

# AIFACS Pre-Service #2

How this works:

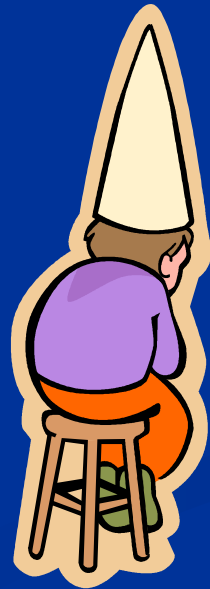
If you haven't already go to view left click and go down to slide show and click

After that read each slide and answer the questions provided. When you are finished with the slide click the mouse and move to the next slide.

When you are all finished send the questions sheet with your answers and the CD back to us.

**SO WHY WAIT? GET STARTED. GO AHEAD  
CLICK AWAY!!**

# DISCIPLINE



# Discipline vs. Punishment

- A disciplinarian is someone who teaches
- A disciplined person is someone who has learned
- Discipline is orderly in that it helps children to deal with themselves, and others and with society in a planned and logical way
- Discipline protects the child's physical well being by teaching the child how to meet his or her needs safely, effectively, and responsibly

# Discipline

Prevents problem

Foster self control and self responsibility

Structure and guidance are key factors

Teaches ways to solve or prevent problems

Encourages capable and responsible decisions

Encourages desired behavior

Intends to protect and nurture

Develops confidence

Promotes cooperative, mutual, positive relationships

# Punishment

Deals with problems after they occur

Relies on other's to control child's behavior

Sanctions and enforcement are key factors

Does not teach correct and expected behavior

Prevents learning and problem-solving skills

Reinforces unacceptable behavior

Causes emotional and physical pain

Reinforces poor self-esteem

Increases avoidance and fear

# Behavioral Consequences

- ridiculing- calling names (harsh)
- threatening (harsh)
- imposing suffering ie. withholding food (harsh)
- isolation (harsh)
- grounding (mild & harsh)
- removing privileges (mild & harsh)
- imposing fines for breaking rules (mild & harsh)
- inflicting pain using corporal punishment (harsh)

# Beliefs on Spanking

## **Myth: I don't want my children to become spoiled so an occasional spanking is good for them!**

Children become “spoiled” through inconsistent parenting, a lack of structure, and a lack of expectations for their conduct. Understanding and meeting children’s needs are the best ways to prevent them from becoming self-centered or spoiled. Spanking might show a child what not to do, but it does not teach them what they need to do. Saying that spanking is “good” for them makes it sound as if there is a benefit for children. Being hit doesn’t feel good at the time it happens, nor does it produce a long-term benefit.

## **Myth: Spanking is alright if the parent remains calm and in control of him/herself.**

If a parent is calm and not angry, he or she should be able to manage a child’s behavior more effectively than spanking. Using spanking to relieve parental frustration or to diffuse parental anger serves only the parent and has no positive benefit for the child.

## **Myth: Spanking shows children you love them.**

Hitting children does not show them love. Spanking a child shows anger, not love. Expressions from parents such as, “I’m doing this for your own good and because I love you so much,” or “It hurts me more than it hurts you,” confuse children by sending them mixed messages.

## **Myth: A misbehaving child needs to know I'm really mad.**

Adults who have to resort to physical force or power to stop the behavior of children are not in charge, nor in command.

# Key Factors To Consider In Handling Unacceptable Behavior

- ✓ The behavior itself
- ✓ Our feelings about the behavior
- ✓ The child
- ✓ The purpose of the behavior
- ✓ Where their behavior is occurring
- ✓ Who is present in the setting
- ✓ Our ability and willingness to respond effectively
- ✓ Our relationship with the child

# How to Prevent or React to Inappropriate Behavior

- Ignoring the behavior
- Allowing the child to take risks
- Modeling desired behavior
- Anticipating situations producing stress for the child
- Changing the environment
- Listening
- Setting clear rules
- Asking questions
- Time-out
- Restricting activities to specific places
- Reward appropriate behavior
- Natural & logical consequences
- Changing activities
- Planning/structuring activities
- Building child's self-esteem
- Teaching problem solving skills
- Teaching to effectively communicate
- Stating expectations in advance
- Providing child with opportunity to learn from mistakes
- Praising desired behavior
- Giving "I" messages
- Prepare child for changes in advance
- Encourage child to make rules for themselves



# “I” Messages

“I” messages communicate with actions or words

“I” messages result in more desired behavior

Examples:

I worry when you don't come home on time

I'm late for work when you're not ready on time

# Choices and Consequences

- To reinforce personal power in children
- To reduce power struggle
- To empower children and teach them how to manage their own behavior
- To logically associate “cause and effect”; that is, “I do (blank), then (blank) will happen.”

