

Study Guide

Disciplining Students in the Teen Challenge Program

Dave Batty & Dan Batty

3rd Edition

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By Dave Batty & Dan Batty

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Schedule of Assignments

Date Due

Project 1 _____

Project 2 _____

Project 3 _____

Project 4 _____

Project 5 _____

Project 6 _____

Project 7 _____

Project 8 _____

Project 9 _____

Project 10 _____

Project 11 _____

Tests

Mid-term _____

Final _____

Name _____

Discipline Class

Date Due _____

Project 1

Discipline in my Background

How you were disciplined as a child may have a significant influence on your attitudes and beliefs about discipline in the Teen Challenge ministry setting. The purpose of this project is to have you take a look at your past and remember experiences when you were disciplined.

Part One: Discipline during your early childhood (age 1-12)

1. Were you raised and disciplined by Christian parents? Yes _____ No _____

2. What was your home setting during your first twelve years?

_____ I was raised by both my biological father and mother.

_____ I was raised in a home with a step parent.

_____ I was raised in a single parent home.

_____ I was raised by someone other than my biological parents.

3. Which child are you in your family? (your birth order)
(For example, first child of 3, 2nd of 4 children, etc.)

4. Rate how often you were disciplined
(For questions 3 & 4, put a mark on the line to best describe your experiences.)

_____ Rarely Very often

5. How often were the persons angry at the time they were disciplining you?

_____ Rarely Very often

6. What methods of discipline were used on you?

7. How would you evaluate the results of the discipline you were given as a child?

Discipline Class
Project 1, page 2

Part Two: Your Teenage Years

8. How were you disciplined as a teenager?
(You may include comments on discipline at home, school, or by the police or other community officials—judges, social workers, etc.)

9. How did you respond to the discipline given you during your teenage years?

Part Three: Scripture Study

10. Read the following scriptures and meditate on how they relate to your life.

_____ Proverbs 22:6
_____ Hebrews 12:11

_____ Proverbs 19:18
_____ Ephesians 6:1-4

11. How does your life compare to the main truth of these verses?

Proverbs 22:6 _____

Hebrews 12:11 _____

Name _____

Discipline Class

Date Due _____

Project 2

Interviewing a TC student on discipline

Before the next class session, you will need to interview a student in the Teen Challenge program. You will need to be a good listener and a fast writer to get an accurate representation of the student's answers to these questions.

Goals of this project

We want you to gain an understanding of the background of the student you interview and see how his/her background is different from yours. We also want you to discover the positive and/or negative factors from his/her past that are influencing this student's present view of discipline.

Before the Interview

Your teacher will help set up the arrangements for you to do the interview. The interview is only the first part of this project. Writing up the evaluation will take a significant amount of time, so schedule your interview as early as possible.

Be careful to plan this interview where you will have adequate time to complete it in one sitting. Try to conduct the interview in a location where you have privacy. A word to the wise—schedule the interview when you will have at least a half hour **after** the interview for you to do your follow-up work. Try to complete this work while your memory of the interview is still fresh.

You may or may not be allowed to tape record the interview. Your teacher will decide. If you are allowed to tape the interview, test your equipment to make sure it is recording properly before you begin the actual interview. Once you have completed the interview, this tape needs to be kept confidential. You should not play it to other students or staff. Respecting the privacy of the student's comments will enable you to get honest answers during your interview.

The questions listed on the following pages are similar to those we used in our first class session. You are allowed to add other questions that you feel are important, but you need to make sure that you include all the questions listed on the following pages. Your interview should be kept to less than 20 minutes, if possible.

Have extra paper to write down the answers given you. Except for those questions where you are simply checking off the response of the student, you will need to write down the answers given you.

During your interview, do not give your personal answers to these questions. You are here to interview the other student, not present your own life story.

Interview Questions

At the beginning of the interview, thank the student for being willing to participate in the interview. Explain briefly why you are doing this. Tell the student there are no right or wrong answers to these questions. Explain to the student that you will be very careful to not use their answers to bring embarrassment back to this student.

Part One: Discipline during your early childhood

The questions in the first part of this interview focus on your life from birth to twelve years of age.

1. Were you raised and disciplined by Christian parents? Yes___ No_____

2. What was your home setting during your first twelve years?
_____ I was raised by both my biological father and mother.
_____ I was raised in a home with a step parent.
_____ I was raised in a single parent home.
_____ I was raised by someone other than my biological parents.

