



PARENTING & DISCIPLINE

Foster Parent Training

Learning Objectives

- ✓ Learn to build a healthy and positive relationship with children in their care
- ✓ Learn the difference between discipline and punishment
- ✓ Learn why kids misbehave and how development impacts their behavior
- ✓ Learn about child development
- ✓ Learn effective parenting practices
- ✓ Learn the eight building blocks of discipline that build positive self-esteem

WHEN YOU THOUGHT I WASN'T LOOKING

- ❖ I saw you hang my first painting on the refrigerator, and I immediately wanted to paint another one.
- ❖ I saw you feed a stray cat, and I learned that it was good to be kind to animals.
- ❖ I saw you make my favorite cake for me, and I learned that little things can be the special things in life.
- ❖ I saw you make a meal and take it to a friend who was sick, and I learned that we all have to help take care of each other.
- ❖ I saw you give your time and money to help people who had nothing, and I learned that those who have something should give to those who don't.
- ❖ I felt you kiss me goodnight and whisper a prayer for God's protection, and I felt loved and safe.
- ❖ I saw you take care of our house and everyone in it, and I learned that we have to take care of what we are given.
- ❖ I saw how you handled your responsibilities, even when you didn't feel good, and I learned that I would have to be responsible when I grow up.
- ❖ I saw tears come from your eyes, and I learned that sometimes things hurt, but it's all right to cry.
- ❖ I saw that you cared, and I wanted to be everything that I could be.
- ❖ I learned most of life's lessons that I need to know to be a good and productive person when I grow up.
- ❖ I looked at you and saw the love of God on your face and learned that HE must have a place in my life as well.
- ❖ Thank you for being true to your faith, when you thought I wasn't looking.

How do we go about the process of building relationships with kids in our care?

- Earn their trust
- Role model appropriate behavior
- Show them respect
- Build on things that you and the child have in common
- Find things he/she is interested in
- Be a good listener
- Be honest
- Have a positive attitude
- Be patient
- Be loving
- Communication

Discipline vs Punishment

How to Teach a Child to Grow

DISCIPLINE

Parent is the *teacher*

Can be done *before, during, or after* the event

Based on the child's ability to change

Respects the child

Educates the child

Parent feels **satisfied** about interactions with child

Teaches child *internal control*

Discipline is a *process*

Child feels **anger** followed by **remorse**

Builds *trust* with parent

Increases child's self-esteem

Teaches *self-control*

PUNISHMENT

Parent is the *enforcer*

Occurs only *after* the event

Denies the child's ability to change

Does not *respect* the child

Inflicts pain on child

Parent may feel **revenge** followed by **guilt**

Child managed via *external control*

Punishment is a *specific event*

Child feels **anger** followed by **revenge**

Builds *resentment* with parent

Decreases child's self-esteem

Parent and child are *out of control*

Eight Building Blocks of Discipline to Build Positive Self-Esteem



Building Block #1: TRUST

Threats and promises must come true! Parents **MUST** follow through on any threat or promise made. This is critical for trust and credibility to be built between the parent and child. Most foster children lack basic trust. Foster parents must work to nurture a trusting relationship. This relationship assists in the development of a healthy conscience. For example, many parents feel it is necessary to create a solution where the child must choose to lie or tell the truth by asking the child a question that the parent already knows the answer to. Most special needs children are not “ready” for this test. They do not have a trusting relationship with the foster parent and may be fearful of telling the truth about a wrongdoing. When parents create this scenario, children feel compelled to lie, consequently, foster parents should not create “tests” for the child.

To develop trust in the foster parent, the child must believe in the individual. Credibility is vital for children to **BELIEVE** that their parent will follow through. Therefore, if a parent **PROMISES** to talk to a child that night, the conversation may need to take place at midnight for the parent to meet his/her promise. Or, if a parent threatens to follow a child to school to ensure that the child is not late, the parent may need to delay going to work to fulfill the threat.

