Agenda

I. Introductions and Parenting Styles
II. Parenting and the Philosophy of Discipline
III. The Effective Teacher: Characteristics, Knowledge, & Skills
IV. Caregivers and Culture
V. Goals of Foster Parenting & Behavior Management
VI. Putting it All Together: Let’s Get Real

Learning Objectives

● Participants will develop sensitivity for every child’s needs and right to normalization, fundamental fairness, and respect.
● Participants will understand differences in parenting styles and that each style is associated with social and academic competence.
● Participants will identify their own parenting styles, and consider the strengths and liabilities of their parenting approach.
● Participants will understand that self-discipline is the desired result of all behavior management and that self-discipline is a process, influenced by developmental stages and environment.
● Participants will understand that three different approaches to behavior management are discipline, control, and punishment, know the definitions of each approach, and be sensitive to how each approach facilitates, limits, or prevents the child or youth from attaining self-discipline.
● Participants will develop an awareness of why they might engage in control or punishment to manage their child’s behavior and how to determine which approach they are using.
● Participants will understand that parents have the characteristics, knowledge and skills associated with effective teachers and will develop insight into their parenting approach by evaluating their own strengths and needs as effective teachers.
● Participants will understand their responsibility to learn about and respect a child’s or family’s cultural background and will learn cultural objectives that enhance the placement experience for the child, the child’s primary family, and the caregiver’s family.
● Participants will know four goals to consider when fostering children with challenging behaviors and be aware of misguided goals and beliefs that contribute to children’s misbehavior.
● Participants will understand how to guide children toward a more positive goal that meets their needs to belong in the family.
● Participants will understand how their own communication skills influence the child’s behavior and willingness to verbalize their feelings.
● Participants will be aware of strategies that teach children how to problem-solve and negotiate with others.
● Participants will understand the importance of facilitating positive encounters with their foster children to build attachment.
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>925-01-001</td>
<td>Understands how both positive and negative behaviors are ways for children to express their needs</td>
</tr>
<tr>
<td>925-01-002</td>
<td>Understands how past abuse, neglect, separation, and placement may affect children's behavior</td>
</tr>
<tr>
<td>925-01-003</td>
<td>Understands how children's behavior reflects the values and culture of their birth/primary families</td>
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<tr>
<td>925-01-004</td>
<td>Understands how parenting style affects children's behavior</td>
</tr>
<tr>
<td>925-01-008</td>
<td>Understands how problem behaviors, including habitual lying, stealing and hoarding food, fighting or destructive behavior, and fire setting, may be signs of emotional problems in children</td>
</tr>
<tr>
<td>925-01-009</td>
<td>Understands how challenging behavior may be a sign of normal adolescent development</td>
</tr>
<tr>
<td>925-01-011</td>
<td>Can avoid making assumptions about the meaning of the child’s behavior. Can find out the reasons for misbehavior</td>
</tr>
<tr>
<td>925-02-001</td>
<td>Understands the difference between control, punishment, and discipline; and when each should be used</td>
</tr>
<tr>
<td>925-02-003</td>
<td>Understands how the caregiver's relationship with the child can affect efforts to parent the child</td>
</tr>
<tr>
<td>925-02-004</td>
<td>Understands how his own upbringing affects his behavior management philosophies and practices</td>
</tr>
<tr>
<td>925-02-005</td>
<td>Knows partners/spouses may have different behavior management philosophies and practices and can negotiate those differences so the child experiences consistency</td>
</tr>
<tr>
<td>925-02-006</td>
<td>Knows common characteristics of four main parenting styles – authoritative, authoritarian, indulgent, and uninvolved; Understands why authoritative parenting has the best outcomes for children's behavior</td>
</tr>
<tr>
<td>925-02-008</td>
<td>Knows how to handle misbehavior in ways that build and strengthen attachment</td>
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<tr>
<td>925-02-013</td>
<td>Can follow directions of caseworker or counselor to help children with behavior problems in the caregiver home. Can report progress to the worker</td>
</tr>
<tr>
<td>925-03-001</td>
<td>Knows how to discipline children in ways that communicate respect</td>
</tr>
<tr>
<td>925-03-002</td>
<td>Knows appropriate methods of setting limits and redirecting children and adolescents when they misbehave that do not include physical/corporal punishment</td>
</tr>
<tr>
<td>925-03-004</td>
<td>Understands various methods of behavior modification; Knows how to use them in caregiving homes with children who have behavior problems</td>
</tr>
<tr>
<td>925-03-005</td>
<td>Knows how to use natural and logical consequences</td>
</tr>
<tr>
<td>925-03-007</td>
<td>Understands the need for the caregiver to prioritize which problem behavior to address immediately, which will be addressed later, and which can be ignored</td>
</tr>
<tr>
<td>925-03-009</td>
<td>Knows agency policy on physical restraint of children in care; Knows action to take when children are out of control</td>
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</table>
Welcome to:

*Discipline in Foster Care: Managing Our Behaviors to Manage Theirs*

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Getting Acquainted

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**AGENDA**

- Introductions and Parenting Styles
- Parenting and the Philosophy of Discipline
  - The Effective Teacher
- Caregivers and Culture
- Goals of Caregiving and Behavior Management
- Putting it All Together
Think about one or two behaviors that you struggle with as foster parents and write them on the appropriate flip chart.

Rights of Children
1. Principle of Normalization
2. Principle of Fairness
3. Principle of Respect

PARENTING STYLES
Parenting Styles take into consideration:
- Parental Responsiveness
- Parental Demandingness
- Parental Psychological Control

Parenting Styles are impacted by:
- Parent's mood
- Child's temperament
- Multiple issues of child
- Lack of attachment
- Cultural differences
Discipline in Foster Care

Parenting Styles Graph

Indulgent Parenting       Authoritative Parenting

Uninvolved Parenting     Authoritarian Parenting

Time Out for Transfer of Learning

1. Look at the list of how your parents responded to your behavior.
2. Discuss what your parents’ primary parenting style was.
3. How would you describe your own parenting style?