3. Which child are you in your family? (your birth order)
(For example, first child of 3, 2nd of 4 children, etc.)

Instructions: For questions 4 & 5, you may want to simply show this sheet to the student and have him/her place the mark on the line.

4. Rate how often you were disciplined

_____ Rarely Very often

5. How often were the persons angry at the time they were disciplining you?

_____ Rarely Very often

6. What methods of discipline were used on you?

7. How would you evaluate the results of the discipline you were given as a child?

Interview Questions (Continued)

Part Two: Your Teenage Years

8. How were you disciplined as a teenager?
(You may include comments on discipline at home, school, or by the police or other community officials—judges, social workers, etc.)
9. How did you respond to the discipline given you during your teenage years?

Part Three: Discipline at Teen Challenge

10. Since you have come to Teen Challenge, what methods of discipline have you personally experienced or seen used on other students?
11. How difficult has it been for you to receive discipline in Teen Challenge?

Part Four: Discipline and your future

12. What do you see as the long range benefits of discipline in your life?
13. How has your understanding of discipline changed since you have come to Teen Challenge?

At the end of the interview, thank the student for participating in this project.

After the Interview is completed

1. As soon as the interview is completed, write up your evaluation of the interview. Write the answers given for each of the questions in this project.
2. How is the background of the student interviewed different from or similar to your background?
3. What parts of this student's past will make it difficult for him/her to accept discipline here at Teen Challenge?
4. Write an evaluation of how you see the results or lack of results described in Proverbs 22:6 and Hebrews 12:11 in the life of the student you interviewed.
5. Based on your interview and the issues discussed in our first class session, what insights can you draw on discipline—what to do and what to avoid?

Discipline Class
Project 2, page 4

If you were going to interview another student, what questions would you add to get a better understanding of discipline from the student’s perspective?

Name _____

Discipline Class

Date Due _____

Project 3

Case Study #1 The Smell of Smoke

One day while at the gym, Bill slips out unnoticed and gets a cigarette. He slips back in the gym and starts playing basketball. As the staff gathers the group together to go back to the center, he smells smoke on Bill's breath.

1. If you were the staff, what would you do?

2. If you were Bill, how would you respond when the staff confronted you about his suspicions?

3. Let's assume you were a student in the program with Bill, and his roommate. Later that night when you were getting ready for bed you decide to talk to Bill about what happened earlier at the gym.

A. What would you say to Bill in the privacy of your bedroom?

B. After you bring this subject up to Bill, he tells you that he has several more cigarettes. He offers to give you one to smoke with him. How would you respond?

Discipline Class
Project 3, page 2

4. In Student Manual chapter 2 of this class we discussed the three levels of obedience. Level Two is to obey and discover the main reason why you were told to do it. In your opinion, what are the main reasons why students are not allowed to smoke in the Teen Challenge program?

5. In lesson 2 we discussed the three levels of discipline. Level One is self-discipline. Why do you think it is so difficult for students to exercise self-discipline in regards to smoking?

6. List three scriptures you believe are helpful for those who are battling the temptation to smoke. Explain how you feel each verse can help.

Name _____

Discipline Class

Date Due _____

Project 4

Case Study #2 Just a little respect, please!

Stacey has been in the TC center for 8 months. She is having a hard time getting along with Alecia, a new student who is much younger than she. Stacey feels that Alecia is basically a spoiled brat. Stacey's attitude of disrespect is no secret to the rest of the students in the program.

When a staff confronts Stacey regarding her attitude of disrespect, Stacey blatantly rejects what the staff says and walks off.

1. If you were the staff who had confronted Stacey, what would you do?

2. If you (the staff) and Alecia were of the same racial background, and Stacey was from a different racial background, how might your confrontation be perceived by Stacey?

3. What do you feel would be an appropriate discipline to assign Stacey?

4. In Projects 1 & 2 we looked at how our background can influence our current views of discipline. What factors in Stacey's background might influence her lack of respect for Alecia?

**Discipline Class
Project 4, page 2**

5. In lesson 3 we discussed the importance of relationships with the person we are disciplining. Stacey has a history of seeing church leaders living in hypocrisy, and has been personally victimized by church leaders. How might this affect her perception of you? What do you feel is needed on your part to make this a positive experience for Stacey?

