**applicable laws, regulations and/or standards:**

**Federal Laws:**

*N/A*

**State Laws:**

[*A.R.S. § 8-529. Children in Foster Care; Rights*](http://www.azleg.gov/FormatDocument.asp?inDoc=/ars/8/00529.htm&Title=8&DocType=ARS)

**Regulations:**

[*A.A.C.R9-20-203. Client Rights*](http://www.azsos.gov/public_services/Title_09/9-20.htm)

[*A.A.C.R9-20-404. Supplemental Requirements for an Agency that Provides Behavioral Health Services to Children*](http://www.azsos.gov/public_services/Title_09/9-20.htm)

[*A.A.C.R6-5-5833. Behavior Management; Discipline; Prohibitions*](http://www.azsos.gov/public_services/Title_06/6-05.htm)

[*A.A.C.R6-5-7445. Children’s Money; Restitution*](http://www.azsos.gov/public_services/Title_06/6-05.htm)

[*A.A.C.R6-5-7456. Behavior Management*](http://www.azsos.gov/public_services/Title_06/6-05.htm)

**COA Standards:**

[*BSM Introduction: Behavior Support and Management*](http://coanet.org/standard/bsm/)

[*BSM 1: Philosophy and Organization Policy*](http://coanet.org/standard/bsm/1/)

[*BSM 2: Behavior Support and Management Practices*](http://coanet.org/standard/bsm/2/)

[*BSM 4: Restrictive Behavior Management Intervention Training*](http://coanet.org/standard/bsm/4/)

*[BSM 5: Restrictive Behavior Management Interventions](http://coanet.org/standard/bsm/5/)*

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# policy:

Discipline is a positive and essential educational process designed to help children live usefully and cooperatively with others. The ultimate goal of discipline is self-discipline intended to help a child learn to successfully control and direct their impulses and responses to function within the acceptable boundaries of society. Effectively applied discipline helps a child to develop a sense of responsibility for his own conduct and to accept and handle normal and difficult situations. Good discipline takes into account what a child is capable of doing, what the child needs and what will help the child grow and develop. Arizona’s Children Association recognizes that behaviors are a language of their own. The behavior of the individual connects to their history and history must be considered when discipline is implemented.

# procedures:

# 1.0

The authority of the direct care worker or foster parent is required to guide and reassure children and adolescents as well as maintain safety and well-being. It is essential that discipline or consequences, be both logical, in terms of offending behavior and psychologically correct, in terms of the needs of the individual child. Naturally occurring consequences are also preferable (unless those consequences may be dangerous or viewed as a reward). A team approach is most effective when creating consistent responses for misbehavior.

# 2.0

The manner in which consequences are delivered or administered is vital. Staff or intervening adults should never display a punitive or derisive manner toward the child. It should also not be aversive in nature or in any way illicit fear. Discipline should also be maintained. The child's self-esteem, not inadvertently may result in traumatic re-enactment. Some forms of discipline are more conducive to learning than others and care should be taken to ensure that children are supported and encouraged through the disciplinary process.

# 3.0

Certain principles and procedures should be kept in mind in the application of discipline with children:

1. It is essential that policies and procedures of AzCA, the group and the individual, be clear for all children and the adults working with them. It is important that children understand what is expected from them from the beginning.
2. Corporal punishment is not permitted under any circumstance. Any other behavior that degrades the integrity of the child or infringes upon the physical well-being of the child is unacceptable. This includes the use of physical exercise as a form of punishment.
3. Deprivation of food, mail or family contact as forms of discipline is not allowed.
4. The withholding or withdrawing of allowances from a child's account for disciplinary measures shall not be practiced. Children should, however, pay restitution for any property that they may damage or destroy, as a logical consequence. If a child does not have funds to pay restitution where restitution is a logical consequence, work opportunities with compensation may be made available to enable the child the opportunity to pay restitution. Work is not to be used as a negative consequence for children in placement, but children on restrictions can be assigned work when regular activities are unavailable to them as a means by which the child can resolve issues around destructive behaviors that may impact others. These assignments should not be in the context of disciplinary action.
5. Discipline of a child should not be prescribed or carried out by other children, as it is the responsibility of the adult.
6. Consequences should be related to the maladaptive or inappropriate behaviors exhibited by the child and should be in proportion to the level of disruption caused by the behavior. The consequence for a minor behavior should not be the same as for a major behavior. Consequences should additionally be administered promptly and the corrective action should be completed quickly.
7. Once consequences have been completed, the corrective action should be left in the past. Staff should use the opportunity to discuss the situation related to the imposing of consequences to help the child increase his sense of responsibility for behavior, to clarify expectations and to explore alternatives and more successful ways of coping with feelings, stresses and situations.

# 4.0

Upon admission, the clients and their guardians are informed of the agency’s behavior management policies and receive a copy of the agency disciplinary policy. The policy is verbally reviewed with the client and their guardian. The verification of this procedure can be found in the client's record.

