



Week 3

1. Give time out as soon as the behavior starts.
2. Praise the child as soon as he goes to the time out chair.
3. Praise the child at the end of time out for having done the time out.
4. Extend the time for time out if the child refuses to go to time out for 2 to 3 minutes.
5. Give a choice of losing a privilege or taking the time out if the child refuses to go to time out.

Your child's time out behavior is: _____.

SESSION 3 **Chart I**

Damaging Side Effects to Physical, Verbal, or Prolonged Punishment

1. Physical, harsh verbal, or prolonged punishment leads to only short-term success. This type of punishment may work initially, but the negative behaviors continue and often increase.
2. Physical, harsh verbal, or prolonged punishment can cause emotional reactions in children such as crying, anger, or fear of the parent.
3. The child is likely to avoid the parent, and the parent–child relationship deteriorates. This means the child would not want to be with you. Some parents think a punishment was effective if their child becomes upset. There is no necessary relationship between the two.
4. Physical, harsh verbal, or prolonged punishment also may cause the child to become aggressive and hit you, other family members, or friends.
5. Physical, harsh verbal, or prolonged punishment sometimes decreases a child’s aggressiveness in the home, but outside the home the child becomes much more aggressive.
6. Physical, harsh verbal, or prolonged punishment does not teach the child how to solve problems. If the child sees the parent become aggressive when angry, the child is likely to do the same.
7. Punishment alone does not teach new or appropriate behaviors. It teaches the child what *not* to do.

SESSION 3 **Chart II**

Effective Punishment Guidelines

1. Remain calm.
2. Use time out immediately so that your child doesn’t have the opportunity to become more aggressive.
3. If you need to take a privilege away, take it away for a short period of time, such as TV or phone privileges for an afternoon or an evening. How immediate and consistent the punishment is usually is more important than how big the loss is or how upset your child becomes.
4. Praise and reinforce your child’s positive behaviors (positive opposites):
 - Temper tantrums versus handling problems calmly
 - Teasing others versus playing cooperatively with others
 - Talking back versus using your words calmly and respectfully
 - Physical aggression versus keeping one’s hands and feet to oneself when angry

SESSION 3 **Chart III**

Time Out Rules

1. Be sure you can observe the behavior you want to stop.
2. Select a room that is away from people and without anything interesting to do. *Do not lock the door!*
3. Stay calm.
4. Before using time out, explain and role-play going to time out; the child will cooperate.
5. Use time out immediately. Don't wait until matters get out of hand.
6. Don't threaten time out. Use it!
7. Don't debate or argue. Tell your child what was done wrong and calmly tell the child to go to time out.
8. If the child goes to time out without having a tantrum, give praise and explain why you're providing praise (for example, "I asked you to go to time out, and you went right away. That's great!").
9. If your child won't go to time out right away, the time it takes your child to get there is added to the original 5 minutes.
10. Let your child know that time out starts when the child is quiet and in the time out area.
11. If child absolutely refuses to go to time out, then use backup procedures such as restrictions, loss of privileges, or response cost. Make sure you let the child know ahead of time the consequences of not going to time out; for example, "You lose [privilege] if you don't go to time out." The child should be told of this when time out is first introduced. Also, the child who refuses to go to time out should be reminded calmly.
12. A child who breaks something in time out needs to fix it. A child who makes a mess needs to clean it up after time out.
13. Be sure to continue to *praise* appropriate behavior. In fact, this is the most important part of time out or any other punishment technique.

SESSION 3 **Chart IV**

Guidelines for Explaining Time Out to the Child

1. Select a time to talk when everyone is relaxed and in good control.
2. Calmly explain the procedure to the child. Don't debate and argue with your child about time out.
3. Be sure to incorporate the following:
 - a. Time out behavior: Spell it out specifically (the stranger test). The child needs to know exactly what behavior will result in a time out.
 - b. Where the time out is.
 - c. How long time out is.
 - d. Time out starts when the child is quiet.
 - e. If the child won't go to time out, the time it takes to get there is added to the original 5 minutes.
 - f. The child who breaks something in time out needs to fix it; the child who makes a mess needs to clean it up.
 - g. The child who refuses to go to time out receives a backup punishment.
4. Ask the child to practice (role-play) time out with you, at a time when everyone is calm and relaxed. Be sure to praise your child afterward for cooperating.
5. When role-playing the procedure with you, the child need not stay in the time out. If your child refuses, don't make an issue of it.

SESSION 3 **Chart V**

Variations of Time Out

1. Time out for problem behaviors away from home, such as at another person's home, a store, a mall, or a restaurant.
 - a. Before starting on an outing, clearly describe how you want your child to behave. This precaution will reduce the chances that a problem will occur.
 - b. At another person's home, send the child to an uninteresting place in the person's home or take the child to the car for time out.
 - c. At a store, require the child to sit or stand in a remote corner or aisle, or take the child to the car for time out.
 - d. At a mall, use a bench as the time out site.
 - e. At a restaurant, place the child at a nearby table or take the child to the car.
 - f. When giving time out in a car, have the child sit in the back seat while you remain in the front seat or outside the car. Be sure to ignore the child while he is in time out.
 - g. If you cannot give time out in front of others, give a delayed time out; that is, send the child to time out immediately after returning home.
2. Time out from toys: removing toys from a child, which is useful for handling misbehavior when a child is playing with a toy or when two children are fighting over a toy or misusing a toy.
 - a. Calmly remove the toy from the child for 15 minutes.
 - b. Tell the child the reason for the toy time out.
 - c. When 15 minutes are up, the child may retrieve the toy.
3. Time out from the parent. The parent leaves, goes to another room, and does not respond until the child is calm. This is useful when a routine time out has failed to stop a child's escalating physical or verbal aggression or the child has lost control.
 - a. Separate yourself from the child, go to another room, and shut the door if necessary.
 - b. Wait until the child is calm for at least 5 minutes.
 - c. Praise the child for regaining a calm demeanor.
 - d. If the child is calm enough to discuss the problem, then approach it again; if not, wait until a more appropriate time.

SESSION 3 Point Chart

Behavior/Task	Description	Pts																
Earned																		
Previous Balance																		
Total Spent																		
Current Balance																		

Rewards:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Time Out

Behavior	Description																

Praise

Behavior	Description																

Attending

Behavior	Description																

SESSION 3 **Time Out**

Time Out Behavior	Description								

Remember to Praise the **POSITIVE OPPOSITE**: _____

Remember:

1. Give time out immediately—don't threaten it!
2. Use loss of privilege if child refuses to go to time out.
3. Remember to praise child as soon as he goes to time out *and* after he finishes his time out.