# Negative Effects of Choices and Consequences

- NEVER USE THREATS AS CHOICES
- NEVER GIVE ULTIMATUMS AS CHOICES
- NEVER GIVE CHOICES WHEN THERE AREN'T ANY

PERMANENCY

## *Definition of Permanency*

Permanency is the way a child sees how they belong to a family, extended family, Tribe, or cultural group over time. Any child in foster care who is shifted from family to family may not have a sense of belonging to anyone.

## *Permanency Principles*

- Permanency is the way the child perceives that he or she is secure in his or her sense of belonging to a family, extended family, clan or tribe.
- The primary right and responsibility for child rearing lies with the parent and/or extended family.
- The best permanency plan is usually for an Indian child to grow up in his or her own family or extended family.
- Sometimes, it may not be in the best interest of the child to remain with their natural parents.
- Parents have the right to services, which will help them to better parent their child.
- Parents with addictions have the right to a relationship with their child despite their addiction and to receive treatment that will help them to be a better parent to their child.

# *Indian Child Welfare Act, 1978*

Approximately fifty percent of all Indian people do not live on reservations. The Indian Child Welfare Act of 1978 assures that tribes have the right to become involved with state child welfare agencies. I am going to display an overhead describing the Indian Child Welfare Act. Prior to this act, about twenty-five percent of all Indian children born were not being raised in their families, and were being adopted off the reservations to non-Indians. This act gave Indian tribes a legal right to intervene for the best interest of the child.

## Indian Child Welfare Act

In 1978 Congress passed the Indian Child Welfare Act (ICWA). This act was enacted for the protection of American Indian children. The congressional Declaration states “...*it is the policy of this nation to protect the best interest of Indian children and promote the stability and security of Indian tribes and families...*”

By any standard, it is a sweeping development in Indian law and policy. The ICWA is a reform measure intended to combat the widespread separation of Indian children from their culture and heritage. It has revitalized child custody procedures by enacting these basic provisions:

1. Indian children in Indian country are within the exclusive jurisdiction of tribal courts, which means they must be given back to the tribal court if the tribal court decides to hear the case.
2. If a child custody proceeding begins in a state court, the Indian child's tribe must be notified, and the tribe has the right to intervene in the state proceedings. This includes any child custody disagreement, but, does not include custody disagreements between parents, or involving delinquency of the child. Even for voluntary adoptions, the tribe must be notified.
3. If the tribe of either parent requests a transfer from the state court to tribal court, the state court must transfer the case (subject to declination by the tribal court). For example, the child welfare agency can petition Burleigh county to transfer a child's case to the Standing Rock Tribal Court, but Standing Rock Tribal Court must first decide whether or not they want to hear the case.



# *TYPES OF PERMANENCY*

1. Reunification with Birth Parents – The child will be returned to the parent.
  - The child and parents are attached to each other; and
  - The parents are willing and able to protect and nurture, and meet the child's developmental needs, according to community standards.
2. Kinship Care – The child should be placed permanently with a fit and willing relative.
  - Relatives are willing and able to protect and care for the child.
3. Adoption – The child will be placed for adoption. The tribe or State must file a petition for termination of parental rights then the child can be placed for adoption.
  - Parents and relatives are not willing or able to parent the child;
  - The child needs an attachment to extended family, a new family or the foster family to meet their developmental needs.
4. Legal Guardianship – The child should be referred for legal guardianship.
  - Parents are not willing or able to parent the child, but it is not in the best interest for parental rights to be terminated.
5. Permanent Foster Family Home – The child should be placed in another permanent living arrangement where it is determined that none of the options above would be in the best interest of the child.
  - Older youths that may need a committed long-term attachment with a family, but neither reunification nor adoption are possible.
  - Child is attached to foster family and child's needs are being met.
  - Child has strong ties to family but cannot live with them.