Building Block #2: CHOICES

Parents should give children choices as often as possible. This provides the child a sense of control over his/her life. Many foster children believe that they have had no control and consequently act out to regain power over their lives. Some parents are reluctant to let children make choices because they fear the child may make bad choices. One way to avoid this dilemma is to give children choices that the parents is comfortable with. For example, "Would you like cereal or eggs for breakfast?" This gives the child a choice, but within the boundaries the parent has set. It is also important not to give a young child too many choices. For example, telling a child to pick a cereal from the grocery aisle filled with 150 different boxes may be too overwhelming. Asking a child to select one of three (picked by the parent) will eliminate potential problems.

Giving a child choices can also be used in problem situations. A child can choose to comply or choose to be disciplined. Telling a child, "You may do your chore by 5:00 pm or I will pay your sister \$1 from your allowance to do it" will give the child a choice, get the chore done, and remove the parent from the role of "the enforcer". The parent must be certain to follow through and remind the child that it was his/her choice. Children sometimes become upset when the choice he/she makes does not turn out as expected. This situation provides the parent with an excellent opportunity to teach a child about good decision-making skills which can be utilized by the child in the future.

Building Block #3: CONSEQUENCES

Many foster children came from home environments that were inconsistent and chaotic. The child may have been severely punished for a relatively minor offense or for no reason at all. On other occasions, the child may not have received any discipline for inappropriate behavior. Therefore, these children may not fully understand cause and effect and the concept of consequences for positive and negative behavior.

There are three kinds of consequences: natural, logical, and artificial.

Natural consequences occur without any intervention from the parents.

Example: if you don't wear gloves on a cold day, you get cold hands.

Example: if you spend all your allowance, you won't have any money left for anything else.

Many parents are reluctant to allow their children to experience natural consequences and may interfere with threats, nagging, or intervention to prevent the consequence. When parents allow their child to experience natural consequences, there is a greater likelihood of the child learning what consequences are and to take these consequences into account when making decisions. Natural consequences also help the child learn to be responsible for his/her behavior now and in the future.

Logical consequences are developed by the parent and are directly related to the misbehavior.

Example: if the child runs out onto the street, a logical consequence would be for the child to be restricted to the fenced backyard or the child would not be permitted to leave the front porch for the afternoon.

Building Block #3: CONSEQUENCES

Example: if the child leaves their bike in the driveway overnight, the logical consequence would be for the child to lose the privilege of riding the bike for the week, while natural consequence may be theft of the bike or a car accidentally running the bike over.

Some behaviors do not have a natural or logical consequence that can be employed; therefore, the parents must set an **artificial** connection to the behavior.

Example: Using foul language and having to spend time in their room or have time taken from curfew.

Example: Not doing homework and not attending a school sporting event.

The artificial consequence that parents utilize must be planned for each child. While one child may feel that losing phone privileges is a tough consequence, another child may not be as impacted because he/she has not friends and does not use the phone at all.

For consequences to be effective, the parent must follow through and be consistent. Many times, parents feel that it is easier to give in or not allow the child to experience the consequences in order to avoid dealing with the child's negative feelings. This gives the child the impression that his/her actions have no consequences or that he/she has no responsibility for his/her behavior. The child may believe that the parent will "rescue" him/her from difficult situations. Consequently, the child will not learn appropriate problem-solving techniques, decision-making skills, or self-control.

Building Block #4: PARENTAL ROLE

When children misbehave, it may create an intense emotional response in the parent which interferes with the parent's ability to effectively handle the behavior. Parents may overreact and inappropriately punish the child; therefore, a parent must be willing to taking a "time-out" and remove himself/herself from the situation. The parent may need 15 minutes alone in the bathroom or an hour in the bedroom. The parent may need to call upon his/her spouse or support system to take over the care of the children while the parent regroups.

During the time-out, the parent should reflect on the following questions:

Why is this behavior bothering me so much?

Is the child acting in a manner typical for his/her age?

Did I overreact due to illness, fatigue, or displaced anger?

What is the best way I can handle this situation without being punitive?

