NIV)

But if anyone obeys his word, God’s love is truly made complete in him.

## Conclusion

All five of these areas of your life are very important as you prepare yourself to be an effective staff at Teen Challenge. Disciplining students is one of the most difficult responsibilities that TC staff face. Preparing yourself first is essential if you want to see God use you effectively. It is not simply learning the right words to use in assigning discipline.

Much more important is that your heart be prepared for this part of your work. In Ephesians 4:15 God challenges us to grow in all areas of our life—to grow up into Christ, who is the Head. As we diligently seek to grow up each day to be more like Jesus, and continue to see him as our Leader, then we will be in a position to more effectively help our students become more like Jesus in their lives also.

More than being an expert at disciplining students, you need to set your sights on being an expert at following Jesus. The more you become like Jesus, the more effective you will be at helping your students to do the same.

### **Project 7: Case Study #5. “The Laundry Lie”**

#### **Instructions:**

1. If you are taking this course in a group class setting, complete only the questions on page one of Study Guide Project 7 before your next class session. The rest of this project will be completed after the teacher gives you additional information during your next class session.
2. If you are doing this as an independent study, go to Study Guide Project 7 and complete all of the questions at this time.

## Chapter 6

# Teen Challenge Standards and Policies for Discipline

**Key Truth:** Discipline in the TC program is only done within the context of approved policies and procedures for staff.

**Key Verse:** **2 Timothy 4:5 (NIV)**

But you, keep your head in all situations, endure hardship, . . . discharge all the duties of your ministry.

### Introduction

This chapter is very different from all the other chapters in this course. We will be looking at how the discipline fits into the organizational structure of the Teen Challenge ministry. We will look at both staff policies and student rules.

If you are studying this course in a country outside of the USA, then some parts of this chapter may be different in your country. We will use examples that are common in Teen Challenge centers around the world. As you look at applying some of these principles in your own country, you may have different requirements or policies.

The staff must understand that discipline of TC students is not a personal issue where each staff does what they think is best.

Discipline in TC is carefully structured by national standards and local policies and procedures approved by the local Teen Challenge Board of Directors. It is essential that new staff thoroughly understand these policies and procedures.

Failure to properly understand and use these policies and procedures may result in the staff being disciplined or terminated. Abuse or neglect in this area of work in TC can result in criminal charges being brought against that staff and the ministry leadership – including the local board of directors. Failure of the staff to function with the highest degree of integrity can bring devastating damage to the reputation of the TC ministry—both locally and nationally.

The methods of discipline used in TC are broken down into three stages:

Step 1: The national Accreditation Standards for Teen Challenge.

Step 2: The local TC policies and procedures that relate to the national TC Standards.

Most of those will be written in the center’s policies and procedures manual for the staff.

Step 3: Examine how staff implement these policies and procedures on a daily basis in the program. The student rules provide the basis for this area.

**An analogy may be helpful at this point:**

1. The National Accreditation Standards are the skeleton which provide the overall framework for biblically based discipline in the TC setting.
2. The local center's policies and procedures provide the meat and ligaments to put substance to the standards.
3. The implementation of these policies and procedures on a daily basis is what brings "life" to these rules and regulations. However "legalism" is not our goal. We need the indwelling presence of the Holy Spirit to use the discipline procedures as a redemptive work of growth in the life of each new Christian.

## Step 1: National Accreditation Standards related to discipline

The whole accreditation process used by Teen Challenge will be discussed in greater detail in another staff training course. TC National Accreditation Standards are designed to primarily benefit the local center. They provide a minimum level of structure and quality of ministry required for TC centers.

Local TC centers are accountable to the TC National office for implementing policies and procedures to address all the issues covered in these standards.

There are four sections of the TC Accreditation Standards that address issues relating to disciplining students in Teen Challenge.

1. Student Rights
2. Student Records
3. Staff Training
4. Confidentiality laws

For samples of the Accreditation standards that relate to these issues, see Appendix 1: Selected parts of the Teen Challenge USA National Accreditation Standards.

In this chapter we will focus primarily on the basic issues related to disciplining students in the residential program. Each local Teen Challenge center needs to have written policies for their staff and students to explain the rules of the program and how discipline will be administered. These are covered in the next two steps on the following pages.

If you wish to obtain a current copy of the complete set of the TCUSA National Accreditation Standards, contact the Teen Challenge USA office 417-581-2181.

If you are working at a Teen Challenge center outside the USA, then there is a similar set of standards that have been prepared by Global Teen Challenge. A sample copy of the Global Teen Challenge standards is available as a free download at [www.iTeenChallenge.org](http://www.iTeenChallenge.org). The name of the file is "Standards of Operation – checklist".



## Step 2: The Teen Challenge Policies and Procedures Manual

Appendices 2 & 3 go along with this part of the chapter. Appendix 2: “Selected Portions of the Teen Challenge Policies & Procedures Manual” Appendix 3: “Selected portions of the Teen Challenge Student Rules & Agreements”

You can also download a sample of an entire Teen Challenge Policies and Procedures manual at the website: [www.iTeenChallenge.org](http://www.iTeenChallenge.org) The name of the file is “Policies and Procedures Manual” and it is part of the course “Teen Challenge Administration”.

The Policies and Procedures manual is designed by each local TC center to provide specific instructions to the staff on all areas of the ministry. It must cover all issues addressed in the national TC Accreditation Standards.

These policies provide a standard procedure for all staff to follow in the daily operation of the ministry. Policies should provide enough detail to be clearly compatible with the overall discipleship process of the ministry.

It is not enough for the local TC center to have a Policies and Procedures manual for the staff. The ministry must be able to demonstrate that staff are informed of the policies and procedures and are consistently implementing them as required by their job descriptions.

All staff associated with a local TC are required to read the Teen Challenge Policies and Procedures Manual for that local center.

If you have not seen a Policies and Procedures manual for staff at your center, you may want to ask your leaders if they have one. If they do not have one, you may want to determine if there are any written instructions for staff to use in administering discipline at your center.

It is the responsibility of each staff to understand and apply all of these policies in their work. It is the responsibility of their supervisor to hold each staff accountable and confirm that each staff is properly implementing each policy and procedure.

Let’s take a look at the policies related to disciplining students in a typical local TC center.

### 1. List of rules given to students

Each local Teen Challenge center needs to have the rules for the students written down and made available to each student. These rules should be given to the student either before he or she enters the program, or as part of the admission process. (A sample copy of a student manual with rules can be downloaded at [www.iTeenChallenge.org](http://www.iTeenChallenge.org) File Name: “Student Manual” in the staff training course named “Teen Challenge Administration”.)

It is also recommended that students sign a document stating that they have read and understand the rules and that they agree to obey these rules while they are a student in TC.

In chapter two of this course we talked about the three levels of obedience. Level two talks about obeying and discovering the main reason why TC has that rule. It would be good to have the staff go through the entire list of student rules and discuss what are the main reasons why we have each rule. Each staff should be prepared to explain to a student why we have each rule. It needs to be more than a general statement—these rules are to help you.

If you are in the leadership position at your center, then you likely have the authority to change the rules. When you look at your current list of rules, are they stated in a negative way—do not do xxx? If so, consider the challenge to revise your rules so they are positive statements.

For example: Negative statement: No smoking at any time.

Positive statement: I will not smoke while in Teen Challenge.

Negative: No cursing

Positive: I will speak respectfully and not curse.

These positive examples are also written from the student's point of view "I will xxx" to make it more personal and sound like an agreement to willingly participate in—not simply external rules that are being imposed on them by Teen Challenge.

With each rule, we need to ask ourselves, "How will this rule help the student become a mature disciple of Jesus Christ?"

## 2. Policies on discipline

Each Teen Challenge center will have its own set of policies on discipline as well as a set of student rules.

The Staff Policies and Procedures Manual needs to give instructions to the staff on the process to be used when disciplining a student who has broken a rule.

Here are 6 questions that you need to be able to answer. Where will you find these answers? They should be written policies in the staff policy and procedures manual at your center.

### 1. Who is allowed to administer discipline to a student?

### 2. What is the normal procedure to use when disciplining a student?

Here is an example of what this **discipline process** could look like at a local Teen Challenge center.

When a staff determines that a student has broken a rule, the staff shall use the Student Discipline Report to document this violation (sample on pages 45-46). The staff shall meet privately with the student to discuss this violation and then have the student fill in the answers to

questions 1 and 2 on the Student Discipline Report.

The discipline will be assigned to the student, and both the staff and the student will sign the Student Discipline Report. After the student has completed the discipline, the staff will sign the form to confirm that the discipline has been completed, and then the student will answer questions 5 and 6 on this Report.

After the staff has discussed the discipline with the student, the Student Discipline Report will be filed in that student's folder or given to the student's counselor for additional follow-up.

What are the written policies your center has for each of the following questions? You need to know the answers to this as you look to properly implement discipline in your center.

**3. What are the accepted methods of discipline?**

**4. What methods of discipline are prohibited?**

**5. How should the discipline be documented?**

**6. What emergency procedures should be used for serious situations?**

Many Teen Challenge centers have different levels of discipline, depending on the seriousness of the situation. Generally these fall into three categories:

1. Minor violations
2. Serious violations
3. Major violations. This also includes violations which can result in immediate dismissal from the program.

It is important for new staff to learn what is the appropriate discipline for each of these different categories of violations. In many centers, new staff are not allowed to administer discipline until they have been trained and mentored on the processes used at that local center.

### 3. Documenting discipline given to students

The Staff Policies and Procedures Manual needs to give clear instructions to the staff on how to document the discipline given to a student. You need to be careful to follow the documentation used at your center. The documentation used at your center may be similar to the example given below.

When a staff determines that a student has broken a rule, the staff shall use the Student Discipline Report to document this violation. (See a sample of the Student Discipline Report on next pages) After the student has completed the discipline and completed all follow-up documentation on this situation, the Student Discipline Report will be filed in that student's folder or given to the student's counselor for additional follow-up.

Many centers also have a Chronological Report that is filled out each day. An entry would be made in this Report documenting the violation and the discipline assigned.

On the next two pages is a sample of the Student Discipline Report.

On pages 47-48 are detailed instructions on how to use the Student Discipline Report.

## Student Discipline Report

Student: \_\_\_\_\_ Date: \_\_\_\_\_

1. Reason for discipline (What I did)

2. How did this affect myself and others? (Consequences)

3. Discipline assigned to the student:  
(To be filled in by staff)

Staff Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

4. Discipline completed:

Staff Signature \_\_\_\_\_ Date \_\_\_\_\_

**Note to the student:** Answer the questions 5 & 6 after completing the discipline assigned.

5. What did this experience teach you?

**Student Discipline Report, page 2**

Student: \_\_\_\_\_

6. What is the main reason why Teen Challenge has the rule related to this discipline? (See #1)  
or What is the main reason why this behavior (see #1) is prohibited in Teen Challenge?

7. Staff comments

8. Counselor Follow-up \_\_\_\_\_ Date \_\_\_\_\_

This form may be reproduced for use in your ministry.

## Instructions for Student Discipline Report

The Student Discipline Report is designed to serve two significant purposes. First, it serves as a written documentation of the discipline situation, and should be placed in the student's file after it is completed. Second, this involves the student in the documentation process and serves as a learning tool to involve the student in identifying key issues related to this situation.

1. **Reason for discipline (What I did)**
2. **How did this affect myself and others? (Consequences)**

Have the student fill out these two parts of the report. Encourage the student to put down all the relevant facts related to this situation. After s/he has completed these first two points, privately discuss with the student what s/he wrote down. Be careful to hear the student's perspective on this situation. It's very easy to just push your point of view on this situation. Ask questions.

