

PROGRAM ASSISTANT TRAINING

SUPPLEMENTAL RESOURCES

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GROWTH AND DEVELOPMENT CHART

SOURCE: University of West Florida, Child Abuse and Neglect, Book III

INFANCY (0-18 MONTHS)

Children in this age group need to be held, talked to, shown much affection, played with, cuddled, hugged, visually stimulated, given physical comfort and gratification of their basic needs, and nurtured in a healthy, safe, loving, family environment. This is the time of life during which the child should learn to trust and to identify with a loving parent.

CHARACTERISTICS OF DEVELOPMENTAL ABILITIES

AGE OF CHILD	MOTOR	MENTAL	LANGUAGE	SOCIAL
4 Weeks	<ul style="list-style-type: none"> Is beginning to develop neck muscles strong enough to support weight of head Sucks vigorously Can eat some soft, solid foods. Reflexes dominate movements. Hands frequently clenched in fists. Head is “wobbly” and seems too heavy. Hands strongly grip objects on contact. 	<ul style="list-style-type: none"> Eyes focus on objects that are close up and in direct line of vision only. Drops toys immediately 	<ul style="list-style-type: none"> Crying and whimpering. Small throaty sounds. Soft vowel sound 	<ul style="list-style-type: none"> Stares at surroundings. Smiles Focuses on people who are attentive.

AGE OF CHILD	MOTOR	MENTAL	LANGUAGE	SOCIAL
3 – 6 Months	<ul style="list-style-type: none"> Will bear weight when held in standing position Can roll over, stomach to back When pulled to a sitting position, the head is steady, and does not fall back When lying on the abdomen, can lift shoulders off surface Is beginning to reach for and grasp objects Sits with support 	<ul style="list-style-type: none"> Looks at objects held in own hand Looks for a toy when it's dropped Uses a two-handed approach to grasp toys Looks at objects as small as a raisin Turns head toward sound of voice and follows speaker with eyes 	<ul style="list-style-type: none"> Coos Gurges Chuckles Laughs aloud Squeals Has expressive noises Different cries for pain, hunger, and discomfort 	<ul style="list-style-type: none"> Has a social smile Will pat bottle with both hands Anticipates food on sight Differentiates mother from others
6 – 9 Months	<ul style="list-style-type: none"> Rolls from back to stomach Puts feet in mouth Sits alone, unsupported for extended period (over 1 minute) Stands with some support Can lift head up when lying on back Beginning to crawl or creep When sitting, reaches forward to grasp object without falling 	<ul style="list-style-type: none"> Bangs toys during play Transfers objects from hand to hand Reaches for a toy with one hand Picks up dropped toys Is persistent in wanting toys Can pull a toy that is attached to a string or cord toward self Imitates sounds Cries when distressed 	<ul style="list-style-type: none"> Responds to hearing own name Vocalizes to social stimuli Speaks single consonant sounds, e.g., BA, KA, MA Combines syllables, e.g., DA-DA, BA, BA Likes toys that make sounds Beginning to enjoy peek-a-boo 	<ul style="list-style-type: none"> Expects repetition of stimuli Likes frolicky play Discriminates among strangers Smiles at mirror image of self Can feed self (with hands) some solid foods Bites and chews on toys Knows mother

AGE OF CHILD	MOTOR	MENTAL	LANGUAGE	SOCIAL
9 – 12 Months	<ul style="list-style-type: none"> • Crawls well • Can sit steadily for more than 10 minutes • Stands holding on to furniture • Can pull self to sitting position • Walks, holding on to someone's hand or the furniture 	<ul style="list-style-type: none"> • Will uncover toy seen covered up • Can grasp object as small as a raisin with thumb and one finger • Beginning to put things in and out of containers • Reaches for an object with index finger out-stretched • Likes to drop objects deliberately • Shows interest in pictures 	<ul style="list-style-type: none"> • Understands “NO” or inflection of “NO” • Uses MAMA or DADA, first inappropriately then with meaning of one to three words • Cries to get attention 	<ul style="list-style-type: none"> • Cooperates in games • Will try to roll ball to another person • Plays pat-a-cake and peek-a-boo • Waves goodbye • Will offer toy without releasing it • Likes to interact in play with adult • Strong emotional tie to mother

AGE OF CHILD	MOTOR	MENTAL	LANGUAGE	SOCIAL
12 – 18 Months	<ul style="list-style-type: none"> • By 18 months, walks well alone • Creeps up stairs • Can get to standing position alone • Can stoop and recover an object • Walking, pulls a pull-toy • Seats self on chair 	<ul style="list-style-type: none"> • Looks at pictures in a book • Will scribble spontaneously with pencil or crayon • Uses spoon for feeding self • Drinks from cup • Will follow one or two directions, i.e., take a ball to ... 	<ul style="list-style-type: none"> • Uses three to five spoken words • Will point to one body part • Will point to at least one familiar person or object • Uses jargon, i.e., intelligible “foreign” language with inflection • Imitates some words 	<ul style="list-style-type: none"> • Cooperates in dressing self • Holds own bottle • Finger-feeds self • Points or vocalizes to make desires known • Shows or offers toy

Toddler (18 months – 3 years)

Toddlers begin to seek independence from the parent and to assert their own individuality. They become very much aware of being a person who is separate from the parents. Loss or separation from the parent, however, can cause great anxiety or distress. Toddlers usually acquire mastery over bodily functions, but will demonstrate occasional regression in the area.

AGE OF CHILD	MOTOR	MENTAL	LANGUAGE	SOCIAL
18 – 24 Months	<ul style="list-style-type: none"> • Can run, though not gracefully • Walks up and down stairs with one hand held by an adult • Throws a ball • Can kick a ball or other object • Jumps (both feet) • Stands on one foot with one hand held by adult 	<ul style="list-style-type: none"> • Can stack two or more toy blocks • Turns pages of a book, even if two or three at a time • Will try to imitate what an adult draws with a pencil • Can point to two to three body parts 	<ul style="list-style-type: none"> • Enjoys saying “NO” • By two years, can use at least 20 words • By two years, is combining two words in a phrase • Jargon which was elaborate at 18 months is gone by two years • Verbalizes desires with words 	<ul style="list-style-type: none"> • Uses spoon to feed self spilling very little • Can remove one piece of clothing unassisted • Imitates housework more and more • Handles a cup quite well • Is beginning to demonstrate behaviors

AGE OF CHILD	MOTOR	MENTAL	LANGUAGE	SOCIAL
2 – 3 Years	<ul style="list-style-type: none"> • Can walk up stairs • Can balance on one foot for one second • Can jump in place • Can walk on tiptoes • Can jump from bottom step • Use small scissors • Swings and climbs 	<ul style="list-style-type: none"> • Can stack six or more toy blocks • Can imitate simple, specific, drawn lines with a pencil • Can anticipate and control to some extent bodily elimination 	<ul style="list-style-type: none"> • Uses spoken phrases or two to four words • Is beginning to develop perceptual skills • Uses plurals • Can identify at least one picture of familiar object or person • Uses spoken vocabulary of 100-300 words by three years • Uses some personal pronouns, e.g., I, me, mine • Can point to several parts on doll on request • Can identify over five parts of body 	<ul style="list-style-type: none"> • Can put on some articles of clothing unassisted. • Can wash and dry hands • Enjoys parallel play with peers • Can pour from a pitcher • Tries to imitate adult behavior and behavior of older children • Is becoming achievement oriented
3 – 4 Years	<ul style="list-style-type: none"> • Rides a tricycle • Walks up stairs alternating one foot after the other • Uses small scissors better 	<ul style="list-style-type: none"> • Is beginning to develop perceptual skills • Can stack eight to ten toy blocks • Says full name of self 	<ul style="list-style-type: none"> • Has improved use of word order in sentence structure • Can answer some questions 	<ul style="list-style-type: none"> • Knows own sex and is aware of difference of the opposite sex • Beginning to play actively with other children

AGE OF CHILD	MOTOR	MENTAL	LANGUAGE	SOCIAL
3 – 4 Years (Continued)	<ul style="list-style-type: none"> Swings and climbs with improved coordination 	<ul style="list-style-type: none"> Can match colors Has sense of round, square, and triangular shaped figures and can match them. Can repeat three consecutive numbers from memory 	<ul style="list-style-type: none"> Knows rhymes and songs Asks questions Has understanding of “on, under, and behind.” 	<ul style="list-style-type: none"> Unbuttons clothes Dresses self with supervision Has feelings of dependency on mother Has separation fears

4 – 6 YEARS

Children in this age group usually struggle with a need for power and identification and develop strong affection for the parent of the opposite sex. Aggressive behavior is common, particularly in boys. Children in this age group are very peer-oriented. Some may seem to withdraw from crises in the family and would be likely to feel responsible for any separation that occurs.

