

Mentoring a Child

At

The Children's Home of Lubbock



What is the mentor program?

The mentor program is designed to provide a child with a special friend aside from family or staff. We hope that each mentor will enhance the life of a child by establishing a close personal relationship and by providing opportunities the child may not otherwise receive. The program is meant to augment and support the daily care program of the Children's Home. The program is also an opportunity for a volunteer to enrich his or her own life by sharing with a child.

While the child is in the company of a mentor, the mentor will be responsible for the general care and supervision of the child. It is the desire of the staff of The Children's Home of Lubbock that the mentor will become an integral part of the child's life and the childcare team.

What about the children in the program?

Children eligible for the mentor program range from ages 5 to 18 years old. They must be adjusted to the routine of cottage life and be secure enough to succeed in a mentor's home.

These children come from all social, financial, and ethnic backgrounds. Some of the children are placed by their families, who for various reasons are unable to care for the basic needs of their child.

Some of the children are placed by the Children's Protective Services or Juvenile Probation Office. Typically, these children have experienced abuse in one form or another.

Each one of these children, no matter what the reasons are for placement, has the same thing in common: a need for healthy relationships. Most of these children have a desire for adult guidance, companionship, and unconditional love.

What might I commit as a mentor?

A child's mentor should plan to see, call, write or have the child in his or her home at least every other week. It is recommended that the child be able to spend one weekend each month with their mentor. A mentor must carefully consider the demands of the job and be willing to commit at least one full year to the child.

Other levels and styles of involvement may also be appropriate for a child. Consistency and dependability in the relationship are critical to the child. Whatever you agree to commit to this program, it is important that the child's expectations are properly set and that you do your best to follow through for the child.

What might I do as a mentor?

During your time together, you and the child will plan to do the activities you both enjoy. These might be watching a movie, bowling, picnics, playing ball, sharing a project, shopping, or just relaxing at home.

You might share trade or sports skills with the child or help with tutoring in academic subjects. Reading a story or article of mutual interest to you and the child and discussing the ideas presented can be a great way to share values.

Extended visits and time away from campus are special; however, these times should be balanced. It is not in the best interest of the child to be separated from their cottage and routine for a major part of their free time.

How do I become a mentor?

Each person wishing to become a mentor must complete the following application and orientation procedures.

1. Complete and return an application to The Children's Home of Lubbock.
2. At least three of the five personal references are required.
3. A criminal records check is initiated through the Texas Department of Protective and Regulatory Services.
4. A personal interview is scheduled and conducted with a Unit Director.
5. Introduction to children and staff is made and limited visits begin.
6. Final approval and privileges are granted.

In addition, each mentor will be required to sign a form that states the responsibility of the mentor to report any signs of child abuse or neglect to the program supervisor.

With these accomplished, a good and enriching relationship will be on its way.

Am I then on my own?

A mentor's relationship with a child is supported and coordinated by the child's Unit Director, and that person may be contacted for any concern or special help needed. If the mentor prefers, an appointment may be scheduled.

What happens in an emergency?

Each mentor will receive a notarized medical and transportation authorization for the child. If a child gets hurt and requires medical attention, it will be the responsibility of the mentor to fill that need. Should an emergency arise, the mentor should contact the childcare staff or the caseworker as soon as possible. The appropriate phone numbers will be provided. The Children's Home will reimburse the mentor if any medical expenses are incurred.

Will discipline be a problem?

During the interview with a Unit Director, mentors are given detailed guidelines on appropriate means of managing behavior while the child is in their care. Basically, the mentor may take away privileges, or formulate logical consequences to address behavioral problems. Mentors will be given positive ways of dealing with behavioral issues that do not include corporal punishment.

MENTOR GUIDELINES

1. When planning to visit the child on campus or to take the child for an outing, check with the childcare worker, the case worker, or the Unit Director. This consultation on scheduling the visit should take place before the visit or before inviting the child on an outing.
2. Visits and trips of more than 48 hours require approval from people beyond the Children's Home staff such as a parent or managing conservator. Two weeks' notice is requested in these cases to facilitate these approval contacts and to avoid the possibility of the disappointment of a missed opportunity for the child.
3. While the child is under your supervision, the child must be properly supervised, fed and hydrated, and provided with safe housing accommodations for any overnight visits.
4. While the child is under your supervision, the child's health, safety, and well-being must be protected.
5. You, the mentor, must have all necessary medical information concerning the child, and must know how to proceed with a medical emergency.
6. Much of our discipline program is based on a behavioral level system with each level having corresponding privileges or restrictions. A child must be on the appropriate level to participate in an outing. Other plans or extenuating circumstances may need to be considered before allowing a child to leave for a visit.
7. Honor time frames established in the cottage and return children at the time agreed with staff. This will generally be at least thirty minutes before the child's bedtime.
8. You are welcome to visit the child in his/her home. Remember that this is also the home of several other people. Extended or frequent visits in the cottage during meals, bath time or bedtime can be a distraction to the regular routine of cottage life. Cottage visits should be concluded at the time agreed with staff. This will generally be at least an hour before the child's bedtime.
9. You, the mentor, are chosen to be a special friend to one or two children. Focusing on the children selected for you to mentor gives that child extra attention and really strengthens relationships.
10. On special occasions, you may want to take several children on an outing. If you are planning for more than three children, arrange to have other adults involved so that you will have at least one adult for each three children. Appropriate

supervision for these children is critical. Unit Director approval is required if your plans involve children from more than one cottage.