DISCIPLINE
• Activities and techniques that help the child grow into a self-directing individual

CONTROL
• Can be positive (when paired with discipline)
• or negative (when paired with punishment)

PUNISHMENT
• Generally conveys revenge or retaliation rather than direction
### Discipline vs. Punishment

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Punishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teaches alternatives</td>
<td>Teaches what not to do</td>
</tr>
<tr>
<td>2. Edifies</td>
<td>Hurts</td>
</tr>
<tr>
<td>3. Takes place over time</td>
<td>Takes place only after event</td>
</tr>
<tr>
<td>4. Teaches new behavior</td>
<td>Vents anger/inflicts pain</td>
</tr>
<tr>
<td>5. Facilitates inner control</td>
<td>Relies on external controls</td>
</tr>
<tr>
<td>6. Promotes general learning</td>
<td>Relates to specific event</td>
</tr>
<tr>
<td>7. Strengthens relationship</td>
<td>Hurts relationship</td>
</tr>
</tbody>
</table>

### Consequences vs. Punishment

<table>
<thead>
<tr>
<th>Consequences</th>
<th>Punishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Based on respect</td>
<td>Can be dehumanizing</td>
</tr>
<tr>
<td>2. Fits behavior</td>
<td>May not relate to behavior</td>
</tr>
<tr>
<td>3. Results from bad choices</td>
<td>Conveys “bad kid”</td>
</tr>
<tr>
<td>4. Deals with present</td>
<td>Can reflect past anger</td>
</tr>
<tr>
<td>5. Is firm, constructive</td>
<td>Harsh, destructive</td>
</tr>
<tr>
<td>6. Allows child choices</td>
<td>Executed by caregiver</td>
</tr>
</tbody>
</table>

### Your Question

Knowing the limitations of control and the negative aspects of punishment, why would we stay in control or resort to punishment to manage behavior?
Activity Handout #1

FOUR CRITICAL QUESTIONS

1. Is the strategy developmentally appropriate?
2. Does it maintain and/or potentially enhance the parent/child relationship for the long term?
3. Does it enhance self-esteem and self-capacity?
4. It is effective for the long term and can the child/youth generalize it to other situations?

Characteristics of Effective Teachers/Caregivers

- Self-insight
- Self-acceptance
- Love and Acceptance of Children
- Understanding of Children’s Behavior
- Curiosity and Willingness to Learn
- Patience with Self and Others
- Flexibility
- Humor
- Role Models
- Collaboration

Skills and Knowledge of Effective Teachers/Caregivers

- Establish Routines
- Establish and Enforce Limits
- Diffuse Crises
- Consistent Expectations
- Assess Incidents of Concern
- Consider Behavior in Broad Contexts
Skills and Knowledge of Effective Teachers/Caregivers (cont.)

- Choose Battles
- Develop Communication Skills
- Respectfully Confront Others
- Flexibility
- Team Players
- Communicate Honestly and Sensitively
- Provide Safety, Security, and Supervision

Personal Parenting Inventory

Identify your parenting style and strongest areas

Consider how to develop areas you identified as needing improvement

OBJECTIVES WHEN GATHERING CHILD'S CULTURAL INFORMATION

- Assess Accuracy
- Be Objective
- Avoid Assumptions
- Allow for Differences
- Interpret Cultural Traits Accurately
**Cultural Competence**

- Affirm the value of the individual
- Encourage respect for differences
- Promote critical thinking

**Cultural Competence (cont.)**

- Reject racial and ethno-cultural stereotyping
- Address own discomfort with challenging racism
- Use local resources
- Seek to understand child as individual

**Two questions for you...**

1. How have you experienced or observed cultural differences in regard to behaviors of your foster children?
2. How have you handled those differences within your home and between families?
**Four Goals of Fostering Children with Challenging Behaviors**

1. Contain the acting-out behavior
2. Increase the child’s verbalization of his “mental blueprint”
3. Foster child’s ability to negotiate.
4. Promote positive encounters to build attachment.

**GOAL ONE**

**Contain the acting-out behavior**

Caregivers must understand the “why” of the behavior

**Four Misguided Goals of Children**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Faulty Belief</th>
<th>How Parent Feels</th>
<th>Positive Belief</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention</td>
<td>I belong by being noticed</td>
<td>Irritated, bothered, annoyed</td>
<td>Involvement</td>
</tr>
</tbody>
</table>
**Four Misguided Goals of Children**

### Power

<table>
<thead>
<tr>
<th>Goal</th>
<th>Faulty Belief</th>
<th>How Parent Feels</th>
<th>Positive Belief</th>
</tr>
</thead>
<tbody>
<tr>
<td>Power</td>
<td>I belong by being the boss</td>
<td>Rageful, angry, threatened</td>
<td>Independence</td>
</tr>
</tbody>
</table>

### Revenge

<table>
<thead>
<tr>
<th>Goal</th>
<th>Faulty Belief</th>
<th>How Parent Feels</th>
<th>Positive Belief</th>
</tr>
</thead>
<tbody>
<tr>
<td>Power</td>
<td>I belong by hurting others like I've been</td>
<td>Angry, violated, extremely hurt</td>
<td>Fairness</td>
</tr>
</tbody>
</table>

### Display of Inadequacy

<table>
<thead>
<tr>
<th>Goal</th>
<th>Faulty Belief</th>
<th>How Parent Feels</th>
<th>Positive Belief</th>
</tr>
</thead>
<tbody>
<tr>
<td>Display of Inadequacy</td>
<td>I belong by being helpless</td>
<td>Hopeless, discouraged, like giving up</td>
<td>Competency</td>
</tr>
</tbody>
</table>
Four Misguided Goals of Children

What misguided goals are represented by the children’s behaviors?

Goal 2

Increase the child’s verbalization of his “mental blueprint”

Provides opportunity to ease pain, reduce anger, and embrace the positive

Increase Verbalization Through Effective Communication

Listen for feelings  Look for feelings

Use open-ended questions  Communicate respect
Your 15-year-old foster child has just returned from spending time with his family and is visibly upset. He slammed the door behind him when he came in, threw his coat on the floor, and is sitting in a chair looking miserable.

Practice reflective listening, "I" messages, and open-ended questions.

Now it is your turn...

Your 11-year-old foster daughter just hit your 10-year-old birth child on the arm and called him a liar because your child accused her of cheating while playing a game.

Practice reflective listening, "I" messages and open-ended questions.