AGE OF CHILD	MOTOR	MENTAL	LANGUAGE	SOCIAL
4 – 5 Years	<ul style="list-style-type: none"> • Runs well • Can hop on one foot one to two times • Beginning to skip • Stands on one leg for ten seconds • Throws ball well overhand • Walks down stairs one foot to each step 	<ul style="list-style-type: none"> • Can copy a cross with a pencil • Can pick the longer of two lines • Can copy a square with a pencil • Can match colors, by five years • Can identify three to four colors 	<ul style="list-style-type: none"> • Use spoken vocabulary of over 1,000 words • Counts up to three objects by pointing at them • 90 % of speech is intelligible • Can define words in terms of use • Can answer questions like: “What do you do when you are cold, hungry, tired?” 	<ul style="list-style-type: none"> • Can separate from mother with little or no anxiety • Dresses with little supervision • Button clothes • Likes to play “dramatic” play, make-believe • Imagination play with a doll • Identification with parents • Develops memory representation of parents when out of sight

AGE OF CHILD	MOTOR	MENTAL	LANGUAGE	SOCIAL
5 – 6 Years	<ul style="list-style-type: none"> • Skips, using both feet alternately • Can catch a bounced ball • Can walk heel to toe on a line • Can hop on one foot for distance of ten feet 	<ul style="list-style-type: none"> • Can copy a square or a triangle form looking at representation of one • Knows own age • Knows morning from afternoon • Can draw a person with a body that has three to six parts • Prints simple words • Knows right from left by age six • Can repeat four consecutive numbers from memory 	<ul style="list-style-type: none"> • Asks questions about meaning of words • Counts ten objects • Names coins • Can tell what some things are made of • Can define some words 	<ul style="list-style-type: none"> • Little supervision necessary while dressing • Plays “dress-up” • Uses elaborate dramatic play • Does simple chores unattended at home • Less anxious about possibility of separation from parents except under situations of stress or crisis • Tries to imitate parents more

6 –11 YEARS

Developmental energies in this group are focused on intellectual and cognitive learning. Parents are role models for developing value systems and social ideals. Some children experience realistic fear and concern about what the future holds for them and have feelings of deprivation, loss, and sometimes, incompleteness.

AGE OF CHILD	CHARACTERISTICS OF DEVELOPMENTAL ABILITIES
6 – 7 YEARS	<ul style="list-style-type: none"> • Is able to learn new skills and information as one member of large group • Learns the three-R's; Is increasing small muscle motor skills • Uses spoken vocabulary of more than 2,500 words • Able to tolerate frustration, and control anger • Tries to imitate parents and other children • Authority-oriented
8 – 9 YEARS	<ul style="list-style-type: none"> • Becomes aware of socio-sexual differences and cultural roles • Better impulse control • Develops interpersonal relations with teachers and friends • Is developing pride and self-confidence; is less dependent on parents
9 – 10 YEARS	<ul style="list-style-type: none"> • Acute sensory perception • Greater body competence, i.e., physical coordination, manual dexterity • Competitive and well-organized play • Enjoys peer interaction • Will show disgust at parents when disagreement occurs • Begins to idolize popular heroes in the culture
11 – 12 YEARS	<ul style="list-style-type: none"> • Intuitive thinking • Speech becomes reasonable and expressive tool for interpersonal communication • Regard for collective obedience of social laws, rules, and fair play • Increasing urge for independence from parents • Wants approval of peer group

ADOLESCENCE (12 through 17 years)

Establishing a strong, personal identity is the primary task of the adolescent, involving detachment from and rebellion against parents and resulting in feelings of ambivalence, isolation, and maturity. Teenagers may have incomplete or shallow self-images and may need to have their personal worth continually reinforced by the family. They may have difficulty understanding their own anger and their need to rebel, and may require a lot of comfort, understanding, and acceptance from parents.

AGE OF CHILD	CHARACTERISTICS OF DEVELOPMENTAL ABILITIES
12 – 15 Years	<ul style="list-style-type: none"> • Growth patterns vary; girls often mature physically and socially earlier than boys • Heightened physical power, strength, and coordination • Transient mood swings typical • Competitive in play; erratic work-play patterns • Deductive and inductive reasoning beginning to develop • Broader use of verbal language and other symbolic conceptualizing • Eagerness for peer approval and social relationships with other children of same sex or opposite sex • Exploration and experimentation with self and world • Anxiety over loss of parental nurturing • Hostility toward parents • Increased awareness of the opposite sex and personal sexuality
16 through 17 Years	<ul style="list-style-type: none"> • Strong need to rebel against authority and value system of parents and other adults and to be seen as autonomous adults • Growth patterns vary • Genital masturbation • Inconsistent, unpredictable, paradoxical behavior • Critical of self and others • Verbal aggression more prominent • Deep need for peer approval • Desire for economic independence as a means of achieving adult cultural status • Increased social awareness • Highly ambivalent toward parents • Ego concepts often include feelings of isolation, inferiority, and self doubt • Strong desire for interpersonal, social, sexual relationships

THINGS YOU SHOULD KNOW ABOUT HEIGHT AND WEIGHT

WEIGHT

Some infants, particularly premature babies, experience a temporary weight loss during the first week. This weight is generally regained by the tenth day. Thereafter, a steady weight gain ensues in the healthy infant. An infant's average weight at birth is 7 to 7 ½ pounds.

During the first three months, the average baby gains about a pound a month, or an ounce a day. Most infants' average birth weight will double in three to five months.

Birth weight usually triples by the end of the first year, and quadruples by the end of the second year.

During the second year, the rate of weight gain begins to decrease. The older the child, the lower the weight increase.

After age two, approximate annual weight increase will be about five pounds until the onset of the adolescent growth spurt. Both sexes experience a rapid gain in weight during adolescence which corresponds with the gain in height. This acceleration in height occurs earlier in girls (beginning at 10 – 12 year) than in boys (who usually start their growth spurt at 12 – 14 years of age).

HEIGHT

1. The average birth length of an infant is about 21 inches.
2. The average child gains about ten inches in the first year.
3. The typical child roughly doubles height between birth and the time of entering elementary school.
4. During early school years, height increases about one to two inches annually.
5. After the first year, the annual increments in height diminish each year except for the growth spurt during adolescence.
6. By age 13, the birth length has usually tripled.

The acceleration of height during adolescence occurs during the same period as does the weight gain for girls (10 – 12 years) and boys (12 -14 years).

BASIC RULES FOR DETECTING ABNORMAL GROWTH PATTERNS	
Rule 1.	Weight loss may be an indicator of abuse or neglect. It is one of the primary areas of physical concern to assess. Linear growth, i.e., height, is rarely significantly affected by abuse or neglect, except in the most extreme cases.
Rule 2.	Weight and height are very important as a team in the child's development. If a major disparity exists between the two, this condition may be an indicator of abuse or neglect.
Rule 3.	If significant weight loss or abnormality exists, the child should receive medical attention immediately.
Rule 4.	If the child gains weight very rapidly after being removed from the home, this can be an indication that the child was abused or neglected while living at home.
NOTE:	In cases of extreme emotional abuse, it is quite possible that the child may consume food which would ordinarily be both adequate in amount and sufficient in nutritional value to satisfy normal, physical needs and still experience inappropriate weight loss. In an older child, this phenomenon is similar to the failure-to-thrive syndrome in infants.

AGE CHARACTERISTICS OF CHILDREN WITH IMPLICATIONS FOR THEIR PARENTS

Although the following characteristics are generalizations, they may provide guidelines for understanding some of the age-level expectancies. Not all children will show all the characteristics, especially not at the exact chronological age. However, knowing some of the sequences children go through can help adults provide a more “accepting” environment. Children in a foster home can be expected to be on a slower timetable, especially in social and emotional growth.

Birth to Six Months

Physical Characteristics

Develops own rhythm in feeding, eliminating, and sleeping.

Grows rapidly

Gains early control of eye movements. Develops motor control in orderly sequence: balances head, rolls over, pulls self to sitting positions, sits alone momentarily.

Begins to grasp objects.

Implications for Parents

Adapt schedule to baby’s rhythm as much as possible.

Supply adequate food. Change baby’s position frequently. Exercise baby’s arms and legs as you bathe and change him/her.

Supply visual stimuli, such as mobiles.

Let baby grasp your fingers as you pull him/her up.

Mental Characteristics

Learns through his/her senses. Discriminates mother from others; is more responsive to her.

Coos and vocalizes spontaneously. Babbles in two-word syllables.

Provide objects to see, hear, grasp.

Talk to him/her a great deal.

Social Characteristics

Imitates movements. Gazes at faces.
Smiles to be friendly.

Likes to be played with, tickled, and jostled.

Smiles at self in mirror

Plays with hands and toes.

Play pat-a-cake and peek-a-boo.

Bounce him/her on your knee.

Provide a mirror

Allow freedom for him/her hands and legs.

Six Months to One Year

Physical Characteristics

Large muscle:
8 months on – crawls
9 months on – may begin to walk.

Small muscle:
Learns to let go with hands.
Puts everything in his/her mouth.

Begins to have teeth come in.

Implications for Parents

Be sure dangerous objects are out of reach. Provide experiences that involve arm and leg exercises.

Play with child “dropping things” game – this helps him/her understand his/her world. Provide him/her with some foods he/she can eat with his/her hands, and some other activities involving exercise of fingers.

Child may be cranky. He/she will need special patience, and things to chew on. Do not try to potty train.

Mental Characteristics

Learns through his/her senses – especially his/her mouth.

Learns to put things in and take things out.

Likes to do things over and over.

Language:
Begins to understand such familiar words as “eat,” “mamma,” “bye-bye,” “doggie.”