What is the best way I can handle this situation to help the child gain from this experience?

The safe distance also permits the parent to determine if not interfering and allowing the child to assume the natural consequences would be beneficial in the situation.

Building Block #4: PARENTAL ROLE

Parents should also consider this guideline when disciplining the child. Keeping “What Am I Teaching This Child?” in mind will help the parent to stay in the role of the teacher. Everything that parents do and do not do is observed and assimilated by the child; therefore, if the parent gives in to the child's nagging after 15 minutes, the child has learned that the parent's resolve is gone after a quarter of an hour and if the child can keep up the nagging, he/she is likely to get his/her way.

Another example to consider is the child who is given a new toy to replace a toy he/she broke in anger. It may appear that the parent is not teaching the child anything. In reality, the child has learned that there are no consequences for his/her tantrums and in fact, the child is being rewarded for such behavior.

This concept also applies to the issue of spanking. When parents use physical punishment, the child may learn that it is okay to use violence when displeased.

Building Block #5: PROBLEM SOLVING

Too many times parents assume the child's problems and do not permit the child the opportunity to learn and utilize problem-solving skills. These are necessary survival skills for today's youth. A typical example is the child who waits until late Sunday evening to tell the parent that they need something for school the following day after being at several stores over the weekend and not saying anything. Some parents may go out to purchase this item while being angry and resentful. Others would permit the child to experience the natural consequence of detention. This is a golden opportunity to help the child learn and practice problem-solving skills.

The parent should calmly tell the child that this is not the parent's problem. The child must solve this problem on their own. The first step is to have the child develop three solutions. Depending if the child is able to think hypothetically, the parent may need to assist by asking questions that will cue the child. The parent should process each solution with the child, reviewing the advantages and disadvantages. This method will place the responsibility for the problem (and its solution) with the child and teach the child important life skills.

An important by-product of this interaction is the development of trust and mutual respect – two critical components of a healthy relationship.

Building Block #6: SELF-ESTEEM

Foster children frequently lack positive self-esteem due to their traumatic histories. Parents may find that motivating children with praise and encouragement is more effective than threats and nagging. In addition, compliments and praises aid in the building of a positive self-image and assist the child in developing the confidence necessary to control his/her behavior.

Some examples are:

- Parents should first ask for a chore to be completed rather than order the child. When parents say to the child, "I need your help, would you please empty the trash?", the child will feel that they are important to the parent and the parent believes him/her capable of completing the task.
- Parents should monitor chores and compliment the child for a job well done or a positive effort. If a child has not done a satisfactory job, the parent should compliment the child's effort and encourage him/her to complete the task.
- The parent should "catch the child being good". Too often, parents interact with a child only when the child is misbehaving. Parents should give children positive attention and consequences for appropriate behavior.
- Parents should make an effort to spend time with children individually. This makes children feel "special" and wanted, which is critical to the development of positive self-esteem.

Building Block #7: REALISTIC EXPECTATIONS

Many parents have high and unrealistic expectations for their child. This results in constant conflict as the parent is constantly correcting the child. Every misbehavior does not warrant a discipline. Parents must accept that kids do “kid things” like spill drinks at meals, leave toys on the floor, and resist going to bed. Parents should devise ways to manage these typical behaviors in a creative way. For example, every child can be given a safety cup with a lid or assigned their own sponge at the dinner table. Parents can play a “pick up game” or play music to encourage children to gather toys. Bedtimes can become fun time that children look forward to by reading stories or sharing one-on-one time with a parent.

Parents need to be on their toes at all times. To prevent problems, parents must monitor their child's activities. This may mean “checking” on the children playing in another room or confirming that an adult will be present at a teen party. From time to time, parents may become suspicious with a child's behavior, attitude, or explanation. For example, if a child who normally hates school seems anxious to go on a particular day, the parent may want to investigate the source of this new enthusiasm. Perhaps that child has a renewed interest in school, likes a new teacher, or has a boy/girl friend. But the child may also be involved in an inappropriate or illegal activity such as substance abuse, truancy, or fighting. Parents should act on any questions or concerns that they may have.