Now switch

GOAL THREE

Fostering the child’s ability to negotiate with others to meet his needs.

Need to re-learn “give and take”
WHO OWNS THIS PROBLEM?

- Are my rights disrespected?
- Could anyone get hurt?
- Are someone's belongings threatened?
- Is the child too young to be responsible for this problem?

✓ A yes answer to any question means caregivers own the problem.
✓ A no answer to every question means child/youth owns the problem.

SCENARIO 1:
The Rodriguez family just sat down for dinner together. Robert, their 9yo foster son pushes his plate away, looks at his foster mom, and asks, "Do you think I'm going to eat this junk?"

SCENARIO 2:
Mr. Johnson gets a call from a teacher to inform him that his 16yo foster son has just threatened another student and shoved him into a way.

SCENARIO 3:
Mrs. Clements observes two of her foster children, ages 9 and 11, arguing in the front yard over what game to play.

Five Steps of Negotiation

1. Understand the problem.
2. Brainstorm alternatives/ideas
3. Discuss ideas.
4. Choose an idea
5. Use an idea
**The Family Meeting**

Plan family fun
Meet regularly
Follow through with plans
Have an agenda
Limit complaints
Let everyone participate
Take turns
Celebrate the family

**GOAL FOUR**

Promote positive encounters to increase attachment

How children respond to discipline is influenced by the quality of the attachment

**Arousal/Relaxation Cycle**

- Child expresses need → Arousal
- Caregiver meets need → Security/Attachment
- Child relaxes → Arousal

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Unconditional Love

"To love your child unconditionally is to determine that no matter what, you will always seek his highest good, not your own.”

Jan Silvious

Used with author's permission

Let's Get Real

Putting It All Together:
Let's Get Real

Step One: Refer to the list of behaviors created at the beginning of the workshop. Which ones do you want to work on?

Step Two: In your small group, think of an actual situation involving their foster child and share with the group.

Step Three: As a group, work together using concepts and strategies from the training to address the behavior.

Step Four: Record your plan on a flip chart. Use the Intervention Guide handout to assist your plan.

Action Planning and Evaluation
PRINCIPLES OF CARE FOR CHILDREN IN FOSTER CARE

1) **Principle of Normalization**

This principle is to let the foster child establish a life as close to normal as possible. This principle demands understanding the similarities and differences among various groups in society. The foster caregiver must base decisions on knowledge of the individual child’s growth and development, needs, desires, strengths and disabilities.

2) **Principle of Fairness**

This refers to fundamental fairness – “Is the strategy I’ve selected to change this child’s behavior fair to the child as an individual?” Behavior management strategies should be well thought out and designed to move the child toward success. Without planning, the foster parent may inadvertently prevent the child from finding success. For example, a child who has difficulty interacting socially may be told he can’t attend a sporting practice. This eliminated an opportunity for the child to learn and practice new social skills and as such, may be unfair. Other examples of unfairness might include:

- Inconsistent caregiver responses to the child’s behavior
- Withdrawal of effort to help child
- Avoiding problem behaviors for our own interests
- Jumping to an intervention to meet adult needs
- Hidden agendas – (e.g., behavior management decisions based on child’s “foster child” status as opposed to birth child status.)

3) **Principle of Respect**

The principle of respect is one’s right to be treated as a human being and not as an animal, statistic, or label. Some commonly used interventions do, in fact, violate this right. Some examples include:

- Demeaning punishment – any physical consequences are code violations
- Psychological punishment (sarcasm, embarrassment, name-calling)
- Deprivation - denying a child normal opportunities for success
- Segregation – prohibiting the child from interaction with others because he is a foster child. (e.g., excusing the child to his room during a family gathering)
- Isolation (inconsistent, long-term use of time-out)
- Medication (capricious use of symptom-control medications)
- Use of restraining devices (strapping the child to a bed or chair, taping her mouth shut, etc.)

Adapted from Foster Care Core 914 (1999). OCWTP.
CHILDREN'S RIGHTS
OHIO ADMINISTRATIVE CODE 5101:2-5-35

(1) The right to enjoy freedom of thought, conscience, and religion

(2) The right to reasonable enjoyment of privacy

(3) The right to have his or her opinions heard and be included, to the greatest extent possible, when any decisions are being made affecting his life

(4) The right to receive appropriate and reasonable adult guidance, support, and supervision

(5) The right to be free from physical abuse and inhumane treatment

(6) The right to be protected from all forms of sexual exploitation

(7) The right to receive adequate and appropriate medical care

(8) The right to receive adequate and appropriate food, clothing, and housing

(9) The right to his own money and personal property in accordance with the child's service or case plan

(10) The right to live in clean, safe surroundings

(11) The right to participate in an appropriate educational program

(12) The right to communicate with family, friends and "significant others" from whom he is living apart, in accordance with the child's service or case plan

(13) The right to be taught to fulfill appropriate responsibilities to himself and to others
**Parenting Style Examples**

**Samantha, Robert, and Sarah**

**The issue** – *Samantha*, age nine, has a kitten she is responsible to care for. Recently, she has forgotten to feed the kitten a few times, and has failed to clean the litter.

**The response** – *Parent #1* decides the kitten should become an outside cat.

  *Parent #2* discusses the importance of pet care with Samantha, then helps her make a reminder chart to mark twice a day for feeding the kitten and twice a week for cleaning the litter.

  *Parent #3* tells Samantha she had an opportunity to be responsible but chose not to be. They take the kitten to the humane society.

  *Parent #4* tells Samantha not to worry, they will take responsibility to care for the kitten; Samantha can just enjoy playing with it.

**The issue** – *Robert*, age 17, is a junior in high school, and is beginning to think about what college to attend after graduation. He has chosen seven potential campuses based partly on his guidance counselor’s recommendation and partly on where he thinks his best friends might go. He tells his parents about his thoughts and expresses a desire to tour each campus.
The response - Parent #1 suggests that Robert should gather information about each college on-line. Then they will review his results together and discuss which schools might be possibilities, narrowing the choices to the top three.

Parent #2 tells Robert it’s too early to think about college, and advises him to talk with the guidance counselor again in his senior year to choose a school.

Parent #3 begins making plans with Robert to visit as many of the schools as they can before he graduates.