May not speak until age one or later.

Likes to hear you name objects.

Provide toys and games that involve hearing, seeing, smelling, tasting, and touching.

Be sure there are no toys with small or loose parts.

Repeat words and activities.

Say the names of objects as the child sees or uses them.

Begin to look at very simple picture books with child.

Social Characteristics

With Adults:
Finds mother or mother substitute extremely important.

Will “talk” to you using babbling sounds.

Will start to imitate.

Eating is a major source of social interaction.

With Peers:
Will not play well with other infants – will poke, pull, push, etc., instead.

One person should be in charge of most of the child’s care.

Talk to the baby.

Do the things you want the child to do.

Do not expect him/her to play well with others.

One to Two Years

Physical Characteristics

Large muscle:

Begins to walk, creep up and down stairs, climb on furniture, etc.

Enjoys pushing and pulling toys.

Small muscle:

Begins to feed himself/herself with a spoon, and can hold a cup.

Can stack two or three blocks.

Likes to take things apart.

Likes to put in and take out things.

Takes off pull-on clothing.

Cannot control bowels.

Mental Characteristics

Learns through his/her senses.

Is curious – likes to explore – pokes fingers in holes.

Language:

Can say the name of some common objects.

Uses one word sentences – “no,” “go,” “down,” “bye-bye.”

Can understand simple directions such as, “Get your coat.”

Can point to common body parts and familiar objects.

Social Characteristics

With Adults:

Finds mother very important.

Enjoys interaction with familiar adults.

Imitates – will copy your behavior.

Demanding, assertive, independent.

Waves “bye-bye.”

With Peers:

Plays by himself/herself, but does not play well with others his/her age. Possessive of own things.

Implications of Parents

Provide large, safe space for exercising arms and legs.

Push or pull toys help him/her balance in walking.

He/she will be messy, but allow the child to feed himself/herself sometimes. Fix food he/she can eat easily.

Provide toys or games he/she can take apart, stack, squeeze, pull, etc.

Let the child try to dress himself/herself.

Don't try to potty train.

Have toys or play games, which make sounds, have different “feels,” involve color and shape, etc.

Be sure area is safe – allow child to explore.

Talk to the child often. Say the names of objects he/she sees or uses. Talk about activities as you bathe and dress him/her.

Teach names of body parts.

A special person should provide most of the care.

Be sure you do the things you want the child to do.

Although he/she likes to observe other children, he/she may want an adult close by.

Three to Four Years

Physical Characteristics

Large muscle:
Runs easily, jumps.

Begins to climb ladders. Can start to ride
Tricycles. Tries anything. Is very active.

Small Muscle:
Dress himself/herself fairly well – cannot tie
shoes.

Can feed himself/herself with a spoon or fork.
Scribbles in circles. Likes to play with mud,
sand, finger paints, etc.

Mental Characteristics

Continues to learn through his/her senses.

Uses his/her imagination a lot – starts
dramatic play and role-playing.

Begins to see cause-and-affect relationships.

Language:
Likes to learn simple songs and rhymes.
Likes to play around with sounds.
Knows more than he/she can say in words.
Is curious and inquisitive.

Social Characteristics

With Adults:

Can leave mother for short periods of time
though she is still very important.
Begins to notice differences in the way men
and women act. Imitates adults.

With Peers:

Starts to be more interested in others.
Begins group play – likes company.
Is not ready for games or competition – has
loosely organized group.

Implications for Parents

Carefully supervise opportunities for large muscle
activity.

Set limits for distance. Child tends to wander too far.

Provide many opportunities for child to practice small
muscle skills.

All body parts should be labeled without judgment, and
questions about body functions answered simply and
honestly.

Provide many sensory experiences.

Provide props for dramatic play.

Point out and explain common cause-and-effect
relationships – how rain helps flowers grow, how
dropping makes glass break, how hitting makes a
person hurt.

Explain things to the child, answer his/her questions
honestly, and help him/her put his/her feelings and
ideas into words.

At the start of sex-role development, he/she will act in
ways he/she sees you act – so do what you want the
child to do.

Provide enough material so that several children can
use them together.
Help the child find socially acceptable ways of dealing
with others.

Four to Five Years

Physical Characteristics

Average height – 40.5 inches
Average weight – 36 lbs.

Is very active – constantly on the go.
Is sometimes physically aggressive.

Has rapid muscle growth. Would rather talk
or play than eat.

Mental Characteristics

Has large vocabulary – 1,500 to 2,000 words.
Has strong interest in language; fascinated
by words and silly sounds.

Likes to shock adults with “bathroom”
language.

Has insatiable curiosity. Asks innumerable questions –
incessant talker.

Can reason a little, but still has many misconceptions.

Social Characteristics

Really needs to play with others. Has
relationships that are often stormy. Has
tendency to exclude some from group.

Likes to imitate adult activities.
Good imagination – loves to pretend.

Relying less on physical aggression.

Is learning to share, accept rules, and take
turns.

Emotional Characteristics

Exhibits a great amount of demanding,
threatening, name calling.

Implications for Parents

Provide plenty of play space, both indoors and out.
Provide for rest – he/she will fatigue easily.

Child needs ample protein in diet.
Nutrition is important.

Provide interesting words and stories. Play word
games.

Ignore bad language.

Answer questions patiently.

Provide experiences that will expand his/her reasoning
ability, such as riddles and guessing games. Be alert to
clarify misconceptions.

Send him/her to a good nursery school or play group, if
possible.

Provide props for dramatic play.

Help him/her learn positive social behavior without
punishing or scolding.

Expect him to take simple responsibilities and follow
simple rules, such as taking turns.

Keep sense of humor.

Five to Six Years

Physical Characteristics

Can dress and undress himself/herself.
Has tendency to be farsighted – may cause hand and eye coordination problems.

Prefers use of one hand or other.

Toileting:

Is able to care for own toilet needs independently.

Sex:

Knows differences in sexes.
Interest lessening.
More modesty, less bathroom play.
Interested in babies, and where babies come from.

Eating:

Has bigger appetite.
May have stomach aches or vomiting when asked to eat disliked foods.
Prefers plain cooking, but accepts wider choice of foods.

Mental Characteristics

Language:

May stutter if tired or nervous.

Tries only what he/she can accomplish.

Will follow instructions and accepts supervision.

Knows colors, numbers, etc.

Can identify penny, nickel, and dime.

May be able to print a few letters.

Social Characteristics

With adults:

May fear mother won't return for him/her – Mother is the center of his/her world.
Copies adults. Likes praise.

With peers:

Plays with boys and girls. Is calm and friendly. Is not too demanding in relations with others.

Implications for Parents

Don't try to teach a child skill that require continued eye coordination, such as reading for long periods.

Do not force child to change hands.

Offer simple, accurate explanation.

Offer appealing variety in food without force. He/she is more sensitive to spicy foods than adults.

Do not emphasize – it's only temporary.

This is a good age to begin group experiences on a half-day basis.

Avoid leaving until child is prepared – he/she needs mother's reassurance of return.

Six to Seven Years

Physical Characteristics

Is vigorous, full of energy; has general restlessness.

Is clumsy; poor coordination.

Is in an “ugly duckling” stage.

Toileting:

Rarely has accidents – may occur when emotionally upset or overexcited.

May need reminders.

Sex:

Has marked awareness of sexual differences.

Investigates each other.

Engages in sex play and show.

May play “doctor” and “hospital.”

Begins to suppress masturbation.

Eating:

Has unpredictable preferences and strong refusals.

Often develops a passion for peanut butter.

Uses fingers and talks with mouth full.

Has more colds, sore throats, and other diseases.

Should have been inoculated for chicken pox, measles, whooping cough, diphtheria, German measles, and mumps.

Mental Characteristics

Language:

May develop stuttering when under stress.

Wants all of everything – finds it difficult to make choices.

Begins to have organized, continuous memories.

Can read and write.

Social Characteristics

With adults:

Blames mother for anything that goes wrong.

Implications for Parents

Accept accidents calmly – child is apt to be embarrassed.

The child will accept idea that baby grows in womb. These are attempts to gather information.

This is usually just curiosity.

Child needs honest, simple answers, given in a calm manner.

You are a model for good habits.

Be aware of disease symptoms.

Ill health may result in crankiness. Child needs plenty of rest and balanced meals.

Remember, symptom temporary – may disappear of own accord.

Do not offer excessive choices, but provide opportunities for making decisions.

Help the child to see adults care about him/her, but do not attempt to replace parents.

Seven to Eight Years

Physical Characteristics

Large muscle:
Drives himself/herself until exhausted.

Small muscle:
May have permanent pout on face.
Has minor accidents.
Loves pencils instead of crayons.

Sex:
Is less interested in sex – drop in sex play and experimentation.
Can be very excited about new babies in family.

Eating:
Has less appetite.

In general:
Has fewer illnesses, but may have colds of a long duration.
May develop nervous habits or assume awkward positions.

Mental Characteristics

Is eager for learning. Uses reflective, serious thinking. Thoughts beginning to be more based on logic, and he/she can solve more complex problems.
Attention span is good.

Enjoys hobbies and skills. Likes to collect things and tell about things he/she has worked on, such as projects, writings, and drawings.

Favors reality.

