

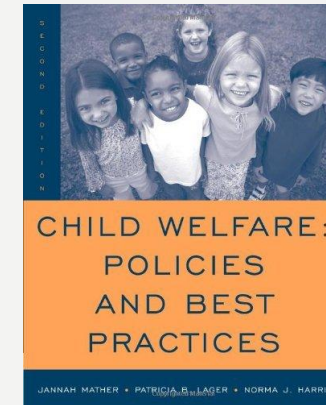
DISCIPLINE

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CA POLICY ON DISCIPLINE

Quality of Life in Out of Home Care

0100-570.05 Revision Date: 07/27/17



Discipline → Use of constructive alternative methods of discipline and refrain from use of corporal punishment.

Corporal punishment → When a parent attempts to stop an unwanted child behavior by causing the child to feel physical discomfort. Corporal punishment includes spankings, slapping a child, and beatings - with an open hand, fist, or object such as a belt, switch, cord, paddle, board, or fly swatter.

Defining Discipline

- Discere
- Discipulus
- Disciplinarian
- Disciplined Person
- Foster/Adoptive Parent:
 - Teacher
 - Guide



WHAT IS PUNISHMENT?

- Penalty
- Treat Roughly
- Injure or Hurt
- Loss of Freedom or Money
- Physical Pain
- Done for Wrongdoing



NEGATIVES OF PHYSICAL PUNISHMENT

- Power Connected to Size
- Force/Violence—How to Problem Solve
- Resentful
- Poor Self-Esteem
 - No Good
 - Don't Like
- Temporarily Stop Behavior
- Child Against Parent
- Not Get Caught



So . . . when I hit another child, that is bad. But when you hit me, that is "spanking," and it is good. Now I get it.

Said no child ever.



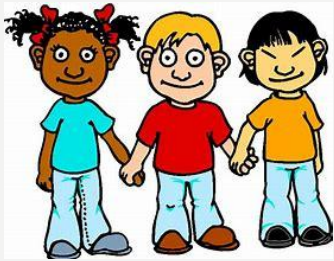
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PUNISHMENT

Should never be
the main ingredient
of effective discipline.



DIFFERENCE BETWEEN DISCIPLINE AND ABUSE



Safe, effective discipline is a correction given in love.

In evaluating methods of guiding their children's behavior, parents or guardians need to ask themselves...

- is the discipline...carefully related to the offense?
- administered in the calmness of conviction rather than in the heat of anger?
- fair, weighing heavily in consideration of the child, occasional and of brief duration?
- free from physical violence—look of reproach, scolding or the taking away of a valued privilege?

COMMON BELIEFS ABOUT SPANKING

- #1 “I was spanked & I turned out OK!”
- #2 “Some kids just ask for it!”
- #3 “You said to treat all kids equally & I spank my kids.
- #4 “I don’t want my kids to become spoiled—
”an occasional spanking is good for them.”
- #5 “Spanking is all right if the parent remains
calm and in control.”



BEHAVIOR

THE FIRST STEP IN MANAGING OR CHANGING A CHILD'S BEHAVIOR IS TO UNDERSTAND WHAT MOTIVATES THE BEHAVIOR.



NEEDS MOTIVATE BEHAVIOR



WAYS TO LOOK AT KIDS' ACTIONS

OUTSIDE STORY

- Behaviors
- Actions that we see happening

INSIDE STORY

- Inside behavior meaning
- Force or motive which drives the person to act

Basic Needs

Belonging

Attention
Recognition

Power

Enjoyment
Freedom

KAYS OUTSIDE STORY



- Aggressive
- Fights
- Name Calling
- Negative Remarks
- Bullies others
- Avoids Unfamiliar Tasks
- Avoids New/Different People
- Misses Curfew
- Defaces School Property

KAY'S INSIDE STORY



- Physically abused by birth family
 - Spanked with belt and buckle
 - Burned by cigarettes
- Abandoned by birth mom
 - Left alone
 - Unsupervised at home due to sleeping
- Separated from birth family at 3 years
- Put into Foster Care
- Three Placement disruptions:
 - Illness of Foster Mother
 - Physical punishment by Foster Father
 - Relocation of Foster Family to Florida

KAY, HOW DO YOU FEEL?