11. Please remember that the staff has the responsibility to fill the “parent” role for the child. As with any parenting situation, there may be times when you do not agree with the style or technique the staff employ. It is okay to not agree. The children should not be aware of your disagreement. Helpful suggestions may be appropriately taken to the direct care staff. Disagreements where you feel that action stronger than a suggestion is required should be directed to supervisory staff.
12. Corporal punishment is prohibited for children in the care of the Children's Home of Lubbock. Many of our children have experienced abuse from adults and corporal punishment will deter the healing process for them.
13. Making appointments with school personnel, managing conservators, family members or therapists is a function of the staff of the Children's Home of Lubbock. Confidentiality issues must be respected in these matters. The staff will be happy to share with you what is appropriate information and observations you have regarding the child. Please talk to the child’s staff regarding concerns that you have.
14. Mentor families are to meet the same guidelines as childcare staff.
15. High risk recreational activities are not permitted. If questions arise, please contact the child’s Unit Director.

Helpful Hints for Mentors

1. Look for and focus on the positive aspects of the child’s life.
2. Communicate your love and acceptance by giving the child focused attention, eye contact and appropriate touch.
3. Use your example as your primary teaching tool. Your words will likely soon be forgotten but your actions, attitudes and values may stay with the child for a lifetime.
4. Use the three R’s of memory making to give lasting treasures to the child: Routine, Ritual and the Ridiculous.
5. If you are busy, for whatever reason, and cannot have the child visit you for a weekend during a particular month, call the child and communicate your situation.

6. If you cannot make a scheduled visit with the child, call as soon as possible before the anticipated meeting time.
7. Entertaining kids is always fun but mix in the other activities of real life as well. Try to keep a realistic mix in your shared activities. Allow the child to go with you while you run errands, do business, perform chores, work on the car or in the garden, grocery-shopping etc.
8. Allow the child to do some chores around the house. Every child is responsible for completing chores while living on campus. This helps develop responsibility and builds self-esteem.
9. Be patient with the child. Do not expect the child to warm up to you or share things that are important to them right away. It may take weeks or months before you sense a bonding between you and the child.
10. Be ready for setbacks. Some children may disappoint you. Remember that it is not the child you are disappointed with but his or her behavior. Take into consideration the circumstances that the children have come from and objectives as mentors and staff to help them grow and mature in appropriate behavior.
11. Do establish some guidelines for behaviors that you expect from the child. Be consistent with these guidelines. Allow the child to have some input concerning the guidelines.
12. Children often fail to show proper thanks and gratitude. You are encouraged to help the child learn how to be courteous and use proper manners. Verbal prompts can be helpful.
13. Do practice good listening skills. Focused attention is a powerful way to communicate your love and give the child a sense of his or her value. Children are keenly aware of when they lack your complete attention.
14. Do not pre-judge the child. Keep an open mind, especially when first getting acquainted with the child. Try to accept the child where he or she is and focus on the child's positive aspects.
15. As the relationship develops, do encourage the child to think about him/herself. Plan some goals together for the future.
16. Avoid getting caught in the middle between the child and his/her house parents, teachers, parents, etc. Do carefully listen to and understand the child's complaints. Communicate concern for the child but avoid taking sides. Let the child retain ownership of the problem.

17. Relax. Be yourself. The child will appreciate you for who you are and will learn from you because you have taken the time to invest in him/her.
18. If a visit does not go well, try not to take it personally. Take into consideration that a child may be troubled by a crisis in the cottage or a disturbing interaction with his or her family. There are many things outside your control that will affect your relationship with the child.
19. Direct questions and requests for assistance concerning the child that you are mentoring to the childcare staff or their supervisors will yield the best results. They want to be of help to ensure a good experience for both you and the child.

If you experience a problem with the administration of the mentor program, please feel free to request a meeting with the Vice President of Children's Services and/or the President of The Children's Home of Lubbock. They will be happy to discuss and try to resolve your concerns.

Glossary

Caseworker – Staff employed by The Children's Home with specific responsibilities of coordinating the child's outside relationships and assuring that the child's plan of care and service is implemented.

Child Care Staff – See House Parents.

Children's Protective Services – The governmental agency holding managing conservatorship of many of the children in care at the Home. Each child placed at the Home by CPS has an assigned CPS worker to monitor the child's care and progress while at the Home. (Also known as CPS)

House Parents – There are two different models for staffing cottages at the Children's Home. The traditional model is generally a married couple that serves as surrogate parents for the children that live in their cottage. In some cases, a single person may serve in this role. The second model is to staff the cottage with shift workers. On campus, shift workers are referred to as staff by the children while the traditional model staff continue to be referred to as house parents.

Managing Conservator – The person or agency that has legal custody of the child. Generally, this is not The Children's Home or a member of its staff.

Program Supervisor – The Children's Home staff person assigned administrative responsibility for the mentor program.

Supervising Staff – The supervisor of the staff for one or more cottages. Also referred to as Unit Director.

Unit Director – The supervisor of the staff for one or more cottages. Also referred to as Supervising Staff.

The Children's Home of Lubbock Volunteer Services

Qualifications for Mentors

1. Applicant must be at least 21 years of age.
2. Applicant must complete a "Mentor Application"
3. A minimum of three references must be submitted
4. Applicant must complete and return a "Request for Criminal History and Central Registry Check". These forms must also be filled out for every person living in the home who is over 14 years old. *No mentor will be approved without a clearance through TDPRS.*
5. Applicant must interview with the child's Case Manager or Unit Director.
6. Applicant must read and sign "Reporting Child Abuse and Neglect"
7. Applicant must read and sign "Behavioral Management Policy and Guidelines".
8. Applicant must sign a confidentiality agreement.
9. Applicant must provide a copy of "Proof of Insurance" if they are going to transport any child.
10. Applicant must be able to provide appropriate sleeping arrangements if a child is to stay overnight.
11. Applicant must commit to a minimum for one year of mentorship.
12. Applicant must commit to a minimum of two contact/visits per month.