Students often have a difficult time seeing the consequences of their behavior. As you discuss this part, ask them, "How do you think your behavior affected other students in the program?" It is certainly appropriate to discuss how this affects their relationship with God.

If the student has completely missed the major issues related to this case, you may want to have him/her take back the report and revise his/her answers. However, as much as possible, we want to avoid having the student write down "what the staff wants to hear." We want the student to own his/her behavior.

The student may completely disagree with your perspective on this situation. You may need to add your own documentation on this situation in the "student chronological."

3. **Discipline assigned to the student:**

**(To be filled in by staff)**

Once the discipline is assigned and **before** the student is asked to do the assigned discipline, the appropriate signatures need to be documented as required by your center. The reason for having the student sign the discipline, is this serves as guarantee that s/he knows what discipline has been assigned. His/her signature serves as a commitment that s/he will complete the discipline assigned.

If the student later refuses to complete the discipline, you can bring him/her back to this document which s/he signed, agreeing to complete the discipline. You can challenge the student to keep his/her word—a commitment was made, now s/he must follow through.

### 5. What did this experience teach you?

Again it is important to give the student permission to be honest here. His/her response may be, “I didn’t learn anything from this dumb experience!” Allow the student to be open. If you demand that they “put down what you want to hear,” you are simply teaching them to “sing the party tune” but not really change on the inside.

This is not the time to assign more discipline just because the student doesn’t learn what you want him/her to learn.

### 6. What is the main reason why Teen Challenge has the rule related to this discipline? (See #1) or What is the main reason why this behavior (see #1) is prohibited in Teen Challenge?

Again this question is designed to make this a learning experience, not simply a “take your discipline” experience. Our goal is to see the Holy Spirit transform the life of each student.

### 7. Staff comments

Staff can add their comments to this report any time during the process of handling this discipline situation. If you do not want to put your comments on this report until the student has completed his/her part, you can put additional comments in the “student chronological.”

### 8. Counselor Follow-up \_\_\_\_\_ Date \_\_\_\_\_

The accreditation standards require that discipline be explained to the student and appropriate alternative behavior shall be described. But has the discipline resulted in any redemptive change? The counselor may want to discuss the situation with the student to determine if there are other related issues that need to be addressed through personal counseling or the *Personal Studies for New Life* class assignments.



## Step 3: Implementing discipline policies

The third step in implementing discipline in a local center involves the rules that are given to the students in the program. Having a list of rules and having policies in the Staff Policies and Procedures manual is not enough. How the staff carry out these policies on a daily basis is what determines if this brings positive change into the lives of the students. We need to depend on the Holy Spirit to guide us in this process so we can help our students achieve all that God desires for them.

A local TC center has a student handbook that provides rules and procedures for all areas of the student life activities in the program. These rules provide the foundation for implementing discipline.

The next chapter in this course will be devoted entirely to a closer look at how discipline is implemented at the local level.

Pages 109-110 of Appendix 3 contain a sample student entry agreement for a men's Teen Challenge center. Each student is required to sign this when they enter the program. Please note that each statement is a positive statement, not a negative statement. Instead of having each rule stated as "what you cannot do" they are instead worded as a positive statement.

Also each statement is based on what the student understands and agrees to do. In reality, this agreement is the student saying, "I agree to follow each of these rules." They are giving their word—making a promise—to follow each of these points. Another way of stating this—this document is their "obedience agreement" or their "promise to obey the TC rules agreement."

Our goal in this class today is not to create a list of the perfect rules for the perfect Teen Challenge. Most staff taking this course will not have the authority to completely revise all the rules of the TC center where they work.

However, if you are in a position of wanting to review and revise your student rules, the Global Teen Challenge office has samples available and is ready to consult you on this process. (email: [gtc@globaltc.org](mailto:gtc@globaltc.org))

### Conclusion

Let's come back to the Key Truth for this chapter—discipline in the TC program is only done within the context of approved policies and procedures.

The main purpose of this chapter is to give you a broad overview of how the discipline process is to be operated in a local TC center. There are three major steps in this process.

1. National Accreditation Standards that provide a set of guidelines and boundaries for disciplining students.
2. The local center Staff Policies & Procedures book which gives detailed steps that are to be used by all staff at that center when administering discipline to a student.
3. The actual implementation of the discipline procedures in a way that honors God.

The staff need to give careful attention to following the example of Jesus as you interact with each student, helping them become obedient and mature disciples of Jesus.

You need to understand the proper role of each of these three steps and how they relate to each other. The big issue here is that staff have rules they must follow in disciplining students.

In the next chapters we will take a closer look at some of the specifics of implementing discipline in the TC program.

## **Project 8: “Assigning Discipline”**

### **Instructions:**

1. If you are taking this course in a group class setting, complete Study Guide Project 8 before your next class session.
2. If you are doing this as an independent study, go to Study Guide Project 8 and complete all of the questions at this time.

## Chapter 7

# Interview with a TC Program Director

This chapter is very different from all the others in this course. If you are taking this course where you have regular classes with a teacher and other students, then the class session related to this chapter will include an interview with a Teen Challenge Program Director.

If you are studying this course on your own, you may want to consider some options.

1. You could interview a Teen Challenge director in your area and discuss all the questions in this chapter.
2. You may wish to obtain a taped interview of a TC director being interviewed for this course. Check to see if it available on the website: [www.iTeenChallenge.org](http://www.iTeenChallenge.org) or contact the Global Teen Challenge office: email: [gtc@globaltc.org](mailto:gtc@globaltc.org)

This format for this interview will address three major topics:

1. How is discipline implemented in the program?
2. How is discipline documented in the student files?
3. How are new staff trained to discipline students?

You may need more space than what is included in this manual to record all the key issues discussed in this interview, so we recommend you have extra paper on hand.

**Interview with:** \_\_\_\_\_

## Part 1: How is discipline implemented in the TC program?

**Question 1:** Let's assume a new student is entering the program today. What orientation and training do you give him/her about the rules of the program and discipline procedures?

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**Question 2:** What kind of commitment do you have new students sign regarding the rules of the program?

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**Question 3:** What are the rules that new students most frequently violate?

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**Question 4:** When a staff discovers that a student has broken a rule, what are the standard procedures the staff must follow?

Consider several different kinds of discipline situations.

For example, are all infractions treated the same?

Or are different methods of dealing with students dependent on:

1. minor infractions
2. major infractions
3. infractions that can lead to dismissal from program

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**Question 5:** How do you make the punishment fit the crime?

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**Question 6:** How do you gather evidence if the person is not caught in the act of breaking the rule, but you suspect that s/he has broken a rule?

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What credibility do you place on the testimony of other students?

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**Question 7:** What is the most difficult part of disciplining students?

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## Part 2: How is discipline documented in the student files?

**Question 8:** What are the steps that staff must take in documenting infractions and discipline given to a student?

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**Question 9:** What are the biggest problems you have with staff documenting discipline?

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## Part 3: How are new staff trained to discipline students?

**Question 10:** How are new staff trained to discipline students?

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**Question 11:** What are the major problems you have with new staff disciplining students?

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**Project 9: “The Confession”****Instructions:**

1. If you are taking this course in a group class setting, complete Study Guide Project 9 before your next class session.
2. If you are doing this as an independent study, go to Study Guide Project 9 and complete all of the questions at this time.

**Project 10: “Report on Student Discipline”****Instructions:**

1. If you are taking this course in a group class setting, complete Study Guide Project 10 before your class session which will cover Chapter 10 in this Student Manual. Your teacher will help you in setting up the arrangements to participate in this discipline session at a Teen Challenge program.
2. If you are doing this as an independent study, go to Study Guide Project 10 and complete all of the questions at this time.



## Chapter 8

# Methods of Discipline

**Key Truth:** With the Lord’s help, we need to find the most appropriate discipline for each student.

**Key Verse:** Hebrews 12:11 (NIV)

No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it.

### Introduction

Over the past two chapters we have looked at some of the discipline methods that are used in a specific center. Our purpose in this chapter is to take a systematic look at the different types of discipline used in Teen Challenge centers. Each local center may not use all of these methods, and some may not be appropriate for your local situation.

A major concern directors have for new staff is that they understand the *intent* behind discipline. Discipline is not used as a means of power or revenge. Discipline from a biblical perspective is designed to bring positive growth.

In looking at each method of discipline we need to ask the question: “How will this discipline help this student develop the godly attitudes and behaviors that mark a growing Christian?”

## A. Methods of discipline

In this course you have looked at several case studies in the Study Guide. In each of these cases, we have discussed a specific event and a suggested discipline. However, in the local center, the staff are working with these students on a daily basis. They get to know each student, see their progress, and base much of their decisions on what they feel is best for each student at this time in their life.

### 1. Counseling

Many times staff will not give specific discipline when a student disobeys a rule. Instead, they will counsel the student. This might be a very brief discussion at the immediate time. Typically this might be done with a new student—especially with an infraction where the staff gives the new student the benefit of the doubt that perhaps s/he is not familiar with the rule and does not realize that what s/he did is against the rules.

There are also times when the staff sees that the behavior of the student is not simply a

mean streak of rebellion. Many times disobedient behavior is simply frustration being acted on. The immediate rule that was broken is not the root of the problem. The staff may see a greater need to counsel the student regarding the deeper issue and ignore the minor rule that was broken.

One day a student came into the program director's office and threw an ink pen on the desk and said, "I stole this pen. I can't believe what a wimp I am becoming. I used to steal from my own grandmother, and not think anything about that. But this stupid little pen is not mine."

The program director responded, "This is a good sign! This shows that you are really growing. What you feel on the inside is the conviction of the Holy Spirit. This shows you are listening to the Holy Spirit and making good choices. You are making real progress!"

No punishment was given to this student. Remember why we discipline our students. Because we want to help them grow closer to God and become the person He wants them to be.

Counseling can be used with all the other methods of discipline as well. Even if we have already determined what method of discipline will be used, it is important that we cultivate the personal relationship with the student being disciplined.

Balance is the key here. Students don't need a 15 minute fiery sermon on the evils of their disobedience. Jesus kept His descriptions of sin to a minimum with many that He dealt with. For example, when He rebuked Peter on the Mount of Transfiguration (Matthew 16:23) and when He spoke to the woman caught in adultery (John 8:11).

Saying too little means that we miss the opportunity to bring God's truth to this situation. Saying too much drowns out the still small voice of the Holy Spirit.

## 2. Educational projects

Educational projects for discipline can involve a wide variety of choices. Here are some of the more common ones.

### a. Scripture study

- This can involve memorization of one or more verses that relate to the area of growth needed in the life of the student.
- Another variation is to have the student write a paper based on the teachings of several verses related to the infraction or attitude or behavior that needs to change.
- Another form of scripture study discipline that is used in Teen Challenge is to have students copy chapters or whole books from the Bible.

Caution needs to be used in making this kind of an assignment. First, to copy large sections of scripture requires no thinking or understanding of the words they are copying. All they have to do is write words.

Another issue that needs to be evaluated here is—how does copying a whole chapter help the student deal with the area of disobedience in his/her life? In reality, copying chapters from

the Bible is a variation of “doing prison time.” Once you have served your time—copied your chapter or book, you are free to go. But what has the person learned?

### **b. Character qualities study**

This study project is based on the *Personal Studies for New Life* course *Character Qualities Class*. The student is assigned one or more of the character qualities and given the regular work, plus the option of additional special projects with additional questions for the student.

Again the issue needs to be stressed, the greatest benefit from this kind of discipline assignment is when it is accompanied with personal counseling.

