

R430-90-19 and R430-50-19: CHILD DISCIPLINE

Purpose

This section provides rules and information about forms of discipline that may be used and forms of discipline that are not allowed.

General Information

The word "discipline" originates from a Latin root that implies learning and education. The modern dictionary defines discipline as "training that develops self-control, character, or orderliness and efficiency." Unfortunately, common usage has corrupted the word so that many consider discipline synonymous with punishment, most particularly corporal punishment. *CFOC, 3rd Ed. pgs. 70-72 Standard 2.2.0.6*

Discipline is most effective when it is consistent, recognizes and reinforces desired behaviors, and offers natural consequences (for example, when a child breaks a toy, the toy no longer works) and logical consequences (for example, not being able to play in the sandbox for a period of time as a consequence for throwing sand) for negative behaviors. Research studies have found that corporal punishment has limited effectiveness and potentially harmful side effects. Time out should not be used with infants and toddlers because they are too young to cognitively understand this consequence. *CFOC, 3rd Ed. pgs. 70-72 Standard 2.2.0.6*

Discipline should be an ongoing process of teaching that helps children develop inner control so that they can manage their own behavior in a socially acceptable manner. Children must be given understandable guidelines for their behavior if they are to develop inner control of their actions. The aim of discipline is to develop personal self-discipline. *CFOC, 3rd Ed. pgs. 70-72 Standard 2.2.0.6*

Appropriate alternatives to corporal punishment vary as children grow and develop. As infants become more mobile, caregivers must create a safe space and impose limitations by encouraging activities that distract or redirect children from harmful situations. Brief verbal expressions of disapproval can help prepare older infants and toddlers for later use of reasoning. However, caregivers cannot expect infants and toddlers to be controlled by verbal reprimands. Preschoolers have begun to develop an understanding of rules and can be expected to understand natural and logical consequences and brief time out (out-of-group activity) as the result of undesirable behavior. School age children begin to develop a sense of personal responsibility and self-control, and will recognize the removal of privileges (such as the loss of participation in an activity). *CFOC, 3rd Ed. pgs. 75-76 Standard 2.2.0.9*

The prohibited methods of discipline are considered psychologically and emotionally abusive, and can easily become physically abusive as well. Research has linked corporal punishment with negative effects such as later criminal behavior and learning impairments. *CFOC, 3rd Ed. pgs. 75-76 Standard 2.2.0.9*

Licensed Family 90-19:

- (1) The licensee shall inform non-emergency substitutes, caregivers, parents, and children of the licensee's behavioral expectations for children.

Residential Certificate 50-19:

- (1) The certificate holder shall inform non-emergency substitutes, parents, and children of the certificate holder's behavioral expectations for children.

Rationale / Explanation

The purpose of this rule is to ensure that all parties involved, including parents, children, and caregivers understand the center's behavioral expectations. Children cannot be expected to conform to behavioral expectations if they do not know what those expectations are. *CFOC, 3rd Ed. pgs. 70-72 Standard 21.2.0.6, pgs. 349-350 Standard 9.2.1.3*

Enforcement

Always Level 3 Noncompliance.

Assessment

The provider may inform caregivers, parents, and children of the center's behavioral expectations in a variety of ways. Examples of this include making it part of the orientation information for new enrolling parents, putting it in a parent handbook, posting it in the center, and discussing it at parent meetings.

Examples of age-appropriate behavioral expectations for children include:

Infants: Ages Birth to 11 Months

- May cry because they are under distress or trying to communicate.
- Cries or screams when dropped off because they have separation anxiety.
- Puts everything in their mouth because they explore through taste.
- Feels and touches everything because they learn and explore by using their 5 senses.

Toddlers: Ages 12 Months to 24 Months

- Everything goes in their mouths because they explore through taste.
- Feels and touches everything because they learn and explore by using their 5 senses.
- May cry, hit or bite to get their way or to communicate with others.
- Because they do not have verbal skills they may give a hug, smile, hit or bite. This is their way of expressing their emotions.
- May show signs of anxiety especially during change. This is shown by withdrawing, crying, clinging and a desire to be held.

Two Year-Olds:

- Like to assert their independence.
- Often express the word no and mine because they want to play with others but they do not know how.
- Have a hard time sharing.
- Exhibit mood swings because they want to express themselves and do not know how.

3 – 5 Years-Olds:

- Have a great desire to please adults.
- May still have a hard time sharing and taking turns or playing with others.
- May have outbursts of emotions.
- Independent. They do well when given choices so they can prove to themselves and others that they can be successful.
- Often tell on others. They do this to prove that they know the rule and want others to know they know.
- Like to play in small groups but may need some guidance.

School-age Children:

- As a general rule these children have a desire to cooperate.
- Like to play with others but want to be recognized as an individual.
- Decision makers. They do well when they are part of classroom decisions.
- Will often stretch the truth to meet their social needs.