Parent #4 tells Robert that they will be happy to visit several schools with him, however, since they will be contributing to tuition costs, they will choose which one he attends.

The issue – Sarah, age three years, six months, grabs toys from her baby sister, Ann, whenever she wants what Ann has.

The response – Parent #1 picks Ann up and comforts her until she quiets down.

Parent #2 immediately takes the toy from Sarah, returns it to Ann, and gives Sarah a 10 minute time-out.

Parent #3 firmly tells Sarah that it is not acceptable to grab toys and upset her sister. They coach Sarah to offer other toys to Ann until Ann “trades” the new toy for the one Sarah wants.

Parent #4 says to Sarah “Why did you do that? Now you’ve upset your sister.”
Diana Baumrind, 1991, referred to the broad range of parenting activities that parents engage in as parenting style. Her definitions are meant to describe normal differences in parenting. Assume that the primary role of parents is to teach, socialize, influence, and control their children. Parenting style takes into consideration parental responsiveness, parental demandingness, and parental psychological control. Parental responsiveness refers to the parents’ ability to foster individuality, self-control, and self-assertion by being attuned, supportive, and willing to yield to children’s special needs and demands. High responsiveness predicts social competence. Parental demandingness refers to how parents integrate their children into the family unity through the use of supervision and discipline. Demandingness is associated with academic performance and behavioral control. Parental psychological control refers to control efforts intended to intrude into the psychological and emotional development of the child. Examples would be inducing guilt or shame to control the child.

The four styles of parenting are: authoritative, authoritarian, indulgent and uninvolved.

1. **Authoritative parents** set clear standards, are assertive without being intrusive, use discipline rather than punishment, and encourage independence and individuality. They are demanding and responsive and low in psychological control. Their children are typically academically and socially competent, and not problematic behaviorally.

2. **Authoritarian parents** set high standards, have structured environments, and value conformity and obedience. They’re highly demanding and directive, are high in psychological control but low in responsiveness. Their children do moderately well in school and are not problematic behaviorally, however, they have poorer social skills, lower self-esteem, and may lack curiosity and creativity.

3. **Indulgent parents** allow children to regulate their own decisions and avoid confronting their children. They’re reluctant to assert authority or establish expectations. They’re more responsive than demanding. Their children perform less well academically and present more problematic behaviors in terms of maturity, impulse control, and rebellion. They have better social skills and higher self-esteem but are likely to be underachievers and dependent on adults.

4. **Uninvolved parents** are low in responsiveness and demandingness and can be rejecting and neglectful. Their parenting mostly falls within the normal range and may be uninvolved due to personal problems. Their children perform most poorly in all domains.
## Parenting Styles Graph

<table>
<thead>
<tr>
<th>Indulgent Parenting</th>
<th>Authoritative Parenting</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lenient, avoids confrontation</td>
<td>• Set standards</td>
</tr>
<tr>
<td>• Children regulate their own behaviors</td>
<td>• Assertive</td>
</tr>
<tr>
<td>• Reluctant to assert authority and provide expectations</td>
<td>• Support and discipline</td>
</tr>
<tr>
<td>• More responsive than demanding</td>
<td>• Demanding and responsive</td>
</tr>
<tr>
<td>• Child outcomes: do less well academically, behaviorally immature, impulsive, underachievers, better self-esteem and social skills</td>
<td>• Low psychological control</td>
</tr>
<tr>
<td></td>
<td>• Best child outcomes: academically, socially and behaviorally</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Uninvolved Parenting</th>
<th>Authoritarian Parenting</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Most fall within normal range of parenting</td>
<td>• High standards and structure</td>
</tr>
<tr>
<td>• Some are rejecting and neglectful</td>
<td>• Value conformity and obedience</td>
</tr>
<tr>
<td>• Preoccupied with personal issues</td>
<td>• Directive and demanding</td>
</tr>
<tr>
<td>• Low in responsiveness and demandingness</td>
<td>• High in psychological control</td>
</tr>
<tr>
<td>• Poorest child outcomes; academically, socially, and behaviorally</td>
<td>• Low in responsiveness</td>
</tr>
<tr>
<td></td>
<td>• Child outcomes: do moderately well academically, have few behavior problems, low in creativity, social skills and self-esteem</td>
</tr>
</tbody>
</table>

### Highly Responsive

**Adapted from resource papers:** *The Four Parenting Styles, & Parenting Styles and its Correlates.*
Discipline can be defined as activities and techniques for helping the child grow into a self-directing individual. (*Parenting Plus Curriculum*, CWLA.) Discipline is a process that shows respect for the parent and child and communicates the expectation of cooperation while offering choices and consequences. Consequences are the result of the child’s choice and can be natural, logical, or artificial.

Control can be positive or negative. When control is combined with punishment, it results in a negative situation for the child. Control in combination with discipline creates a more positive situation for the child. Control may be necessary at times to maintain safety, but overuse inhibits the development of self-control and self-worth.

Punishment – Webster defines punishment as: “(1) causing to undergo pain, loss, or suffering for a crime or wrongdoing; (2) to impose a penalty on a wrongdoer for an offense; (3) to treat harshly or injuriously.” Punishment generally conveys revenge or retaliation rather than correction.

Adapted from *Foster Care Core 914* (1999). OCWTP.
Discipline vs. Punishment; Consequences vs. Punishment

Discipline vs. Punishment

- Discipline teaches what to do; punishment only teaches what not to do.
- Discipline enlightens the child; punishment hurts.
- Discipline can happen before, during, or after an event; punishment occurs only after an event.
- Discipline respects the child and the parent, and acknowledges the child’s capabilities. Punishment denies a child can change, or inhibits motivation and opportunity to make better choices.
- Discipline teaches new behavior; punishment causes pain, often in an attempt to vent frustration or anger.
- Discipline develops internal controls; punishment relies on external controls.
- Discipline can lead to a generalized learning pattern; punishment usually relates to a specific event.
- Discipline can strengthen relationships; punishment usually causes relationships to deteriorate.
Consequences vs. Punishment

- Consequences maintain respect for the caregiver and the child.
- Consequences fit the misbehavior; punishment may or may not relate to the behavior.
- Consequences result from bad choices; punishment infers “bad kids.”
- Consequences deal with the present; punishment can be rooted in past anger over behavior.
- Consequences are firm and constructive; punishment can be harsh and destructive.
- Consequences allow for choices; punishment usually offers no options.

