AGE APPROPRIATE CONSEQUENCES
VERSUS
PUNISHMENT

Discipline is not what you do to the child, but what you do with and for the child.

Discipline brings freedom.

Punishment - a penalty imposed; harsh treatment; reproof; penalty; infliction; suffering; deprivation; unhappiness; trial; mortification

Consequences - a result; effect; to accept the results of one's actions

Discipline - a branch of learning; training that develops self-control; efficiency; strict control; self-control; a system of rules; preparation; development; orderliness

POSITIVE APPROACH TO DISCIPLINE

There is no magic formula that will answer all disciplinary questions. No method is going to work with every child or in every situation. What we can do is to commit ourselves to a positive approach in our discipline...one that includes respect, clearly defined expectations, setting limits, and using reasonable consequences.

A positive approach to discipline helps adults and children work together rather than against each other. It preserves a child's dignity and self-esteem while encouraging cooperative, positive, and loving relationships. Learning to use positive discipline is based upon mutual respect and cooperation, which can have a powerful effect on helping a child develop confidence and a strong self image.

The purpose of positive discipline is to teach in such a way that children can develop their inner guidance system so they can function responsibly by themselves. Because adults won't always be around to tell children what to do, we must instill inner discipline and help children develop the ability to think, judge, and make decisions on their own. Youth need to learn self-discipline with little issues so they have the experience and confidence to deal with larger issues later on.

In its original form, discipline meant teaching or learning -- not "to punish." The root word of discipline is disciple, a person who leads others in the way they should go. To discipline is to lead or guide behavior.
The short term goal of discipline is to guide behavior on a daily basis and to protect children from hurting themselves and others. The long term goal is to help children become self-disciplined and responsible for their own behavior. They need to be able to rely on themselves.

Motivating a child to cooperate is the key to effective discipline. When our relationship with a child is a series of power struggles, the adult is bound to lose. We want children to have a clear understanding of what is expected of them. To accomplish this goal, we don't have to humiliate or harm a child's self-esteem or body. We can guide children with love and firmness toward the goal of self-discipline and stable self-esteem. Here are a few positive discipline strategies to try:

**Use the power of the positive.** Positive statements tell a child what to do rather than what not to do, and they promote a more positive environment for learning and nurturing self-esteem. Children want to please us. By using encouragement as an incentive for behaving appropriately, we can build a child's positive self-image and sense of individuality because we are placing the power in their hands.

**Hold a positive expectation.** Children are very sensitive to our attitudes about them. If you perceive a child as responsible and cooperative, you unconsciously give them more opportunities to demonstrate their competence and develop a sense of responsibility. The more trust and confidence you place in a child, the more the child learns that they are worthy of trust, and, in turn, the more trustworthy they become.

**Give directions in a positive way.**

<table>
<thead>
<tr>
<th>Negative</th>
<th>Positive</th>
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</thead>
<tbody>
<tr>
<td>Don’t spill...</td>
<td>Pour carefully...</td>
</tr>
<tr>
<td>Don’t yell...</td>
<td>Use your quiet voice inside</td>
</tr>
<tr>
<td>Don’t talk with your mouth full...</td>
<td>Chew, swallow - then talk</td>
</tr>
<tr>
<td>Don’t run over the flowers...</td>
<td>Ride on the sidewalk</td>
</tr>
<tr>
<td>Don’t throw the ball in the house...</td>
<td>Throw the ball in the backyard</td>
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Avoid saying "No" or "Don't". A good rule of thumb is to save "no" for important situations so the child takes "no" seriously.

Say "Yes" whenever possible. Sometimes, children want something they cannot have at the moment. Instead of saying, "No, you may not have a cookie," try, "Yes, you may have a cookie right after lunch." Then the child knows the wish is acceptable, but that the timing is wrong.

**Acknowledge positive behavior.** Perhaps the most significant element of a positive approach to guiding behavior is acknowledging behaviors we want to be repeated. Most children spend great stretches of time behaving well. This deserves recognition. Positive recognition shows a child they can get the attention they need without misbehaving.
If you find yourself spending too much time focusing on what a child is doing wrong, start shifting your attention to notice what they are doing right and comment on it. Whenever possible, ignore misbehavior; but give attention to behavior you desire.

If we focus our time, attention, and energy on the positive, negative behavior will soon decrease and the positive will increase. Whenever children do something special for themselves or others, acknowledge that behavior and tell them you appreciate it. A child tends to repeat a behavior that has been noticed.

Make discipline positive. Although children often believe it is their behavior that got them into trouble, it is really the choice they made that created the problem. We need to keep in mind that the real objective of discipline is to help the child make better choices. Discipline that teaches the skill and the importance of making good choices.

Discipline is not the same as punishment. Discipline is not what you do to the child, but what you do with and for the child.