Parents must learn that not everything is worth fighting about. Parents must decide what is critical and what is not. This requires the parent to overlook and disregard certain behaviors that the parent may find irritating. For example, a teenager is likely to keep his/her room in their own “special” way. Instead of a daily battle over room cleaning, the child's door can be kept closed. For parents of younger children, toys lying around can be a big headache, particularly if the parent is a tidy housekeeper. The child may be given a special play area in the basement which will be straightened up weekly. In these two examples, the development of an alternate plan avoids constant nagging and arguments.

Building Block #8: COMMITMENT

Discipline is ineffective if the parent constantly gives in, changes the consequences, or does not follow through; therefore, parents must be firm when imposing discipline. However, parents must also be fair and avoid over-disciplining. Some basic rules of fairness are:

- The parents should not deny or take back something the child has earned. For example, if the child was promised a pizza for improved grades and has brought home a good report card, the parent should not renege because the child acted inappropriately in an unrelated situation.
- The parent should avoid denying the child an activity that is extremely special or a once-in-a-lifetime opportunity. For example, senior prom.

Parents cannot give up! When parents are using new discipline techniques, they frequently expect immediate results; this will not happen. What is likely to occur is an increase of inappropriate behavior on the part of the child as he/she is unsure of what is happening. For example, when a child is accustomed to getting his/her own way by nagging, whining, and pestering, he/she will be shocked when mom or dad do not give in. In fact, the child will intensify the nagging behavior due to desperation. Once the child identifies that mom and dad are strong, the behavior will cease; therefore, parents must continue to follow through with the discipline process even though it may appear to be ineffective.

Building Block #8: COMMITMENT

It is not uncommon for frustrated foster children to say mean things such as, "You're not my real mother!" or "I hate you!". This is not a reflection on the parent but an indicator of the child's grief and frustration. It is critical for parents to recognize that no matter what substitute family the child lives with, he/she will probably act out in this way; therefore, parents must develop methods of handling these outbursts in order to maintain his/her effectiveness. This may include validating the child's feeling that the parent is not his/her birth parent, but that the parent is an adult caring for the child at this time. The foster parent may also choose to ignore or not react to the comment at the time it is said but discuss the child's feelings at a later point.

Also, it is not uncommon for parents to become angry with a child as a result of actions, words, or deeds. However, it is not appropriate or effective for the parent to maintain an angry grudge against the child. This is counterproductive to the discipline process as it taps vital energy from the parent and removes the parent's focus from the teaching role. Parents must learn to recommit to the child over and over again. If the child had a bad morning, after school is another time to start over. If dinner was a disaster, bedtime is an opportunity to begin again. Commitment to the child is essential if discipline is to be successful.

The Five Goals of Discipline Are:

1. Built Trust – Most children in foster care have been subjected to abuse, neglect, sexual exploitation, and multiple moves. The lack of trust severely inhibits the development of a conscience. In addition, children who do not trust, do not view their caregivers as credible, therefore, discipline tactics must provide opportunities to develop trust between parent and child.
2. Build Self-Esteem – The lack of self-esteem in foster children prevents them from believing that they are worthy of and capable of “good” behavior. Parents must strive to build self-esteem and confidence in the child through positive interactions.
3. Teach New Behaviors – Many children in foster care have not learned the basics of life, such as personal hygiene, housekeeping, social skills, problem solving, and conflict resolution. Consequently, foster parents must be prepared to teach the basics with these children and to not misinterpret their lack of knowledge as defiance.
4. Reteach Old Behaviors – When children have lived in abusive and neglectful environments, they develop survival skills to persevere in difficult situations. Behaviors, such as lying, stealing, running away, and fighting are no longer necessary once the children are placed in foster or adoptive homes. However, the children must now learn new adaptive behaviors.
5. Assist in the Child Gaining Self-Control – Since parents cannot accompany their child 24 hours a day, it is critical that children learn to manage and control themselves. Foster children frequently feel that their lives have been out of control, therefore, this task may be very difficult.