Adapted from STEP: Systemic Training for Effective Parenting: The Parents Handbook.
Four Critical Questions

1. Is the strategy developmentally appropriate?

Strategies used should coincide with the child’s developmental stage and capacity. Children entering care often lag behind in development. Caregivers should evaluate their child’s developmental status and choose strategies consistent with it rather than relying solely on the child’s age.

2. Does it maintain or potentially enhance the parent-child relationship for the long term?

Discipline strategies, even though they are at times unpleasant, teach children new behaviors and skills and maintain the dignity of the child and the caregiver, thus protecting the relationship.

3. Does it enhance self-esteem and self-capacity?

Effective, sensitive discipline inherently communicates to the child the caregiver’s belief that the child is worthy of care and capable of growth.

4. Is it effective for the long term and can the child generalize it to other situations?

Thoughtful discipline is not simply situation specific. Whenever possible, strategies employed should reflect principles that the child can apply to various circumstances and situations for effective living.

Adapted from Parenting Plus Curriculum, CWLA.
Characteristics of Effective Teachers and Caregivers

- **Self-Insight**

  Caregivers know they want to work with youth in out-of-home care. They understand why they engage in a commitment that changes their previous life-style.

- **Self-Acceptance, Self-Appraisal, and Realistic Self-Confidence**

  Caregivers accept themselves as they are but seek to improve themselves. They are realistically confident in themselves and their capability to be effective but are not so over-confident of their abilities as to be naive; they do not have an “I can do anything” attitude. They can make honest and forthright statements concerning their strengths and needs without excuses.

- **Love and Acceptance of Children**

  Caregivers love and are able to demonstrate their love for children. They understand that love and compliance are not identical. Sometimes love is demonstrated through discipline. They accept children as worthwhile human beings even though they must at times reject a child’s behavior. They are capable of accepting, without reservation, individuals who are different from themselves – whether these individuals are short or tall, male or female, black, white, brown, red or yellow, rotund or slim, deformed or normal, intelligent or developmentally delayed, or conforming, deviant, or radical.

- **An Understanding of Children’s Behavior**

  Caregivers not only understand human behavior on a cognitive level, but are also able to empathize with children who manifest deviancy. They continually seek insight and understanding into such a child’s behavior.
• **Curiosity and Willingness to Learn**

  Caregivers have a bit of the child in their adult person. Like children, they are curious about their environment and enthusiastically explore it. They enjoy learning.

• **Patience with Self and Others**

  Caregivers realize that they are imperfect and that they make mistakes. They also recognize this quality in others. They realize that learning is a slow, complex process for many individuals. However, they continually strive to attain learning goals for themselves and the youth in their care.

• **Flexibility**

  Caregivers are flexible. They know when to change interventions for the benefit of the child in their care in order to attain a broader objective.

• **Humor**

  Caregivers have a well-developed sense of humor. They are capable of laughing at themselves and with the youth/child in their care. They never laugh at the youth.

• **Role Models**

  Caregivers know and understand that being a role model is primary to being a good teacher. They model self-discipline and control.

• **Collaborative Artists**

  Caregivers know they cannot develop the child alone. They seek other professional help, network where possible, and work diligently to develop partnerships with others.

(Adapted from Walker & Shea, 1995)
Skills and Knowledge of Effective Teachers and Caregivers

1. Caregivers establish routines in the daily lives of those living in their homes.

2. Caregivers establish and enforce behavioral limits. They accomplish this difficult task without personal emotional involvement.

3. Caregivers do not permit emotionally charged situations to get out of control. They get involved in conflicts and cause them to end with fairness and respect to all involved.

4. Caregivers are consistent. Youth are confused when a caregiver condones a specific behavior on one day and then accepts it on another.

5. Caregivers personally investigate an incident before acting rather than taking the action for face value. They confer openly and honestly before taking action.

6. Caregivers consider the context of the behavior. They analyze all of the factors that may have influenced the child’s behavior. These factors may include: family or cultural expectations for children’s role in the family, family or cultural expectations regarding the behavior of children, stresses the child has recently experienced, secondary gains of the behavior, emotional conflicts, etc.

7. Caregivers ignore certain behaviors. Many “unacceptable” behaviors children manifest are normal, age-appropriate behaviors. Some behaviors are simply not of significant potential impact to require a caregiver response. Effective caregivers are selective in responding to and ignoring behaviors.
8. Caregivers communicate verbally and non-verbally with the children in their care. They talk with children, not at them. They understand that many of the concepts they consider to be universal knowledge are mysteries to many children in out-of-home care. They are tuned into the language and actions of contemporary children and youth.

9. Caregivers learn to avoid personal confrontations with children when it is unhealthy for them emotionally. However, they confront an individual or group when necessary for the benefit of that person or family group.

10. Caregivers learn to change activities and plans for the good of the individual and the family group. Caregivers are not so committed to routine that they miss the needs of the individuals or the family group.

11. Caregivers work both independently and as team members by communicating with other professionals and agency staff. They hold themselves accountable for their actions or lack of action. They know they cannot succeed in isolation.

12. Caregivers make direct appeal to a child when the child’s actions are confusing and discomforting to them personally. Frequently, a direct appeal to a child’s basic humanness and common sense will solve behavior problems as quickly and effectively as sophisticated behavior-management interventions.

13. Caregivers provide each child in the home supervision with security. Effective caregivers communicate with children that they will be provided needed security from physical and psychological harm while under the caregivers’ care.

(Adapted from Walker & Shea, 1996)
Personal Parenting Inventory

1) My primary parenting style is…

2) My strongest teacher/caregiver characteristics are…

3) My strongest areas of skill and knowledge are…

4) Teacher/caregiver characteristics I’d like to improve/develop are …

5) Areas of skill and knowledge I’d like to improve/develop are…
Cultural Objectives for Caregivers

To be culturally competent, caregivers need accurate and relevant information about the culture. They should be familiar with the characteristics and traits of the general culture and the meaning of those characteristics and traits. Caregivers must also be aware, however, of the variations of traits and characteristics within a culture in order to have a real understanding of the families and children they work with. To be sure that information is culturally descriptive and relevant, caregivers must commit themselves to the following:

- Assess the accuracy of the information gathered. Does it represent the majority of group members and come from multiple, varied sources?
- Accept the positive and negative attributes of all cultures.
- Avoid assuming that a group trait or characteristic necessarily applies to an individual member of the group.
- Allow for differences based on a degree of cultural assimilation, generational differences, and variations in family history and background.
- Understand the meaning and intent of traits, behaviors, and communication style associated with a culture before responding to it.