Discipline is used to correct behavior that you do not want repeated or that you see as inappropriate for the situation. Helping children correct behavior is taking the time to give feedback about the choices they made and discussing why their choices are important so they can make a wiser choice next time.

Use reasonable consequences. Consequences can occur naturally, or they can be structured. Remember that consequences should be directly related to the misbehavior.

Use "time out". Another possible structured consequence for misbehavior is a "time out". This allows a child to rest or be separated from others when they fight, squabble, hit, or keep irritating one another. A typical "time out" for a child is to sit on a chair for a specified length of time or to be put in/sent to a room for a specified period. A rule of thumb is one minute of "time out" for each year of age.

"Time out" from the group may also be spent with a caring adult who is able to help the child understand his or her feelings and those of others involved. This use of "time out" enables healing to take place and becomes a very positive strategy.

Offer encouragement in the form of descriptive praise. Be specific in your encouragement - describe in concrete terms what you see and how you feel. When giving encouragement focus on the deed, not the doer. Avoid statements like "You're an angle." or "You're terrific." that set unrealistic standards for a child to live up to. Effective praise should be a way of celebrating rather than evaluating the child.
TYPICAL DISCIPLINE PROBLEMS AND POSSIBILITIES

Parents may have trouble dealing with certain behaviors a child exhibits. A parent's response should be appropriate for the situation and for the age of the child. A few such discipline problems and some possible solutions follow:

**Yelling or screaming.** "I want to hear what you're saying. When you speak too loudly I can't listen because it hurts my ears. Whisper now to help my ears feel better." Or, "Loud voices are for outdoors, soft ones for indoors." Or "You seem to be angry/upset. I can listen better when you speak more softly."

**Speaking when an adult is speaking.** "It is your turn to listen now, and my turn to speak. Then we'll trade. I'm glad you have something to tell me." Remember to follow through and ask the child what they wanted to say.

**Cleaning up.** "I'll help you put the toys/books/tools/clothes away. It's a big job, but it can be fun when people work together. It gives us time to talk to each other."

**Name calling.** "She likes to be called by her right name, which is ______."

**Abuse of books/toys/clothes.** "There's a special way to turn pages so they won't tear." Demonstrate taking hold of the corner and then turning the page. "If you feel like tearing something, here are some magazines that you may tear. Everyone has finished reading them."

**Disruptive behavior.** There may be situations when time away from the group is desirable for a child. Going on an errand with an adult provides distance, physical activity, time for conversation, and an opportunity to unwind. "Time out", as discussed earlier, is a possible solution.

PREVENTING DISCIPLINE PROBLEMS

What else can parents do to ensure that reasonable efforts are being made to prevent discipline problems?

1. Accept each child as a worthwhile and important person and understand that children's behavior is a reflection of their life experiences to date.

2. Anticipate behaviors and intervene before disruptive behavior occurs.

3. Provide materials, activities, and opportunities that reflect a wide range of interests and abilities.

4. Alternate livelier and quieter activities.

5. Maintain an orderly flow through routines so children are neither hurried nor required to spend much time waiting.

6. Plan activities appropriate for the developmental stages of children.
TEACHING BY EXAMPLE IS POWERFUL!
(ADULTS AS ROLE MODELS)

Children do not automatically know what constitutes appropriate behavior, but, they are natural imitators. Frequently, they model themselves after important adults in their life and learn to think and behave as the adult thinks and behaves. Likes and dislikes, interests, manners, and morals are learned mainly through imitation. If we want children to respect the rights and feelings of others, we can begin by respecting the rights and feelings of children.

You are an extremely important role model in children's lives. Children will notice how you approach stressful situations, resolve conflicts, solve problems, and conduct yourself, in general, around other children and adults.

Adults need to recognize that the easiest way to reinforce positive discipline is to serve as a role model of appropriate behavior. In managing conflicts, you can either blow up, shout, get wild-eyed and red-faced, or conduct yourself in a manner that models the way you want children to act when they are faced with a conflict.

By expressing sincere appreciation for something a child has done, a parent models an appropriate behavior. Consistent, positive role modeling can result in children responding to you and others in similar ways.

As adults, we must model the behavior we want to see in children. What we do often speaks much louder than what we say. When we lead, guide, and help children improve their choices, we are literally guiding them along paths that will give them the best chance for growth, happiness, and success. Used in the right way, this approach can help us form many of the first positive paths that children will follow. Deciding to use a positive approach to guiding young children can create a bond—and an understanding—that can last throughout a child's entire life!

When the going gets tough, keep in mind that discipline—in combination with understanding—is one of the most precious and lasting gifts you can give a child. As a child grows, they will gain the skills necessary to discipline themselves.

THE DIFFERENCE BETWEEN PUNISHMENT AND DISCIPLINE

Discipline is often thought of in very negative concepts. Discipline, in the true sense of the word is positive, encouraging, and even proof of love.