- Low self esteem
- Feeling very powerless
- Attempt to gain power and control in their lives
 - Often at the expense of others
 - Not wanting to take risks
 - Defying rules
 - Protects her from confronting her beliefs about herself
 - Shows “others” who is in control



WHY KAY'S BEHAVIORS?

- No Power = tries to get some
 - Deface property
 - Late curfew
 - Bully younger children
- No sense of belonging = not connected to family
 - Keeps playing because she “wants to”
 - Name calling of peers’ families
 - Not connected to family and not share in family chores
- No healthy sense of self = Attention/Recognition
 - Defacing school property
 - Feels invisible not wanted



AN EFFECTIVE DISCIPLINARIAN



- Patience
- Determination
- Confidence
- Genuineness & Concern
- Openness
- Separateness
- Friendly Firmness
- Effective Communication
- Knowledge of Child Development & Factors that Affect Development
- Understanding Goals of Effective Discipline
- Understanding the Meaning of Behavior

FACTORS INFLUENCING METHODS OF DISCIPLINE

- Behavior Itself
- Feelings about the Behavior
- The Child
- Purpose We Assign to the Behavior
- Where the Behavior is Occurring
- Who is Present
- Factors Affecting our Ability to Respond
- Our Relationship with the Child



RANGE OF DISCIPLINARY TECHNIQUES

1

Promoting
Positive
Behavior

2

Promoting
Self-Control

3

Responding to
Lack of Self-Control

1. PROMOTING POSITIVE BEHAVIORS: DEVELOPING SELF ESTEEM & CONTROL

- Communication/Listening/Questioning Skills
- Modeling Desired Behaviors
- Encouragement & Praise
- Rewards/Privileges – Increased responsibility
- Supporting Interests
- Ignoring



***You are NOT Taking Control of the child's behavior.
The child takes responsibility for his own behavior.***

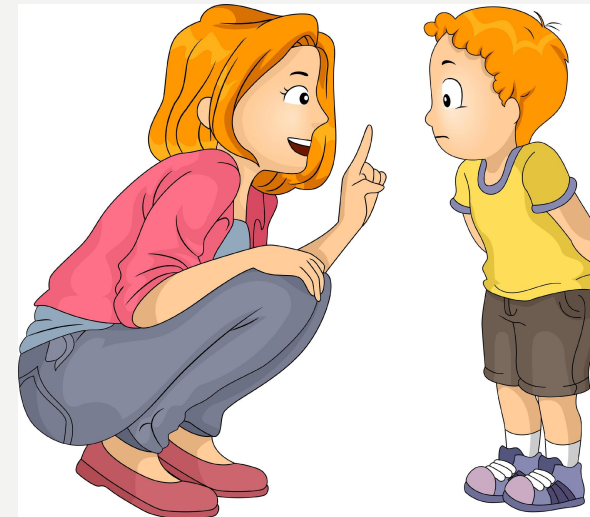
**GOOD
LISTENING
SKILLS**

Listen with your...