### **c. Study projects from the book, *The Bible in Counseling* (Waylon Ward) or *Homework Manual for Biblical Counseling-Volumes 1 & 2* (Wayne Mack)**

These three books provide an excellent selection of projects that can be assigned relating to all different kinds of issues, such as anger, bitterness, self image, relationship with God and others, etc.

There are a variety of other books available which can serve as a resource for study projects. With each of these projects, the goal is that the student will learn practical Biblically based information that will help them as they seek to apply it in their life, and become more obedient.

### **d. Special written projects**

The staff assigning the discipline may want to create a study project. One example is to have a student do a study on gossip and what the Bible says about it. The student also has to write about the consequences of gossip.

The creativity of the staff is the only limitation here to designing projects appropriate to the situation.

## **3. Loss of privileges**

Loss of privileges is probably one of the most common forms of discipline used in Teen Challenge. When assessing the intent or purpose of this type of discipline, we have moved from the instructional style of discipline to the restriction style of discipline. The intention of this method of discipline is to get them to see the unpleasant consequences of disobedience. This same issue holds true for the next categories of discipline also.

The issue of “pain” in the consequences of the discipline is intentional with this method. The pain is related to the loss of privileges, not physically inflicted pain.

Loss of privileges could include the loss of:

- phone calls
- visits from family
- mail
- recreation
- shopping trips
- passes
- free time

Loss of privileges cannot involve loss of meals, nor can it include being locked in a room. However, it can involve being restricted to certain rooms in the building, or not being allowed to enter certain areas, for example, the recreation room.

#### **4. Work detail assignments**

Another very common method of discipline is being assigned extra work. Many centers assign a certain number of hours of work for the discipline.

The work assignments vary greatly, from washing the Teen Challenge vehicles, to washing pots after meal time, cleaning the stove, or under the stove, mowing the lawn, digging a ditch, picking up rocks.

In some cases the work assignments are done while the other students are scheduled for free time or on the weekend.

A real danger here is to use the “prison guard mindset” in handing out this kind of discipline. It is easy to slip into the “doing time” mindset by both the staff and the student. Care needs to be taken to make sure the punishment fits the crime.

Indiscriminate use of work assignments can penalize the person for their disobedience, but the question must be asked: “How is this discipline helping the student grow, especially in relationship to the area of his/her life involved with the disobedience?”

Assigning hours of work can be a method of discipline assigned “for the convenience of the staff.” It can become the easy way out for the staff rather than finding a discipline that more closely relates to the violation. This method of discipline can minimize the involvement of the staff—all the staff has to do is assign the extra work. No effort is required by the staff to assess the real issues going on in the life of the student.

One TC center uses a work assignment when two students are not choosing to get along with each other. They must move a pile of tree stumps from one place to another. They are provided a wheel barrow to use. Each student must hold one handle of the wheel barrow as they move these stumps. They also have a pile of cement blocks to move. A pole is provided to slide through the holes in the cement blocks. Each student must hold one end of the pole as they move these blocks. This method requires the students to communicate and work together to accomplish the project.

## Academic discipline

Another variation of a work detail assignment relates to academic discipline. If a student has failed to complete class assignments, or failed a test, then s/he is assigned an extra study hall time. Typically this is done while other students have free time, or perhaps during recreation time or instead of going on a shopping trip.

### 5. Discipline for major violations

The student rule book identifies violations of a more serious nature which can lead to major discipline including dismissal from the program. All centers do not use all of these methods, especially the first three listed below.

Some of the violations that can lead to serious discipline would include smoking, using drugs, violence or threats of violence against another person (student or staff), refusal to accept a discipline, refusal to participate in a scheduled activity for TC students, or lack of personal progress.

Typically, violations of this nature require more than one staff to determine the discipline for the student.

#### a. Probation

A student placed on probation is told of the need to make some serious changes in his/her life. Failure to change during the time they are on probation may lead to dismissal from the program.

Typically a student is placed on probation a minimum of one week. During this time they may lose all privileges, and may also be restricted to only certain rooms in the building, especially during free time.

In the counseling that would be part of this discipline process, the student is told the specific behaviors and/or attitudes that must change by a specified time. Additional educational projects may also be assigned as a part of this probation time.

#### b. Extend time in the program

When a student displays a serious need for growth, his minimum required time in the program may be extended. Typically this is done in one month increments. For example, a student may be just a few days or weeks from completing the induction phase of the program. S/He may violate a rule that reveals a serious need for growth. It may be evident that the issue cannot be dealt with in just a few days. Consequently part of the discipline may be to require the student to spend an additional month in the induction program before being eligible to transfer to the next phase of the program.

### **c. Start the program over again**

This discipline may be used when it is clear that the student simply is not learning the basic discipleship principles being taught in the program. This method of discipline is rarely used, because simply starting the program over is not a quick fix to the problems in the student's life. However, for some students this discipline is offered as a last alternative instead of dismissing them from the program.

### **d. Suspension from the program**

Suspension leaves open the door for the student to return after a specified number of days. Some students involved in serious violations are caught in the trap of delusion, thinking that Teen Challenge is the cause of their problems rather than accepting personal responsibility for their problems. Sometimes a return to the world shakes them into reality.

Often there are conditions for the student while on suspension that determine eligibility to return to the program. These may include church attendance, seeing their probation or parole officer (if applicable), completing certain educational projects—scripture memorization or Bible reading.

### **e. Dismissal from the program**

Certain violations of TC rules send a clear message that the student in question is either not ready for Teen Challenge, or the program is not equipped to deal with the needs in his/her life. If a student is violent, and attempts to endanger the life of another person, or his/her own life, this student is usually dismissed.

Another example is the person that has no desire to change, but wants to use Teen Challenge as a place to get three meals and a bed. Some of these persons will go from one TC center to another looking for an open bed, but not really seeking God's help to change their life.

### **f. Transfer to another program**

In one sense this method of discipline is very similar to a suspension. Training centers will sometimes use this method and send a student back to an induction center as a means of discipline. This is not used extensively, because simply changing locations rarely solves the problems in the life of that student.

However, sometimes a student came through an induction program, but did not make the genuine change needed to function as a Christian at the training center. This student may be sent back to the same induction center from where he came from, or he may go to a different induction center.

Historically there are several illustrations where the student sent back experienced a positive "reality check" and went through the program a changed person. However, for every one of these positive examples, many others drop out of the induction center before completing the second time through. Typically they find it difficult to obey the rules, no matter where they are living.

In some cases, the students have a rebellious heart and they stubbornly refuse to humble themselves before the Lord. It is important to note however, that some students have not received proper counseling to address the deep rooted problems in their lives. The disobedient behavior is not so much an act of rebellion as it is a sign of deep hurt and damaged relationships that need healing.

## **B. Prohibited disciplinary procedures**

In chapter one we discussed how our personal background in discipline can greatly affect our present views on this issue. Certain forms of discipline are prohibited, but equally important, certain types of behavior by the staff during times of discipline are also prohibited.

### **1. No demeaning language**

Staff are not allowed to use demeaning language, racial slurs, put-downs, criticism, yelling, or verbal intimidations.

### **2. No physical contact**

Staff are not allowed to hit students, or use corporal punishment (spanking) unless it has been specifically approved by the parents or guardian of a minor.

Staff are not allowed to slam a student against a wall or use other types of physical contact as a means of discipline.

The only time a staff is allowed to use physical restraint is to prevent a student from doing harm to himself/herself, or to another person. The same applies to a student attempting to commit serious damage to physical property.

### **3. Students may not be locked in a room**

Locking a student in a room as a form of discipline is not allowed in Teen Challenge. This program is not a prison, nor should it attempt to keep people in the program that require that level of control.

The only time locking up a student would be appropriate is to temporarily control a student intent on doing bodily harm to himself/herself or to another person. As soon as this person is locked up, the local police should be summoned immediately (no exceptions) to remove this person from the premises of the Teen Challenge program.

### **4. Do not discipline students in public**

If a student has violated a rule, if at all possible, the staff should take the student to a room or area where they can talk in private. Confronting a student in public can be very embarrassing and add fuel to the angry emotions being expressed by those involved.

## 5. No food deprivation

Being deprived of a meal(s) cannot be used as a method of discipline. Teen Challenge is required by law to provide meals to those who live in the program.

## 6. No excessive discipline

Most programs have limits on what discipline can be given to a student. For example, they cannot be assigned 20 hours of work for violating a rule. Excessive discipline can relate to educational projects as well. For example, one student was given the discipline of copying the entire book of Ephesians two times for a very minor infraction. In this case, the program director stepped in and required the discipline to be changed.

Excessive discipline is usually handed out as an expression of frustration (or power) by the staff. Some centers help to moderate these kinds of excesses by requiring a second staff to sign off on any discipline given a student. This provides the opportunity for cooler heads to evaluate the situation.

Ephesians 6:4 says, “Fathers, do not exasperate your children; instead, bring them up in the training and instruction of the Lord.” (NIV) This offers good advice to staff as well. What is the staff doing that is exasperating the student in the program?

Excessive discipline could also involve a student being requested to do a discipline that could put his/her health in danger.

## C. Process for dismissing a student from the program

Many programs prohibit one staff from being able to dismiss a student from the program. Typically dismissal requires the approval of the discipline committee or the program director. Many times the student’s situation will be discussed in a staff meeting before any decision is reached.

Usually the staff policy and procedures manual will provide guidelines for dismissing students from the program. It is very important to document all actions taken in this process.

Another issue that needs to be carefully considered are the long-term consequences in the life of the student. Sometimes staff want to dismiss a student simply because their disobedient behavior has been making life difficult for everyone—especially the staff. It is easy to slip into the mindset of “this student is too much trouble. Let’s get rid of him so we don’t have to deal with all these problems.”

But what is God’s point of view on this student? If Jesus were on your staff, would he be voting for this student to be dismissed? We need to be ready to extend mercy—some of the time.



## Conclusion

This chapter provides a significant challenge for every staff member, not just new staff. Determining which method of discipline to assign is never an easy responsibility. We need God's wisdom in this area of TC work.

Our greatest desire needs to be to see each student grow closer to God and learn how to develop an obedient lifestyle. When discipline needs to be assigned, it needs to be personalized to each student with the desire to see them make the kinds of changes that will lead to a godly, righteous lifestyle.

### Project 11: Case Study #7: “The Telephone Call”

#### Instructions:

1. If you are taking this course in a group class setting, complete Study Guide Project 11 before your next class session.
2. If you are doing this as an independent study, go to Study Guide Project 11 and complete all of the questions at this time.

## Chapter 9

# Making Discipline Effective

**Key Truth:** Staff must respond in discipline with godly attitudes to help make the discipline effective.

**Key Verse:** 1 Peter 3:9 (NIV)

Do not repay evil with evil or insult with insult, but with blessing, because to this you were called so that you may inherit a blessing.

### Introduction

This chapter will focus on both the character of the staff and the wisdom and knowledge they gain as they work in Teen Challenge.

The major issues addressed in this chapter cover some, but not all, of the issues that help make discipline effective. Hopefully these issues will help you to avoid some major problems in the days ahead when you begin working in a Teen Challenge center.

## A. How to assign appropriate discipline

No 3-5 minute discussion in this class can adequately prepare a new staff to appropriately handle discipline in the Teen Challenge setting. However, certain basic issues are going to be the same in TC centers.

### 1. Follow the policies and procedures of the TC center where you work

First, the local center's policy and procedures manual for the staff will usually give specific instructions on how discipline is to be handled in the center. Some infractions may automatically result in certain disciplines.

The program director or his/her designee will take time to explain to new staff the discipline procedures used at that local center. They will also explain how discipline is to be documented in the student records.