Why Corporal Punishment IS NOT Effective with Abused and Neglected Children:

- The children were removed from abusive situations.
- The child will perceive the foster parent as another abuser in his/her life.
- When physical discipline is used on children, they learn that hitting is the way to communicate their anger, frustration, and other emotions.
- Physical punishment does not work with children who have histories of abuse and neglect.
- The child may be injured.
- It does not work toward meeting any of the goals of discipline

Why Do Children Misbehave?

Child Related

- The child desires the attention for the parent.
- The child is vying for power and control.
- The long-term impact of abuse, neglect, and sexual exploitation, and separation.
- The child may have emotional problems.
- The child may be testing the parent.
- Some behavioral problems can be traced to the child's developmental age or tasks.
- Some children may misbehave due to peer pressure.
- The child may have developmental delays.
- The child may have a mental illness or neurological disorder.

Parent Related

- The parent may provide the child with inadequate supervision.
- The parent may possess unrealistic expectations for the child.
- Poor parenting skills such as inconsistency and passiveness, do not teach children the necessary skills to manage and control their own behavior.
- Mental health problems and substance abuse create chaotic environments for children. These parents frequently do not provide adequate nurturing, care, or direction to their children.
- Parents who are immature or irresponsible put their own needs ahead of the needs of their children. These parents frequently place a great deal of responsibility on their children.



EXHAUSTED CONFUSED ECSTATIC GUILTY SUSPICIOUS



ANGRY HYSTERICAL FRUSTRATED SAD CONFIDENT



EMBARRASSED HAPPY MISCHIEVOUS DISGUSTED FRIGHTENED



ENRAGED ASHAMED CAUTIOUS SMUG DEPRESSED



OVERWHELMED HOPEFUL LONELY LOVESTRUCK JEALOUS



BORED SURPRISED ANXIOUS SHOCKED SHY

Helping Children Deal With Their Feelings

Children need to have their feelings accepted and respected.

1. You can listen quietly and attentively.
2. You can acknowledge their feelings with a word ("Oh... Mmm... I see...")
3. You can give the feeling a name ("That sounds frustrating!")
4. You can give the child their wishes in fantasy ("I wish I could make the banana ripe for you right now!")

All feelings can be accepted. Certain actions must be limited.

"I can see how angry you are at your brother. Tell him what you want with words, not fists."

Effective Parenting

1. “I” messages are only effective when parent owns the problem – use a firm and calm voice, without attacking character.
 - “I’m furious that my new saw was left outside to rust in the rain!”
 - “I have a problem with your leaving dirty dishes on the table.”
2. State your expectations or what you would like to be done.
 - “I expect my tools to be returned after they’ve been borrowed.”
 - “I would like you to put your dirty dishes in the dishwasher.”
3. Give the child a choice.
 - “You can borrow my tools and return them, or you can give up the privilege of using them. You decide.”
 - “You need to put those dishes in the dishwasher, or you will lose today’s allowance.”
4. Show the child how to make amends.
 - “What this saw needs now is a little steel wool and a lot of elbow grease.”
 - “After you put this dish in the dishwasher, you could check to see if there are any more dirty dishes throughout the house.”
5. Problem solve.
 - “What can we work out so that you can use my tools when you need them, and so that I’ll be sure they are there when I need them?”
 - “Do you have any ideas that we can use to remind you to put the dirty dishes away without me asking to do so?”

Effective Parenting (continued...)

- Polite requests
- Use encouraging statements – catch them doing good and comment
- Avoid negative explanations, focusing on mistakes, perfectionism, and overprotection
- Show confidence in the child by giving them responsibilities, ask for their opinions, and avoid the temptation to take over
- Build on their strengths by acknowledging when they do well, encouraging them to take the next step, concentrate on improvement, not perfection
- Separate worth from accomplishment. You can let a child know that while you admire their successes and share their disappointment in their failures, you love them for themselves.
- Separate worth from misbehavior. A child's worth is different from their mistakes and failures. One bad behavior does not mean a bad child. Mistakes are a part of growth.
- Appreciate the child's uniqueness. All people are not the same and that is okay.
- Stimulate their independence by not pampering and help them develop a sense of interdependence.