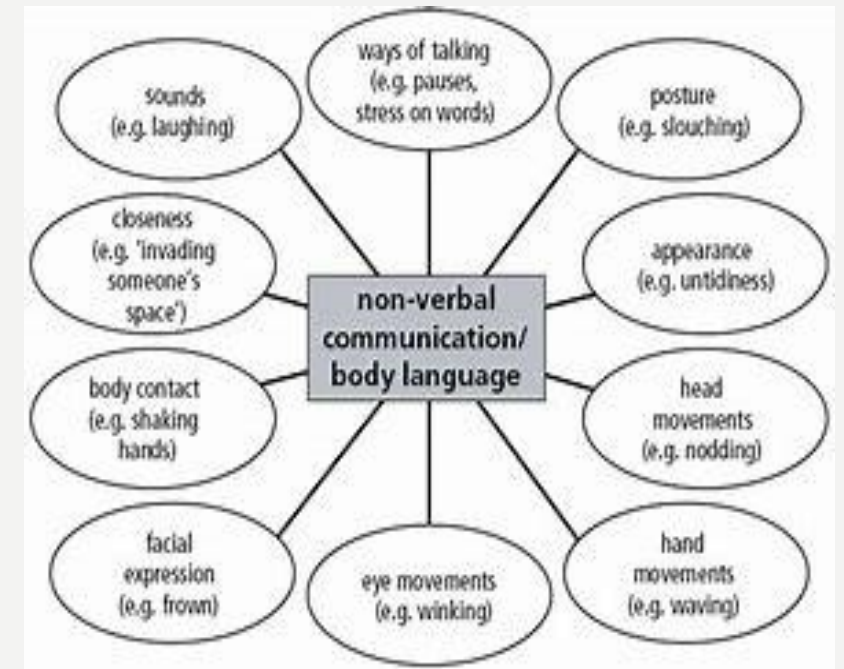
GOOD VERBAL COMMUNICATION

- Make requests assertively
- Express your ideas clearly
- Use words everyone can understand while not speaking down to child
- Encourage others to ask you questions
- Ask about their different point of view
- Stick to the issue at hand



NONVERBAL COMMUNICATION-BODY LANGUAGE

- Use direct eye contact, no death stares
- Not get too close, respect personal space
- Stand up straight, but relaxed
- Use calm hand gestures
- Body needs to say: “I’m open”= no crossed arms
- Reframe from looking at your watch
- Don’t engage in other activities at the same time





PROMOTING POSITIVE BEHAVIOR

JON REFUSES TO DO HOMEWORK

JON REFUSES TO DO HOMEWORK (16 YEARS)

On Friday, Jon went to visit his grandmother at the nursing home. Afterwards, he spent the rest of the weekend holed up in his room.

By Sunday night, his foster parents were feeling aggravated. They wanted to set limits and be clear and consistent about the family rules, but suspected he was upset about something. They went to Jon's room and told him he needed to come out to dinner or lose some privileges. "I don't care, whatever!" Jon yelled.

"What about the social studies test you have tomorrow?" his foster mom asked. "Don't you think you should study?"

Jon muttered "What difference does it make? I'm going to wind up a junkie like my parents."

"Did something happen today at your grandma's that's making you feel this way?"

After a while Jon shared that when he was visiting his grandmother his mom had come in and started pestering her for money. His grandma became agitated and confused and a nurse asked Jon and his mother to leave.

Jon's foster mom listened quietly as Jon told his story, and then tried to put words to Jon's emotions.

JON REFUSES TO DO HOMEWORK

She acknowledged how upsetting the visit must have been, and that it must have brought up very strong feelings. After a while, Jon said that he was ashamed of his parents, and repeated his fears that he would end up “just like them.”

Jon’s foster mom reassured Jon that even though his parents were very troubled and had made some very bad choices, Jon has the power to make different choices. She reminded him of how much his grandmother loved him, and how happy he had made her.

She then pointed out that those choices could begin with studying for his test. Then she offered to come back to his room and drill him on the test questions in an hour.

2. PROMOTING SELF-CONTROL

- Encourage Risk Taking & Trying New Skills
- Establish Expectations
 - Rules
 - Standards of behaviors
 - Family Meetings
- Preparing/planning for changes & transitions
- Modifying the Environment

Parent and child SHARE responsibility for control of behavior.





PROMOTING SELF CONTROL

JIM AND THE IPOD

Jim grew up watching his parents fight. A year ago he witnessed a drive-by shooting. He was standing right next to a friend who was killed. He has nightmares about the shooting and wakes up with his heart pounding. He has lived in his foster home for 8 months.

Ever since his friend got shot, Jim gets nervous in crowds and doesn't like loud noises—he startles easily.

Three days ago, while in his classroom at school, the door opened suddenly and another boy came into the room late. As he passed Jim's desk, he abruptly reached into his pocket. Jim instinctively ducked under his desk, knocking his books to the floor.

The boy looked at Jim in confusion, holding his iPod he has just pulled from his pocket., and everyone laughed at Jim, including a girl who sits in front of him, whom he really likes. Furious, Jim jumped up, grabbed the kid's iPod and threw it across the room.

JIM AND THE IPOD (13 YEARS OLD)

Jim's foster parents were called to meet with the vice principle. They shared Jim's traumatic past and persuaded that the school give Jim a week's detention rather than expulsion, as long as he apologized and paid for the other boy's iPod.

At home, Jim's foster parents asked him to explain what happened. He said he saw the other boy's sudden move and thought "Gun!" and ducked to the floor. For the first time, he told his foster parents about seeing his friend get shot. He said his classmates' laughter made him feel like some sort of "weak fool."