6. List three scriptures you believe are helpful for those who like Stacey have a difficult time showing respect to some people.
- Explain how you feel each verse can help.

Name _____

Discipline Class

Date Due _____

Project 5

Case Study #3 The Heavy Metal Music

On visitation Sunday, Mike's family came to visit him for the first time in two months. Mike's older brother, Steve, who came to visit is not a Christian. Steve had some heavy metal music in his car which Mike liked a lot. Mike asked his brother if he could have a copy, and Steve gave him one. Mike hid it in his pocket as he walked by a staff member. After two weeks, other students became jealous that Mike had this music, and they couldn't have any, so they told the staff.

1. If you were the staff, what would you do?

2. If Mike denied having the music, what would you do?

3. In lesson four, we discussed the main goal of discipline is change. What kinds of change does Mike need to make?

4. (For this question, assume you are a student in the program with Mike.) After the staff talks to Mike, he goes back to the student dorm and asks around trying to find out who told the staff about his music. Mike asks you if you "talked to the staff about him." What would you say? Would you have gone to the staff? Why or why not? (continue your answer on page 2)

Discipline Class
Project 5, page 2

4. continued

5. Let's assume Mike has completed his discipline, but says he feels there is nothing wrong with listening to heavy metal music. How would you respond?

6. List three scriptures you believe are helpful for those who like Mike are needing to understand a biblical view of music. Explain how you feel each verse can help.

Name _____

Discipline Class

Date Due _____

Project 6

Case Study #4 The Kitchen Crew Chief

David has been in Teen Challenge for two months. He has been having a difficult week. He had an argument with his roommates and now the responsibility of being a kitchen crew chief is making him irritable. A staff member walks into the kitchen and notices David is running behind schedule. He asks David to finish cleaning the kitchen after church services because there is not enough time to finish the job now. David disagrees and starts to argue with the staff about his decision. David then begins to tell this staff how none of the students like him and they say he is an incompetent staff.

1. If you were the staff, what would you do?

2. What are the two issues that face the staff as a result of the student's actions and words?

3. In lesson five, we discussed the importance of the staff having a clear understanding of their self image—rooted in their relationship with Christ. How would you feel if David made these accusations against you as a staff?

Discipline Class
Project 6, page 2

4. At the staff meeting the following day, David's behavior was described by the staff involved. Another staff suggested that we cannot force students to respect us. He suggested that when and how David evaluated the staff was not appropriate, but perhaps David's comments can be a help to that staff. Do you agree or disagree? Explain your answer.

5. How do you think David's comments could help this staff?

6. In class, your teacher explained the discipline that was given David. Do you agree with this discipline? Do you think it was too harsh or too lenient? Explain your answer.

7. List three scriptures you believe are helpful for those who like this staff are faced with disrespect. Explain how you feel each verse can help.

Name _____

Discipline Class

Date Due _____

Project 7

Case Study #5 The Laundry Lie

Jill came to the program director on Friday and asked permission to do a load of personal laundry over the weekend. The program director told Jill she could only use the laundry washer and dryer on her assigned day to do laundry. If she wanted to wash clothes on any other day, she would have to wash them by hand.

On Saturday Jill asked another staff if she could do a load of laundry. This staff also turned down her request.

Early Sunday morning Jill put a load of laundry in the washing machine. The staff on duty discovered what she was doing and asked Jill, "Don't you know that you are not allowed to do laundry on Sunday morning?" Jill said she didn't know this was prohibited on Sunday.

1. If you were the staff who caught Jill doing her laundry, what would you do?

2. If you were the program director, what would you do once you found out from the other two staff what Jill had done?

3. The TC accreditation standards and TC policies and procedures require the staff to discuss with the student the issues related to the discipline. What are the different issues and/or areas of attitude and behavior that Jill needs to understand and address?

Discipline Class
Project 7, page 2

4. Your teacher will give you the discipline assigned Jill. List it below and use this as a basis for the next question.

5. Discipline assigned needs to “fit the crime,” and also serve a redemptive or educational role. Assess the disciplines given and explain the potential benefit to be realized by each one in Jill’s life.

6. Jill became very upset at the discipline assigned her. She refused to talk to any of the three staff involved in this incident. The program director called Jill into the office to discuss this new development. If you were the program director, what would you say to Jill?