PO Box 2824
Lubbock, TX 79408
806-762-0481

Mentor Program Application Process

Potential mentors should familiarize themselves with the mentor program by reading the materials in the mentor packet. They should consider the information and decide whether they are ready to make this commitment to one of our children. If they decide they would like to mentor one of our children, they should complete the following steps:

1. Fill out the mentor program application
2. Fill out the background check request form
3. Submit materials from steps 1 & 2 to Callie Mason at cmason@childshome.org

**Once I receive the application, I will hold it until all the applicant's paperwork has been submitted. I usually receive the results of the background check within 2-3 days. This does NOT mean the applicant is approved for the mentor program. I then make a copy of all the applicant's materials (the application, the background check results, and the recommendation forms) for my mentor files. I then submit all these materials to the unit director/s to whom the application applies.*

The application process is now complete. It is now the Unit Director or Case Manager's responsibility to review the applicant's materials and decide if/when to interview the applicant. If the Unit Director decides to approve the applicant for the mentor program, the Unit Director should fill out and sign the medical and transportation authorization form and have it signed by a notary. *I need a copy of this form so that I know the applicant has been approved and I can create a mentor file for them.* Once the applicant is approved, the applicant's materials should be put in the child's (the one they are mentoring) file. The unit director may or may not want to keep their own copy of the applicant's materials, this is up to them.

Children's Home of Lubbock
P.O. Box 2824
Lubbock, TX 79408
(806) 762-0481

STATEMENT OF CONFIDENTIALITY

By signing below, I agree to the following Statement of Confidentiality:

ALL employees, on campus subcontracting therapists, consultants, student interns, volunteers acting as staff, or sponsors are directed to hold in confidence all information obtained in the course of professional services and maintain confidentiality regarding the children of this agency. Confidential information regarding the children should not be shared with the media including the Internet and any personal web pages or blogs.

Signature

Date

MENTOR COPY

REPORTING CHILD ABUSE AND NEGLECT

It is the responsibility of all staff and volunteers of the Children's Home of Lubbock to report child abuse and neglect or threatened abuse and neglect of any child in care of this agency. Threatened abuse and neglect mean there is substantial risk of abuse or neglect including any reasonable foreseeable harm to the child.

ABUSE is non-accidental infliction or threat of infliction of physical, emotional or mental harm to a child by a person responsible for the child's health or welfare. Examples include burns, bruises, fractures, sprains, shaking, welts, poisoning, exposure, confinement, exploitation, and starvation.

SEXUAL ABUSE is any sexually oriented act or practice by a person responsible for the child's health or welfare that threatens or harms the child's physical, emotional, or social development. Examples include fondling, sexual intercourse, sodomy, incestuous family relationships, prostitution, rape, sexual exploitation, sexual molestation, or sexually oriented talk with children.

NEGLECT is non-accidental failure or threatened failure to provide a child with the physical, medical, or emotional requirements for life, growth and development by a person responsible for the child's health or welfare. Examples include inadequate food, inadequate housing and clothing, lack of needed medical attention, abandonment, lack of supervision or guidance, and inadequate hygiene.

EXPLOITATIONS

What should you do when you suspect child abuse or neglect?

1. **Immediately** report suspected abuse to Vickie Russell, 632-0140; Jimmy Moore, 535-8161; or On Call Staff 544-6826. The law requires that you make a report if you have reason to believe or suspect that abuse or neglect has occurred.
2. Tell the child you believe him/her and offer comfort and assurances. It is not your job to prove or decide if abuse has taken place. That is up to the CHL administrators, CPS, law enforcement, and the courts.
3. Protect the child. If the child is in danger of physical harm and needs protection, call Vickie Russell at the above number or at the office number, 762-0481, during business hours.

All Children are protected from child abuse and neglect in the state of Texas by the TDHS Children's Protective Services. If you suspect any child who is not in care of the CHOL and is subject to child abuse, sexual abuse, neglect or exploitations contact CPS through their 24 hour toll free number, **1-800-252-5400**.

**REPORTING CHILD ABUSE AND NEGLECT
RESPONSIBILITIES OF STAFF AND VOLUNTEERS
OF The Children's Home of Lubbock**

I have read the information and instructions regarding reporting of child abuse and neglect. I understand this and agree to abide by these instructions.

NAME

DATE

Behavioral Management Policy and Guidelines

Philosophy: We believe that all discipline is a teaching process that involves a variety of prevention, intervention, and follow-up strategies.

Discipline includes direct teaching, effective reinforcement, setting appropriate limits and consequences. Consequences should be responsive, rather than reactive. They should be consistent with the overall purpose of placement. They should be viewed not as a single reaction to isolated behavior but connected to the whole process. A variety of consequences may be used, but each must make a difference and be measured against the overall question, "How does this contribute to the development of new experiences and a new view of self. The purpose of all discipline is to help the young person develop an internal locus of control. The most effective forms of discipline are used in the context of a good relationship. One cannot effectively discipline a child with whom one has not built a relationship.

The responsibilities of discipline lie primarily with the childcare staff, the foster parent, or adoptive parent of the child. Children in care or adults in care may not discipline or punish another child in care. Hopefully, the best relationship has been established with the child's primary caregiver and the primary responsibility for discipline rests with them.

Every child is different, and we as professionals in childcare must keep this in mind through all portions of our programs. Discipline should then be individualized as the caregiver sees the need. No single response is appropriate for every type of behavior. It is the philosophy of the Children's Home that discipline should be directed toward the positive rather than the negative. Both desired and undesired behaviors must be discussed and processed with the young person to have the greatest impact. Natural and logical consequences should be used when possible, and disciplinary efforts should be directed toward growth and valuable learning experiences for the child. All discipline must be controlled and goal oriented.