His foster parents heard him out and acknowledged that his reaction made sense given what he's experienced. But they also pointed out that once he realized there was no threat, he had a choice or how to respond. He had chosen to throw the iPod because he felt angry and humiliated.

They reviewed with Jim the risks and benefits of other choices he could have taken instead: he could have informed his classmates he was reacting to something that reminded him of a very bad event he's witnessed; he could have said nothing and simply told his teacher later. Jim realized that he could have just made a joke about the situation, as his classmates were used to him joking around.

JIM AND THE IPOD (13 YEARS OLD)

Jim's foster parents helped him make a plan what he would say in apologizing to the boy for breaking his iPod. They also told him that they would front the money for the new iPod, that he would have to work off the cost by spending several Saturday's working with his foster mom at the church food bank. His foster mom noted that the many older ladies who worked at the food bank could really "use a set of strong arms" to load boxes.

His foster parents talked with Jim's worker so that he could get help in dealing with his grief, anger, and impulse control. They also talked with the school counselor about finding ways to channel Jim's energy, particular his "class clown" tendencies, in a more positive direction. She noted that the school drama club was going to be doing a comedy that year and suggested Jim audition.

JIM AND THE IPOD (13 YEARS OLD)



SETTING RULES IN YOUR HOME

My Voice Volume Scale

| | |
|----------|--|
| 5 | Screaming/ Emergency Only  |
| 4 | Outside Voice  |
| 3 | Inside/ Classroom Voice  |
| 2 | Whisper/ Soft Voice  |
| 1 | No Talking Silent/Shh  |

LEARNING TO TALK

Suggestion for a family meeting

Why Family Rules?

Why is this helpful?











Are there choices?

Is it fun?

Can a child do it?

Other suggestions?

The Angry Birds Five Point Scale

| | | How I feel | What I can do |
|---|---|---|---|
| 5 |  | I'm ready to explode! I feel like screaming or hitting and I've lost control. | Find a calm, quiet place  |
| 4 |  | I'm starting to lose control and I'm upset! I may feel like saying things that are hurtful. | Take slow, deep breaths  |
| 3 |  | I'm a little out of control. I may feel frustrated or excited and move all over. I'm starting to get overwhelmed. | Do something I like that helps me feel calmer  |
| 2 |  | Something's bothering me. I might feel worried or be getting frustrated. | Tell an adult how I feel  |
| 1 |  | I feel good! I'm completely in control of myself. | Now I'm all calmed down!  |

I'M
MAD




**MAKE
DISCIPLINE
FUN**

3. RESPONDING TO LACK OF SELF-CONTROL – DIRECT INTERVENTION

- I-messages
- Natural and Logical Consequences
- Exploring Alternatives
- Rules
- Commands and Requests
- Removing Child from Situation
- Time Out

Parent maintains greatest responsibility for control of behavior.



RULES AND REQUESTS

AMY'S STORY

AMY'S STORY (8 YEARS OLD)

Amy and her two younger brothers were removed from their depressed and drug-addicted mother due to persistent, severe neglect when Amy was 4 years old. They have lived in three foster homes. Amy and her brothers were removed from their last placement because the foster mom found Amy and her brothers “doing disgusting things to each other.” Because of the inappropriate sexual behavior the children were separated, and Amy has lived in her current home for two months.

Amy seems to have become very attached to her new foster dad, but is indifferent to her foster mom. She likes to read with her foster dad and act out characters from the books. When upset, Amy will talk baby talk or suck her thumb. She often asks about her brothers and why she can't see them.

AMY'S STORY (8 YEARS OLD)

Also in this foster home are two older boys, 10 and 11 years old. Amy likes to go into their room and lies on the floor. When they won't give her attention, she takes their computer mouse and throws it on the floor or lies down on top of it so they have to wrestle it back from her. She has also exposed herself to them and laughed.

Last night, while sitting next to her foster father during story time, Amy leaned in close to her foster father and started pressing and rubbing her front part of her body onto her foster father. Her foster father pushed her away and yelled "go to your room!" Amy ran away sobbing and hid under the covers.

Amy's foster parents talked about what had happened for about an hour after the incident. Her foster father realized that he had upset Amy and that what had happened wasn't her fault. Both parents went to her room to talk about it.