Likes to be challenged, to work hard, and to take time completing a task.

Social Characteristics

With adults:
Will avoid and withdraw.
Has strong emotional responses to teacher – may complain that teacher is unfair or mean.

Implications for Parents

Distract child before he/she gets to the point of complete exhaustion.

He/she now has well-established hand-eye coordination.

Be patient with annoyances, and do not draw attention to awkwardness.

Ask many thought-provoking questions. Stimulate his/her thinking with open-ended stories, riddles, thinking games, discussions, etc. Give many opportunities for decision-making, and selecting what he/she would do in particular situations.

Encourage the pursuit of hobbies and interests.

Most stories and situations should deal with reality.

Give challenges that are right for his/her level of ability; allow plenty of time to accomplish a task.

Show understanding and concern.

Eight to Nine Years

Physical Characteristics

Is busy, active, speedy, has frequent accidents.

Makes faces.

Toileting:

May need to urinate in connection with disagreeable tasks.

Sex:

May handle genitals if worried.

Tells dirty jokes – laughs, giggles.

May peep at each other and parents.

Wants more exact information about pregnancy and birth.

May question father's part.

Implications for Parents

Continue to be available to answer questions.

Eating:

Has good appetite: wolfs down food.

Belches spontaneously.

May accept new foods.

In general:

Has improved health, with a few short illnesses.

Mental Characteristics

Wants to know the reason for things.

Often overestimates his/her own ability.

Direct child toward attempting what he/she can accomplish, but still provide a challenge.

Often cries if fails – "I never get anything right."

Stress what child has learned, not his/her end product.

Social Characteristics

With adults:

Demands close understanding with mother.

With peers:

Makes new friends easily; works at establishing good two-way relationships.

Enjoys school, doesn't like to miss school, and tends to talk more about school.

Develops close friends of the same sex – separation of the sexes.

Considers clubs and groups important.

Provide the opportunity for peer interaction not only on a personal level, but also on a group and club basis.

Nine to Ten Years

Physical Characteristics

Active, rough and tumble play is normal, especially for boys. Great interest in team games.

Has good body control. Is interested in developing strength, skill, and speed.

Likes more complicated crafts and shop work.

Girls are beginning to develop faster than boys.

Implications for Parents

Provide many activities to sustain interest. Include team games.

Give opportunities for developing skills such as handcrafts and active games.

Include many activities in which he/she uses his/her hands and has an opportunity to use small muscle skills.

Do not compare boys to girls or force them to interact.

Mental Characteristics

Has definite interests and lively curiosity. Seeks facts. Capable of prolonged interest.

Give specific information and facts, and use the children's interest. Do not give all the answers; allow time to think, meditate, and discuss.

Can do more abstract thinking and reasoning on his/her own. Likes to memorize. Individual differences become more marked.

Respect, and be aware of individual differences when making assignments and giving responsibilities.

Likes reading, writing, and using book references.

Provide opportunities for reading, writing, and checking references; however, do not tire the child.

Likes to collect things.

Help with hobbies.

Social Characteristics

Boys and girls differ in personalities, characteristics, and interests. Is very group and club oriented, but is always with the same sex.

Accept natural separation of boys and girls. Recognize and support the need they have of acceptance from the peer group.

Sometimes silly within the group.

Boys, especially, begin to test and exercise a great deal of independence.

Be warm, but firm. Establish and enforce reasonable limits.

Friends and activities absorb him/her. Likes group adventures and cooperative play.

Encourage friendships and help children who may have few friends or no friends.

Emotional Characteristics

Worries:

May have some behavior problems, especially if he/she is not accepted by others.

Use positive guidance; let him/her know you accept him/her, even though you do not approve of his/her behavior.

Ten to Eleven Years

Physical Characteristics

Girls are concerned with style.
Girls – may begin rapid increase in weight.
Boys – are more active and rough.
Has motor skills well in hand.
Has 14-16 permanent teeth.

Implications for Parents

Help with nutrition.

Mental Characteristics

Is alert, poised.
Argues logically.
Begins to use fractions.
Likes to read.
Has rather short interest span.
Begins to show talents.
Concerned with facts.

Use reasoning.
Provide books geared to interests.
Provide lessons for music, art, or other interests.
Good time to discuss drug abuse.

Social Characteristics

May develop hero worship.
Is affectionate with parents.
Finds mother all-important.
Has great pride in father.
Is highly selective of friendship – may have one “best friend.”
Important to be “in” with the gang.

Spend time with child.

Emotional Characteristics

Is casual and relaxed.
Likes privacy.
Girls maturing faster than boys.
Seldom cries, but may cry in anger.
Not an angry age. Anger, when it comes, is violent and immediate.
Main worry concerns school and peer relationships.

Provide locked cupboard or box for “treasures” and a “Keep Out” sign for door.

Moral Characteristics

Has a strong sense of justice and a strict moral code.
More concerned with what is wrong than with what is right.

Eleven to Twelve Years

Physical Characteristics

Girls begin to show secondary sex characteristics.
Boys are ahead of girls in endurance.

Is increasingly aware of body.
Has increase in muscle growth.
May show self-consciousness about learning new skills.

Mental Characteristics

Challenges adult knowledge.
Has increased ability to use logic.
May have interest in earning money.
Is critical of our artistic product.
Is interested in world and community.

Social Characteristics

Is critical of adults – obnoxious to live with.
May be quiet around strange adults.
Strives for unreasonable independence.
Has intense interest in teams and organized competitive games.
Considers membership in clubs important.

Emotional Characteristics

Anger is very common.
Resents being told what to do.
Rebels at routines.
Often moody.

Dramatizes and exaggerates his/her expression (“worst mother in the world”).
Many fears, many worries, many tears.

Moral Characteristics

Has strong urge to conform to group morals.

Implications for Parents

Explain menstruation.

Let child take initiative. Rapid growth may mean large appetite, but less energy.

This may be a good time for a paper route or other job.

The child may like to participate in community drives.

Provide for organized activities in sports or clubs.

Let child help set the rules and help decide on own responsibilities.

Be understanding.

Twelve to Fifteen Years

Physical Characteristics

Onset of adolescence is usually accomplished by sudden and rapid increases in height, weight, and size.

Girl has gradually reached physical and sexual maturity.
Boy is beginning physical and sexual maturity.
Development is rapid.

Acne.

Physical strength increases greatly.

Concerned with appearance.

Implications for Parents

Will need more food.

Explain to child what is happening – not to worry if not like all rest.

May need special diet – medication – to treat acne.

Mental Characteristics

Thrives on arguments and discussions.

Ability to memorize usually increases.
Able to think logically about verbal propositions.

Develops ability to think introspectively, and probe into his/her own thinking.

Able to plan realistically for the future.

Idealism.

Reads a great deal.

Don't let discussions become arguments.

Don't put down his/her ideas – for they are truly "his/hers" – but do help him/her to see the reality.

Help this planning.

Needs to feel important in world, to know they have something to believe in, a cause to fight for.

Social Characteristics

Withdraws from parents, who are "old fashioned."
Usually feels parents are too restraining.
Needs less companionship and interaction.

Boys usually resist any show of affection.

Rebels

Has less intense friendships with those of the same sex.
Usually has a whole gang of friends.

Girls show more interest in opposite sex than do boys.

Annoyed by younger siblings.

Don't feel hurt or take it personally. Remember you still are important, but not in the same way as when they are children.

Striving to be independent.

Sixteen to Nineteen Years

Physical Characteristics

Has essentially completed physical maturity. Physical features are shaped and refined.

Implications for Parents

Needs less food.

Mental Characteristics

May need some special testing to help determine future educational plans.

Help arrange testing at school. Encourage talking about the future.

If he/she reads, tends to read exhaustively.
Prefers the books and magazines of adults.

Social Characteristics

Can maintain friendly relations with parents.
Sometimes feel that parents are too interested.

Try not to pry.

Dates actively – varies greatly in maturity.

Some are uncomfortable with opposite sex, while others talk of marriage.

Enjoys activities with friends of the opposite sex.

Usually has many friends and few confidants.

May have a job.

Emotional Characteristics

Worried about future – what to do.

Be available to talk and listen.

Anger responses less frequent.

Still worry about appearance.

Moral Characteristics

Knows what is right and wrong, but doesn't always do right.

Thinks more like his/her parents.

Takes blame well and is not so likely to blame others without just cause.

Wants to find the meaning of life and feel secure about it.

OTHER CONSIDERATIONS FOR A HEALTHY PREGNANCY

ALCOHOL – Heavy drinking during pregnancy can result in Fetal Alcohol Syndrome. Lower levels of consumption can lead to fetal growth retardation. The data, although inconsistent, suggests that one or two drinks per day can interfere with fetal growth.

SMOKING – Smoking can produce harmful chemicals that result in a decrease in fetal birth weight. It may also increase the risk of a pre-term birth.

CAFFEINE – May cause heartburn and nausea, but there's not strong evidence that coffee or caffeine causes birth defects in humans. Still, many doctors recommend that pregnant women consume only moderate amounts of caffeine (or none at all), because there is a suggestion that heavy and even moderate intake can lower birth weight.