### 2. Ask God for guidance before assigning the discipline

One program director provided another insight that will always be appropriate for any new or old staff. She said that when she is dealing with a student regarding discipline, she will first call the student in and discuss the incident before giving out any discipline. She then dismisses the student from her office, and asks the Lord for guidance on seeing the real issues that need to be dealt with and the discipline that will best deal with the issues at hand. She then calls the student back in and discusses the discipline the student will be required to complete.

### **3. Take time to get to know the student personally**

Again, the key is getting to know the students personally. This is important to be able to provide the best help on a continuing basis. For example, a particular violation might usually result in giving a student work time as the discipline. However, if that student is a work-a-holic, and does not like to interact with other people, then putting him/her to work may be just what s/he wants to do, instead of dealing with the issue that brought on this discipline. In other words, from this student's point of view, the discipline in this case is not punishment, it's really a reward!

### **4. Do not threaten students**

Another important issue is – no threats! Many times parents will threaten their children with certain punishment if they don't shape up. Staff who grew up in that kind of a home setting may find it easy to use verbal threats. Staff at Teen Challenge need to communicate clearly and honestly. Don't make a threat unless you are fully prepared to follow through and do what you said you would do. Do not threaten to do something that you do not have the authority to do.

Help students realize that they choose to be disciplined. When they choose to disobey, they choose to be disciplined. We need to make sure that they learn to assume responsibility for their own decisions, attitudes, and emotions.

### **5. Seek to find balance in your discipline**

Balance is a vital issue when it comes to discipline. We are not Teen Challenge police agents always on the lookout for someone who is breaking a rule.

We need to model obedience, and talk about it in a positive way. We need to reinforce positive behavior. Some students may act up because they have learned that the only way they get personal attention from the staff is when they disobey.

### **6. Offer your student a choice between two disciplines**

You may want to consider offering a student a choice between two disciplines.

Why?

The more you involve the student in the decisions related to their discipline, the greater is the potential for them to benefit from the discipline. Our goal as staff is not simply to hand out a discipline with the attitude "You committed the crime, so now you have to pay the penalty". We need to see this discipline as part of the process God wants to use to bring change into the life of this student.

You could say to a student, "There are two disciplines I am considering for you at this time. But I would like to have you choose which one you will do." Giving them a choice in the decision may give them a greater sense of ownership in benefiting from the discipline.

And if you have determined in advance these two options, why would you disapprove the student's choice? Their motive for making this choice may not meet your approval, but you can't change their motive.

Another variation of this approach to discipline is to ask the student what they feel would be an appropriate discipline for this situation. You would not be obligated to approve their choice, but it would give you some insight into their thinking, and perhaps their choice is a good choice.

## 7. Tie your discipline to personal character development

The North Central Indiana Teen Challenge program has established a policy to use each discipline situation as an opportunity to tie the behavior of the student to a specific character quality or value that is needed in their life.

They have identified 15 values that they want to focus on in connection with each discipline. When the staff is writing up a student for breaking a rule, they do more than simply write down the rule the student disobeyed. They also identify which of the 15 values is connected to this situation.

Here is a list of the 15 values and the definitions they use in their conversations with the student.

### Teen Challenge Values

The Teen Challenge Campus Values help the general atmosphere of the program function smoothly. They are here to help you develop the character needed to live successfully here at Teen Challenge and also in society after you leave.

1. Integrity – firm adherence to a moral code, being committed and undivided
2. Honesty – fairness or straightforwardness of conduct
3. Kindness – a sympathetic, patient, and helpful nature
4. Consideration – showing proper regard for the thoughts and feelings of others
5. Sobriety – marked by self-control, moderation, or seriousness
6. Diligence – steady, earnest or energetic effort
7. Humility – not being proud or arrogant
8. Responsibility – able to answer for your conduct or obligations
9. Respect – showing proper honor or esteem
10. Morality – developing convictions about right and wrong

11. Gratitude – appreciative of benefits received
12. Accountability – liable or answerable for your actions
13. Teachable – able to be taught, positioned to learn
14. Cleanliness – habit of being neat and orderly
15. Discretion – showing discernment and the ability to make good decisions

*From Student Handbook for North Central Indiana Teen Challenge*

Instead of only disciplining them for their disobedient behavior, they have a conversation with the student and challenge them to see the value that is needed as they seek to grow in their walk with the Lord.

This conversation could also focus on what negative character quality is being expressed by their disobedient behavior. But that is only as a means of helping them see what they need to put out of their life. Their primary focus is helping the student see what positive values they need to add into their life.

This approach focuses on more than external behavior modification. It challenges the student to take their personal growth to a deeper level. They want more than obedience. A student can have obedient actions, but on the inside still not change. They want to help each student embrace the importance of inner change, not simply external behavior change. They want the student placing high priority on developing godly values. Their desire is to equip the student with a deeper understanding of the life values that can be carried with them after they graduate from the Teen Challenge program.

These values associated with discipline at this TC center are very similar to those given in the Student Manual for the **Character Qualities Class** which is part of the *Personal Studies for New Life*. That manual offers information on 49 character qualities that we need to develop in our lives. The last page of that manual also has a list of all the opposite qualities.

## 8. Follow through on the assigned discipline

One director said the biggest problem he has with his staff is following through on the discipline they give to students. Holding the students accountable to complete their discipline often requires an extra investment of time and emotional effort on the part of the staff. Are we willing to make that commitment to the student?

An even more important part of the follow through is to take time after the discipline has been completed to talk to the student regarding the issues related to this whole incident. This staff needs to have a non-confrontational discussion, focusing on what the student has learned from this experience. Your goal in this conversation is not to determine how much pain the student experienced, but is the student moving in the direction of personal growth—moving toward a deeper relationship with God?

If you use the “Student Discipline Report” that we discussed earlier in this course, you know this form provides two questions for the student to answer after they have completed the discipline. These provide two important issues for you to use in this discussion. The most important issue in this discussion is that you show love and concern for the student.

## B. Showing love and concern

Part of the research done in creating this course was to interview graduates of Teen Challenge and ask them what made discipline effective when they went through the program. One of the biggest issues they raised was the need for staff to show students that they genuinely love them and have concern for them.

Disciplining strangers often carries very little positive influence for change.

Consider: **How can staff show they love the students?**

**How can staff show they care about the students?**

Realize that love and concern are not simply shown at the time we discipline students. It is important to find simple ways each day to communicate love, whether or not students are obeying all the rules or have a positive attitude toward the staff. We highly recommend you read the book, **The Five Love Languages**, by Gary Chapman, for ideas on how to express love to others.

Turn to 1 Corinthians 13 and look at the practical expressions of love called for in this passage. Understand that “agape” love is not based on the other person loving me, or responding in a positive way to my expression of love.

Consider: **How did staff show love or fail to show love?**

**How did that impact the student’s relationship with that staff, especially when it came time to discipline?**

Even in the best of circumstances, handing out discipline is difficult. However, if a staff does not care for a particular student and has a bad attitude toward that person, it will result in even more strained relationships with that student in the context of discipline. Genuine expressions of concern—really caring about the student—shows up in the actions of the staff.

If you care,.....

- you are willing to confront disobedience.
- you are willing to assign meaningful discipline.
- you are willing to hold the student accountable and follow through on the discipline.
- you do not view discipline as a hassle with a lot of red tape.
- you do not presume the student has a bad attitude and is unwilling to change.
- you see hope in every student, even in the middle of a discipline situation.

## C. Avoid favoritism

Student morale is easily affected by how the staff treat the students. If staff have an attitude of enthusiasm, joy, love, and concern, the students will see this. Many will respond in a positive way.

It is even easier for staff to affect the morale of the students in a negative way. Showing favoritism brings a spirit of divisiveness to the student population that undermines all the hard work of creating a redemptive, positive atmosphere for growth.

Consider:

**How do staff show favoritism to students?**

**How does the perception of favoritism affect the student's response to discipline?**

Understand that appropriate discipline can create the perception of favoritism. Realize that all students should not be disciplined exactly the same. However, balance is needed here.

If one student breaks a rule and gets no discipline, and the next student breaks the same rule and gets dismissed, then you can create an atmosphere of uncertainty and anarchy. We need to watch our attitudes as staff that we are not using discipline as a means of releasing our own frustration toward a particular student.

The favoritism staff develop toward students can be based on the primary responsibilities of that staff. For example, if the staff in charge of work detail sees that a particular student is a good worker, then this student may always get the best jobs and the other students with poor work habits get all the worst jobs. The best working students may get extra “grace” shown them at the point of discipline, because they are such good workers.

Paul challenged Timothy to avoid favoritism in 1 Timothy 5:21.

Sometimes favoritism is directly related to racial issues. We discussed the issue of cultural differences in chapter 5. If staff are to make discipline effective, careful consideration must be taken regarding racial issues when a staff is disciplining a student of a different racial background. In fact, the student may accuse the staff of being a racist simply because of the different racial backgrounds of the two involved.

## D. Stay calm during a problem

Disobedient students make for a stressful situation for the staff. These troubled times during the day can easily be interpreted by the staff as “interruptions.” Sometimes students will use times of disobedience as an occasion to lash out at the staff with harsh criticism or other disrespectful comments. How will you as a new staff respond to such criticism?

Consider these questions:

**How easy is it for you right now in life to take disrespectful comments or unjustified criticism?**

**What makes it hard for you to receive such comments?**

**How are you able to receive these comments in a positive way?**

**Proverbs 15:1** speaks to this issue in a powerful way.

**A gentle answer turns away wrath, but a harsh word stirs up anger. (NIV)**

Consider how this verse speaks to the issue of disrespectful students.

One of the key issues you will deal with is not taking comments of students in a personal way. Many times students will lash out at the staff and say hurtful things. Staff can get “in the flesh” just as easily as the students. If a student can get a staff to react this way, it provides that student with the satisfaction that s/he can control the emotional response of that staff. However, when the staff responds in a quiet respectful way, this gives the Holy Spirit the opportunity to convict that student.

Staff must learn to stay calm when disciplining students and keep focused on the real issues in this case, and not let their “personal rights” get in the way of dealing with this problem in a Christ-like way. On many occasions Jesus was subjected to harassment and people showed disrespectful attitudes toward him. Quite often He would ignore their attitudes and treat them with genuine respect as though they were sincere seekers of the truth. (See Luke 10:25-37 for one example.)

Remember, remain calm in dealing with a disobedient student in the context of discipline if you want that discipline to be effective.

## **E. Be aware that you are dealing with difficult people**

To put it bluntly, a lot of new staff are naive when it comes to understanding how to discipline teenagers or young adults. New staff need to realize that they are dealing with difficult people. That sounds like an obvious statement, but just look at how we expect our students to act in Teen Challenge.

- We get frustrated because the student doesn't seem to want to change.
- We react when we see the manipulative behavior in the life of this student.
- Our frustration shows when we know the student is lying, but we can't prove it.



This scripture gives us great advice on how we should respond in Teen Challenge when disciplining students.

### **2 Timothy 2:24-26 (NIV)**

**And the Lord’s servant must not be quarrelsome but must be kind to everyone, able to teach, not resentful. <sup>25</sup> Those who oppose him he must gently instruct, in the hope that God will grant them repentance leading them to a knowledge of the truth, <sup>26</sup> and that they will come to their senses and escape from the trap of the devil, who has taken them captive to do his will.**

We must understand that those who come to Teen Challenge for help are here because they have serious life-controlling problems. These problems are expressed in a variety of ways (or symptoms). We need to be careful that we do not let the irritating symptoms distract us from dealing with the real root problems.