Caregivers who acquire accurate and relevant cultural information will be better equipped to practice the following cultural objectives:

- Affirm the child’s value and heritage.
- Model respect for differences in culture, race, and religion.
- Understand and help others to think about and understand the causes of racism.
- Avoid racial and cultural stereotyping.
- Address personal discomfort and possible conflict caused by challenging racism.
- Use community resources and opportunities for self-enrichment and to affirm cultural identity of the youth.
- Understand the child’s behavior in the context of culture, and respect him as a unique human being.
Four Goals for Fostering Children With Challenging Behavior

1. Contain acting-out behavior that undermines the stability of placement.

2. Help the child verbalize his underlying mental blueprint of the world, caregivers, and himself.

3. Foster the child’s ability to negotiate with others to meet his needs.

4. Promote positive encounters that increase attachment in the foster family.

Adapted from Troubled Transplants.
# Four Misguided Goals of Children

adapted from *STEP: Systematic Training for Effective Parenting, The Parents’ Handbook*

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<tr>
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<th>How Parent Feels</th>
<th>Positive Belief</th>
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| **Attention**       | I belong by being noticed and gaining attention for negative or positive reasons. | Irritated, bothered, annoyed | Involvement: I belong by being a part of things. I want to learn how to contribute. | - Ignore misbehavior.  
- Be cautious about giving attention on demand.  
- Be generous with attention when child isn’t demanding it.  
- Be intentional about involving the child in family activities and projects.  
- Use this time to teach and model cooperation. |
| **Power**           | I am significant and belong when I’m the boss. I will get and do what I want.   | Enraged, angry, threatened | Independence: I want to be independent. I need choices that offer me the chance to make responsible decisions. | - Parents must select battles carefully and only engage in those that must and can be won.  
- Give choices to child that parent and child can live with. |
| **Revenge**         | I’m unlovable and unworthy of being cared for. Others should hurt the way I do. | Angry, violated, extremely hurt | Fairness: I want things to be equitable so that I’m motivated to cooperate. | - Be patient and avoid personalizing the behavior.  
- Seek ways for the child to experience success.  
- Guide and teach the child how to interact and share with others.  
- Model equality and respect in your relationship with the child and others. |
| **Display of Inadequacy** | I belong in the family because I can’t do things. | Hopeless, discouraged, like giving up | Being Competent: I need time to think for myself. I want to learn to trust myself and succeed. | - Teach, don’t criticize.  
- Teach and model perseverance.  
- Recognize and focus on child’s strengths.  
- Reinforce any efforts for self-improvement.  
- Encourage the child to discuss worries and problems. |
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**Influence Techniques**

**Proximity Control:** Moving within visual, hearing or “reaching” range of the child or children in order to be nearby as a controlling factor.

**Touch Control:** Is one step closer to the child. It involves conveying proximity by actual hand or body contact.

**Interest Relationship:** An attempt to involve child and caregiver in a joint activity or conversation which absorbs them both and is of special interest to the child. It is used when absorption in a special interest and joint experience with the caregiver/parent can direct the child towards new and appropriate activities in place of the anticipated or ongoing inappropriate activities. You don’t need to convey what you think is going to happen --- just engage in activities that may serve as a distraction to an anticipated problem.

**Humor:** Introduce humor to help the child to relax and to influence the child to see things from a less intense perspective. Humor should never make fun of the child, or of other children around the child.

**“Hypodermic” Affection:** Give special support and affection to convey to the child, “I care for you in spite of your feelings,” to raise the child’s feelings of self-worth. This technique is particularly helpful when a child is provocative due to sudden anxiety.

**Hurdle Help:** To help the child through a situation that he would not normally be able to handle by himself; to help him succeed and keep working on a positive goal.

**Restructuring:** To re-arrange the situation of a child or group in a way that will effect a change in behavior and, therefore, influence the
situation. Changes could be in areas of surroundings, activities, arrangements or time sequence.

**Environmental “Props”:** To create an environmental condition which will help influence behavior. This could include the use of space, equipment and furniture to provide stimulation or protection.

**Appeal to Rules:** To remind the child of existing rules and reaffirm his understanding. It is helpful to remind and clarify rules with children who easily forget or will respond to the reminder.

**Heighten Anxiety:** To stress the implications of the behavior for the child and others, remind him of the consequences. This should be a sharing of the information rather than a direct warning.

**Appeal to Honor:** To appeal to the child’s self-esteem or his sense of reputation.

**Appeal to Family Group:** To appeal to the child’s identification with the family group of peers; to help the child identify with his understanding of what fairness means to the group.

**Teaching of behavior:** To demonstrate the ways a behavior can be carried out. This technique can be used to teach a child what you or the group expects in finishing a task such as cleaning the bathroom; or how to maintain eye contact with friends, or shaking hands. Some behavior needs to be taught.

**Promise:** To promise an event or reward beyond the result of the desired behavior. This is useful when a child will very likely lose an activity or experience that is beneficial beyond earning the privilege. The promise can also be used to reduce anxiety to improve performance with a child who will treat the promise in a reciprocal fashion.

**Time Out:** To separate the child from the immediate ongoing peer association and/or events. Maintain contact with a caring adult and keep communication open.

Adapted from Foster Care Core 914 (1999).
Increasing Verbalization Through Effective Communication

1. **Listen** for feelings
   - Be close to the child, at his level, and look at him.
   - Give him your full attention to communicate your desire to hear him.
   - Listen for feelings and the reason for his feelings.
   - Clarify what you think you heard him say about his feelings (reflective listening).
     - Use the words “you feel” before the feeling and “because” to tell the reason.
     - The goal of reflective listening is to let the child know that you hear, understand, and accept his feelings.