ARTIFICIAL SWEETENERS – While there's no evidence that aspartame is hazardous to pregnant women or their unborn babies, a mother-to-be is better off drinking milk, water, and fruit juices than diet soda. Low-fat foods are always recommended, but not artificially sweetened diet foods.

EXERCISE – Exercise during pregnancy is safe in the absence of medical or health problems. A pregnant woman can exercise regularly, three to five days each week. However, she should check with her doctor first.

FOOD CRAVINGS – Cravings may be caused by hormonal changes during pregnancy, but there is no evidence that a craving for a certain food indicates a need for, or a deficiency of any particular nutrient. If cravings for junk food get out of hand, a pregnant woman should try to substitute more nutritious foods that seem similar in some way. For example:

- If she is wanting something cool and creamy, she could have ice milk or low fat frozen yogurt, instead of ice cream.
- If craving something crunchy, she could have baby carrots instead of crackers or chips.
- If craving something sweet, she could choose fresh, frozen, canned, or dried fruit instead of candy, cake, or cookies.

PICA – Pica is a rare, but serious condition that leads to cravings for foods not normally eaten, such as raw flour and cornstarch, and nonfoods like clay and paste. It may be related to an iron deficiency. If a pregnant woman finds herself craving unusual substances, she should call her doctor right away.

MORNING (NOON AND NIGHT) SICKNESS – This term refers to the nausea or vomiting that may occur in the early months of pregnancy at any time of the day. It's probably caused by hormonal changes that upset the gastrointestinal tract. If a woman finds herself vomiting more than twice a day, she should call her doctor. Some tips for this uncomfortable time are:

- Eat smaller, more frequent meals, and don't let your stomach get empty.
- Avoid spicy and fried foods and eat plain, easy-to-digest foods, such as crackers, pasta, potatoes, and rice.

- Drink fluids between meals, not with them – and not before breakfast.
- Eat a snack such as cereal with milk, cheese, or fruit before going to bed at night.
- Eat a snack of crackers, dry toast, or dry cold cereal before you get out of bed.
- Get up slowly from bed; rushing is tough on your digestive system.

This information was obtained from the Internet site:

“InteliHealth – Home to Johns Hopkins Health Information – Nutrition For Ages and Stages.” <http://www.intelihealth.com>

DISCIPLINE TECHNIQUES

1. **Summary of techniques to use for different ages**

The techniques mentioned here are further described after this list.

- **From birth to four months:** no discipline necessary.
- **From four to eight months:** mild verbal disapproval.
- **From eight to eighteen months:** structuring the home environment, distracting, ignoring, verbal and non-verbal disapproval, physically moving or escorting, and temporary time-out in a playpen.
- **From three years to five years:** the preceding techniques with temporary time-out in a room, plus natural consequences, restricting places where the child can misbehave, and logical consequences.
- **Adolescence:** Logical consequences, “I” messages, and family conferences about house rules. Reality Therapy – “What do you want?” “Will this behavior get you what you want?”

2. **Structuring the home environment**

You can change your child’s surroundings so that an object or situation that could cause a problem is eliminated (e.g. such as gates, locks, and fences).

3. **Distracting your child from misbehavior**

Distracting a child from temptation and attracting his/her attention to something else is especially helpful when the child is in someone else’s house or a store (e.g., with toys, food, games).

4. **Ignoring the misbehavior**

Ignoring helps stop unacceptable behavior that is harmless – such as tantrums, sulking, whining, quarrelling, or interrupting.

5. **Verbal and nonverbal disapproval**

Mild disapproval is often all that is required to stop a young child’s misbehavior. Get close to your child, get eye contact, look stern, and give a brief “No,” or “Stop.”

6. **Physically move or escort (“manual guidance”)**

“Manual guidance” means that you move a child from one place to another (e.g. to bed, bath, car, or time-out chair) against his will and help him as much as needed (e.g., carrying).

7. **Temporary time-out or social isolation**

Time-out is the most effective discipline technique available to parents. Time-outs should last about one minute per year of age, and not more than five minutes.

8. **Restricting place where a child can misbehave**

This technique is especially helpful for behavior problems that can't be eliminated. Allowing nose picking and masturbation in your child's room prevents an unnecessary power struggle.

9. **Natural consequences**

Your child can learn good behavior from the natural laws of the physical world. Examples are: not dressing properly for the weather means your child will be cold or wet; or breaking a toy means it isn't fun to play with anymore.

10. **Logical consequences**

These should be logically related to the misbehavior, and make your child accountable for his or her problems and decisions. Many logical consequences are simply the temporary removal of a possession or privilege if your child has misused the object or right. (e.g. if bad report from school, no phone – will do school work instead of talking on the phone!)

11. **Delay of privilege**

Examples of work before play are: "After you clean your room, you can go out and play" or "When you finish your homework, you can watch TV."

12. **"I" messages**

When your child misbehaves, tell him/her how you feel. Say, "I am upset when you do such and such." Your child is more likely to listen to this than a message that starts with "you." "You" messages usually trigger a defensive reaction.

13. **Negotiation and family conferences**

As children become older, they need more communication and discussion with their parents about problems. A parent can begin such a conversation by saying, "What needs to change about these things? Where do you want to start?"

14. **Discontinue any physical punishment**

Most out-of-control children are already too aggressive. Physical punishment teaches them that it's okay to be aggressive (for example, hit or hurt someone else to solve problems).

15. **Discontinue any yelling**

Yelling and screaming will teach your child to yell back; you are thereby legitimizing shouting matches. Your child will respond better in the long run to a pleasant tone of voice and words of diplomacy.

16. **Don't forget to reward acceptable (desired) behaviors**

Don't take good behavior for granted. Watch for behavior you like then praise your child. At these times, move close to your child, look at him/her, smile, and be affectionate.

GUIDELINES FOR GIVING CONSEQUENCES (PUNISHMENTS)

1. **Don't be ambivalent.**
Mean what you say and follow through.
2. **Correct with love.**
Talk to your child the way you want people to talk to you. Avoid yelling or using a disrespectful tone of voice. Correct your child in a kind way. Sometimes begin your correction with "I'm sorry, I can't let you..."
3. **Apply the consequences immediately.**
Delayed punishments are less effective, because young children forget why they are being punished. Punishment should occur very soon after the misbehavior and be administered by the adult who witnessed the misdeed.
4. **Make a one-sentence comment about the rule when you punish your child.**
Avoid making a long speech.
5. **Ignore your child's arguments while you are correcting him/her.**
This is the child's way of delaying punishment.
6. **Make the punishment brief.**
Take a toy out of circulation for no more than one or two days. Time-out should last no longer than one minute per year of a child's age.
7. **Follow the consequences with love and trust.**
Welcome your child back into the family circle and do not comment upon the previous misbehavior or require an apology for it.
8. **Direct the punishment against the behavior, not the person.**
Avoid degrading comments such as, "You never do anything right."

LOGICAL CONSEQUENCES

1. Punishment for bad behavior logically fits the nature of the behavior.
2. Avoid a consequence that is too severe.

Applying Logical Consequences

<u>Bad Behavior</u>	<u>Logical Consequence</u>
1. Riding a tricycle in the street.	1. Tricycle is put up for one week.
2. Chewing gum gets stuck to furniture, clothes, or hair.	2. No more gum for five days.
3. Swearing on the telephone.	3. Can't phone out for three days.
4. Mistreating or refusal to care for one's pet.	4. Placing the pet in another home, after several warnings and discussions.
5. Refusal to brush teeth regularly.	5. No more candy or soft drinks until regular tooth brushing is begun.
6. Siblings argue and fight all morning.	6. Family outing to park is canceled that afternoon.
7. Not eating the main course at supper.	7. No dessert.

Advantages

1. Child sees clear relationship between behavior and consequences.
2. Child less likely to resent punishment.

ALLOWING NATURAL CONSEQUENCES TO HAPPEN

A natural consequence is an event that normally happens to a child following his bad behavior, unless the parents intervene.

- Allow children to experience natural consequences, unless there is a danger to the child's safety.

<u>Bad Behavior</u>	<u>Natural Consequences</u>
1. Handling a cat roughly.	1. Getting scratched.
2. Breaking a toy on purpose.	2. Having a broken toy which is not replaced by a new one.
3. Teasing neighborhood children.	3. Being avoided by neighborhood children.
4. Not doing a homework assignment.	4. Staying after school the next day, if required by the teacher.
5. Not wearing gloves on a cold day.	5. Having cold hands.
6. Not combing hair.	6. Being told by other children that hair is a mess.
7. Getting ready for school very slowly in the morning.	7. Being late for school and explaining why to the teacher.
8. Pushing and shoving other children of the same age.	8. Getting pushed and shoved back.
9. Carelessly spilling a drink.	9. Not getting a refill.

BEHAVIOR PENALTY

1. Consists of loss of a privilege, a “fine,” or extra chores.
2. Should be a temporary loss of something the child values.
3. State the penalty before the behavior occurs (ask the child to state it out loud).

Using Behavior Penalty

<u>Bad Behavior</u>	<u>Penalty</u>
1. Tattling on other children.	1. Child must immediately write three times, “ <i>Kids don’t like it when I tattle.</i> ”
2. Swearing.	2. A 25-cent fine for each swear word.
3. Lying to parents.	3. No television for two days.
4. Fighting with neighborhood children.	4. No bicycle riding for a week.
5. Refusal to do assigned chores.	5. Cancel plans to spend Friday with a friend.
6. Persistent teasing of little brother.	6. Stereo and records are “put up” for three days.
7. Failure to clean up one’s bedroom by 5:00 p.m.	7. No playing outdoors that evening.