A blunt way of stating this is to say: We will see a lot of garbage in the lives of the students we deal with. We need to be careful that we don’t let the garbage distract us from the top priority work that God wants to see accomplished in the life of each student.

We need to look for small steps of progress and compliment them. We must also find a balance in the discipline we administer. If we look hard enough, we will always be able to find some failure worthy of discipline. However, we must find that balance between mercy and justice. It is also important to remember that discipline will not automatically produce righteous behavior. But discipline provides the student with the opportunity to develop righteous behavior.

## **F. Patience vs. frustration**

We have already made brief references to these two issues earlier in this chapter. Opportunities to respond in these two ways face the staff every day.

Consider:

**What situations related to discipline do you think would be most frustrating to you?**

**In your current situation, what do you find frustrating when others break the rules?**

We are not simply talking about frustrations in the context of discipline. In the wide variety of other responsibilities that face the staff every day, many potential frustrations can arise. If you are frustrated about something else, and a student violates a rule, you may find it easy to take out your frustration on that student.

However, if discipline is to be effective, the staff must be inwardly powerful enough to control their frustrations and learn how to deal with the many stressful situations in Teen Challenge without letting these things get them frustrated.

The character quality of patience is vital if we are to make a positive contribution to the spiritual battles for the lives of our students. Patience does not mean we smile and ignore all the

disobedient actions of the students. True love holds students accountable for their actions. Patience is the first quality used to describe love in 1 Corinthians 13.

Consider:

What are some appropriate or inappropriate ways to express patience in the context of disciplining students in the Teen Challenge program?

## G. Confronting conflict

Almost every discipline situation involves conflict to some degree. Another staff training course will deal with conflict resolution in more detail. However, the point needs to be made here that conflict is not always evil. Jesus faced conflict frequently; rarely did He seem angry just because He was faced with a conflict situation.

We need to see conflict as a tool that God can use to help those involved learn the lessons that He wants us to learn.

How we handle the conflict will show how much of Jesus we have in our lives at that time. As staff we would do well to ask the question:

- What would Jesus do if He were in my place?
- How would He respond to this student who has violated a rule?
- What would be His approach to moving this student toward understanding the truth and then committing to walk in the truth?

## H. Making mercy (grace) an important part of your program

When it comes to disciplining a student, start with mercy whenever possible.

When Peter walked on the water to Jesus and then allowed fear to take control, he began to sink. The first thing he said was, “Lord, save me!” Jesus could have said, “Peter, you got yourself into this mess. You need to fix it on your own.” But that is not what Jesus did. Jesus immediately responded to Peter with mercy and took Peter’s hand and lifted him up. This problem was all Peter’s fault. He didn’t deserve mercy, but Jesus immediately extended mercy to him.

Throughout the Bible we see many examples of the mercy of God in action. One of these is the Old Testament practice of the Year of Jubilee when all debts were cancelled. You may want to talk to your Teen Challenge leaders about having a certain day once or twice a year when all discipline is cancelled. Have a chapel service and explain why you are doing this. Point out that everyone is being given a new opportunity to start with a clean slate today.

There is no guarantee this will transform their attitude toward obedience. However, it is a good picture of the mercy God shows to them every day.

## Chapter 10

# Special Situations in Discipline

**Key Truth:** Staff need to learn how to rely on the Holy Spirit to direct you when handling discipline situations.

**Key Verse:** James 1:5 NLT  
If you need wisdom, ask our generous God, and he will give it to you.  
He will not rebuke you for asking.

### Introduction

In this chapter we will look at several difficult issues that you as a staff will encounter in the Teen Challenge ministry. The first issue we will cover is distinct from the other issues. What are some of the special challenges a new staff will face in working at Teen Challenge?

All the other issues covered in this chapter will focus on some of the difficult complications that face every staff in Teen Challenge. Each one of these issues could easily fill an entire chapter. Our goal is to give you a brief introduction to some of the factors related to these difficult issues.

## A. Training for new staff

Many Teen Challenge centers do not allow new staff to immediately begin disciplining students. The new staff are required to go through a training and mentoring period of time. This could be a few weeks to three months. During that time the leadership of the TC ministry will provide opportunities for the new staff to observe how discipline is handled.

Warning—do not be surprised if you see inconsistencies and problems in the way staff discipline students! Even though you may not be allowed to immediately discipline students, you may quickly begin to see problems in how the older staff are disciplining students. You may disagree with how the staff handle a situation. Their methods may go against what you have been taught in this course.

Do not become disillusioned by the problems you see in the lives of other staff. The priority you need to focus on is looking to see how the other staff communicate love to the students. How do the staff assess the problem? What is the process they use in assigning discipline?

You need to focus on learning the process that is used in this center, and then as a separate issue determine how you can best put to practice the things you have learned in this course. You need to set as your personal goal to follow the positive examples of the staff, and determine to avoid the negative examples you see in the staff. Most of all, ask God to give you wisdom on how you can fulfill this area of your responsibilities in a way that will honor Him.

Now let's look at some of the difficult challenges you and the other staff will likely face in Teen Challenge.

## B. Confession vs. denial

One of the difficult challenges you will face is how to handle confessions and denials.

One day a student walked into the staff's office and literally threw an ink pen on the desk of the staff and said, "I am returning this pen. I stole it."

So how would you have responded to this student if she had made this confession to you?

The student then went on to talk about how she was becoming such a weak person. Before coming to Teen Challenge she had been involved in lots of crime, and often stole things to support her drug habit. She had no problem stealing from her own mother and other relatives.

But now in the office of the staff she was disgusted at herself for becoming so weak. She had been feeling so bad on the inside that she was returning this "stupid ink pen" that she had stolen.

The staff accepted this confession, but then asked the student to consider another possibility of what was going on in her life. She suggested that what was going on inside this student was not a sign of becoming weak, but it was a sign of the Holy Spirit working in her life. The staff explained that what she was feeling was the conviction of the Holy Spirit. The fact that she had come and returned the ink pen without being caught was a sign of real progress in her life.

God communicates his attitude toward the issue of confession and offers his response.

### 2 Chronicles 7:14 NIV

**If my people, who are called by my name, will humble themselves and pray and seek my face and turn from their wicked ways, then will I hear from heaven and will forgive their sin and will heal their land.**

Another staff provides students with an opportunity to confess what they have done wrong before accusing them of anything. For example, if it has been reported to the program director that a particular student was involved in some disobedient activity, the director will call that student into the office privately.

This director then says, "You probably know why you are in my office today. Why don't you tell me your side of the story." This director does not reveal anything to the student, but gives the student freedom to say whatever s/he wants to.

The director reports, "Many times this student will confess to me far more than I already knew about what was going on in this situation."

Giving a student the opportunity to confess everything sometimes results in the director getting a much more comprehensive understanding of what is going on in the life of this student.

Two cautions need to be considered:

1. The student may or may not be telling the truth. Some students can be very compelling in telling a story that is not true. You need to pray that God will give you wisdom to see what is true, and if they are not telling the truth, for God to expose the lie.
2. The difference between admitting what you know and true confession. If you state, “It has been reported to me that you did xxxxx. Is that true?” If the student says, “Yes, I did that,” this is not a confession. The student is simply admitting what you already know.

True confession is for this student to tell you what they did without any knowledge of whether you know what they did.

If a student admits to what you confront them with, and they shed tears, and tell you how sorry they are—you have no way of knowing if they are sincerely repentant or if they are simply putting on a good act.

When a student confesses to their disobedient actions, many times staff are willing to be more lenient in the discipline they assign.

## Denial

Denial is also a complicated issue for staff to handle. Sometimes staff set the student up to deny what happened because of the confrontational way in which the staff addresses the student. You need to be very careful in addressing the student to be a seeker of the truth, and not quick to jump to conclusions.

You may want to start with very general questions, not revealing to the student what you already know. As you go farther into the conversation, you may want to bring up more evidence that has been given to you.

In some centers, if another student is the one who has made the accusation, the staff may bring the two students together and have both give their side of the story in an attempt to get to the truth.

In reflecting on these two issues—confession and denial—two questions would be good to consider.

1. What motivates confession?
2. What motivates denial?

Often people use denial as a defense mechanism, as did Peter when he denied Jesus just before his crucifixion. We also need to be careful not to demand that a student confess. We need to offer them the opportunity to confess.

## C. Evidence gathering and assessment

Gathering evidence needs to be kept in balance. Your job as a TC staff is not to be a fulltime detective, constantly on the lookout for evidence of students breaking the rules. If that is your focus, you will always be able to find someone who is falling short of perfection. Our first priority is to be an expert at discipleship—helping our students learn how to follow Jesus in every area of their life.

We need to be looking for opportunities to affirm students when they are obeying, when they are doing well. At the same time, we need to be alert to protecting our students from the destructive consequences of disobedience. The best time to address a problem is before it starts. So if you see two students who are arguing, don't wait until it turns into a fight. Try to defuse problems before they become a crisis.

When you know that someone has broken a rule, pray and ask God to guide you into finding the truth. God already knows all the facts, but you don't. Be careful that you do not assume to know the facts. Don't assume a student is lying—make sure you have the facts.

Be very careful about using evidence that comes from another student. You need to be careful to not dismiss it as false evidence, but at the same time don't automatically assume that it represents the whole truth. You need to develop the attitude of reserving judgment and not quickly jumping to conclusions. You need to discipline yourself to distinguish the difference between objective evidence and opinions.

Sometimes the director will have the staff conduct a search of the whole house, especially the living quarters for the students. As you search, pray and ask God to help you find anything that is prohibited by the TC rules. This may include drugs, cigarettes, food, weapons, money, cell phones, or other prohibited items. Your search needs to be motivated by the desire to make TC as safe as possible for all those in the program.

## D. Confidentiality

One of the challenges TC staff face is the issue of confidentiality—what do you keep private regarding each student. Each center needs to have clearly defined policies on how the student records are kept confidential and stored in a secure place.

However, the staff deal with student confidentiality issues on a whole different level in their daily work. What information should you keep confidential when it comes to a student breaking a rule? Should other staff be informed of what you know, or should you keep it private?

As a general rule, staff should not keep from other staff information they have about a student's disobedient behavior. In one center, at a staff meeting, one staff pointed out that a particular student had tried to get him to keep quiet about his disobedient behavior. The student stated how sorry he was that this had happened, and he promised to not do it again.

What soon surfaced in the staff meeting was that this same student had similar conversations with several other staff, seeking to arrange for private deals of mercy. All the other staff had agreed to not discipline him because he had such a positive reputation in the program,

and he was so “repentant” in talking to them. His pattern of deception was revealed only when one staff refused to go along with his “sincere repentance” and reported it to all the staff.

If staff are going to avoid this kind of a problem, then they need to have a process by which disobedient behavior is documented. However this information must be handled by all staff in a very careful way. Staff must be careful not to discuss these issues with other students. Careless conversations by the staff can cause great damage in the area of students trusting staff.

## **E. When do you call the police?**

There have been times when a student becomes violent and endangers the lives of other students or staff. As a staff member you need to be prepared to call the police if you are in a situation that could become dangerous. You need to know how to call the police and who else needs to be notified if you have called the police—for example, the program director.

For example, if a student has a knife or other weapon in his/her hand, and threatening to use it, then this is likely the time to call for help. Do not wait until the person has caused serious bodily harm to themselves or to others before you call the police.

You need to see the police as your friend and your help in this kind of a crisis. You also need to have a process to follow up if the police have been called. It might involve the dismissal of that person from the program.

However, the best time to address these types of problems is before they become a crisis. If you know that a student has a violent temper, then be on the alert to early signs of a problem, and step in to address it before it becomes a full-blown crisis.