## *To help the child make a positive transition*

- Develop and implement a transition plan according to the child's specific developmental and emotional needs.
- Communicate to the child that they will be missed, but it is okay for them to move to their own permanent family.
- Help the child understand the meaning of termination of parental rights.
- Have a ceremony to mark the transition, including as many people who are important to the child as possible.
- Add to the child's "Life Book."
- Encourage the child to recall and talk about memories from life with the birth family.
- Support the child's feelings over losing his or her birth parents.
- Provide information to the adoptive family about the child's habits, fears, likes, dislikes, feelings, routines, and skills.

# *Permanency Planning Team*

- Birth family & Child
- Agency caseworker & supervisor
- Foster family and/or adoptive family
- Educational personnel
- Medical & health personnel
- Therapists/counselors
- Child's attorney/guardian ad litem
- Other service providers

# *VALUES ABOUT KINSHIP CARE*

1. Kinship care is a natural and culturally appropriate way to support children within their family system.
2. Kinship care maintains important attachments to “family” including identity and culture.
3. Kinship caregivers are part of the extended family.
4. Kinship care is a form of family preservation.
5. The parents, child, and extended kinship caregivers have value and dignity.
6. Social service agencies need to adapt their methods and policies to strengthen families including kinship caregivers.
7. Kinship caregivers make good foster care placements.
8. Kinship care providers are giving a valuable service to their family, the child, and the community.
9. Kinship caregivers deserve a support system which meets their needs, that of the child, and of the parents.
10. Kinship care is part of the Native American belief systems and cultures.

## *COMMUNICATION WITH CHILDREN IN FOSTER CARE*

- Children miss their parents even though their parents may have let them down.
- We need to give children words and ideas to talk about their feelings.
- Children's hopes about their parent(s) are important and affect their well being.
- Children communicate through play.
- Children communicate through pictures.
- Be careful not to show shock or distaste when children share their feelings and situations that may have happened to them.
- Ask children to check with you about who they can share their feelings with, about their parents. This helps them to set boundaries about trust and privacy.
- When parents break promises to a child it is important to be as non-judgmental as possible. Caregivers can model good behavior by keeping our promises.
- Let children know that you will always be there for them.

# SELF-ESTEEM



# PSYCHOSOCIAL RISK FACTORS

These are risk factors and may not lead to problems for children, but do increase likelihood that problems will arise.

## In the child

- Fetal drug/alcohol effects
- Premature birth or complications
- Difficult nature
- Shy nature
- Nerve impairment
- Low IQ<80
- Chronic medical disorder
- Psychiatric disorder
- Aggressive behavior
- Substance abuse
- Delinquency

## Family Experience

- Poor infant attachment to mother
- Long term absence of a caregiver in infancy
- Witness to extreme conflict, violence
- Neglect
- Separation/divorce/single parent
- Negative parent/child relationship
- Sexual abuse
- Physical abuse
- Removal from home
- Frequent family moves
- Teen pregnancy

## Family Characteristics

- Low socio-economic status
- Large family, four or more children
- Siblings within two years of child
- Parent with depression
- Parent with substance abuse
- Parent with criminal history

# ***PSYCHOSOCIAL PROTECTIVE FACTORS***

These are factors that you as a foster parent can control to promote positive self-esteem

In the Child	<ul style="list-style-type: none"><li>• Good natured, adaptable</li><li>• Independence as a child</li><li>• Problem solving skills, school age</li><li>• Gets along well with others</li><li>• Likeable</li><li>• Sense of humor</li><li>• Having sympathy or compassion for others</li></ul> <p><b><u>Perceived Competencies</u></b></p> <ul style="list-style-type: none"><li>• IQ &gt; 100</li><li>• Good reader</li><li>• Use of self-control as teen</li><li>• High hopes and expectations for future</li></ul>
In the family	<ul style="list-style-type: none"><li>• Lives at home</li><li>• Positive attachment with parents/caregivers</li><li>• Express love and care</li><li>• Consistent discipline by parents/caregivers (established routines in home)</li></ul>
Social Support from outside the family	<ul style="list-style-type: none"><li>• Child has adult mentor not an immediate family member</li><li>• Support for child from friends</li><li>• Support for family from church</li><li>• Support for family from work</li></ul>