The root word of discipline is disciple. When you discipline your children, you are making disciples. Discipline is defined as training that develops self-control. Discipline includes three levels:

Level 1: Instruction. Discipline begins with clearly communicating, instructing, and teaching your children.

Level 2: Training. Training means to lead and direct the growth of the child. It includes helping the child form habits and develop proficiency in his instruction.
Level 3: Correction. Correction meant to alter or adjust a child's behavior by taking action to cause him to follow previous instruction. Therefore, correction follows instruction. A child needs correction when he knows your instructions and doesn't follow them. It is crucial to take action at this level or your child's sense of security and growth in self-control will be damaged. Being direct and assertive at this level is important.

Contrasting Discipline and Punishment

As stated earlier, the root word of discipline is disciple and means learner. The definition of discipline included instruction and training, as well as correcting. Discipline is to be motivated by love and concern.

In contrast, punishment implies getting even, retaliation, vengeance, and exacting a penalty. Parents are called to discipline, not punish their children.

<table>
<thead>
<tr>
<th>Difference between Punishment and Discipline</th>
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<tbody>
<tr>
<td>Purpose</td>
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<td></td>
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<tr>
<td>Focus</td>
</tr>
<tr>
<td>Attitude</td>
</tr>
<tr>
<td>Resulting emotion in person being punished/disciplined</td>
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A parent's inner attitude while disciplining is CRUCIAL. It is possible for a parent to use the same method of correction and be either disciplining or punishing depending on the parent's inner attitude.

Anger is Part of Punishment, not Discipline

Children have excellent radar to an adult's inner attitude towards them. In fact, a child can many times detect anger on the part of the parent when the parent does not even know that he is angry. Knowing how to handle anger is a necessary skill so that parents can discipline their children and not punish (get even with) their children.

Try some of the following suggestions when you get angry:

1. Don't lash out to correct immediately.

2. Separate yourself from the child for a few minutes. Give yourself a "time-out."

3. Admit to yourself that you are angry and deal with your anger to gain control.

4. Discover why you are angry. Sometimes it's at yourself because you let the situation go on so long without correction.
5. When you are calm, go to your child and then take action to correct him/her.

To discipline a child means to give them guidance, to teach them what behavior is appropriate and what isn’t. Discipline is different than punishment. Discipline gives the child skills to handle life’s situations effectively and leaves the child feeling good about himself. Punishment does not teach a child what is wrong with his behavior thus he learns to be sneaky. He will also feel like a “bad” person thus behave more like a “bad” person.

Children need parents to discipline them. Giving children limits and setting rules will teach them the behaviors that are acceptable in today’s society. Before this starts the child and parent need to have a relationship based on trust and love. This foundation will allow for effective discipline to happen. Spending time together, showing physical affection and respecting your child’s feelings will allow for the foundation to be built.

When disciplining your child, you are teaching them to think for themselves, which is a valuable tool when your child is older and easily influenced by peers.

Effective Discipline Needs:

- clear communication
- consistency
- routines that fit

**BEHAVIOR AND DISCIPLINE**

When a child misbehaves:

STOP, What is happening? Why is it happening?

LOOK, What can I do about it?

LISTEN, How can I prevent this from happening again?

If the child does not correct the misbehavior on his own then there are several disciplinary options that a parent can use.

1. **Logical Consequences**
   - ie. A child who is responsible for putting her bike away but it is left outside overnight and is stolen. The child goes without a bike for a period of time.

2. **Time Out**
   - ie. Siblings are fighting so they may need some time to calm down by sitting on a couch or chair, or some other quiet place. The general rule is 1 minute/age. ie. 7 minutes for a 7 year old.
3. Offer a choice

   ie. "You can either go to Sarah’s after you clean your room or you can stay at home." Works well with children as they are wanting to establish their independence and don’t want to be ordered around. Even if there isn’t much of a choice you can still offer one.

4. Problem-solving

   Address child’s feelings, state your feelings and expectations, write down ideas from both parties for solutions, come to an agreement on solutions that both parties can accept. Remember to be patient and treat your child’s opinions with respect.

**HOW TO ENCOURAGE POSITIVE BEHAVIOR**

- Be consistent
- Give advance notice ie. "Bed time is in 10 minutes."
- Offer choices
- Catch your child being good
- Be a role model
- Create a child friendly environment
- Set realistic limits
- Clear communication
- Set routines
- Redirect/substitute