TIME-OUT

- Use only for selected behaviors (generally for aggressive behavior such as hitting, biting, throwing objects in the house, etc.).
- Do not use for minor infractions of family rules or for normal accidents.
- Pick a time-out place without interesting things to do or look at. (It may be helpful to use a chair in a room or a hallway away from people if possible or you may want to leave the scene until the child has calmed down.)
- One warning (ten words or less).
“No throwing the ball in the house.”
- When aggression is the issue, no warnings.
- Cite offense simply (“You hit your sister.”).
- No discussion or negotiation.
- Time-out implies loss of freedom, interest, and parent’s attention.
- Use an objective time; shorter is better. One minute per year of age, up to five minutes.
- Restrain, if necessary.
- Do not spank; do not talk.
- Afterwards, do not discuss it. Clean slate.

A time-out has two purposes:

- To teach the child he/she has to learn to control his/her behavior if he/she wants to be around others;
- To give you a chance to keep control of your own behavior and emotions.

BASIC STEPS FOR TIME-OUT

1. Send the child to time-out using no more than ten words/ten seconds.
2. Time-out lasts one minute for each year of age.
3. Use a portable timer placed within hearing distance of the child.
4. Remove all attention from the child while he/she is in time-out.
5. After the timer rings, ask the child why he/she was in time-out.

Common Mistakes

- | | |
|---|---|
| 1. Arguing after the child is in time-out | (Should ignore) |
| 2. Arguing before placing the child in time-out | (ten words/ten seconds) |
| 3. Using small chair for toddlers | (Use large straight back chair) |
| 4. Using bedroom or interesting place as time-out | (Location should be boring) |
| 5. Keeping track of the time yourself | (Use portable timer within child's hearing) |
| 6. Making child apologize after time-out | (Have the child tell you why he/she went to time-out) |
| 7. Threatening to use time-out | (Actually use it) |
| 8. Varying the time | (one minute per year of age) |

You Want Your Child to:	Instead of Saying This:	Say This:	Which is Better Because:
Go to bed and stay there	If you get out of bed one more time, I'll scream.	After I put you to bed, I expect you to stay there.	The expectation for the behavior is clear and unemotional.
Eat his/her peas and carrots	You're going to sit at the table until you finish your peas.	Remember – we won't have a snack before bed.	Remind him//her that the kitchen is closed, but he/she can still choose whether or not to eat.
Do homework	You can't play until your homework is done.	I'll drive you to Billy's as soon as you finish your work.	Rewards instead of punishments.
Brush teeth	No bedtime story if you don't brush your teeth.	It's time for bed. What do you do first to get ready?	Lets him/her know it is time for his/her bedtime routine without being punitive.
Behave in the grocery store	Stop running now or no TV when we get home.	Can you help me find the cereal you like?	Distracts from the negative behavior and offers a positive alternative.
Feed the dog	Feed the dog or we'll have to give him/her away.	The dog looks hungry. Here's the dog food.	Reminds the child of his responsibility.
Ask without whining	If you whine once more, I'll spank you.	I'd like to listen, but I can only understand your normal voice.	Lets him/her know you're interested in what he/she is saying, but won't accept the tone.
Clean up his/her room	No dinner until your room is clean.	I want you to pick up your toys and put them in your toy chest. Do you want to do that before or after dinner?	Makes your expectations clear, but also gives the child a choice.
Stop tattling	I'm not taking a tattletale to the playground.	It sounds like you're upset with your sister. You need to tell her.	Helps the child understand what kids have to work out together.
Be quiet in the car	If you scream one more time, we'll turn around and go home.	I'm having a hard time driving. I need to pull over until you're settled.	Lets the child know the effects, limits, and consequences of his/her behavior.

WHAT YOU CAN DO WHEN YOU DON'T LIKE WHAT YOUR CHILD IS DOING

THINGS TO DO	EXAMPLES OF WHEN THIS MIGHT WORK
Ignore	Your child has a temper tantrum. You calmly leave the room.
Change the situation	Billy and his cousins are fighting. You separate them until they can get along.
Change the environment	Your toddler touches your best vase. Put it away until he/she learns what is for looking and what is for touching.
Distract	Two toddlers want the same toy. Distract one with a new toy.
Take away a privilege	Your older son picks on his little brother. He does not get to stay up and watch TV.
Reward	Any positive word or action that lets the child know we appreciate his/her behavior.
"If – Then"	"If you get the dishes done real quickly, then we can play one game of cards before homework."
Prevent	You know that your child is going to start grabbing things in the store, so you tell him/her ahead of time that if he/she wants to go to the store with you, he/she can't grab. Afterwards, reward him/her for his/her good behavior.
Accept-Tolerance	Your child loves his/her ugly sweater. You hate it, but just ignore it and let him/her wear it without criticizing him/her.
Catch them being good	"My, it makes me so happy to see you studying without even being told."
Active listening	"Mom, the teacher embarrassed me today." "My, I bet you're feeling sad about that. Can you tell me about it?"
Mutual problem-solving	Mom and Johnny want to watch different TV shows on Saturday afternoon. They negotiate and compromise.
Time-Out	Sammy is pitching a fit and won't calm down. He is sent to Time-Out.
"I" Messages	"When I see dirty dishes all over the living room, I feel angry because the kitchen is where we eat so we don't draw bugs."
Choices	The jobs that need to be done today are sweeping, emptying the trash, doing the dishes, and vacuuming the rug. "Which two jobs do you want to do, Sarah?"
Natural Consequences	Your son breaks a neighbor's window. He helps pay for it and helps to replace it.
Charts and Stars	Barbara keeps on crawling into the oven. She gets a star whenever she stays out of the oven for a whole day (morning, evening, etc).

SURVEY OF POSITIVE CONSEQUENCES

IDENTIFY SOME POSITIVE CONSEQUENCES FOR YOUR CHILD. IF YOU ARE NOT SURE ABOUT SOME OF THE ITEMS, ASK YOUR CHILD.

1. PEOPLE

Who does your child tend to spend time with (other adults, friends, etc.)?

- | | |
|----|----|
| A. | E. |
| B. | F. |
| C. | G. |
| D. | H. |

2. EVERYDAY ACTIVITIES

What everyday activities does your child like to do? (For example: play Monopoly, roller skate, watch TV, talk on the phone, etc.)

- | | |
|----|----|
| A. | E. |
| B. | F. |
| C. | G. |
| D. | H. |

3. SPECIAL ACTIVITIES

What special activities does your child play? (For example: go to a movie, visit the zoo, bake cookies, go to a ball game, spend night at friends', go to a concert, etc.)

- | | |
|----|----|
| A. | E. |
| B. | F. |
| C. | G. |
| D. | H. |

4. FOODS

What are your child's favorite foods?

- | | |
|----|----|
| A. | E. |
| B. | F. |
| C. | G. |
| D. | H. |

5. ATTENTION

What specific kinds of verbal and physical attention from you and others does your child like? (For example: praise, compliments, hugs, pats on the back, etc.)

- | | |
|----|----|
| A. | E. |
| B. | F. |
| C. | G. |
| D. | H. |

6. EXCHANGE ITEMS

What kind of exchange items (for example: stars, tokens, money, happy faces, or points) does your child like to receive?

- | | |
|----|----|
| A. | E. |
| B. | F. |
| C. | G. |
| D. | H. |

7. OTHER POSITIVE CONSEQUENCES

- | | |
|----|----|
| A. | E. |
| B. | F. |
| C. | G. |
| D. | H. |

BEHAVIOR	SUN	MON	TUES	WED	THURS	FRI	SAT	TOTAL

SURVIVAL TECHNIQUES TO USE WITH ADOLESCENTS

1. Focus on the here and now, and avoid recalling past deeds and/or misdeeds. The adolescent's view of the future and his/her time frame is totally different from adults.
2. Laugh with your child and never at him/her.
3. Separate the deed from the doer, the person from the behavior.
4. Negative consequences need the balancing effect of the positives.
5. A reward is given for something well done or achieved. Encouragement is needed when your child fails.
6. You cannot force your teenager to do anything, and the opposite also is true.
7. In disciplining, focus on the act and not the personality.
8. Maintain an attitude described as "kind and firm."
9. Patience can make the difference. With the mood swings, within an hour an unruly adolescent can become a friendly companion.
10. Avoid issuing consequences for negative behavior while you are upset. Rational thought can help you avoid overreacting and the tendency to create situations in which you set up consequences which cannot possibly be enforced.
11. Parents can tolerate behavior without sanctioning it.

