

# The FLAC Method

Identify your teen's feelings and show empathy.

**F**eelings

Remind your teen of the limits of the situation.

**L**imits

Talk about how he can meet his goals within these limits.

**A**lternatives

If necessary, set a logical consequence to show that this is a serious matter.

**C**onsequences

## Helping Your Teen Use Anger Positively

- Be a good model. Use anger positively yourself.
- Provide or suggest acceptable ways to express.
- Remove yourself from power struggles.
- Use the FLAC method.

## Family Enrichment Activity: Positive "I" Messages

Use a Positive "I" message to acknowledge when your teen does something good or makes an effort to correct a misbehavior. This four-step message can help motivate her to continue improving her behavior.

1. State your teen's positive change.

*"I like how you've kept your agreement and are using your study time."*

2. Say how you feel.

*"I feel good knowing that you're working to improve your grades."*

3. Say why.

*"...because I want you to have the best opportunities in life."*

4. Offer to do something to support her effort.

*"How about if I bring you a snack to keep those brain cells fed?"*

## Supplement this video with the Active Parenting of Teens Parent's Guide

The 256-page Parent's Guide is a unique how-to book that provides:

- in-depth information about the Active style of parenting and complete explanation of skills taught in the videos.
- insight into today's teen issues such as online behavior, bullying, peer pressure, and gangs.
- valuable strategies for preventing high-risk behavior around drugs, sexuality, and violence.
- examples, charts, memory tools, and activities to help you put your new parenting skills into action.

...and much more!

### GO ONLINE FOR MORE!

Continue your Active Parenting experience at [www.activeparenting.com/ParentingTeens](http://www.activeparenting.com/ParentingTeens) for the latest in parenting news.

Active Parenting has created a special place on our Web site just for parents of teens! The Parenting Teens page provides parents with information on topics that concern you and your teen. Plus, you'll have the opportunity to communicate online with other parents who share your experiences and concerns.

#### The Parenting Teens page gives you access to:

- dates and locations of upcoming Parenting Workshops in your area.
- a list of resources to point you in the right direction when you need more information on teen issues.
- a quiz to determine your parenting style.
- a Parents' Discussion Forum.
- a Parents' Bookstore with lots of useful resources and fun stuff.



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third edition

VIDEO 3:

## Responsibility and Discipline

BY MICHAEL H. POPKIN, PH.D.

$$R = C + C$$

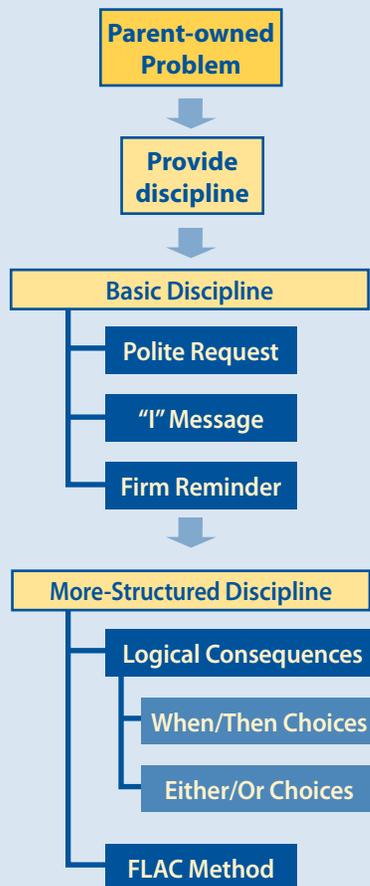
Responsibility = Choices + Consequences

## RESPONSIBILITY MEANS:

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

## THE PROBLEM-HANDLING MODEL

When the parent owns the problem...



## Discipline Techniques: When the Parent Owns the Problem...

Once you determine that you, the parent, own a problem, the key to handling it effectively is to use only as much firmness with your teen as necessary. Use the following three Basic Discipline techniques in order from least to most firm. If these do not correct your teen's misbehavior, move on to setting a logical consequence.

### BASIC DISCIPLINE

#### 1. POLITE REQUEST

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

Example: "Please... bring your dishes to the sink when you're done with your snack."

#### 2. "I" MESSAGE

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

Example: "I have a problem with... you leaving dirty dishes in the living room. I feel... taken advantage of Because... I have to spend time and energy cleaning up behind you. I would like... you to bring your dirty dishes to the sink when you're done."

#### 3. FIRM REMINDER

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

Example: "Dishes. Sink. Now."

### CONSEQUENCES

#### LOGICAL CONSEQUENCES

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

There are two types of logical consequences:

##### When/Then Choice:

Use this to get the teen to **start** doing something you want him to do.

"When you've mowed the lawn, **then** you can get on the Internet."

##### Either/Or Choice:

Use this to get the teen to **stop** doing something.

"Either put gas in the car when you use it, **or** lose two weeks of driving privileges."

#### Guidelines for Using Logical Consequences

1. Ask your teen to help decide the consequence.
2. Put the consequence in the form of a choice.
3. Make sure the consequence is logical.
4. Give choices you can live with.
5. Keep your tone of voice firm and calm.
6. Give the choice one time, then act.
7. Expect testing.
8. Allow your teen to try again later.

#### NATURAL CONSEQUENCES

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

#### When You Can't Use Natural Consequences

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