Praise and Self-Esteem

Instead of evaluating... describe

1. Describe what you see.

- “I see a clean floor, a smooth bed, and books neatly lined up on the shelf.”

2. Describe what you feel.

- “It’s a pleasure to walk into this room!”

3. Sum up the child’s praiseworthy behavior with a word.

- “You sorted out your pencils, crayons, and pens, and put them in separate boxes. That’s what I call ORGANIZATION!”

To Encourage Autonomy

1. Let children make choices.
 - “Are you in the mood for your grey pants today, or your red pants?”
2. Show respect for a child's struggle.
 - “A jar can be hard to open. Sometimes it helps if you tap the side of the lid with a spoon.”
3. Don't ask too many questions.
 - “Glad to see you. Welcome home.”
4. Don't rush to answer questions.
 - “That's an interesting question. What do you think?”
5. Encourage children to use sources outside the home.
 - “Maybe the pet shop owner would have a suggestion.”
6. Don't take away hope.
 - So you're thinking of trying out for the play! That should be an experience.”

Problem Solving

Turning a Problem Situation into a Teaching Opportunity

- Step 1: Clearly define the problem and talk about the child's feelings and needs.
- Step 2: Brainstorm together to find a mutually agreeable solution.
 - What can I do about the problem?
 - Write down ideas
- Step 3: What will be the outcome depending on the choice I make?
 - Go over each solution
 - Develop a potential "likely" consequence that would occur based on the choice made
- Step 4: What is the best choice to make in this situation?
 - After defining the problem, generalize multiple solutions and consequences
 - Assess each solution and prioritize the list based on the information at hand
- Step 5: Go for it! Choose the best solution and put into action.
- Step 6: Have a back-up plan.
 - Sometimes good solutions don't work
 - Select a second option whenever possible – it may be needed

Instructions That Often DON'T Work

- Question Instructions – Framing a command as a question
 - Example: “Don’t you think you should start studying now?”
- Buried Instructions – Too much talking or explaining
 - Examples: “Sam, take out the trash. Yesterday you forgot and the dog got into it and made a mess of the floor which I had just finished cleaning and then I was late for work.”
- Chain Instructions – Putting together too many instructions
 - Examples: “Sandra, when you finish eating, I want you to go upstairs and clean your room, get the laundry out of the dryer and fold the clothes, dust the den and then come back and do the dishes.”
- Repeated Instructions – Repeating the same instruction over and over
 - Example: “James it’s time to go to bed, I said go to bed. Didn’t you hear me, go to bed now!”
- Vague Instructions – Commands that are not specific
 - Example: “Stop that!” “Behave yourself!” “Grow up!” “Be good!” “Act your age!”
- “Let’s” Instructions – Commands that begin with “Let’s...”
 - Example: “Let’s go clean up your room.”
- Distant Instructions – Instructions yelled from a distance
 - Example: While mom is downstairs doing the laundry, she calls up the stairs for Betty to bring her dirty clothes down to be washed.

Giving Effective Instructions that WORK

- Have your child's full attention
 - Make direct eye contact
 - Eliminate distractions such as television, phone, music, etc.
- Be direct and specific
 - "Michael, I want you to make your bed and clean up the clothes on your bedroom floor now."
- State the instruction clearly
 - "Vicky, I want you to sit down at your desk and complete your homework as soon as you are finished with your dinner."
- Limit instructions to one or two at a time
 - "It's time to brush your teeth and get in your pajamas."
- Be respectful
 - "Beth, please set the table for dinner."
- Respect your child's ongoing activities
 - "When this show is over, it's time for bed."
- Follow through with what you say
 - "I said that when you completed your chore we could go to the mall. You did a really nice job. Let's go to the mall."