12. Allow them to make choices whenever the opportunity arises. The outcome of the decision is then theirs, and not yours. Reality truly is the best teacher.
13. Respect their privacy. Avoid letter-opening, room-searching, and other “undercover” escapades.
14. Make a reasonable sense of proportion. Distinguish between small, unpleasant annoyances and the more serious problems.
15. In using praise, describe and do not evaluate. Personal praise often can create anxiety and puts one under undue obligation.
16. Parents cannot win by attacking, only by winning them over. Use motivation and encouragement rather than punitive measures.
17. Stress setting limits, not restriction imposing.
18. Admit that you will occasionally become frustrated and angry. This can be expected. Avoid personality and character attacks.
19. It takes an audience for a tantrum to be effective, and it takes at least two for arguments.
20. Task assignments can take the wind out of angry sails.
21. Adolescents respond positively to environments characterized by reasonable limits, predictability, and consistency.
22. Consequences should directly relate to the rule which has been broken.

23. Avoid settling disputes between your children. Finding ways to solve your own conflicts is a valuable lesson during formative years.
24. A totally unexpected response from the parent can be an excellent diversionary tactic.
25. Anger begets anger, and kindness begets kindness.
26. Pay little or no attention to second-hand information. There are at least two sides to every story.

ADOLESCENT INFORMATION BOOKLIST

Between Parent and Teenager, Dr. Haim G. Ginott

Teens Speak Out, Jan Rinzler

Teenage Survival Manual, H. Samm Coombs

COMPONENTS OF BEHAVIORAL CONTRACTS:

- *Mutual*
- *Simple*
- *Specific*
- *Consequences (both positive and negative)*
- *Immediate*
- *Written (and signed)*

BEHAVIOR CONTRACT WORKSHEET

FROM CASE PLAN:

STRENGTHS

NEEDS

LIST THINGS THAT ARE SPECIAL PRIVILEGES IN YOUR HOME:

- 1.
- 2.
- 3.

LIST ANY BEHAVIORS THAT NEED IMPROVEMENT:

PICK ONE BEHAVIOR TO WORK ON RIGHT NOW:

What specific things need to happen to see a change in this behavior?

What will be the positive consequence for behaving in the new way?

What will be the negative consequence for not behaving in the new way?

Behavioral Contract Reminders:

Contract should be done mutually.

Contract should be simple (focus on only one behavior).

Contracts should be very specific (clearly outline all details).

Contracts should outline both positive and negative consequences for the behavior.

Consequences should be immediate (apply that day).

Contracts should be written, signed, and agreed upon by all parties.

FAMILY PLAN

Parent(s): _____

Teen: _____

Other: _____

This plan was made on _____

The issue is _____

The plan we agree on is as follows:

We agree this plan is fair and reasonable. We also agree to make our best effort to follow this plan.

Signatures of participants:

FAMILY PLAN

Parent(s): Mr. Bill Greer Mrs. Sandy Greer

Teen: Sam Johnston

Other: Cathy Hagemeyer (Family Service Worker)

This plan was made on 4-18-98

The issue is following curfew

The plan we agree on is as follows:

1. On school nights (Sun – Thurs), Sam will be in his home by 9:30 p.m., according to the clock in the front hallway.
2. When Sam goes out, he will wear a watch that is set by the clock in the front hallway.
- (-) 3. If Sam is late (anytime after 9:30 p.m., he will not be allowed out of the house after dinner (6:30 p.m.) the following night.
- (+) 4. If Sam arrives home on or before the curfew time (9:30 p.m.), he will earn 30 minutes of curfew time for the next night (10 p.m. curfew) only.

We agree this plan is fair and reasonable. We also agree to make our best effort to follow this plan.

Signatures of participants:

***BONUS: If Sam arrives home by curfew five (5) nights in a row, he will earn a trip to the movies on SATURDAY NIGHT.**
---No "R" movies ---No midnight movies
---Parents will pay for Sam's movie ticket

**FACT SHEET FROM AMERICAN HUMANE ASSOCIATION –
Children’s Division
GUIDELINES TO HELP CHILDREN WHO HAVE BEEN REPORTED FOR SUSPECTED ABUSE OR
NEGLECT
AHA Fact Sheet #14**

How important is my role?

School personnel, teachers, counselors, child care workers, Boy and Girl Scout troop leaders, coaches – all adults who interact with children on a regular basis have a tremendous influence on children. Although you may never know that a child in your care has been reported to your local protective service agency or law enforcement for child abuse or neglect, oftentimes you are aware of children in such a situation. Learning how to help these children is an important contribution that you can make to help children overcome such tragedies. A caring adult can actually offset or reverse the harm caused by an abusing parent.

What happens once a report is made?

When child protective services receive a report of child maltreatment, they may begin an investigation or, if the report is deemed inappropriate or incomplete, may refer the case to another resource agency. Depending on the particular situation as well as the requirements of the local child protective services agency, those who reported the situation may have the opportunity to continue communicating with the child protective services worker regarding a child’s progress. Educators, in particular, may be asked to share additional information to help determine the facts of the situation and develop a treatment plan. School personnel can be an excellent resource but must ensure confidentiality of information and ensure that the information is only shared with people designated by law. Obviously, rumors may further isolate the family and negatively affect efforts to help them.

How should I address the parents?

Oftentimes, you will continue to have regular contact with the family after a report has been made. Parents who are suspected of child maltreatment can benefit from or be hurt by your influence, as well.

- Be objective and supportive of the family. Remember that most parents want to be good parents but may need additional help and encouragement to do so.
- Do not blame or make judgments about the family.
- Limit conversations to the activities in which you are involved; it is not your responsibility to investigate suspected maltreatment.
- When talking to parents, be professional, and objective. Do not allow yourself to be placed in the role of the adversary if parents get defensive and upset.
- Schools may be an ideal provider of support for parents through parent education programs, early childhood programs emphasizing child development, counseling programs such as job skills counseling, alcoholism/drug abuse programs, and adult education programs.
- Families experiencing abuse or neglect are also often experiencing stress from many factors. The program you are involved in may be a very important stress reducer to child and parent.

How should I address the needs of the child?

The following tips can help you develop nurturing relationships with all the children with whom you interact, including abused and neglected children who often suffer from poor self-concepts.

- Children need positive adult role models. Warmth, sympathy, and interest can allow children to see adults in a positive, supportive, and caring role.
- Be an approachable, patient listener. Listen without being critical or negative toward the child or the child's parents. Do not pressure the child to self-disclose, or reveal their experience of maltreatment. Help the child realize that reluctance to talk about feelings is normal.
- Help children improve self-esteem. Give a lot of positive reinforcement and send him or her new messages about who they are and what they have to offer.
- Teach conflict resolution; many abused or neglected children are unfamiliar with non-violent, controlled ways to deal with conflict.
- Teach creative problem solving to help the child make more effective decisions and feel a sense of control over his/her own life.
- Be sensitive to their need for consistency, particularly regarding your behavior toward them.
- Design teaching segments on how to recognize feelings and properly express them. Use a "feeling barometer" that encourages children to move the indicator to show how they are feeling, and discuss why.
- Victims of abuse and neglect may believe that it is their fault that they experience maltreatment, that they are bad and if they were good their parents would not hurt them again and again. Assure them that the abuse is not their fault.
- A child may try to protect himself/herself from the real feelings by pretending the feelings do not exist. A child who wants very badly to be asked to play with others or join others may hide or avoid the situation. It is easier to pretend he/she does not care than to show interest and take a chance that others will reject him or her.
- When a child acts in ways that seem strange, remember to look for the feelings behind the actions.
- Always remember that maltreated children may be very loyal to the parent, and, underneath any other feelings they may have, they love their parents and want to be loved in return.
- Do not display pity.
- Do not over-focus attention on the maltreated child. Children need to learn how to draw upon their own resources and fit in with other children. However, do not ignore the child because you are unsure or uncomfortable with the situation.
- Foster the child's relationships with peers by encouraging extracurricular and school-related activities.
- Allow children to have possessions of their own for which they are responsible: their desk or workspace, books, backpack, etc.

Specifically for educators:

- Discover if your school system has a board policy or procedure for child abuse and neglect. To help maintain an open and professional relationship, the school should notify the parents as soon as a report is filed. Honestly inform them that a report has been filed and that there is legal authority for this action since, according to state law, teachers are mandated to report suspected child abuse and neglect. The parents should be assured that the school is supportive of them and interested in the well-being of the child.
- Maltreated children often have special educational, psychological, or medical needs. Help them access available resources for these needs.
- Devise individualized education plans tailored to the special educational needs of a maltreated child but be careful not to let the child know he/she is being singled out for special treatment.
- Utilize programs which are already in place. One example is providing free or reduced breakfast and lunch, field trips, and extracurricular activities. Economic stress is often one factor that makes parenting difficult and may increase the risk for maltreatment.

How do I find out more about child abuse and neglect?

Please contact the American Humane Association at 1-800-227-4645 if you need additional information about child abuse and neglect, or help identifying local resources for at-risk children and families.

SOURCES:

The American Human Association. Twenty Years After CAPTA: A Portrait of the Child Protective Services System. Englewood, CO: The American Human Association, 1994.

Erickson, Edsel L; McEvoy, Alan W.” and Colucci, Nicholas D. Jr. Child Abuse and Neglect: A Guidebook for Educators and Community Leaders. Holmes Beach, FL: Learning Publications, Inc., 1979.

National Center on Child Abuse and Neglect (NCCAN). The Role of Educators in the Prevention and Treatment of Child Abuse and Neglect. Washington, D.C.: United States Government Printing Office, 1992.