Discipline does not mean staff and foster parents will always have an obedient and conforming child in a restful atmosphere. All children will be disobedient, belligerent, and hostile at times. We especially see this with those children who have been separated from family and home. There are some children in care who do not prefer to be in care. Positive cottage living or foster family experiences are a result of unwavering patience and consistency from the caregivers.

Policies Governing Discipline

Keeping in mind the areas of responsibility, relationships and their value, individualized needs for children, positive and goal-oriented discipline, the policy of The Children's Home of Lubbock on discipline will be as follows:

- Discipline will be administered by the child's primary caregiver. Input from the social worker, unit director and other staff will be channeled through the primary caregiver.
- Discipline of any type is not appropriate and not permitted for infants.

- Discipline measures used by the Children’s Home staff and foster parents, foster families or adoptive families not yet consummating the adoption must:
 - Be consistent with the Children’s Home policies and procedures.
 - Not be physically or emotionally damaging to the child.
 - Be individualized to meet each child’s needs.
 - Be appropriate to the incident and severity of the behavior demonstrated.
- Children must not be subjected to any harsh, cruel, unusual, unnecessary, demeaning, or humiliating discipline or punishment. Shaming, ridiculing, rejection or yelling at a child will not be permitted.
- Children will not be subjected to verbal remarks that belittle them or their family. Calling a child names such as “stupid”, “punk”, or other names that belittle a child will not be tolerated. Sarcastic or cruel humor or verbal abuse will not be permitted.
- Children shall not be subjected to abusive or profane language.
- Children will not be denied food, mail, or visits with their family as punishment.
- When a child is placed on restriction to the cottage or home for more than 24 hours, the reason for that restriction shall be clearly defined to the child and shall be recorded on a serious incident report on the child.
- Children must not be threatened by the loss of their placement as a form of punishment.
- The reasons for any discipline or restriction must be explained to the child when they are utilized.
- Discipline needs to fit the needs of the child. Discipline is an individual process, and the child’s individuality needs to be taken into consideration. Discipline should be appropriate to the child’s level of understanding, age and development.
- Children may not be required to remain silent or inactive for inappropriately long periods of time for the child’s age.
- Children shall never be shaken in any manner, bitten, or hair pulled. Nothing shall be put in child’s mouth such as soap or tape.
- Children should not be placed in any position of having to acknowledge his/her dependency, destitution, or neglect. The Children’s Home will not require a child to make statements regarding his/her background or dependence on the agency.
- Pictures, reports, or identifications that humiliate, exploit or invade the privacy of a child or his/her family or managing conservator, will not be made public. It is important that the child’s sense of self-esteem is protected in every sense of the word during a discipline measure.
- No child is ever to be hit or struck in any way. The Children’s Home does not permit corporal punishment (spanking) in any form to be administered against a child.

Forcing a child to perform physical exercise, hold a physical position or do unproductive work is also prohibited as discipline.

- Staff and foster parents will not give medication or chemicals to a child as a form of punishment or to immobilize, sedate or restrain a child in any way.
- Staff and foster parents will not use any form of painful stimuli as a form of punishment, behavior modification or restraint.
- Mechanical restraints, seclusion or placing a child in a locked or dark room, bathroom or closet may not be used for any reason at any time.
- Children may not be confined to a highchair, box or other similar furniture or equipment as discipline or punishment.
- Children must not be denied basic rights as discipline or punishment.
- Using or threatening to use emergency behavior intervention as discipline or punishment shall not be permitted.

The following techniques may not be used on a child:

- Chemical restraints.
- Aversion conditioning, which includes, but is not limited to, any technique designed to or likely to cause a child physical pain, the application of startling stimuli, and the release of noxious stimuli or toxic sprays, mist, or substances in proximity to the child's face.
- Pressure points.
- Rebirthing therapy.
- Hug and/or holding therapy
- Taser or stun guns.

General Suggestions for Implementing Discipline

When a rule is broken, be certain that the rule was clear, valid, and within the child's comprehension and capacity to follow it. If one rule is continually broken, perhaps it is the rule that needs changing. Avoid making rules for sake of having rules. Be open to appropriate challenges to cottage rules. Keep in mind that when a rule becomes a tradition it has probably outlasted its value. (See Attachment for Potential Problem List)

Any disciplinary intervention, including personal or physical restraint will be discontinued if the disciplinary intervention:

- produces adverse side effects such as illness, severe emotional or physical stress, or physical damage and/or

- is deemed unacceptable according to prevailing community standards; and/or
- is ineffectual or detrimental to meeting service goals and objectives.

Allow for appropriate verbal expression of emotions, dissatisfaction or disappointment. For example, allow a child to state that he/she doesn't like it here, thinks you are being unfair or mean, or feels that you don't like him/her. Only by allowing such expression of feelings can a childcare worker have a better understanding of the child's concerns. If a child is bitter or sarcastic, do not retaliate with similar sarcasm as this only sets the stage for a power struggle.

Avoid power struggles. Simply state the discipline or expectations and walk away. It is difficult for children to escalate their behavior when there is no participant. Make sure your request is reasonable. If so, state the consequences for noncompliance and leave the issue alone. Be consistent with consequences. Power struggles are primarily a control issue. Children in group or foster care are more prone to control issues than other children because:

- They have been members of a family in which power struggles were a way of life.
- They have often experienced moves during their development, thus delaying various stages of development.
- The underlying motive for the child's apparent need for power is trying to regain some element of control over their lives. Due to their life circumstances, they feel they have lost control of everything.

If a child is testing you to see if you mean what you say, then stick to it. However, be careful to not say things that you cannot realistically carry out and be careful of getting pulled into a power struggle.

Watch for changes in behavior due to fatigue, illness, or conditions such as depression and grief. If a child is showing any symptoms of such through their behavior, work to restructure the environment and their schedule to accommodate these short-term problems.