Remember that as the staff, you have a responsibility to maintain the safety of your center for all who are participating in your program.

## **F. When do you discipline the whole program?**

Some TC centers try to force everyone to obey the rules by putting all the students on discipline when a certain rule has been broken. Sometimes this is done when the staff know a “crime” has been committed but they do not know who did it. They will bring all the students together and confront the whole group and demand that the guilty person confess.

There are several problems with this approach. First, it is very difficult for someone to admit they have done something wrong. But to do this in front of all the other students and staff is even more difficult. If the student was not repentant in the first place, there is little chance that this method will convince them to admit their guilt.

This approach demonstrates that the staff believes they can force students to admit their guilt. Another problem is that many of the students may have no knowledge of the “crime” and so they are forced to go through this process even though they are innocent.

In some countries this kind of discipline may be prohibited. If it is allowed, it should be used with great care.

One way to approach this kind of a problem is to pray that God will bring to light the truth about who is the guilty one. If a person is disobeying in one area of their life, they will likely disobey in other areas of their life. Sooner or later, their sins will be exposed.

## **G. Disciplining a student with a background of abuse**

One of the difficult challenges staff face is when they have a student who has a background of being abused—especially if they were abused when they were being disciplined. Many of those who come to Teen Challenge have come from very dysfunctional backgrounds. Their parents or others may have been very abusive in their disciplining.

One staff pointed to small marks all over her arms, scars of 3-4 lines right next to each other. She explained that when she was a child, and disobeyed, her mother would take a dinner fork, heat it red hot over the stove and then press it on the arm of the child to “discipline” her. That is absolutely not discipline—that is abuse. The physical scars are only part of the damage this person will live with.

Other students have stories of broken bones and scars from when they were beaten as a child. All of these are clear examples of abuse. So what does that have to do with you today in Teen Challenge when you are disciplining this student in a proper way?

Even though you may be disciplining this student in love, using appropriate words, attitudes, and expressions—just the fact that you are disciplining this student may bring back memories of all their past abuse. You are not the abuser, but your discipline may remind them of their abuse. They may react in a very hostile way to your careful discipline. You need to realize that they may not be reacting to you as much as what you are associated with—all the painful abuse of their past.

You need to pray that God will give you wisdom on how to discipline your students in a way that will bring healing into their lives, not more damage.

### **Conclusion**

There will likely be many difficult situations you will face in the months ahead. Disciplining students is one of the most difficult challenges staff face. God is ready to provide wisdom to all who ask. See James 1:5.

You need to continue to come back to the basic principles that you have learned in this course, and seek to apply them in a way that will bring positive growth into the lives of your students. Also remember that you need to be personally applying these same principles in your life as it relates to those who are your leaders. Your example of obedience can make a positive impression in the lives of your students as they seek to grow and become the person God wants them to become.



# Appendix 1

## Selected parts of the Teen Challenge USA National Accreditation Standards

Class Resources for Lesson 6

Disciplining Students in the  
Teen Challenge Residential Program



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## Note to the Student

This handout has been prepared specifically for the course, "Disciplining Students in the Teen Challenge Residential Program." Three handouts need to be read in your preparation for Lesson 6 in this course.

1. Handout #1 which includes selected parts of the Teen Challenge USA National Accreditation Standards
2. Handout #2 which contains selected pages from the Teen Challenge Policy and Procedures Manual.
3. Handout #3 which is the Teen Challenge Men's Home Student Orientation and Rules booklet.

A complete set of the Teen Challenge USA National Accreditation Standards is available from Teen Challenge USA. [www.TeenChallengeUSA.com](http://www.TeenChallengeUSA.com)

Four sections of the TC Accreditation Standards address issues related to disciplining students in Teen Challenge.

1. Student Rights
2. Student Records
3. Staff Training
4. Confidentiality laws

This class on discipline will focus primarily on the first two sections listed above. Consequently only those standards are included in this handout.



# Adult & Teen Challenge USA

## 2018

### Accreditation Standards

Approved by the  
ADULT & TEEN CHALLENGE, U. S. A. BOARD OF DIRECTORS

Please direct questions or comments to: [doug@teenchallengeusa.com](mailto:dougl@teenchallengeusa.com)  
Accreditation Manager

## THE HISTORY OF ACCREDITATION

Accreditation was originally decided upon at a national directors meeting in 1976. The participants (several executive directors, regional representatives, Teen Challenge National staff, and others) authored our original standards under what was then called “certification.” The statement of purpose for certification was and remains today “to provide a means to maintain the integrity and unity of the Teen Challenge ministries and to enable Teen Challenge to fulfill its purpose” (1978).

In 1989 at the General Council of the Assemblies of God in Indianapolis, IN, Teen Challenge USA became a department within the Division of Home Missions of the Assemblies of God. Additionally, after several studies and at the request of the both the Assemblies of God and Teen Challenge constituency, accreditation became a requirement for all Teen Challenge ministries. That same year, the National Accreditation Office was established.

Between May 1989 and June 1992, the Teen Challenge National Accreditation Revision Committee met regularly to revise the Teen Challenge Standards. This process formally involved over 60 Teen Challenge ministries with many other Teen Challenge ministries providing input as well. The revised standards were approved by the Teen Challenge National Board in June 1992 and became official at the October 1992 Teen Challenge National Conference in Washington, D.C. A subsequent revision was accomplished in 1994 to clarify references and provide sequential numbering.

The 1996 revision was the result of interaction with staff and directors at over 100 Teen Challenge centers conducted personally by the National Accreditation Manager over a 24-month period. Detailed written input was obtained from almost 25 executive directors, program directors, board members, and national staff, the Assemblies of God attorney, the revision committee, the national staff, the regional representatives. The National Teen Challenge board approved the 1996 final product. It proved to be more user friendly.

In 2001, there was a need to tighten up the language of the standards to compensate for changes in the fabric of society and minor revisions were presented to the Operational Board of TC, USA (Regional Representatives) in January 2002. The result is a set of standards that define Teen Challenge as an organization and facilitate the Teen Challenge mission statement and the goals of the organization now maintaining Teen Challenge centers across the U.S.

As the need arises, revisions will be proposed and require final approval by the National Teen Challenge board as efforts are made to keep the Accreditation Standards relevant and useful to the mission of Teen Challenge.

## ACCREDITATION GOALS, DEFINITIONS, AND PROCEDURES

### A. Goals of Accreditation:

- 1) To provide a measure of public confidence that will assist a local center's public relations and fund-raising efforts.
- 2) To provide an onsite review and follow-up process that ensures quality and consistency in all Teen Challenge affiliates with minimal oversight from TC USA.

### B. Definitions: The definitions used in this document are unique to Teen Challenge Accreditation. They are as follows:

- 1) **Shall means mandatory compliance.** Compliance must be consistently maintained and documented between each review.
- 2) **ATC, USA means Adult & Teen Challenge, USA.**
- 3) **BOD means Board of Directors**

### C. The Accreditation categories are:

- 1) **Accredited with Honors** – 100%. Valid for two years. This center will show as an “honors rated center” on TC USA website that the public will see when looking for a center.
  - 2) **Accredited with Commendation** – 95% to 99%. Valid for two years.
  - 3) **Accredited** – 86% to 94%. Valid for two years.
- 85% or below is failing. The center will be re-inspected within six months at the full expense (travel, hotel, transportation, meals, and time) of the TC center/corporation that failed.

A center will still have to become 100% compliant to receive their accreditation. Failure to do so will jeopardize affiliation with ATC, USA. If it becomes apparent that a center is not going to bring itself into compliance with one or more mandatory standards, ATC, USA has been directed to notify the center's BOD in writing providing the center with a timeframe within which compliance must be achieved. If compliance is not achieved following the aforesaid timeframe, regrettably, a recommendation to pull the center's affiliation with ATC, USA will be made at the subsequent ATC, USA, BOD meeting.

## STUDENT RECORDS

**Standard 61:** There shall be written policies and procedures governing the compilation, storage, disposal, and dissemination of individual student records in accordance with applicable provisions of the Federal and State Confidentiality Laws, (provisions in HIPAA when applicable). These policies and procedures shall ensure that the program is:

- a. \_\_\_ Maintaining a central file for all student records in which information and documents are maintained in a standardized manner.
- b. \_\_\_ Developing forms (on paper or digital) for data collection and record-keeping.
- c. \_\_\_ Periodically reviewing student records to assure they are current and that staff are signing and dating entries in the student records according to program policy.
- d. \_\_\_ Providing staff orientation and/or training on the use of student records.
- e. \_\_\_ Safeguarding all student records against loss or tampering by providing locked storage or password protection.

**Standard 62:** There shall be a file maintained on each student for at least seven years that contains, when appropriate:

(Subpoints a-g are not listed here. See the book of Teen Challenge USA Accreditation Standards for the entire list.)

- h. \_\_\_ Progress notes and Mentoring notes.
- i. \_\_\_ Records of services provided. Summaries of services provided shall be sufficiently detailed so a person not familiar with the program can identify the types of services the student has received.
- j. \_\_\_ Discharge summary.
- k. \_\_\_ Follow-up information.



## STUDENT RIGHTS

**Standard 64:** Students shall be adequately informed in writing of the following rights, presented in clear and non-technical language:

- a. \_\_\_ The right to a humane and safe environment. They shall be granted dignity and personal privacy.
- b. \_\_\_ The right to a grievance procedure.
- c. \_\_\_ The right to give informed consent to refuse access to medical treatment or medication and to be advised of the consequences of such a decision.  
That any third-party coverage of medical treatment, including any limitations on the duration of services, be made aware of if available.

**Standard 65:** The center's staff shall insure that student discipline be redemptive to the offence committed. There shall be written policy on student discipline that addresses the following:

- a. \_\_\_ Corporal discipline shall be prohibited.
- b. \_\_\_ Discipline of a student shall not benefit a staff member personally in any manner, or the staff member's family, friends or any graduate student or volunteer personally." Discipline shall be reasonable, related to, and redemptive in nature to the offense committed. Circumstances that may lead to immediate discharge shall be clearly defined.
- c. \_\_\_ The reasons for any restrictions from student behavior shall be explained to the student when the measures are imposed, and appropriate alternative behavior shall be described. This shall be documented in the student record.

**Standard 66:** The center shall have written procedures in the staff manual to ensure that staff who hear of any alleged incident of abuse (especially child abuse that requires mandatory reporting) will handle all reporting in accordance with federal, state and local laws. In the case of child abuse, pastor/penitent privilege does not apply.

**STUDENT GRIEVANCE POLICY:**

**Standard 67:** The program shall have in both the staff manual and student handbook a student grievance procedure that addresses the following:

- a. \_\_\_ All staff and volunteers shall be required to know the provisions contained in the student grievance procedure and how to process a student complaint.
- b. \_\_\_ All complaints shall be acknowledged and documented within 24 hours (72 hours on weekends).
- c. \_\_\_ The student shall be informed of the findings and recommendations within seven calendar days.
- d. \_\_\_ Student grievance procedures shall be written in clear, simple language appropriate to the student population and shall inform the student of the following:
  - i. The right to seek remedy for any complaint.
  - ii. Methods to be used to file a complaint.
  - iii. The right to grieve directly to any staff member.
  - iv. The right to have direct access (if necessary) to the center director at some point in the grievance process.
  - v. The right to submit a complaint in writing and to have assistance in writing the complaint if they are unable to read or write.

# Appendix 2

## Selected parts of the Teen Challenge Policies & Procedures Manual

### Class Resources for Lesson 6

### Disciplining Students in the Teen Challenge Residential Program



## Contents

### Student Records Policies

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Sample Student Chronological .....96

Student Discipline Policies.....98

Program Discharge, Release, and Re-entry.....100

Student Rights & Grievance Policies.....104

### Note to the Student

This Appendix has been prepared specifically for Lesson 6 in this course, “Disciplining Students in the Teen Challenge Residential Program.”