2. **Look** for feelings
   - Be aware of the child’s body language, facial expression, posture, and gestures.

3. **Communicate** respect
   - Use “I” messages more than “you” messages.
   - “You” messages tend to focus on the child and can be blaming. They lower self-esteem and interfere with or stop communication.
   - “I” messages focus on you and let the child know what his actions mean to you. They demonstrate self-respect, respect for the child, and communicate that cooperation is expected, especially when the message is followed by a choice.

4. **Use** open-ended questions to explore alternatives
   - Open-ended questions start with “how, who, what, when, where, which, explain, or tell.” They encourage the child to respond with more than one or two word answers.

Adapted from **STEP: Systemic Training for Effective Parenting: The Parents Handbook.**
Discipline in Foster Care: Managing Our Behaviors to Manage Theirs


Encouraging Verbalization of Child's Feelings: Self-Assessment

1. **Do you tell children clearly what you expect?** Too often caregivers assume a child is aware of what the caregiver wants, when in fact the child is not clear. Be clear and direct in stating your expectations.

2. **Do you redirect?** It's not enough simply to tell children what they can't do. They also need to know what they can do. You might say, for example, “The chair is not for jumping on, but you may jump on the floor.” This kind of redirection is helpful to children, who often can’t think of appropriate alternatives fast enough themselves.

3. **Do you show positive expectations?** The way caregivers talk to children can influence their behavior. Negative statements such as “You’ll always be such a slob,” “I can never count on you to get things done,” “You’ll never learn,” “You were going to forget to set the table, weren’t you?” or “Why can’t you ever listen?” show a child that the parent doubts his abilities. When caregivers use encouraging phrases, they show confidence that children can live up to positive expectations today. “The dishes need to be dried now.”

4. **Do you give warnings?** Warn children of the effect their behavior could have. For example, you might say, “Right now I am still feeling pleasant, but if this keeps up, in a few minutes you’ll have an angry person to deal with.” Very often this kind of warning will get the child to stop her inappropriate behavior. She will realize that she doesn’t want to be confronted with an angry parent.

5. **Do you stay simple?** When possible, use only a gesture or a short, pointed comment to let the child know a behavior is unacceptable. Sometimes a stern glance or a brief “Cut it out” is all that is necessary.

6. **Are you clear and empathic?** When you are not prepared to argue a point, take a direct, matter-of-fact approach: “You must wear your winter jacket this morning. There is no choice in this matter.”

7. **Do you use the words, “as soon as.”**? Beginning a request with these words will make your expectations clear: “As soon as you put your toys away, you ...”

8. **Do you use humor?** When caregivers are up to it, humor can be a wonderful aid in solving conflicts.

9. **Do you turn the problem into a game?** A game-like approach, on the child’s level, can often help out. For example, if a child is resisting putting his pajamas on, his parent can say, “I’ll close my eyes and spin around three times, and then you’ll have your pajamas on.” Using this method is often much more effective that getting angry.
10. **Have you tried writing a note to the child?** Sometimes writing older children a brief note, instead of making a verbal request, makes it easier to comply:

   Dear Amy,
   You said you’d have all the dishes put away before the company arrives. They’ll be here in one hour. I’m counting on you.
   Love,

11. **Do you use joint problem-solving?** Parents can look at a discipline issue as a problem to solve. This may mean waiting until everyone has calmed down a bit. Then parents and children can work together at problem solving. Children can be encouraged to consider alternatives, and often they will come up with excellent and original ideas. Parents, too, may offer suggestions and then together the parents and children can agree on a solution.

12. **Do you say “You wish…”?** The “you wish” statement allows a child in fantasy what she can’t be allowed in reality. For example, a caregiver might say, “You wish you were grown up and could go to bed later. But now it’s really your bedtime.” Understanding the child’s wishes and helping express them may relieve her feelings, making it easier for her to accept the reality.

13. **Do you let children air their feelings?** Children need this kind of release before they can be expected to help resolve an issue or accept a parent’s decision.

14. **Are you flexible?** As children get older they need a little more freedom and flexibility: “Bedtime between eight and eight-thirty, programs if you’d like.”

15. **Do you offer choices instead of threats?** Threats are like dares: they egg children on. When a caregiver tells a child, “If you throw the ball in the house once more, I’ll...,” the child may very likely find it hard to resist the threat. An effective choice, on the other hand, is clear-cut.

16. **Are you firm but kind?** When you need to enforce a rule, use these guidelines:

   - State the rule and give the reason for it: “Walls are not for writing on. Clean walls make our home look nice.”

   - Stop the inappropriate activity and, whenever possible, offer a substitute activity: “Here is a piece of paper – you may write on this.”

   - Be prepared to repeat the limit, even several times. Children can’t be expected to jump on command. And don’t be surprised if the child scribbles a few more times as you are on the way over to stop him.

   - Be decisive, not wishy-washy. Don’t say, “Since you’ve already written on the wall, you may do so a little bit more.”
17. **Do you avoid “rubbing it in”?** Once a child already feels bad about something she has done, it is not wise to dwell on the matter or say, “I told you so.”

18. **Do you make realistic requests?** Try to make caregiver requirements meet the age and stage of development of the child. Asking too much or too little of a child can cause conflict.

19. **Are you reasonable?** Make your rules and requests reasonable, and change them when they are not. “I said you couldn’t use makeup because I personally don’t care for lipstick and mascara. But now that I’ve thought about it, I realize that’s not really fair. If you wish to use makeup, it’s all right with me.”

20. **Do you let the child find the remedy?** Occasionally caregivers can let a child know that a certain action is annoying, but leave it to the child to find an appropriate solution.

21. **Do you know how to “create a distraction’?** Distraction is indispensable with toddlers, and often useful with older children as well. When using distraction, the caregiver doesn’t mention the misbehavior, but takes the child’s mind off it by placing attention elsewhere. “I was just thinking about taking a walk. Would you like to go with me?”

22. **Do you allow yourself to make a deal once in a while?** Caregivers are human. Sometimes, we need to make a situation easier for ourselves. This techniques can be overused, but if we save it for those times we really need it, a small incentive, such as the promise of a treat or surprise, can come in very handy.