If a behavior modification or level system is in place, be sure to follow it consistently. Nagging at children is not effective.

Group discipline or peer pressure consequences are not generally effective in the long run. It can cause deep-seated resentment and bitterness among innocent members of the group.

Consequences that are too time-consuming or extending over long periods of time defeat the purpose. People, especially children, tend to have short attention spans. Consequences should be both logically and psychologically connected to the infraction.

Allow for individual differences and needs. A consequence that might be successful with one child might be unsuccessful with another.

Discipline should be handled as privately as possible. Remember that discipline is a learning process; and if discipline can be implemented while maintaining the integrity and self-esteem of the child, it will be much more effective.

Utilize a positive approach to discipline when possible (See Attachment)

Modeling

It has been said that “We teach what we know, but children learn how to behave by how we behave.” Perhaps the most powerful way to instill positive behaviors is to model the behaviors we expect from children in care. Little things like how we dress, how we speak, how we show respect and accept responsibility, all serve as positive (or negative) models for children. It is important that staff and foster parents recognize that they are always modeling some behavior. Also be aware that children are always watching. They are watching to see if “we practice what we preach” or to catch us when we “slip up”. If you do inadvertently model some inappropriate behavior, don’t try to deny it. Simply acknowledge your mistake and apologize if necessary. (How we handle mistakes can also serve as a positive model for children.)

“I” Messages

An “I” message is simply a straightforward, concise statement of identifying an inappropriate behavior, how we feel and why as a result of that behavior, and the appropriate behavior expected. The elements of an effective “I” message are:

- Name the behavior or situation you want changed.
- Say how you feel about the situation.
- State your reason.
- Say what you want and when you want it done.
- “I would like....”
- “Will you please...?”

Some examples:

Jack, when you leave your room a mess, I feel taken advantage of because the Children’s Home requires that the cottage be kept clean and neat so I must either clean your room myself or risk being embarrassed or reprimanded if visitors come by. I want you to clean your room now. I’ll give you 30 minutes to complete the job. Do you understand?

Annette, when you tell me that you are going to the Tatum to complete your homework and then do not finish it, I feel like I can’t trust you to follow through on your commitments because you’ve lied to me. I want you to complete your homework here at the cottage this week and we will try letting you do your homework at the Tatum next week. Do you understand?

Remember that an “I” message is used to clarify any misunderstanding and to put the child “on notice” that certain behaviors are not acceptable and that another, more appropriate, behavior is expected.

Natural and Logical Consequences

Perhaps the most useful tools for establishing consistently positive behaviors from children in care are the use of natural and logical consequences. Of all the discipline techniques and approaches that one may use, natural and logical consequences provide the best opportunity for positive learning experiences.

Natural consequences are the experiences that follow naturally (without any staff and foster parents’ intervention) from the choices children make. Natural consequences are especially good teachers because they allow direct care staff and foster parents to be sympathetic, third party observers who might console rather than scold. For example:

- The natural consequence of touching a hot stove is getting burned.
- The natural consequence of oversleeping is being late for school, missing the bus, etc.

Natural consequences are sometimes not appropriate or perhaps may be dangerous. When this is the case, staff and foster parents must not allow the consequence to occur. Instead, staff and foster parents should consider logical consequences.

Logical consequences are those results which a staff and foster parents deliberately choose to show a child what logically follows when he/she chooses to violate some cottage or campus rule or engages in some other problematic behaviors. For example:

- When Todd forgets (or refuses) to clean up the living room after eating popcorn, he is no longer allowed to eat in the living room.
- When Linda drops out of “Little Dribblers” after the nonrefundable registration fee has been paid, she is required to pay the fee from her student fund.

Logical consequences are extremely useful in achieving positive behaviors because they provide three key ingredients for teaching responsibility.

- Participation: The opportunity to participate in setting the guidelines for their behavior.
- Choice: The opportunity to choose how to behave.
- Consequences: The opportunity to experience the logical consequences of their choices.

Guidelines for using logical consequences:

Give the child a choice.

- Either–or choices: “Either you may _____, or you may _____. You decide.

Example: “Grace, either complete your chore on time or pay someone else to do it for you. You decide.”

- When–then choices: “When you have _____, then you may _____.”

Example: “Angela, when you have completed your homework, then you may go swimming.”

- Involve the child in a discussion to set the consequences. You will be much more likely to get the cooperation you desire if you include the child in setting the consequences.

For example, “Cathy, I still have a problem with you not keeping the bathroom clean. What do you think we should do to solve it?”

- Make sure the consequence is logical. By making the consequence logically connected with the inappropriate behavior, you greatly increase your chances of success. Children who can see the logic of a consequence are more likely to accept it without resentment.

Examples of both logical and non-logical consequences are listed below.

Not Logical	Logical
“Either be in the cottage by 6:00 or lose your television privileges for a week.”	“Dinner is served at 6:00. Either be here on time or eat it cold.”
“Either limit your phone calls to 15 minutes, or you’re not going anywhere this weekend.”	“Either limit your phone calls to 15 minutes or give up one night of phone use for each phone call that goes over 15 minutes.”
“Finish your homework or you’ll have to go to bed 1 hour earlier.”	“When you finish your homework, then you can go to the Mabee.”

Only give choices that you can live with. A common mistake that parents and staff and foster parents make is to give a consequence that really does not have much of an impact on the child but drives the adult crazy. For example: “Either put your dishes in the dishwasher, or I’ll leave them in the sink and there will be no clean dishes.”

- Keep your tone firm and calm.
- Don’t invite a fight with your tone of voice.
- Avoid an angry or sarcastic tone.
- Give the choice one time, and then act.
- Don’t give multiple chances to comply. Follow through the first time and every time.