**COMMONLY-USED CONSEQUENCES**

**Consequences for ages 3-6 years**

- Time out (1 minute for each year of age)
- Send child to room
- Withhold play-date
- 20 minute earlier bedtime
- 20 minute time-out for toy
- Come inside from play for 10 minutes
- 10 minutes loss of play with friend/sibling
- Loss of planned outing after 1 warning
- 10 minute loss of TV/computer/video game use
- 20 minute restriction from pets
Consequences for ages 6-10 years
- Loss of radio/CD player for 15 minutes
- 30 minute earlier bedtime
- 30 minute loss of toy/game
- Loss of outside play time
- 10-15 minute loss of play with friend/sibling
- Loss of phone use for the afternoon/evening
- Loss of planned outing after one warning (does not include special events i.e. parties)
- Loss of bike/skateboard/skates for 1 afternoon
- 15-30 minute loss of TV/computer/video game use
- Time out (one minute for each year of age)
- Loss of friend/playdate for the afternoon
- Loss of sports/music/dance practice for the afternoon
- Loss of dessert/treat
- 20-30 minute restriction from pets

Consequences for ages 11 and up
- Loss of use of bedroom for limited time (no more than 1-2 days
- Loss of household services, like laundry
- Loss of TV viewing
- Loss of computer use
- Loss of phone use
- Curfew restrictions
- Loss of driving privileges
- Loss of cheerleading/dance/sports practices
- Loss of time with friends

GUIDELINES FOR USING TIME OUT
WITH CHILDREN AND PRETEENS

Purpose of Time Out
Time-out means time out from positive reinforcement (rewarding experiences). It is a procedure used to decrease undesirable behaviors. The main principle of this procedure is to ensure that the individual in time-out is not able to receive any reinforcement for a particular period of time.

Time Out Area
The time-out area should be easily accessible, and in such a location that the child can be easily monitored while in time-out. A chair in the corner of the dining room is an excellent spot. Placing a kitchen timer on the table is a good way to keep the child informed of how much time he has left to serve.

Amount of Time Spent in Time Out
Generally, it is considered more effective to have short periods of time-out, 5 to 10 minutes, rather than to have long periods, such as half an hour to an hour. Children can fairly quickly begin to use their imagination to turn a boring activity into an interesting one. The rule of thumb is that a child should spend one minute for each year of age in a time out.
Specifying Target Behaviors
It is very important the child be aware of the behaviors that are targeted for reduction. They should be very concretely defined: i.e. hitting means striking someone else's with the hand or an object, or coming home late means arriving home any time after 5:00 p.m.

Procedures for Time Out

When a child is told to go into time-out, a parent should only say, "Time-out for...." and state the particular offense. There should be no further discussion.

Use a kitchen timer with a bell. Set the timer for the length of the time-out and tell the child he must stay in time-out until the bell rings.

While in time-out, the child should not be permitted to talk, and the parent should not communicate with the child in any way. The child also should not make noises in any way. He or she should not be allowed to play with any toy, to listen to the radio or stereo, watch television, or bang on the furniture. Any violation of time-out should result in automatic resetting of the clock for another time-out period.

It is important that all members of the household be acquainted with the regulations for time-out, so that they will not interfere with the child in time-out in any way.

Strategies for Handling Refusal or Resistance

While time-out works well, it can only work when the child actually serves the time out.

Tell younger children that you will count to three and if they are not in time-out when you get to three the time-out will be doubled.

Very difficult children may need to be placed on a short reward program. This could include a chart with 20 to 30 squares. Each time a child does a time-out, the child gets a star or sticker on the chart. When the chart is full they can earn a special treat for learning how to do time-out.

Use response cost. Select an activity or object you can take away. Tell the child that until they do the time-out, they will not be able to use the object or engage in the activity.

Alternatives to Time Out

Here are some other negative consequences that have been successful in reducing inappropriate behavior.

Tell the child that each time he displays the inappropriate behavior, he will have to write sentences to remind him of how he should behave.
Remove privileges or objects that you can control. Make a list of privileges or objects (TV, ride bike, stay up late, go outside and play, etc.). Tell the child that each time the undesirable behavior occurs, one item will be crossed of the list for that day. Each day the procedure starts over.

**Advantages of Time Out**

It is less aversive than other procedures.

It eliminates a lot of yelling and screaming on the part of the parents.

It increases the probability that parents are going to be consistent about what behaviors have negative consequences, when and how.

The child learns to accept his own responsibility for undesirable behavior.

The child more readily learns to discriminate which behaviors are acceptable and which are unacceptable.

The child begins to learn more self-control.

By keeping a written record of time-outs parents can see if the procedure is reducing the targeted behavior.

**GUIDELINES FOR PARENTAL DISCIPLINE**

Never disagree about discipline in front of the children.

Never give an order, request, or command without being able to enforce it at the time.

Be consistent, that is, reward or discipline the same behavior in the same manner as much as possible.

Agree on what behavior is desirable and not desirable.

Agree on how to respond to undesirable behavior.

Make it as clear as possible what the child is to expect if he or she performs the undesirable behavior.

Make it very clear what the undesirable behavior is. Be specific in terms of exactly what you mean.

Once you have stated your position and the child attacks that position, do not keep defending yourself. Just restate the position once more and then stop responding to the attacks.