23. **Do you help children take responsibility?** Caregivers can encourage children to take responsibility for their own behavior. For example, if a child has deliberately hurt another’s feelings, the caregiver can ask the child to find a way to make that person feel better.

24. **Do you give chances?** Children can’t always be expected to improve their behavior immediately. If a child doesn’t comply right away, a parent can say, “I guess you’ll need three chances for this one.”

25. **Have you tried counting?** Most children enjoy the challenge of trying to get the job done before the count of ten. You may have to count slowly.

26. **Do you make requests rather than give commands?** Save commands and orders for when they are truly necessary.
27. **Do you give in at times?** At times, caregivers may find that a situation isn’t important enough to warrant a lot of struggle or attention. At such a time don’t be afraid to say, “I guess this really doesn’t matter after all.”

28. **Do you use role reversal?** A caregiver and child can change roles and play each other. Reversing roles gives the child a few moments to think through the situation. Since she is no longer on the spot, she can often think more clearly.

29. **Do you provide a versatile environment?** Caregivers can help to avoid conflicts by making environmental changes:
   - Often children act up because they are bored. Caregivers can suggest constructive activities that children might enjoy.
   - Sometimes children need a quiet activity. Restful activities are usually better than rough play before bed or mealtime.
   - Modifying the environment to make it more child-sized can give children more control. Placing coat hooks where children can reach them and keeping a stool by the bathroom or kitchen sink will reduce the need for constant parental involvement and prevent frustration.
   - Giving children chances to affect their environment can make them feel more powerful. For example, a young child can pour his own milk if the container is half-filled, and an older child can sometimes have a turn to choose the menu for dinner.
   - Caregivers can limit the environment. Specifying a place for messy activities. For example, one table where children may glue or paint can prevent the child from wanting to mess up other areas of a home.
   - Preparing children for transitions lets them know what to expect. Give children plenty of notice for large and small changes: “In ten minutes we’ll be leaving for the park, so begin to put your toys away.” “In two weeks, we’re all going to visit Grandma.”

30. **Do you recognize effort and improvement?** Let children know that you notice and appreciate their efforts when they improve.

31. **Do you appreciate and acknowledge good behavior?** Caregivers should spend a great deal of time recognizing and praising a child’s good behavior. This encourages its continuation. Use both verbal and nonverbal expressions. Say when you are pleased.

Adapted from *Foster Care Core 914* (1999). OCWTP
Fostering the Child’s Ability to Negotiate with Others

I. Decide who owns the problem by asking four questions:

1. Are my rights being disrespected? (Rights include being respected as a person, respect for property, the right to a life apart from your children, the right to friendships and relationships, the right to privacy and time alone.)

2. Could anyone get hurt?

3. Are someone’s belongings threatened?

4. Is the child too young to be responsible for this problem?

If the answer to any of these questions is yes, you own the problem. If the answer to every question is no, the child owns the problem.

II. Five steps for problem solving and negotiation:

1) Understand the problem: the child and caregiver have identified and agreed upon what the actual problem is.

2) Brainstorm alternatives: use open-ended questions like “What might happen if you…?”

3) Discuss ideas: consider the pros and cons of all suggested alternatives.

4) Choose an idea: Pick an alternative you can both accept and establish a time period for testing the validity of the chosen selection.

5) Use the idea: after trying the solution for the agreed-upon time period, meet again to see if it’s working. If it isn’t, select a different alternative from your previous discussion or repeat the process.

III. Family Meetings

1) Meet regularly – consider ages of children involved to determine time and frequency.
2) Have an agenda – have a sheet of paper posted in the house where family members can add ideas to be addressed during the meetings.

3) Plan the time – the caregiver decides which items to cover. Allow time for negotiation.

4) Take turns – Let everyone take turns being responsible for different tasks during the meeting: reading the agenda, taking notes, etc.

5) Take notes – record agreements and plans to avoid future confusion or disagreement about what was decided upon.

6) Let everyone participate.

7) Limit complaining – after offering opinions and concerns, the meeting should be solution-focused.

8) Follow through with agreements made until the next meeting. If changes are needed, negotiate them then.

9) Use family meetings to celebrate each other and successes.

10) Use family meetings to plan family fun as well as to address family issues or problems.

IV. When negotiation isn’t working:

1) Take a break to gain objectivity.

2) Look for areas of agreement or what you have in common related to the issue.

3) Stay respectful.

4) Focus on the problem, not the person.

5) Agree not to fight – Caregivers should guard against joining the child in arguing. If it happens, acknowledge it and refocus on the problem and solutions.

Adapted from *STEP: Systemic Training for Effective Parenting: The Parents Handbook.*
Intervention Planning Guide

1. Consider Parenting Style approach to this behavior (#6, 7)*. Does it need to be altered or changed? Have previous attempts to address this behavior primarily involved discipline, control, or punishment? (#9, 10, 11) Are there deficits in terms of caregiver skills or knowledge that would be helpful to cultivate? (Personal Parenting Inventory).

2. Is the problem related to cultural differences? If yes, what can the caregiver do to become more culturally sensitive and competent? (#18, 19, 20)

3. Determine the probable misguided goal of the behavior. (#24 – 27) Generate some strategies that might help the child move toward the more positive goal.

4. Are there communication skills that could be used by the caregiver to encourage the child’s cooperation in altering his behavior? (#30)

5. Discuss how or why the behavior created a problem and who owns the problem. (#34)

6. Discuss what the caregiver, child, or both could do to address the behavior and resolve the problem. Consider answers to previous questions on this guide as well as the potential value of the five step negotiation process or family meetings in formulating your plan. (#36, 37) Should there be a consequence for the behavior? If yes, is the consequence natural, logical, or artificial (less logical)?

7. Are there attachment needs that might be contributing to the behavior? If yes, what positive encounters/activities could be planned to build attachment? Should the caregiver encourage the child more? Does the caregiver need help from the child welfare team gain to assistance or perspective?

8. Analyze the plan. Does it:
   - Protect the basic rights of the child?
   - Move the child in the direction of positive involvement, independence, fairness or competence and confidence?
   - Use discipline, control, or punishment?
   - Create a solution that everyone, to include the child, caregiver, and caregiving family, can live with?

*denotes which Powerpoint slides to review