

USING TIME-OUT EFFECTIVELY

1. When should I use time-out?

Time-out should be used when other methods have been tried to eliminate a physically harmful behavior and it has not worked.

Time-out should be used with behaviors such as hitting and throwing that is directed aggression.

Time-out should not be used for not raising their hand, calling out, refusing to clean-up, playing with their food, not participating in an activity, pouting, sulking or being grumpy.

2. How long should a child remain in time-out?

Generally, a child should be in time-out for a minimum of 1 minute per year of age. Time-out should not last more than 5-6 minutes for any preschool child.

3. How should I tell the child to go to time-out?

In a calm, neutral tone of voice tell the child what you did not like, that they need to go to time-out, and that they will remain there for however much time you have previously decided on. You may want to set a timer so that the child can see it and hear when their time is up.

4. What happens if the child refused to comply with time-out?

Repeat your directions again, in a calm, neutral tone and tell the child that once they follow your directions they may join in the activity they had been involved in.

Example, "Tim, you need to go to time-out. We do not throw toys at friends. Once you finish your time-out you can play with John again."

Be sure and state the positive – what the child will get for complying rather than what he won't get. If getting the child to time-out becomes an issue, you may need to look at the way you are using time-out and/or if it is appropriate for this child.

A child should not be physically dragged to time-out. If this is the case, check to see if:

1. You implement consistently
2. If this method is appropriate

5. How should a child behave once in time-out?

Initially, the child does not have to be quiet, but half of the time the child spends in time-out should be spent quietly.

6. How should I behave while the child is in time-out?

While the child is in time-out, there is no discussion or argument with the child. Return to whatever activity you were doing when it started. However, you may need to stay in close proximity. Instruct all others in the classroom including the children not to talk to anyone that is in time-out.

The child may also need a reminder of what is expected while they are in time-out.

7. Where should the time-out area be located?

It should be located in an area that is boring for the child. There should be nothing within reach of the child with which to play.

8. Common ways children try and get out of time-out.

- a. The child asks to go to the bathroom
- b. The child says he doesn't like/love you anymore
- c. The child says he is sick and hungry

If the child asks to use the bathroom, remind them the quicker they do their time-out the quicker they can go to the bathroom. All other comments should be ignored.

9. Frequent mistakes in using time-out.

You have tried this method and it has not worked.

The child is told to stay in time-out until he/she is ready to leave.

The child has sources of attention/entertainment (toys, other children, adults).

Time-out was not used consistently. Once you determine what behavior constitutes time-out, be sure and implement it on a consistent basis.

The child is continually in time-out for the same behavior. The child may be using this as an attention getter or to escape/avoid an activity. Be aware. The best thing to do is to record on a daily basis the frequency of time-out.

10. Does the child have to sit in the time-out chair?

No, you as the parent know your children best. Decide if the child can handle sitting in a chair for this amount of time and if it is appropriate. An alternative to using a chair is to tape off an area that is called the time-out spot.

TIME OUT IS NOT FOR EVERY CHILD. DECIDE WHO YOU WILL USE IT WITH AND FOR WHAT BEHAVIORS. TARGET 1-2 BEHAVIORS TO UTILIZE TIME-OUT.

TIME OUT

The purpose of time-out is to provide time to assess behaviors. Time-out can be initiated by student or teacher. Time-out procedures should be planned and discussed with students before implementation.

Student initiated time-out	Teacher initiated time-out
Student requests break from activity.	Teacher directs student to take time from activity.
Examples	Examples
Cool down area	Another area in room
Assistance from guidance	Another classroom
Think chair	Guidance office
Conflict resolution	Principal's office
Peer mediation	Conflict resolution
Quiet time to work	Develop plan
Quiet area to work	