AMY'S STORY (8 YEARS OLD)

“What you did surprised me,” her foster father said. “I’m sorry if I hurt your feelings, it wasn’t your fault. Maybe you were repeating something you learned to do with another grown-up. But what that grown up did was wrong. Children and their mommies, and children and their daddies can cuddle and hug each other, but do not rub on each other that way.”

Amy calmed down and said she felt better. Her foster father hugged her and her foster mom gave her a thumb’s up. Her foster father said, “I really enjoy our story time so much, we are going to still read books together.” We both will help you remember our family rules about everyone respecting private spaces.

Her foster parents also said “ We are going to talk to your worker so that you can meet with someone who will help you with these confusing thoughts and about how much you want to visit your brothers.

KIDS LAUGH 146 TIMES A DAY!!!



LAUGHTER IS THE BEST MEDICINE

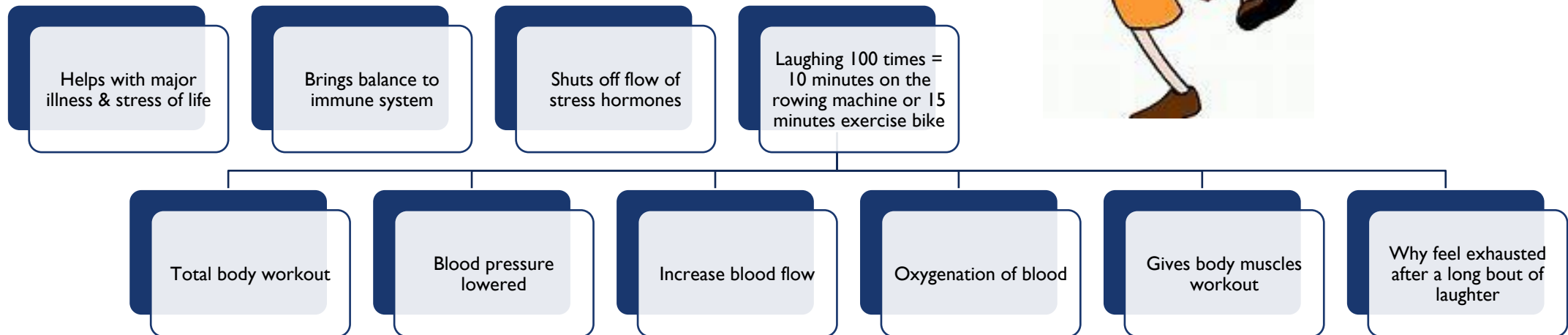
- Complex response that involves many of the same skills used to problem solve
- A physiological response to humor
 - Two parts = set of gestures & production of sound
 - When we laugh brain pressures us to do both simultaneously
 - When we laugh heartily = changes occur in many parts of body

PSYCHOLOGICAL BENEFITS OF LAUGHTER

- People often store negative emotions rather than expressing them
- Allows negative emotions to be harmlessly released
- Laughter is Cathartic
 - Upset go to funny movie or comedy club
 - Laugh the negative emotions away
 - Held inside cause biochemical change in our bodies
 - Laughter therapy



WHY LAUGHTER? FOR OUR HEALTH!



THINGS THAT ANNOY ADULTS

- Littering
- Spitting, burping, belching
- Walking in large groups in public
- Rowdiness at movies, sports events
- Inappropriate public displays of affection
- Pushing, shoving, cutting in line
- Talking back
- Intolerance, prejudice
- Embarrassing or insulting others
- Using obscene language



OPEN ENDED QUESTIONS



- How did you feel...
- How could you have handled it differently?
- When did it begin?
- Where were you then?
- What was that all about?
- What happened then?
- What would you like me to do?
- Why do you think that?
- Why do you supposed that happened?

FOUR STRATEGIES WORKING WITH KIDS

1. Pay attention to communication in discipline process
2. Listen carefully and promptly to child
3. Be:
 - Objective
 - Non judgmental
 - Concise
 - Consistent
 - Clear
4. Always relieve the child's anxiety



GIFTS



“Children are gifts. They are not ours for the breaking. They are ours for the making.”

— [Dan Pearce](#), [Single Dad Laughing](#)