7. List three scriptures you believe are helpful in dealing with the issues Jill needs to deal with based on this case study. Explain how you feel each verse can help. (Use extra paper to complete this answer.)

Name _____

Discipline Class

Date Due _____

Project 8

Assigning Discipline

If you were a staff (not the program director) at TC, how would you assign discipline to students who broke the rules? For this project, select 4 different rules in the Teen Challenge program Student Orientation and Rules Handbook. Assume that each case represents a different student. Write up how you would respond to each case.

Put your answers below or on a separate sheet of paper.

1. What is the rule that was violated?
2. What questions would you ask and what issues would you discuss with the student before assigning discipline to this student?
3. What discipline would you assign to the student?
4. How does the discipline assigned fit the “crime”?
5. What are the lessons you would like the student to learn from this situation?

Name _____

Discipline Class

Date Due _____

Project 9

Case Study #6 The Confession

Jill was back in the office of the program director again. This is the same person who just two weeks earlier had done her laundry on Sunday morning and lied to the staff on duty when confronted with her behavior. She had completed all the discipline required.

Now she sits very quietly. Reluctantly she confesses to the program director that she made a telephone call without permission. When the program director responds with silence, Jill looks up apprehensively and asks, "Are you upset with me?"

1. If you were the program director, how would you respond to Jill?

2. Do you feel that students who confess to violating a rule should be disciplined differently than those who are proven guilty, but did not confess their wrong actions? Explain your position.

3. What do you feel would be an appropriate discipline for Jill in this situation? Explain why you would assign this discipline.

Discipline Class
Project 9, page 2

4. If Jill also used this opportunity to tell you that other students were breaking a particular rule, what would you (as the program director) do with this evidence? Explain your position.

5. *(For questions 5 & 6, assume that you are a staff, not the program director.)*
Later that same day, word gets back to the students what Jill reported to the program director. One of these students comes to you and says that Jill is lying, and reminds you this is not the first time Jill has been caught lying.

- A. What would you say to this student? Explain your position.

- B. What would you say to the program director about your new evidence? Explain your position.

6. Jill became very upset when she heard that this student came to you and said she was lying. What would you say to Jill? Explain your position.

Name _____

Discipline Class

Date Due _____

Project 10

Report on Student Discipline

1. Make arrangements with the Teen Challenge program director to sit in on an actual discipline situation where a TC student is being counseled and then assigned discipline.
2. You should be a silent participant in this meeting with the student. You should take notes on what is happening. After the meeting with the TC student is over, you may want to interview the staff involved in this situation and seek clarification on what transpired in the meeting and the reasons for the discipline being assigned.
3. You may also want to consider interviewing the TC student after the discipline has been completed to get his/her perspective on the situation and what s/he learned from this experience.
4. You need to write up the entire experience, and provide your assessment of the experience based on the teachings of this class. Put your answers below or on a separate sheet of paper.

Name _____

Discipline Class

Date Due _____

Project 11

Case Study #7 The Telephone Call

Gary was alone in the kitchen, quietly talking on the phone. When a new staff heard voices and laughter in the kitchen, he tried to open the door to check and see who was in there after hours. The door was locked so he quickly found the staff who had a key to the door. When the two staff caught the student talking on the phone, he said he was calling the bank to find out what time it was.

This was the second time Gary had been caught using the phone without permission. The staff was quite skeptical of Gary's explanation. When they asked if he was calling his girlfriend, Gary denied this and stuck to his story of calling the bank.

Gary's mother is good friends with his girlfriend, and has invited her over to their house to talk with Gary when the mom calls Gary at Teen Challenge.

1. If you were the staff, how would you respond to Gary?

2. A. Would you call the girlfriend to ask her if she has talked with Gary recently?
How would you know if she is telling the truth?
Explain your position.

- B. How could you get her to cooperate with the rules of the program?
Explain your position.

Discipline Class
Project 11, page 2

3. What do you feel would be an appropriate discipline for Gary in this situation? Explain why you would assign this discipline.

4. It appears that Gary's mother is allowing the girlfriend to talk to Gary when the mother calls Gary. How would you address this part of the problem? Explain your position.

5. What do you think is the main reason why Gary does not ask permission to use the phone? How would you address this issue if you were counseling Gary?

6. It is two days later, and Gary has just learned that his mother has cancer. You have placed him on telephone restriction for two weeks. How would you handle Gary's request to use the telephone to call his mother? Explain your position.