Remember that your behavior serves as a model for your children's behavior.

If one of you is disciplining a child and the other enters the room, that other person should not step in on the argument in progress.
Reward desirable behavior as much as possible by verbal praise, touch or something tangible such as a toy, food or money.

Both of you should have an equal share in the responsibility of discipline as much as possible.

THE "3 FS" OF POSITIVE PARENTING

**Discipline should be:**

**Firm:** Consequences should be clearly stated and then adhered to when the inappropriate behavior occurs.

**Fair:** "The punishment should fit the crime." Also in the case of recurring behavior, consequences should be stated in advance so the child knows what to expect.

**Friendly:** Use a friendly but firm communication style when letting a child know they have behaved inappropriately and let them know they will receive the "agreed upon" consequence. Work at "catching them being good" and praise them for appropriate behavior.

DEALING WITH THE ANGRY CHILD

Handling children's anger can be puzzling, draining, and distressing for adults. In fact, one of the major problems in dealing with anger in children is the angry feelings that are often stirred up in us.

Our goal is not to repress or destroy angry feelings in children—or in ourselves—but rather to accept the feelings and to help channel and direct them to constructive ends.

Parents must allow children to feel all their feelings. Adult skills can then be directed toward showing children acceptable ways of expressing feelings. Strong feelings cannot be denied, and angry outbursts should not always be viewed as a sign of serious problems; they should be recognized and treated with respect.

Anger may be a defense to avoid painful feelings; it may be associated with failure, low self-esteem, and feelings of isolation; or it may be related to anxiety about situations over which the child has no control (i.e. placement in foster care).

In childhood, anger and sadness are very close to one another, and it is important to remember that much of what an adult experiences as sadness is expressed by a child as anger.

We should distinguish between anger and aggression. Anger is a temporary emotional state caused by frustration; aggression is often an attempt to hurt a person or to destroy property.
In dealing with angry children, our actions should be motivated by the need to protect and to reach, not by a desire to punish. Parents should show a child that they accept his or her feelings, while suggesting other ways to express the feelings. It is not enough to tell children what behaviors we find unacceptable. We must teach them acceptable ways of coping. Also, ways must be found to communicate what we expect of them. Contrary to popular opinion, punishment is not the most effective way to communicate to children what we expect of them.

**Responding to the Angry Child**

*Below are some helpful ideas/suggestions for dealing with an angry child.*

**Catch the child being good.** Respond to positive efforts and reinforce good behavior. Be specific. Point out which behaviors are positive. (i.e. "It made me happy when you cleaned your room without being asked")

**Deliberately ignore inappropriate behavior that can be tolerated.** This doesn't mean that you should ignore the child, just the behavior. The "ignoring" has to be planned and consistent. Even though this behavior may be tolerated, the child must recognize that it is inappropriate.

**Provide physical outlets and other alternatives.** It is important for children to have opportunities for physical exercise and movement, both at home and at school.

**Manipulate the surroundings.** Aggressive behavior can be encouraged by placing children in tough, tempting situations. Stop a "problem" activity and substitute, temporarily, a more desirable one. Sometimes rules and regulations, as well as physical space, may be too confining.

**Use closeness and touching.** Move physically closer to the child to curb his or her angry impulse. Young children are often calmed by having an adult come close by and express interest in the child's activities. Children naturally try to involve adults in what they are doing. Very young children (*and children who are emotionally deprived*) seem to need much more adult involvement in their interests.

**Be ready to show affection.** Sometimes all that is needed for any angry child to regain control is a sudden hug or other impulsive show of affection. Children with serious emotional problems, however, may have trouble accepting affection. (Be sure to use your judgement/intuition with foster children)

**Ease tension through humor.** Kidding the child out of a temper tantrum or outburst offers the child an opportunity to "save face." However, it is important to distinguish between face-saving humor and sarcasm, teasing, or ridicule.

**Appeal directly to the child.** Tell him or her how you feel and ask for consideration.
**Explain situations.** Help the child understand the cause of a stressed situation. We often fail to realize how easily young children can begin to react properly once they understand the cause of their frustration.

**Encourage children to see their strengths as well as their weaknesses.** Help them to see that they can reach their goals.

**Use promises and rewards.** Promises of future pleasure can be used both to start and to stop behavior. This approach should not be compared with bribery. We must know what the child likes—what brings him pleasure—and we must deliver on our promises.

**Say “NO!”** Limits should be clearly explained and enforced. Children should be free to function within those limits.

**Tell the child that you accept his or her angry feelings, but offer other suggestions for expressing them.** Teach children to put their angry feelings into words, rather than fists.

**Build a positive self-image.** Encourage children to see themselves as valued and valuable people.

**Model appropriate behavior.** Parents should be aware of the powerful influence of their actions on a child’s or group’s behavior.