1. Appendix 1 includes selected parts of the Teen Challenge USA National Accreditation Standards
2. Appendix 2 contains selected pages from the Teen Challenge Policies and Procedures Manual.
3. Appendix 3 includes samples of Teen Challenge Student Rules and Admissions Agreements.

Four sections of the TC Accreditation Standards address issues related to disciplining students in Teen Challenge.

1. Student Rights
2. Student Records
3. Staff Training
4. Confidentiality laws

This class on discipline will focus primarily on the first two sections listed above. Consequently the pages of the *Teen Challenge Policies and Procedures Manual* included in this booklet focus primarily on these first two sections.

If you are currently working at a Teen Challenge center, then your center will likely have a Policies and Procedures Manual. You may want to obtain a copy of it and compare what it says to the sample policies contained in this Appendix.

**STUDENT CHRONOLOGICAL**

- A. A chronological form shall be maintained on each student enrolled in Teen Challenge (review the example Teen Challenge Chronological on the following page before proceeding to instructions).
1. Each chronological entry shall have the subject code(s), date, narrative or descriptive entry, initials of person making the entry, and time of incident and/or time of chronological entry if necessary.
    - a. Narrative entries shall include the minimum amount of information necessary to accurately record the incident or situation in a comprehensive fashion promoting the best interest of the student's progress; and, promoting the best interest of the facility's liability risk management. Narrative entries will generally involve incidents or situations which occur in the student's stay such as medical issues, discipline, counseling sessions, etc.
  2. The chronological is the primary record of the student's stay in Teen Challenge. It is essential that the chronological be updated regularly.
  3. The purpose of chronologicals is to have a record of the student's activities and circumstances in TC which deviate from the normal experiences of a student relative to the daily schedule. Chronological entries shall be made any time the student's stay is characterized by circumstances, events, or information which is significant or deviates from the Teen Challenge daily and weekly schedules. These shall include legal, counseling, medical, progress, discipline, family, administrative, educational, and other items which distinguish the student's stay.
    - a. Chronological entries should be made when, but not limited to, any time the student has:
      1. A medical or dental complaint or need
      2. Appointments outside the facility are scheduled or attended
      3. Legal information
      4. Significant correspondence
      5. Counseling
      6. Discipline
      7. Family issues
      8. Administrative incidents
      9. Incidents or information significant to the student's stay in TC

E.G.: A medical emergency would record a complete and specific chronological description: the nature of the medical emergency, circumstances which can be identified as responsible for the medical emergency (if any), the time of certain events (when first reported to staff, when staff contacted medical personnel, when the student was transported to a medical facility), what TC staff were involved in the incident, the nature of TC staff involvement, student involvement.

- B. The primary pastoral counselor of each student shall enter an evaluative statement regarding the student's progress a minimum of once per week.
- C. If a staff member has any questions regarding liability risk management relative to documentation or program operations, he/she shall obtain guidance from their Facility Director or the Director of Program Operations. All staff shall be responsible for issues of liability risk management which relate to his/her job description.

***TEEN CHALLENGE*****CHRONOLOGICAL**

Chronological codes:

Code                      Description

- L = Legal - P.O., divorce, litigation, etc.  
 C = Counseling - Any discussion with student which involves counseling.  
 M = Medical (All issues related to physical health, including routine appts.)  
 P = Progress - Primary counselors mandatory weekly entry.  
 D = Program Infractions and Discipline.  
 F = Family - Items having to do with family.  
 A = Administrative  
 E = Educational  
 O = Any activity or situation which is not above, but deviates from the normal activities of the program.

Entries which present a need to know to other staff shall be disseminated in the facility log, such as medical appointments, restrictions, suicidal thoughts, threats, etc.

Counselor shall initial each entry.

Student: *Eric D.*

Date of Entry: *March 22, 1993*

<b>Cod e</b>	<b>Date</b>	<b>Entry</b>
<i>O</i>	<i>3-22-93</i>	Eric is already talking about leaving. Assigned him a partner with Jody Reeves. GHJ
<i>C</i>	<i>3-22-93</i>	10:40P.M. Eric won't go to bed. Complaining. Spoke with him and calmed him down. Pulled Jody out so he could get some sleep. GHJ
<i>C</i>	<i>3-22-93</i>	11:05 P.M. Eric was seen walking around in the parking lot by an intern. I explained to Eric he was endangering his right to stay in TC. GHJ
<i>A</i>	<i>3-23-93</i>	Eric was assigned George Lanks as primary counselor. GHJ
<i>M</i>	<i>3-28-93</i>	Eric's VD test came back positive. Took him to Dr. Reggiss. Medication schedule in the facility log. TS
<i>C</i>	<i>3-29-93</i>	Eric acting out sexually. Staffing scheduled. MRP
<i>A/C</i>	<i>3-30-93</i>	Eric was discussed in staff meeting, and preliminary suggestions given regarding his goals. GHJ



<i>P</i>	3-30-93	Eric is having problems regarding his sexual addiction, but is doing ok otherwise. He talks about leaving when he is discouraged, but he doesn't indicate he would follow through. Eric's application and an interview today are being used to set his initial goals. Eric really wants his family involved. GHJ
<i>F</i>	3-30-93	I spoke with Eric's wife by phone. She indicates she intends to divorce Eric because of his sexual addiction. She states that he has been inactive with her sexually for almost two years. She also stated that Eric is not aware of her intentions, that he has continued with his involvement in pornography with no regard for her feelings. Eric will probably take this news in a way which will merit additional supervision. GHJ
<i>F/C</i>	4-1-93	Eric was not shocked regarding his wife's intent to leave. However, he asked if we could arrange a meeting with her so Eric can try to talk her out of this. The facility director has given the permission for such a meeting and it is scheduled for the eleventh. GHJ
<i>M</i>	4-2-93	Eric received his second penicillin treatment today. GHJ
<i>A/C</i>	4-7-93	Eric's first evaluation was filled out today. GHJ
<i>F</i>	4-11-93	A very emotional meeting with Eric's wife today. He begged and cried for her not to leave him. She wouldn't budge an inch. Eric is very depressed. He has been placed on partners, and the facility log recorded for staff to be alert for suicidal behaviors, although Eric has no such history. FRT
<i>D</i>	4-17-93	Eric was caught in the kitchen at 2:00 p.m. eating donated cakes. George will deal with this tomorrow. FRT
<i>D/C</i>	4-18-93	Eric claims Sammy gave Eric permission to be in the kitchen. Sammy stated that he told Eric he could have some cake, but didn't say when. Eric will lead positive groups for two days, and spend his free time on partners with a senior student. GHJ
<i>A</i>	4-22-93	Eric's turn to be staffed today. Generally everyone is pleased with his progress, especially after such a rough start. GHJ

## STUDENT DISCIPLINE

*Standard Compliance: Program, Students Rights*

- A. **Authority, Responsibility, and Procedures for Student Discipline**—The Facility Director or his designee shall be responsible for program discipline.
1. A student who is found to be in violation of stated program policies and procedures as set forth in the Student Conduct Policies and Guidelines Manual and other applicable written rules and regulations, shall be notified of his or her unacceptable conduct by staff personnel who observes or discovers such behavior.
  2. Disciplinary action taken towards a student shall be recorded in the chronological.
  3. Nothing in these policies are to be interpreted as precluding staff personnel from the authority and responsibility to take appropriate disciplinary action in emergency situations.
  4. Every attempt shall be made to express to the student who enters the program that discipline is not a response to anger or getting even, but rather an action of love and understanding, designed to assist the student in developing a new and constructive life-style.
- B. **Forms of Prohibited Program Discipline**—Forms of discipline prohibited in the program are as follows:
1. Any act or threat of physical punishment to a student.
  2. Any act or threat to seclude a student in a locked room.
  3. Any act or threat to withhold shelter, regular meals, clothing or aids to physical functioning.
  4. Any act or threat of a student to discipline another student.

**C. Forms of Acceptable Program Discipline**—At the discretion of the Facility Director or his designee, forms of discipline sanctioned by the program

1. Denial of privileges —These shall include:
  - a. Visitation rights.
  - b. Mail privileges.
  - c. Phone privileges.
  - d. Recreation privileges.
  - e. Special assignments.
2. Work detail assignments during free time (one day)—This shall include work assignments as delegated by the Facility Director or his designee. A student shall not be on free time until the assigned work detail is completed satisfactorily.
3. Special assignments (one day)—Special assignments shall be assigned by the Facility Director or his designee and shall be completed during a students free time. A student shall not be on free time until the special assignment is completed satisfactorily and approved by designated staff personnel.
4. Educational Restrictions—Unsatisfactory completion of class assignments. A student not completing his or her class assignments satisfactorily or failing to complete the required curriculum material in the allotted time frame, shall be subject to all or a combination of the following educational restrictions:
  - a. Loss of free time.
  - b. Loss of day and overnight pass privileges.
  - c. The above educational restrictions in items (1), (2) and (3), shall apply until the required educational curriculum material is satisfactorily completed by the student and approved by the Educational Coordinator.
5. Dead time (one week)—This shall include:
  - a. Loss of privileges.
  - b. Work detail assignments.
  - c. Special assignments.
  - d. Dead Time shall not apply towards a student’s completion of the program.

**D. Student Rejection of Disciplinary Action Taken**—A student who chooses to not accept the disciplinary action taken towards him or her shall be involuntarily discharged from the program.

**PROGRAM DISCHARGE, RELEASE AND RE-ENTRY**

- A. **Voluntary Discharge and Release From Program / Student**—The facility shall have an open door policy relating to student withdrawal and release from the program. A student desiring to be discharged and released from the program may do so.
1. Students who desire to leave the program should be administratively processed between the hours of 8:30 a.m. and 4:30 p.m., Monday through Friday.
  2. Staff personnel shall record the circumstances and information surrounding a student's voluntary discharge from the program on the following forms:
    - a. *Student Discharge and Release Report*
    - b. *Student Personal Property Release Form*
    - c. *Student Funds Release Form*
  3. Releasing staff personnel shall immediately, if required, notify the appropriate outside agencies (parole officers, etc.) and organizations that said student is voluntarily being discharged and released or has in fact left the program.
  4. Parents, upon student's request, shall also be notified upon voluntary discharge.
- B. **Involuntary Discharge From Program / Student**—The authority and responsibility of discharging a student from the program shall be that of the Facility Director or his designee. The Facility Director or his designee shall evaluate the circumstances and information surrounding a student's conduct and behavior requiring dismissal from the program.
1. A student may be involuntarily discharged from the program for, but not limited to, the following types of infractions:
    - a. Continual and constant violation of the Student Conduct Policies and Guidelines Manual and other appropriate rules and regulations adopted from time to time by the program.
    - b. A non-cooperative and abusive attitude which does not allow staff personnel to effectively work with the student towards discipleship.
    - c. Smoking or use of tobacco.
      - (1) First offense—Dead week.
      - (2) Second offense—Dismissed from program.
    - d. Failure to accept assigned disciplinary action.