- Avoid counting to three or ten (as children supposedly rush to comply before you finish the count.)
- Avoid the typical staff and foster parent pitfall of saying, “Don’t test me. I mean it this time.”
- Expect testing. Children will test your resolve. Do not let them down. Be consistent. Time is on your side.
- Allow the child to try again after experiencing the consequences. After the consequence has been experienced, allow for an opportunity for the child to recover and try again. If a child’s dawdling results in missing swimming time, remind him/her that there is always next time.

Time-Outs

A time out is a procedure that can be used effectively to reduce problematic behavior such as tantrums, physical or verbal aggression, failing to follow directions, going outside approved boundaries, or other disruptive or destructive behaviors. Time-outs are given to:

- Help a child learn to identify behaviors that are considered inappropriate
- Disrupt power struggles and attention-seeking behaviors
- Help a child pull himself together and regain control

A designated place for the time-out should be predetermined. An isolated desk or chair, or dining room table may be considered. An ideal arrangement is one in which the child is removed from the stimulation and attention of the group and yet can be quietly monitored by a staff and foster parents’ member. The amount of time that a child spends in a time-out depends on several factors, including age. A good rule of thumb is that a child will receive one minute of time-out for each year of age, e.g., an eight-year-old child will be in time-out for eight minutes. For adolescents, 15 – 20 minutes are a reasonable time frame. Staff and foster parents must check on the child at least every ten minutes while the child is serving time-out. (Note: most children will not serve time-outs that last longer than 10-15 minutes.)

A crucial key for an effective time-out is how the caregiver approaches and informs the child of the time-out procedure. Remember the three C’s. The caregiver needs to be **CALM, CLEAR** in stating the reason(s) for the time-out, and **CONCISE** – short and to the point. The child should be told clearly how he/she is expected to behave while in time-out. The basic rules of time-out are:

- Sit quietly.
- No talking.
- No sound effects with mouth or other body parts.
- No reading or playing with toys.

- No tapping with hands or kicking floor, wall or chair.

The following procedures may be used when giving a time-out:

Step One: Following an inappropriate behavior, indicate to the child the behavior for which he/she is receiving the time-out and specify the length of time of the time-out. For example, “Susan, you bit John. Go to time-out for ten minutes, please,” or, “Billy, you pulled Sally’s hair. Please go to time-out for 15 minutes.” Some children may comply with this first request. For other children, it may be necessary to repeat the request. If the child continues to refuse time-out, it may be necessary to escort him/her using proper escort techniques.

Step Two: Once the child is in the time-out area and complying with expectations, set a timer for the specific number of minutes that the time-out will be served. Some of our residents may refuse to remain in the time-out chair and will need to be escorted repeatedly. Consistency is imperative. Don’t become frustrated by the child’s refusal to comply. Once in the time-out area, the child may continue to be verbally abusive or aggressive. **Remember – the time starts when the child is complying in all areas.** If the child serves a portion of the time-out and then begins to act out, let him/her know that you will reset the timer and begin again as soon as he/she decides to serve the time without interruption. Continue to reset the timer as often as necessary. It is important to convey to the child that the time-out will be served. Once a pattern of consistency is established, the child will likely not test you often.

Step Three: After the child has served the time-out for the required amount of time without interruption, the timer will ring. This is a good time to approach the child and ask if he/she is ready to return to the normal activities. This may also be a good time to process the behaviors that led to time-out and alternatives to those behaviors. Finally, this is a good way to determine if the child is still angry or has calmed down sufficiently to return to his/his normal routine. **Should the child answer in an angry tone or refuse to answer, reset the timer.** At this point, the child may answer appropriately, but once the timer is reset they must go the full amount of time once again. The staff and foster parents is the one to decide when the child comes out of time-out, not the child.

Step Four: After the child finishes a time-out, he should start with a “clean slate”. It is not necessary or beneficial to “nag” about what the child did to get into time-out. Processing should be brief and focused on the here and now. Talk about events leading to the time-out. Don’t take this opportunity to tell the child everything he/she has done wrong during the week. To be effective, processing must be limited to the specific event leading to the time-out. Remember that the child is not to interact with staff and foster parents or peers during the time-out. It is helpful to direct the child to a different activity or integrate him/her into an activity in progress. As quickly as possible, **“catch ‘em being good”** by offering praise and/or feedback about some positive aspect of their behavior.

Guidelines for Restricting a Child’s Activities:

- A child may be restricted from activities as a behavior management tool if it is within limits.
- Restricting a child from an activity for more than 7 days, must have prior approval from the Unit Director, Case manager or the treatment team.
- Restricting a child to a particular room or cottage for more than 24 hours must have prior approval by the Unit Director, Case manager or the treatment team.
- The child and managing conservator must be informed of these types of restrictions.
- Documentation of all approvals, justification for the restriction and informing the child and parents must be in the child's record.

Alternatives to Time-Outs

In each incident where intervention is needed, the least restrictive method should always be attempted first. Not all interventions work equally well with all children. By building a relationship with each child, staff and foster parents are better equipped to assess the child's needs and to respond appropriately.

Active Time-Out – Sometimes the child's behaviors are a reaction to stress. The child may need to "burn off" energy. Also, some children do not de-escalate well when sitting quietly and need a way to move while they cool down. An active time-out allows the child to walk (around the cottage, for example) or to do some other activity to calm themselves. Staff must monitor the child during an active time-out.

Verbal - Discuss how the child's behavior is not acceptable and will not be tolerated. Suggest more appropriate ways for child to express his/her emotions.

Defer Attention – Some inappropriate behaviors are "attention-seeking" and ignoring them may be the best way to stop them.

Redirect – Offer the child two good choices of activities before resorting to time-out. Suggesting that the child engage in a new activity may be all that is necessary.