**Teach children to express themselves verbally.** Talking helps a child have control and thus reduces acting out behavior.

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**THE ROLE OF DISCIPLINE**

Good discipline includes creating an atmosphere of quiet firmness, clarity, and conscientiousness, while using reasoning. Bad discipline involves punishment which is unduly harsh and inappropriate, and it is often associated with verbal ridicule and attacks on the child’s integrity.

“One of the most important goals we strive for as parents, educators, and mental health professionals is to help children develop respect for themselves and others.” In order to accomplish this, we must see children as worthy human beings and be sincere in dealing with them.

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**IMPORTANT RULES OF PARENTING TO KEEP IN MIND**

- Seize opportunities to have frequent positive interactions with your children
- Clearly establish and communicate your expectations
- Clearly establish the consequences for compliance and noncompliance
- Ignore behaviors which do not threaten the basic quality of life, limb, and property (which include most unacceptable behavior)
- Attend to inappropriate behavior in an unmotional, precise, and directive way
Do not question a noncompliant child about his/her behavior, or ask him/her to explain his/her inappropriate behavior
Assess behavior analytically and treat it clinically
Smile and laugh, talk and touch – a lot

### HOME REWARD POSSIBILITIES FOR PRESCHOOLERS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Reward 1</th>
<th>Reward 2</th>
<th>Reward 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Going to the park</td>
<td>Playing with friends</td>
<td>Making mud pies</td>
<td>Listening to a bedtime story</td>
</tr>
<tr>
<td>Being lifted in the air</td>
<td>Feeding a pet</td>
<td>Rocking with a parent</td>
<td>Playing on a swing set</td>
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<tr>
<td>Doing a puppet show</td>
<td>Take a Polaroid picture</td>
<td>Talking into a tape recorder</td>
<td>Playing games</td>
</tr>
<tr>
<td>Having a longer bath time</td>
<td>Helping mom or dad</td>
<td>Help plan the days activities</td>
<td>Going out to dinner</td>
</tr>
<tr>
<td>Riding on a bike with parent</td>
<td>Watching a rainstorm</td>
<td>Playing in the sandbox</td>
<td>Going somewhere alone with parent</td>
</tr>
<tr>
<td>Staying up late</td>
<td>Riding a tricycle</td>
<td>Playing outside</td>
<td>Sitting in the chair with parent</td>
</tr>
<tr>
<td>Going on a trip to the zoo</td>
<td>Having a bubble bath</td>
<td>Singing songs</td>
<td>Bouncing on the bed</td>
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<tr>
<td>Mixing cookie dough</td>
<td>Reading a story</td>
<td>Swimming</td>
<td>Delaying a nap</td>
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<tr>
<td>Having a special dessert</td>
<td>Chewing gum</td>
<td>Finger painting</td>
<td>Riding on dad's shoulders</td>
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<tr>
<td>Watching a video</td>
<td>Renting a video game</td>
<td>Renting a video game</td>
<td>Going outside at night</td>
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### HOME REWARD POSSIBILITIES FOR ELEMENTARY SCHOOL CHILDREN

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<tr>
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<th>Reward 2</th>
<th>Reward 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taking a trip to the park</td>
<td>Playing with friends</td>
<td>Having a bedtime story</td>
<td>Playing on the swing set</td>
</tr>
<tr>
<td>Riding a bike</td>
<td>Planning a day's activities</td>
<td>Baking something in the kitchen</td>
<td>Going somewhere alone with parent</td>
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<tr>
<td>Going fishing with parent</td>
<td>Choosing a TV program</td>
<td>Taking time off from chores</td>
<td>Holding hands while walking</td>
</tr>
<tr>
<td>Telling a round-robin story</td>
<td>Chewing gum</td>
<td>Going to the library</td>
<td>Camping in the backyard</td>
</tr>
<tr>
<td>Decorating for holidays</td>
<td>Help take a gift to a friend</td>
<td>Feeding the baby</td>
<td>Staying up late</td>
</tr>
<tr>
<td>Playing favorite CD</td>
<td>Coloring</td>
<td>Riding next to window in car</td>
<td>Listen to self on tape recording</td>
</tr>
<tr>
<td>Going skating, swimming, etc</td>
<td>Going for a picnic</td>
<td>Planting a garden</td>
<td>Buying something</td>
</tr>
</tbody>
</table>

Going to a ball game
Eating out
Using the telephone
Dressing up in parent’s clothing
Going to movies
Choosing the menu for a meal
Putting school work on fridge
<table>
<thead>
<tr>
<th>Having a special after school snack</th>
<th>Going for a hike</th>
<th>Sleeping in a different place in the house</th>
<th>Doing a jigsaw puzzle</th>
<th>Decorating own room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ordering pizza</td>
<td>Choosing a special breakfast</td>
<td>Playing a game with parent</td>
<td>Listening to walkman</td>
<td>Computer time</td>
</tr>
<tr>
<td>Playing a video game</td>
<td>Renting a video game</td>
<td>Watching a video game</td>
<td>Renting a video</td>
<td>Skate boarding</td>
</tr>
</tbody>
</table>