Time-Out

A parenting tool that can be used when children are not following the rules

Step 1: Give a good instruction

Step 2: Followed by 10 seconds of silence

Step 3: If your child does not follow instructions within the 10 seconds, give a warning

“If you do not do ____, you will have to go to time-out.”

Step 4: Followed by 10 seconds of silence

Step 5: If your child still does not follow instructions within the 10 seconds, say:

“Since you did not do ____, you have to go to time-out now.”

Step 6: Your child should go to your identified time-out place and stay there for a set period of time

Important things to remember when administering a time-out to a child:

- Monitor your child or accompany him/her to time-out.
- Length of stay in time-out varies based on the age of your child.
- Remove any positive reinforcement from time-out area.
- Ignore your child while they are in time-out.
- No warnings given for rule violations.
- Be sure your child follows through with the original instructions once he/she has completed time-out.

Privilege Removal

A parenting tool that can be used when children are not following the rules

Step 1: Give a good instruction

Step 2: Follow with 10 seconds of silence

Step 3: If your child does not follow instructions within the 10 seconds, give a warning

“If you do not do ____, then ____ you will be taken away for ____ (period of time).”

Step 4: Follow with 10 seconds of silence

Step 5: If your child still does not follow instructions within the 10 seconds, say:

“Since you did not do ____, you have lost ____ privilege for ____ (period of time).”

Important things to remember with administering a privilege removal to a child:

- Small frequent punishment is more effective than the use of large infrequent punishment.
- Logical or natural consequences connect the behavior with the outcome.
- Stay calm.
- Be clear and direct.
- Don't back down once you have made your decision.
- Follow through with what you say.
- Don't lecture.
- When it's over, it's over.

Work Chores

Step 1: Give a good instruction

Step 2: Follow with 10 seconds of silence

Step 3: If your child does not follow instructions within the 10 seconds, give a warning

“If you do not do ____, then you will also have to do ____ (work chore).”

Step 4: Follow with 10 seconds of silence

Step 5: If your child still does not follow instructions within the 10 seconds, say:

“Since you did not do ____, you will now have to do ____ (work chore) and ____ (original instruction).”

Step 6: Once the child has completed the work chore, give the original instruction again. The child must complete the original instruction to complete the consequences.

Work Chores Side Note

Assigning a work chore is another parenting tool that can be used when dealing with difficult/noncompliant behavior. Unlike a privilege removal where something is taken away as a consequence for noncompliance, assigning a work chore means that the child has to do something as a consequence of his or her negative behavior. There are many different tasks that can be used for a work chore (age appropriate). The idea is to choose something that is not already part of their routine chores. The length of time to complete the chore should be relatively short (15-30 minutes). Once again, small frequent punishments are more effective than the use of large and infrequent punishment.

Natural and Logical Consequences

Natural consequences are the result that naturally occurs from a child's behavior without the parent doing anything. (Works for skipping breakfast but not running into the street.)

Logical consequences are the results when a parent provides to teach children what logically follows when they violate family rules or the needs of a situation. (When you color on a wall you have to clean it.)

Give the child a choice :

Either you put things away when you come home, or I will put them in storage in the basement. (Either-or)

OR

When you finish your homework, you may turn on the TV. (When-then).

Ask the child to help set the consequence.

Make sure the consequence really is logical.

Only give choices you can live with.

Keep your tone calm and firm.

Give the choice one time, then act

Expect testing.

Allow the child to try again after experiencing the consequences

When consequences are not working.. What then?

Have you considered the following?:

- ✓ Are you removing the privilege properly?
- ✓ Are you identifying privileges that are of value to the child?
- ✓ Are you ignoring the child's protests and not getting pulled into an argument with them?
- ✓ Are you being consistent in giving consequences for rule violations?
- ✓ Are you following through with the consequences given?
- ✓ Have you given the consequence enough time?