HELPFUL HINTS FOR NON-OFFENDING PARENTS IN CASES INVOLVING SEXUAL ABUSE

Children need the help of a professional counselor, but they also need others to be supportive and helpful to them as they work through what happened to them. A child will only be with a counselor about one hour a week, but he/she will be with their parents or guardians much more than that. You, as a parent or guardian, can do so much to work as a team with the child's counselor. At times like this, it is really hard to know just what to do. Here are a few suggestions:

- Be supportive of your child, no matter what. Your child needs to know he/she can count on you.
- Ask your counselor to suggest books or information that might be helpful in knowing what to do with your child.
- Do not question a child about what happened. However, if your child brings it up, talk to him/her about it and let him/her express his/her feelings. Your child needs to know that you will listen, but he/she doesn't need to talk about it all the time.
- Get support for yourself from family, friends, or a support group for parents of abused children. Don't underestimate your need to talk to someone who will understand.
- Anytime you are concerned about something your child is doing, particularly if it is soon after a counseling session, be sure to tell your counselor about it. It's okay to call before the next appointment to talk about any problems.
- There may be times when your child may tell a counselor something during their session that you need to know. Usually he/she will bring you in with the child and tell you. The child may be nervous so there are a few things you can do to help him/her through this.
 - Let them know that he/she did nothing wrong by telling or by being abused.
 - Praise him/her and reinforce him/her for telling what happened. Let your child know you are proud of him/her and he/she is brave.
 - Let the child know that you will do everything you can to help him/her be safe.
 - Tell your child that you love him/her, and that nothing will ever change that. Sometimes he/she really needs to hear this after telling you something painful or disturbing.
 - Tell your child that you are really glad he/she told.

- Try not to ask questions like “Why didn’t you tell me?” “Why did you let this happen?” because it puts the blame on the child. Your counselor will help you understand the answers to these questions. IF you have already asked your child these questions then let your counselor know and he/she can help handle the child’s feelings about this.
- Never make promises to a child that you cannot keep, no matter how much you want to.
- It is okay for you to feel many, many emotions about this. It is equally important that you deal with these feelings or you won’t be much help to your child. Even deal with some of these things together. It’s okay for him/her to know you are mad about what happened (not at him/her) and he/she is probably mad, too. Go out and throw ice at the sidewalk or punch pillows together. It can be a bonding experience and a release.
- Don’t tell everyone about what happened, particularly if the child is an adolescent or teen. It is often something private to him/her. Even let your child know that “Mr. Jones needs to know about this so he can help you, but I wanted to let you know I have to tell him.” It just shows respect for his/her own needs.

HOUSECLEANING CHORE LIST

*Tip: Customize this page with the rooms and tasks for your home.

CLEANING TASKS LISTED BY ROOM									
BATHROOM									
COUNTERTOP									
SINK									
TUB/SHOWER									
TOILET									
FLOOR									
BEDROOM									
DUST									
CHANGE SHEETS									
VACUUM FLOOR									
PUT CLOTHES IN HAMPER									
KITCHEN									
WIPE COUNTERTOPS									
WIPE CABINETS									
CLEAN STOVE/OVEN									
SWEEP AND MOP FLOOR									
WASH & DRY CLOTHES									
PUT AWAY CLEAN CLOTHES									
LIVING ROOM									
PICK UP CLUTTER									
DUST									
VACCUM FLOOR									

CLEANING SCHEDULE

Month: _____

Week Ending: _____

DAILY "To Do"							
	SUN	MON	TUES	WED	THURS	FRI	SAT
Make Bed							
Bathroom							
Dishes							
Kitchen Table							
General (Straighten Up)							
Check Trash							
TWICE A WEEK							
	SUN	MON	TUES	WED	THURS	FRI	SAT
Vacuum							
Mop Floors							
Dust							
Laundry							
Bedroom							
ONCE A WEEK							
	SUN	MON	TUES	WED	THURS	FRI	SAT
Clean Pet's Area							
Outside Yard							

Daily "to do" bathroom consist of cleaning up after use of sink, bath tub, toilet. General straightening up is picking up behind yourself if you drop, spill, or make a mess, you clean it up as soon as possible.
 2 Times A Week: Dusting includes cleaning for spider webs. Laundry as needed but at least 2 times a week. Bedroom is a general cleaning of floors and any straightening up needed.
 Fill in the month at the top of the page and for the week ending, put in Saturday's date. When an item is cleaned, put your initials in the box to the right of the item under the day it was completed.

BUDGETING

Budgeting, in its most basic form, is simply subtracting your total expenses from your total net income.

Expense is defined as anything that you or a family member spends money on. Net income is defined as the total amounts of money you and your family earns, after all taxes and other deductions are removed from your gross income.

When figuring your budget, after you subtract your total expenses from your total net income, if you have money left over then your budget is in the black (or in the positive), which means your income is greater than your expenses. If, after subtracting, your total net income you have less than zero left over, then you are in the red (or in the negative), which means your expenses are greater than your income.

To figure a basic budget for your family, fill in the worksheet labeled Budget Plan Worksheet.

After you fill in the worksheet and you are in the positive, then you need to determine what to do with your left over income. If you anticipate an upcoming expense that is not part of your monthly budget, then set part of your left over budget aside until that expense will be covered. It is better to plan ahead for it and gradually save the money needed than to take it all in one lump sum at one time. Other suggestions for your leftover budget income are to start up or build up a savings account. Invest part of your money into a retirement plan such as a 401K or a mutual fund. If you plan on investing, seek out a professional in the area that you choose to invest in. They can help you better plan your investments.

After you fill out the worksheet and you are in the negative, then you need to do one or both of the following things: lower your monthly expenses and/or increase your monthly income. To increase your monthly income, you can take on a second or part time job, ask for a raise, or if able to, work extra hours. To lower your monthly expenses, you can look at the following things. You can lower your utility bills by conserving electricity. Turn lights off when not in use, install dimmer switches on lights that do not require full light output. If you have electric heat, lower the thermostat to, at most, 74 degrees. If you have ceiling fans, use them; the fans will help push the heat back down as it rises. If you have drafts around or under doors and windows, seal them with weather striping or shrink plastic around the windows. The same items can be done in the summer if you use an air conditioner, but set your thermostat to no lower than 78 degrees. Lower the water temperature on your hot water heater. To conserve on water, take showers instead of baths. More water is used to fill a tub than to take a shower. Spend only the time needed in the shower to get clean. When doing dishes or laundry, wait to

do them until you have a full load to do. This will conserve both electricity and water. Other ways to lower your expenses is to cut out any non-necessary items such as cable for the television, magazine subscriptions, unnecessary food items, and nights on the town. When purchasing food, buy store brand or generic name items. These are just as good as name brand items, but cost less. If you purchase a large quantity of one particular item, try finding them in bulk package. Use coupons. Do not purchase impulse items or unnecessary items. If you are not sure, ask yourself, “Is this an item that I want or is it an item that I need?” If it is just a “wants” item, then do not purchase. Try shopping for better insurance rates, cheaper phone rates, etc. If you have a high car payment, consider selling or trading your car in for one less expensive. Increase the number of dependents you claim on your W4 with your employer (do not claim more than you actually have), so you get more money now, rather than a refund once a year. Sell items that you no longer use. Hold a yard sale or take clothes to a consignment shop to sell. Once you get your budget into the positive, do not rush back out and recover the items you gave up or stopped getting. This could put you right back into a negative again. To research this information further, visit the following websites:

<http://financialplan.about.com/mbody.htm>

<http://www.personalbudgeting.com/tips/tips.html>

<http://www.personal-budget-planning-saving-money.com/worksheets.htm>

BUDGET PLAN WORKSHEET

MONTHLY INCOME

Wages Paid: _____

To figure your monthly income, see chart to
figure it out:

IF YOU GET PAID	MULTIPLY BY	DIVIDE BY
Weekly	52	12
Every 2 Weeks	26	12
Twice a Month	12	12
Every 3 Weeks	17.34	12

Bonuses: _____

Interest Income: _____

Capital Gains Income: _____

Dividend Income: _____

Miscellaneous Income: _____

INCOME SUBTOTAL: _____

(Add All Income)

MONTHLY EXPENSES

Mortgage or Rent: _____

Electric: _____

Natural Gas: _____

Water, Trash, Sewer: _____

Cable TV: _____

Telephone / Cell Phone: _____

Home Repairs: _____

Car Payments: _____

Gasoline / Oil / Car Maintenance: _____

Auto / Life / Health / Home Insurance: _____

Computer Expense: _____

Child Care: _____

Entertainment / Recreation: _____

Groceries: _____

Toiletries, Household Items: _____

Clothing: _____

Eating Out: _____

Gifts, Donations: _____

Hobbies: _____

Credit, Store Cards: _____

Magazines, Newspaper Subscriptions: _____

Pets: _____
Taxes Paid: (Federal, State, Social Security,
Personal Property, & Real Estate) _____
Miscellaneous Expenses:
(Any expenses not listed above)
EXAMPLES: Fines, Tickets, Alcohol,
Cigarettes, Borrowed Money, or Any Other
Expense Not Listed) _____
EXPENSE SUBTOTAL:
(Add All Expenses)

MONTHLY INCOME LEFT:
(Subtract Expenses From Income) _____