**HOME REWARD POSSIBILITIES FOR TEENAGERS**

<table>
<thead>
<tr>
<th>Having dating privileges</th>
<th>Spending time with friends</th>
<th>Having friends over</th>
<th>Taking dance/music lessons</th>
<th>Decorate own room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skating/bowling with friends</td>
<td>Additional phone time</td>
<td>Playing the stereo</td>
<td>Finding a part-time job</td>
<td>Staying up late</td>
</tr>
<tr>
<td>Having friends spend night</td>
<td>Taking time off chores</td>
<td>Having a date during the week</td>
<td>Getting a chance to earn money</td>
<td>Selecting TV program</td>
</tr>
<tr>
<td>Getting to use family camera</td>
<td>Getting driver's license</td>
<td>Camping out</td>
<td>Going to summer camp</td>
<td>Haircut/style of own choice</td>
</tr>
<tr>
<td>Sitting alone when family eats out</td>
<td>Inviting a friend out to eat</td>
<td>Getting to sleep in late on the weekend</td>
<td>Getting a magazine subscription</td>
<td>Going shopping with friends</td>
</tr>
<tr>
<td>Buying CD</td>
<td>Have phone in bedroom</td>
<td>Choose a special dinner</td>
<td>Going to the library</td>
<td>Go bowling/skating/etc with friends</td>
</tr>
<tr>
<td>Go to a concert with friends</td>
<td>Go to the movie with friends</td>
<td>Computer time</td>
<td>Getting to stay out late</td>
<td>Choose special family activity</td>
</tr>
</tbody>
</table>
HOUSE RULES

A. CURFEW HOURS

1. School Nights
   a. Be home as soon as school is out or approved school activity is out.
   b. On all other outings, the children are to be home by dinner time.
   c. Holidays and weekends the children’s bedtime can vary depending upon the age of the child. In no case should it be later than midnight. There can be an exception in the case of an older child at an approved function.

B. SMOKING

1. No child will be permitted to smoke at any time.

C. DATING

1. Dating other children within the same home will not be permitted.
   Children from other homes may date upon approval of the parents.

D. HOMEWORK

1. All efforts will be made to encourage the child to complete his daily homework.
E. CLEANING

1. Bedrooms
   a. Part of the program will be to teach children to be responsible for keeping their bedroom clean.

2. Other Areas
   a. Children can have other areas that they are responsible to keep clean, as members of a household. The burden will not be placed on one child. The entire household should do their share.

F. USING EQUIPMENT

1. Stereo and other electronic equipment belonging to the child will be allowed but must be used in a quiet and reasonable way. Reasonable access to the Family’s equipment must be allowed if the child has none of their own.

G. DRESS CODE

1. Children will not wear any gang related clothing. Clothing will fit the child.

2. No clothing will be worn by children that display alcohol, drug, cult, hard rock and related, sex or black magic.

3. Haircut will not be done in gang style.
H. LAUNDRY

1. Clothing will be kept clean at all times. It is the Foster Parent’s responsibility to ensure that this is done. Children can be taught to do the laundry. Supervision is required.

DRUG AND ALCOHOL USE

Children are not to use drugs or alcohol. It is against the law for them to do so. If you suspect a child in placement is using drugs or alcohol, call your Social Worker. In certain cases, it may be possible to have a child tested for drug and alcohol use through their placement worker. A child that clearly has a substance abuse problem will usually be referred for appropriate counseling through Alcoholics Anonymous or Narcotics Anonymous.

UNAUTHORIZED ITEMS

Children from time to time will bring unauthorized items or items that are inappropriate in placement. These items should be confiscated and turned over to your Social Worker. If the items are items of clothing, they should be packed up and put away and given to the child when they leave placement.

The following are not allowed or are unauthorized:

1. Items projecting harmful objects.
2. Items involving chemicals, or flammable fuels.
3. Paints, glues.
4. Knives or knife like objects.
5. Aerosol cans.
DISCIPLINE AND CONSEQUENCES

Discipline and Consequences are important to the child in placement. There are clear guidelines that allow for appropriate forms of discipline and punishment. If you are in doubt as to the appropriate use of a punishment, please consult your Social Worker.

Recommended forms of discipline:

1. Have positive expectations, reward appropriate behavior.
2. Provide methods for positive feedback. Such as the point system, step system, self-rating, contracts or the monthly progress report.
3. Have children take time outs, either in a quiet place, their room or in a special designated time out location.
4. Restrict the child, to their room, from certain activities, events, or other outings as appropriate.
5. Take privilege away from the child, such as free time, use of the telephone, unsupervised time, bicycle, etc.
6. Other forms of discipline can be developed by the Foster Parents to meet the individual needs and personality of each child.