Licensed Family 90-19:

- (2) Providers and volunteers may discipline children using positive reinforcement and redirection, and by setting clear limits that promote a child's ability to become self-disciplined.

Licensed Family 90-19:

- (3) A provider may use gentle, passive restraint with a child only when it is needed to stop the child from injuring himself or herself or others or from destroying property.

Residential Certificate 50-19:

- (2) A provider may use gentle, passive restraint with a child only when it is needed to stop the child from injuring himself or herself or others or from destroying property.

Rationale / Explanation

Children in out of home care in the United States have been shown to demonstrate more aggressive behavior than children reared at home or children in child care facilities in other countries. Children mimic adult behavior: adults who demonstrate loud or violent behavior serve as models for children. Caregiver intervention when children behave aggressively protects children and encourages them to exhibit more acceptable behavior. *CFOC, 3rd Ed. pgs. 72-73 Standard 2.2.0.7*

When a child's behavior makes it necessary, for his or her own or others' protection, to restrain the child, the most desirable method of restraint is holding the child as gently as possible to accomplish the restraint. The child should not be physically restrained any longer than is necessary to control the situation. No bonds, ties, or straps should be used to restrain children. *CFOC, 3rd Ed. pg. 76 Standard 2.2.0.10*

Licensed Family 90-19:

- (4) Disciplinary measures shall not include any of the following:
- (a) any form of corporal punishment such as hitting, spanking, shaking, biting, pinching, or any other measure that produces physical pain or discomfort;

Residential Certificate 50-19:

- (3) Disciplinary measures shall not include any of the following:
- (a) any form of corporal punishment such as hitting, spanking, shaking, biting, pinching, or any other measure that produces physical pain or discomfort;

Enforcement

Always Level 1 Noncompliance.

Assessment

Corporal punishment includes squirting a child with water or putting hot sauce or soap in a child's mouth.

Licensed Family 90-19:

- (4) Discipline measures shall not include any of the following:
- (b) restraining a child's movement by binding, tying, or any other form of restraint that exceeds that specified in Subsection (3) above;

Residential Certificate 50-19:

- (3) Discipline measures shall not include any of the following:
- (b) restraining a child's movement by binding, tying, or any other form of restraint that exceeds that specified in Subsection (2) above;

Enforcement

Always Level 1 Noncompliance.

Assessment

Placing a child in a harness or leash is considered restraining a child's movements.

Unless it is used as a form of discipline, swaddling a child will not be considered restraining a child's movement.

Licensed Family 90-19:

- (4) Discipline measures shall not include any of the following:
(c) shouting at any child;

Residential Certificate 50-19:

- (3) Discipline measures shall not include any of the following:
(c) shouting at any child;

Enforcement

Always Level 1 Noncompliance.

Assessment

This rule is not intended to prevent a caregiver from shouting to a child in an emergency situation where there is a danger of imminent serious physical harm (for example, to prevent a child from running into the street).

Licensed Family 90-19:

- (4) Discipline measures shall not include any of the following:
(d) any form of emotional abuse;

Residential Certificate 50-19:

- (3) Discipline measures shall not include any of the following:
(d) any form of emotional abuse;

Enforcement

Always Level 1 Noncompliance.

Assessment

A provider's use of profanity towards a child is considered emotional abuse and inappropriate discipline.

For the purposes of this rule, using humiliation to discipline a child, such as putting an older child in a highchair or crib, or putting an older child in a younger classroom, to make the child look like a "baby" is considered emotional abuse.

Licensed Family 90-19:

- (4) Discipline measures shall not include any of the following:
(e) forcing or withholding of food, rest, or toileting; and,

Residential Certificate 50-19:

- (3) Discipline measures shall not include any of the following:
(e) forcing or withholding of food, rest, or toileting; and,

Rationale / Explanation

When adults use food to modify behavior, children can come to view eating as a tug-of-war and are more likely to develop lasting food dislikes and unhealthy eating behaviors. CFOC, 3rd Ed. pgs. 70-72 Standard 2.2.0.6

Enforcement

Always Level 1 Noncompliance.

Assessment

If a special treat or snack is withheld as a discipline measure, this rule will be considered out of compliance.

While best practice is not to use food as a reward for finishing the food offered, a finding will not be issued if the child is not offered dessert when they do not finish their meal.

Potty treats will not be considered a form of discipline.

Licensed Family 90-19:

- (4) Discipline measures shall not include any of the following:
- (f) confining a child in a closet, locked room, or other enclosure such as a box, cupboard, or cage.

Residential Certificate 50-19:

- (3) Discipline measures shall not include any of the following:
- (f) confining a child in a closet, locked room, or other enclosure such as a box, cupboard, or cage.

Enforcement

Always Level 1 Noncompliance.

Assessment

A child may not be put in an enclosure for time out purposes. This is considered confining a child.