- e. Emergency situations—Other acts and program violations that require immediate dismissal. These may include:
    - (1) Threats of bodily harm.
    - (2) Physical striking of a person or object.
    - (3) Violent and abusive behavior.
    - (4) Health reasons.
    - (5) Theft.
    - (6) Use of drugs or alcohol.
    - (7) Insubordination
    - (8) Inappropriate sexual activity
  - f. The Facility Director has the discretion to vary from these guidelines if he/she deems necessary.
- 2. The Facility Director or his designee shall advise a student, as soon as possible, that he or she (student) is being considered for dismissal, prior to actual discharge of the student.
  - 3. A student who is being considered for discharge from the program, shall be notified as to the reasons why and documented in Chronological.
  - 4. Students who are involuntarily discharged and released from the program during non-office hours should be administratively processed between the hours of 8:30 a.m. and 4:30 p.m., Monday through Friday. In the facility log, a brief comment shall be entered.
  - 5. The discharging staff person shall enter into the Chronological a written report recording the circumstances and information surrounding the students involuntary discharge. The information shall also be recorded on:
    - a. *Student Discharge and Release Report*
    - b. *Student Personal Property Release Form*
    - c. *Student Funds Release Form*

6. The Intake and Counseling Coordinator or designee shall immediately, if required, notify the appropriate outside agencies, organizations that said student is being involuntarily discharged and released from the program.
7. With the students consent, parents who bring their daughter or son into the program as a student shall also be notified upon their involuntary discharge.

**C. Re-entry into Program After Discharge and Release**

1. Students who are involuntarily or voluntarily discharged and released from the program shall be allowed to seek reentry into the program.
  - a. A 30 day waiting period should be required prior to a student requesting re-entry. The 30 day waiting period shall commence from the date of a student's discharge.
  - b. Re-admittance of a student to the program who has been voluntarily discharged shall be authorized by the Executive Director or his designees.
  - c. A student who re-enters the program shall start his or her discipleship program as if day one (1).
  - d. A student who re-enters the program shall resume the educational curriculum at the start of the curriculum or at another point as deemed by the director.

**D. Emergency Cause for Immediate Discharge**—Nothing in these policies shall be interpreted as precluding staff personnel from the authority to immediately discharge and remove a student from the program who, in their judgment, poses an imminent threat of program disruption, bodily harm or injury to staff, other students, or the facility.

1. The discharging staff person shall immediately notify the Facility Director or his designee.
2. The discharging staff person shall prepare a written report, recording the circumstances and information surrounding the students emergency discharge. The information shall be recorded on:
  - A. *Student Chronological*
  - B. *Student Discharge and Release Report*
  - C. *Student Personal Property Release Form*
  - D. *Student Funds Release Form*

3. The Intake and Counseling Coordinator or designee shall immediately, if required, notify the appropriate outside agencies and organizations, that said student has been discharged on an emergency basis from the program.
4. With student's consent, parents who bring their daughter or son into the program as a student shall also be notified upon their voluntary discharge.
5. Program re-entry request shall follow the same policies and procedures found in subsection C, items (1) (a)—(b) on the previous page.

**STUDENT RIGHTS***Standard Compliance: Program, Students Rights*

- A. **Policy Procedures and Standards Governing Student Rights**—No part pertaining to policy procedures and standards of student rights is intended to contravene nor violate applicable federal, state and local statutes or ordinances pertaining to civil and human rights accorded to other citizens not in the program.
- B. **Student Conduct Policies and Guidelines Manual**—Student rights policy—standards and procedures shall be set forth in written form, as well as other applicable written rules and regulations adopted by the program and the governing Board of Directors from time to time.
1. On arrival at the Center, all incoming student applicants shall be required to read the Student Conduct Policies and Guidelines Manual prior to program entry.
- C. **Applicant Acceptance of Student Rights**—Prior to program acceptance, each applicant shall sign an agreement entitled *Contract Agreement and Acceptance Between Teen Challenge and Applicant*, accepting the policy standards and procedures governing student rights set forth in the Student Conduct Policies and Guidelines Manual.
- D. **Student Complaints or Grievances**—Student rights shall be written in clear, simple language, appropriate to the student population.
1. Students shall have the right to seek remedy for any complaint.
  2. Students shall submit the complaint in writing and shall have assistance in writing the complaint if they are unable to read or write. The method for filing a complaint is as follows:
    - a. Students may grieve directly to any staff member.
    - b. Students or persons acting on their behalf shall provide the Facility Director with a written narrative report describing the complaint or grievance.
    - c. The written report shall be forwarded to the Facility Director, in person, from the student or person acting on the student's behalf.
  3. Students may have direct access to the Facility Director and the governing authority at some point in the grievance process.



**Policies and Procedures Manual**

4. There shall be an immediate investigation, within 24 hours, of the facts supporting or disproving the complaint or grievance.
5. There shall be necessary action on substantiated complaints or grievances within 72 hours following said complaint or grievance.
6. There shall be documentation in the facility's records of the receipt, investigation, and any action taken regarding the complaint or grievance.
7. Some of the following types of behavior shall be cause for a student or person on the student's behalf to file a complaint or grievance with the State Operations Director or state executive director.
  - a. Physical abuse of a student by staff personnel.
  - b. Violation of student rights by staff personnel.
  - c. Inappropriate sexual behavior by staff personnel.
  - d. Student physical abuse of one student by another.



# Appendix 3

## Selected parts of the Teen Challenge Student Rules & Agreements

Class Resources for Lesson 6

Disciplining Students in the  
Teen Challenge Residential Program

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### Note to the Student

This handout has been prepared specifically for the course, “Disciplining Students in the Teen Challenge Residential Program.”

Handout #3 includes three documents, samples of what are used in Teen Challenge centers. Many centers also have a detailed handbook, explaining all the rules and policies for students living in the residential program. The rules at your center may be different from the samples included in this booklet.

## STUDENT ENTRY AGREEMENT

### Teen Challenge Men's Program

1. I agree to conduct myself at all times according to the guidelines of the Teen Challenge program.
2. I understand that the Teen Challenge residential program is one year in length.
3. I understand that contact with people outside the Teen Challenge program will be limited to my immediate family (Father, Mother, Sister, Brother, wife and children only) and my Pastor and his wife.
4. I understand that I may have NO CONTACT with any previous girlfriends or past friends (relationships) during my stay at Teen Challenge.
5. I agree that I will not be allowed to have any visitors of the opposite sex (except immediate family) or date during my time in the program.
6. I agree to participate in all program activities, which include church services, classes, work projects, and outside activities.
7. I agree to refrain from discussing past experiences with other students.
8. I agree that if I decide to withdraw from the program (walk off) or if dismissed that Teen Challenge will not be responsible to hold any belongings that I leave behind.
9. I understand that there are no telephone privileges for the first 2 weeks in the program. I also understand that privileges for passes and visits may vary with my length of time in the program. They are privileges, not rights.
10. I understand and give my approval for all incoming and outgoing mail to be screened by staff.
11. I understand that all outside business such as bills and income taxes must be taken care of before entering the program. This also includes any COURT DATES, DOCTOR APPOINTMENTS OR DENTAL APPOINTMENTS. I understand that I will not be able to take care of outside business once I enter Teen Challenge nor will I be able to make telephone calls for business purposes. I understand that these matters must be taken care of before entering the Teen Challenge program.

[We suggest that if you have any OUTSTANDING DEBT that you notify your creditors that you are being admitted into a long term rehabilitation program and will make restitution upon completion. It is our past experience with creditors that they will be happy to wait, because late is better than never. They are more than welcome to contact this Teen Challenge office for verification with your permission.]

12. I understand that if I have medical problems that require frequent attention from a doctor, I must have these things taken care of before entering the Teen Challenge program.  
I understand that Teen Challenge staff is not equipped to transport me for personal needs.
- 13: I understand and agree that upon entering the Teen Challenge program that any drugs that I may be taking will not be permitted. Teen Challenge allows no mood altering drugs nor do we allow drugs while in withdrawal. All withdrawal will be done “cold turkey”.  
If you foresee a problem, we suggest that you withdraw before coming.
14. I understand that I must bring return fare if coming from out of state, an induction fee (\$xxx.00), all completed medical exam forms (and a signed minor release form with me if under 18 years of age).
15. I understand that a Teen Challenge staff member will thoroughly check in all of my personal possessions that I bring with me. I also understand that I will be required to shower upon entrance.
16. If I do not pay the \$xxx.00 induction fee and choose to leave the program, all funds in my student account will be forfeited to Teen Challenge.
17. I understand that the \$xxx.00 induction fee is non-refundable. Even if I only stay for one day the fee will not be refunded.

I HAVE CAREFULLY READ THIS AGREEMENT AND FULLY UNDERSTAND ITS CONTENTS AND I AGREE TO ABIDE BY ALL OF THE ABOVE.

My Signature \_\_\_\_\_ Date \_\_\_\_\_

Witness \_\_\_\_\_ Date \_\_\_\_\_

Teen Challenge Women's Program  
Student Agreement  
**CONFIDENTIAL**

Welcome to Teen Challenge! We are thankful that God has brought you here and we want you to know there is hope and freedom for you in Him. God is offering you a new beginning!

We are here to provide you with an atmosphere of love and support, a place free of abuse, a place in which you will be able to learn about God and get to know Him intimately. We are committed to serving you, teaching you, and helping you to find strength and love in your relationship with Jesus Christ.

During your time here if it is determined that your behavior does not follow the guidelines necessary for a student, you will be asked to leave the program. Please understand that we are not a shelter and we are not responsible to find you housing.

Grounds for dismissal are:

1. Fighting, fits of rage, or willful destruction of TC property
2. Possession or use of drugs, alcohol or tobacco
3. Threatening
4. Sexual activity or advances
5. Continual breaking of TC rules
6. Communicating with students of the opposite sex

I, \_\_\_\_\_ understand these guidelines for dismissal and that Teen Challenge is not responsible to find housing for me.

My Signature \_\_\_\_\_ Date \_\_\_\_\_

Witness \_\_\_\_\_ Date \_\_\_\_\_

## Teen Challenge Women's Program Room Rules

MONDAY	Wake Up – 5:45am, feet on the floor Devotions – 9:30pm until 9:55pm Lights Out – 10:00pm
TUESDAY	Wake Up – 5:45am, feet on the floor Devotions – 9:30pm until 9:55pm Lights Out – 10:00pm
WEDNESDAY	Wake Up – 5:45am, feet on the floor Devotions – 9:30pm until 9:55pm Lights Out – 10:00pm
THURSDAY	Wake Up – 5:45am, feet on the floor Devotions – 9:30pm until 9:55pm Lights Out – 10:00pm
FRIDAY	Wake Up – 5:45am, feet on the floor Devotions – 9:30pm until 9:55pm Lights Out – 11:00pm
SATURDAY	Wake Up – 7:55am, (you can shower if you like). Must be downstairs for breakfast at 8:55am Devotions – 9:45pm until 10:15pm Lights Out – 11:00pm
SUNDAY	Wake Up – 6:15am, (you can shower if you like). Must be downstairs for breakfast at 6:55am. Must be downstairs for church at 8:10am. Devotions – 9:30pm until 9:55pm Lights Out – 10:00pm

1. Students should not be in other student's areas/rooms without staff permission!  
NO EXCEPTIONS!!
2. No talking (or praying out loud) after lights out.
3. Only hard candy and water in the rooms. (No other food or drinks in the room.)
4. Robes must be worn at all times.
5. No changing clothes in front of other students.
6. No yelling (or talking loudly) in rooms or in the hallway.
7. Student areas must be neat and presentable at all times.
8. Center of desk should be clear at all times (for work).
9. Remove comforters before going to bed (at any time).
10. No sitting or laying or placing anything on the comforters.
11. No laying in bed after WAKE UP.
12. No lending or borrowing.
13. When you have permission to remain in bed (from staff) please tell the room supervisor.
14. If you have breakfast duty (Mon. – Fri.) the earliest you can get up is 5:15am.
15. Be on time for everything!