The discipline that is appropriate is the one that gets the child’s attention and impacts the child in such a way that he/she doesn’t repeat the inappropriate behavior.
There are non-allowable forms of discipline that Foster Parents should be aware of and must not use.

1. There shall be no corporal punishment.

2. There will be no humiliation rituals, i.e., carrying a stone from one location to another repeatedly with no purpose but to punish.

3. A child may not be sent to bed in the middle of the day, or at a time that is not considered an appropriate bedtime.

4. A child may not be deprived of sleep, i.e., forcing a child to stay up very late or get up extremely early unless there is a clear purpose.

5. A child cannot be deprived of food as a form of punishment.

6. A child may not be locked in their room.
LATE RETURN

When children go on home visits sometimes they do not return on time and occasionally, they do not return at all. A late return is when the child is two hours overdue, when this occurs do the following:

1. Call the birth family or the persons visited, and determine what happened.

2. If public transportation is being used by the child, check to determine arrival time and if there were any delays.

3. Notify your Social Worker or on-call Social Worker of the circumstances. The Social Worker will advise you if it is to be treated as a runaway. If this situation is to be treated as a runaway, please refer to the runaway protocol.

PLACEMENT PROCEDURES

Placement is initiated by a County Social Worker or Probation Officer. We identify this person as the PLACEMENT WORKER. This Placement Worker supplies the Regional Administrator/Social Worker with background, any special needs, problem areas and other pertinent data.

If the child seems to be appropriate the Office will:

1. Review the packet material supplied by the placement worker.

2. Arrange a preplacement interview with the child.

3. Discuss the child with the potential parents.

If the child is appropriate and there is an appropriate family, the regional office will:
1. Arrange a preplacement visit, as requested, by the Placement Worker, the foster family or the child.

2. Discuss with all parties the appropriateness of the placement.

   If the child is accepted for placement, the following will occur:

   1. Arrangements will be made to transport the child to the Home. This will usually be done by your Social Worker. Occasionally, a Parent will pick up a child or a Placement Worker will deliver a child to your home.

   2. A House file will be delivered by your Social Worker as well as any other documentation.

This begins placement, follow the procedures for FIRST DAY OF PLACEMENT in the next section.

**FIRST DAY**

1. Introduce the child to the others in the household. Take a tour of the home, showing the child their bedroom and bathroom.

2. Review with the child the house rules and give them a copy.

3. Review with the child the daily schedule and give them a copy.

4. Allow others in the household to be involved in the orientation of the child.

5. Inventory the child’s clothing and record on the appropriate form.

6. Insure you have or will receive the necessary paperwork for the child’s enrollment in school and for any necessary medical treatment.

7. Review the Personal Rights with the child and have him sign 3 copies.
   
   (1 copy for the child, 1 copy for the house file, and 1 copy for the office file.)
FIRST WEEK

1. Enroll the child in school (when applicable).
2. Schedule an appointment for the child’s physical examination.
3. Schedule an appointment for the child’s dental exam.
4. Establish procedure for school progress reports.
5. Complete the child’s file.

FIRST 30 DAYS

1. Complete medical, dental, and optical exams.
2. If indicated, schedule appointment with planned parenthood.
3. Purchase clothing, if clothing allowance is provided.
4. Arrange for counseling/testing if indicated.
5. Coordinate first home visit with your Social Worker.
6. Make sure you receive Medi-Cal card.
7. Consult with Social Worker regarding Needs Assessment.
8. Enroll in school.
11. Monthly progress reports.
PHASES OF PLACEMENT

1. Honeymoon - 0 - 1 months.
   A. Sizing up
   B. In a daze

2. Limit Testing - 1 - 3 months
   A. Follow through - structure - consistent
   B. Will you throw me away also

3. Acceptance of placement - 3 - 6 months
   A. Adopt me
   B. This is a great place to be

4. Loyalty Bind - 6 - 9 months
   A. Feeling disloyal to birth parents
   B. Can’t love you and birth parents

Either

Rejection - 9-12 months

1. Runaway
2. Very disruptive

Or

Long Term Placement - 12 months ---

1. Only when the first 4 have been successfully completed.
WEEKLY/MONTHLY/QUARTERLY

Weekly:

1. Consultant with Social Worker
2. Counseling with child
3. Allowance
4. Appropriate documentation in child’s file
   (i.e. Medical appointments, allowance, etc.)

Monthly:

1. Progress reports
2. School progress reports
3. Home visit forms where applicable
4. Cooperate with Monthly home inspection
5. Height and weight recorded

Quarterly:

1. Review and update of Needs Assessment
2. Turn in school grades

6 Months:

1. Clothing and Personal Property Inventories
2. Dental Check-up

Annually:

1. Physical and dental check-ups