Humor – Humor often serves to defuse a tenuous situation or may be used to distract a child from problematic behavior.

Voluntary Time-Out – Ask the child if he/she would like to take time to cool down. Suggest some places where the child might like to go in order to calm him/herself.

Separation – Simply removing the child from the situation or activity may de-escalate the situation. Take the child outside or to another room. If the child refuses to leave, remove others from the situation.

Signature _____

Date _____

MEDICAL AND TRANSPORTATION AUTHORIZATION
(to be completed in interview with Unit Director)

_____ has authorization to
have _____ provided with medical care and
(child's name and DOB)
transportation if and when needed.

This authorization is given by _____
(relationship)

SIGNED: _____

DATE: _____

THE STATE OF TEXAS*

COUNTY OF LUBBOCK*

SWORN AND SUBSCRIBED TO BEFORE ME, THE UNDERSIGNED AUTHORITY, ON THIS THE
_____ DAY OF _____, 20____.

NOTARY PUBLIC, STATE OF TEXAS

SPONSOR (Print)

SPONSOR (Signature)

The Children's Home of Lubbock
Mentor/Volunteer References

Reference #1

Name:

Relation to Applicant:

Phone Number:

Email:

Reference #2

Name:

Relation to Applicant:

Phone Number:

Email:

Reference #3

Name:

Relation to Applicant:

Phone Number:

Email:

(3 references minimum required)

Reference #4

Name:

Relation to Applicant:

Phone Number:

Email:

Reference #5

Name:

Relation to Applicant:

Phone Number:

Email:

The Children's Home of Lubbock
Mentor Application

1. Full Name:

2. Maiden Name (If applicable)

3. Address

City State Zip Code

4. Phone 1

5. Phone 2

6. Email

7. Date of Birth (MM/DD/YYYY)

Birthplace

8. Social Security #

9. Driver's License # State

10. Have you lived in any other state(s) in the past three years? If yes, which state(s)?

11. Have you ever been arrested, indicted, or convicted for any violation of the law?

If yes, please explain:

12. Current Occupation:

Employers Email Address or Phone#:

13. Describe your experiences as a volunteer and/or your experience

working with children:

14. Describe your educational background, including any special training you have had:

15. Marital Status:

16. Please list all members of your household, including any non-biological members, and their relation to you:

Name	DOB	Gender	Relationship
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

17. Explain your motivation for applying to mentor a child:

18. What types of children do you feel most qualified to work with? (Include age, gender, etc.)

19. Is there a particular child (or children) you wish to mentor? If so, who?

20. Describe the sleeping arrangement for the visiting child(ren), i.e. type of bed, room, etc.

21. Discuss any types of problem areas that you feel you could not accept:

22. How often would you want the child to visit?

23. Would you want the child to visit during holidays?

24. Can you commit to one full year of the mentor program?

If no, please explain:

I certify that the information on this form is true and complete to the best of my knowledge. The Children's Home of Lubbock shall not be held liable for any information collected.

I hereby authorize The Children's Home of Lubbock to use the information given in the making of a study of this application to be a mentor.

Mentor Applicant Signature:

Spouse Signature (if applicable):

Date:

INDIVIDUAL'S IDENTIFYING INFORMATION

<input type="checkbox"/> Initial	<input type="checkbox"/> 24 Month Check	<input type="checkbox"/> Fingerprint Check Required	<input type="checkbox"/> FBI Results in DPS Clearinghouse
First Name:	Middle Name:	Last Name:	
List any other names the individual uses or has used in the past, including married and maiden names, below. If you do not provide every name that the individual has used, you may receive inaccurate results:			
Other First Names:	Other Middle Names:	Other Last Names:	
Street Address:	City:	State:	Zip Code:
County:	Telephone Number:	Date of Birth:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
List any other city in Texas where the person has been a resident and any addresses, including county, where the person has lived outside of Texas in the previous five years:			
Ethnicity (must accompany race): <input type="checkbox"/> Hispanic <input type="checkbox"/> Non-Hispanic		Race: <input type="checkbox"/> White <input type="checkbox"/> Black <input type="checkbox"/> Asian <input type="checkbox"/> American Indian/Alaskan Native <input type="checkbox"/> Hawaiian/Pacific Islander	
Social Security Number:	Photo ID Type: <input type="checkbox"/> Driver License: Number: State: <input type="checkbox"/> State ID:	Date Hired or Used by the Operation or Agency:	
Contact information is required to schedule a fingerprint appointment. You must select one of the following choices and provide either an email address or phone number for the individual. Preferred method of contact for scheduling fingerprint appointment: <input type="checkbox"/> Email: <input type="checkbox"/> Telephone Number:			
Relationship of person to requestor: <input type="checkbox"/> Adoptive Parent <input type="checkbox"/> Caregiver <input type="checkbox"/> Director <input type="checkbox"/> Household Member <input type="checkbox"/> Licensed Administrat <input type="checkbox"/> Other Staff <input type="checkbox"/> Staff <input type="checkbox"/> Volunteer <input type="checkbox"/> Other: <input type="checkbox"/>			

For foster/adoptive homes only: Relationship between child/children to be placed and the foster/adoptive parent(s) or prospective foster/adoptive parent(s)