Situations For Rule-Making

Coming home at night
Preparing for dinner
Bedtime
Personal belongings
Personal space
Chores
Sharing
Address family outings
(behavior/dressing)
Homework

Telephone or computer use
Hygiene
Privacy
Putting toys away
Eating a meal
Fighting and wrestling with other
children
Sleeping habits
Use of household items
Spending money

Steps in Stating Rules

- Determine if the rule is necessary, realistic, enforceable, and one that you can be consistent in enforcing.
- Be brief and to the point when stating a limit.
- When possible, state the rule in positive terms, pointing out what behavior you want.
- Clearly refer to behavior, rather than a feeling, thought, or attitude.
- If possible, involve the child in recognizing the problem and making up a rule.
- Make a clear, calm statement of the rule.

Create your house rules!

Review it with the child(ren)

Both parent(s) and child(ren) sign at the end of the rules list

Base your relationship on mutual respect

- Do not humiliate, criticize, nag, belittle, remind excessively, yell, label name call, or intimidate.
- Do not do for the child what they can do for themselves.
- Do not allow the child to abuse you.
- Listen when they talk as you want them to listen when you talk.

10 Discipline DON'Ts

1. Yelling and screaming has zero effect on behavior. It teaches that it is okay for them to lose it too.
2. Offer empty threats. If your child knows you won't follow through, they won't take you seriously.
3. Undermine your partner. Openly disagreeing about discipline will confuse the child and erode your authority.
4. Fail to set rules. It is not fair to punish a child for playing ball in the house if you didn't tell them it was forbidden beforehand.
5. Bribe. Yeah, it works the first time. But eventually the child will expect a reward every single time you request their cooperation.
6. Argue about consequences. Your discipline methods are not up for discussion or negotiation.
7. Compare. When you say, "Why can't you be more like your sister?" the implication is that the child isn't fine the way they are.
8. Spank. Research shows that striking a child makes them more aggressive not better behaved.
9. Cave in to whining. Standing firm will make it less likely you'll hear that annoying voice next time the child wants something.
10. Set a bad example. Need to scold your child for fibbing? Fine. But don't let them catch you canceling plans due to your own phantom illness.

Communication Block	Parent's Intention	Why It's Disrespectful	Examples
Commanding	To control the situation and provide child with quick solutions	It says to the child, "You don't have the right to decide how to handle your own problems."	"What you should do is..." "Stop complaining."
Giving Advice	To influence the child with arguments or opinions	It says to the child, "You don't have the good sense to come up with your own solutions."	"I've got a good idea..." "Why don't you..."
Placating	To take away the child's pain; to make them feel better	It says to the child, " You don't have a right to your feelings; you can't handle discomfort."	"It isn't as bad as it seems." "Everything will be okay."
Interrogating	To get to the bottom of the problem and find out what the child did wrong	It says to the child, "You must have messed up somewhere."	"What did you do to him/her?"
Distracting	To protect the child from the problem by changing the subject	It says to the child, "I don't think you can stand the discomfort long enough to find a real solution."	"Let's not worry about that, let's..."

Communication Block	Parent's Intention	Why It's Disrespectful	Examples
Psychologizing	To help prevent future problems by analyzing the child's behavior and explaining his motives	It says to the child, "I know more about you than you know about yourself. Therefore, I'm superior to you."	"Do you know why you said that?" "You're just insecure."
Sarcasm	To show the child how wrong their attitudes or behavior are by making them feel ridiculous	It says to the child, "You are ridiculous."	"Well, I guess that's just about the end of the world."
Moralizing	To show the child the proper way to deal with the problem	It says to the child, "Don't you dare choose your own values."	"The right thing to do would be to..." "oh, how awful."
Know-It-All	To show the child that they have a resource for handling any problem; namely, the parent	It says to the child, "Since I know it all, you must know nothing."	"The solution is really very simple."



Listen Actively



Listen for your child's feelings



Connect feelings to content



Look for alternatives and evaluate consequences



Follow up on how they have done

Active Communication

Keep your talk to a minimum

Give your full attention

Acknowledge what you hear

Listen with empathy