Relative

Fictive Kin

Unrelated

INDIVIDUAL'S IDENTIFYING INFORMATION

<input type="checkbox"/> Initial	<input type="checkbox"/> 24 Month Check	<input type="checkbox"/> Fingerprint Check Required	<input type="checkbox"/> FBI Results in DPS Clearinghouse
First Name:		Middle Name:	Last Name:
List any other names the individual uses or has used in the past, including married and maiden names, below. If you do not provide every name that the individual has used, you may receive inaccurate results:			
Other First Names:		Other Middle Names:	Other Last Names:
Street Address:		City:	State: Zip Code:
County:		Telephone Number:	Date of Birth: Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
List any other city in Texas where the person has been a resident and any addresses, including county, where the person has lived outside of Texas in the previous five years:			
Ethnicity (must accompany race): <input type="checkbox"/> Hispanic <input type="checkbox"/> Non-Hispanic		Race: <input type="checkbox"/> White <input type="checkbox"/> American Indian/Alaskan Native <input type="checkbox"/> Black <input type="checkbox"/> Hawaiian/Pacific Islander <input type="checkbox"/> Asian	
Social Security Number:		Photo ID Type: <input type="checkbox"/> Driver License: Number: State: <input type="checkbox"/> State ID:	Date Hired or Used by the Operation or Agency:
Contact information is required to schedule a fingerprint appointment. You must select one of the following choices and provide either an email address or phone number for the individual. Preferred method of contact for scheduling fingerprint appointment: <input type="checkbox"/> Email: <input type="checkbox"/> Telephone Number:			
Relationship of person to requestor: <input type="checkbox"/> Adoptive Parent <input type="checkbox"/> Caregiver <input type="checkbox"/> Director <input type="checkbox"/> Household Member <input type="checkbox"/> Licensed Administrat <input type="checkbox"/> Other Staff <input type="checkbox"/> Staff <input type="checkbox"/> Volunteer <input type="checkbox"/> Other: <input type="checkbox"/>			

For foster/adoptive homes only: Relationship between child/children to be placed and the foster/adoptive parent(s) or prospective foster/adoptive parent(s)

Relative

Fictive Kin

Unrelated

INDIVIDUAL'S IDENTIFYING INFORMATION

<input type="checkbox"/> Initial	<input type="checkbox"/> 24 Month Check	<input type="checkbox"/> Fingerprint Check Required	<input type="checkbox"/> FBI Results in DPS Clearinghouse
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First Name:	Middle Name:	Last Name:
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List any other names the individual uses or has used in the past, including married and maiden names, below. If you do not provide every name that the individual has used, you may receive inaccurate results:

Other First Names:	Other Middle Names:	Other Last Names:
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Street Address:	City:	State:	Zip Code:
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County:	Telephone Number:	Date of Birth:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
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List any other city in Texas where the person has been a resident and any addresses, including county, where the person has lived outside of Texas in the previous five years:

Ethnicity (must accompany race): <input type="checkbox"/> Hispanic <input type="checkbox"/> Non-Hispanic	Race: <input type="checkbox"/> White <input type="checkbox"/> Black <input type="checkbox"/> Asian <input type="checkbox"/> American Indian/Alaskan Native <input type="checkbox"/> Hawaiian/Pacific Islander
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Social Security Number:	Photo ID Type: <input type="checkbox"/> Driver License: Number: State: <input type="checkbox"/> State ID:	Date Hired or Used by the Operation or Agency:
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Contact information is required to schedule a fingerprint appointment. You must select one of the following choices and provide either an email address or phone number for the individual.
 Preferred method of contact for scheduling fingerprint appointment:
 Email:
 Telephone Number:

Relationship of person to requestor:

<input type="checkbox"/> Adoptive Parent	<input type="checkbox"/> Caregiver	<input type="checkbox"/> Director	<input type="checkbox"/> Household Member	<input type="checkbox"/> Licensed Administrat
<input type="checkbox"/> Other Staff	<input type="checkbox"/> Staff	<input type="checkbox"/> Volunteer	<input type="checkbox"/> Other:	<input type="checkbox"/>

For foster/adoptive homes only: Relationship between child/children to be placed and the foster/adoptive parent(s) or prospective foster/adoptive parent(s)

Relative

Fictive Kin

Unrelated

INDIVIDUAL'S IDENTIFYING INFORMATION

<input type="checkbox"/> Initial	<input type="checkbox"/> 24 Month Check	<input type="checkbox"/> Fingerprint Check Required	<input type="checkbox"/> FBI Results in DPS Clearinghouse
First Name:		Middle Name:	Last Name:
List any other names the individual uses or has used in the past, including married and maiden names, below. If you do not provide every name that the individual has used, you may receive inaccurate results:			
Other First Names:		Other Middle Names:	Other Last Names:
Street Address:		City:	State: Zip Code:
County:	Telephone Number:	Date of Birth:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
List any other city in Texas where the person has been a resident and any addresses, including county, where the person has lived outside of Texas in the previous five years:			
Ethnicity (must accompany race): <input type="checkbox"/> Hispanic <input type="checkbox"/> Non-Hispanic		Race: <input type="checkbox"/> White <input type="checkbox"/> American Indian/Alaskan Native <input type="checkbox"/> Black <input type="checkbox"/> Hawaiian/Pacific Islander <input type="checkbox"/> Asian	
Social Security Number:	Photo ID Type: <input type="checkbox"/> Driver License: Number: State: <input type="checkbox"/> State ID:		Date Hired or Used by the Operation or Agency:
Contact information is required to schedule a fingerprint appointment. You must select one of the following choices and provide either an email address or phone number for the individual. Preferred method of contact for scheduling fingerprint appointment: <input type="checkbox"/> Email: <input type="checkbox"/> Telephone Number:			
Relationship of person to requestor: <input type="checkbox"/> Adoptive Parent <input type="checkbox"/> Caregiver <input type="checkbox"/> Director <input type="checkbox"/> Household Member <input type="checkbox"/> Licensed Administrat <input type="checkbox"/> Other Staff <input type="checkbox"/> Staff <input type="checkbox"/> Volunteer <input type="checkbox"/> Other: <input type="checkbox"/>			

For foster/adoptive homes only: Relationship between child/children to be placed and the foster/adoptive parent(s) or prospective foster/adoptive parent(s)

Relative

Fictive Kin

Unrelated