

# Time out for Time-out

Presented by  
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## POLL 1

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## POLL 2

- Why would you keep doing something even if it didn't feel right or have the desired outcome?



**“We tend to teach the way we’ ve  
been taught [and] discipline the way  
we’ ve been disciplined.”**

**Carl Rogers and Jerome Freiberg**

# Keep in mind

- Every educator is different
- Every child is special
- All programs do not require the same social and behavioral skills
- Expectations may differ from teacher to teacher

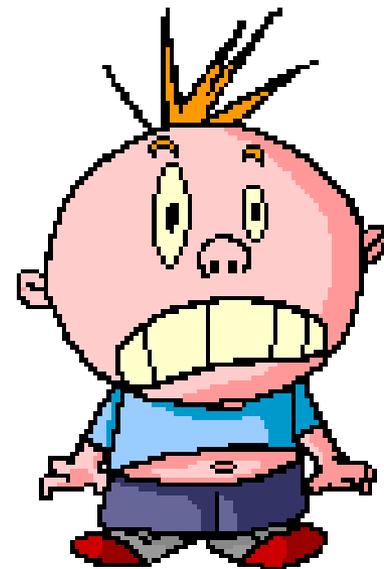


# Strategies vary widely in the degree of teacher control

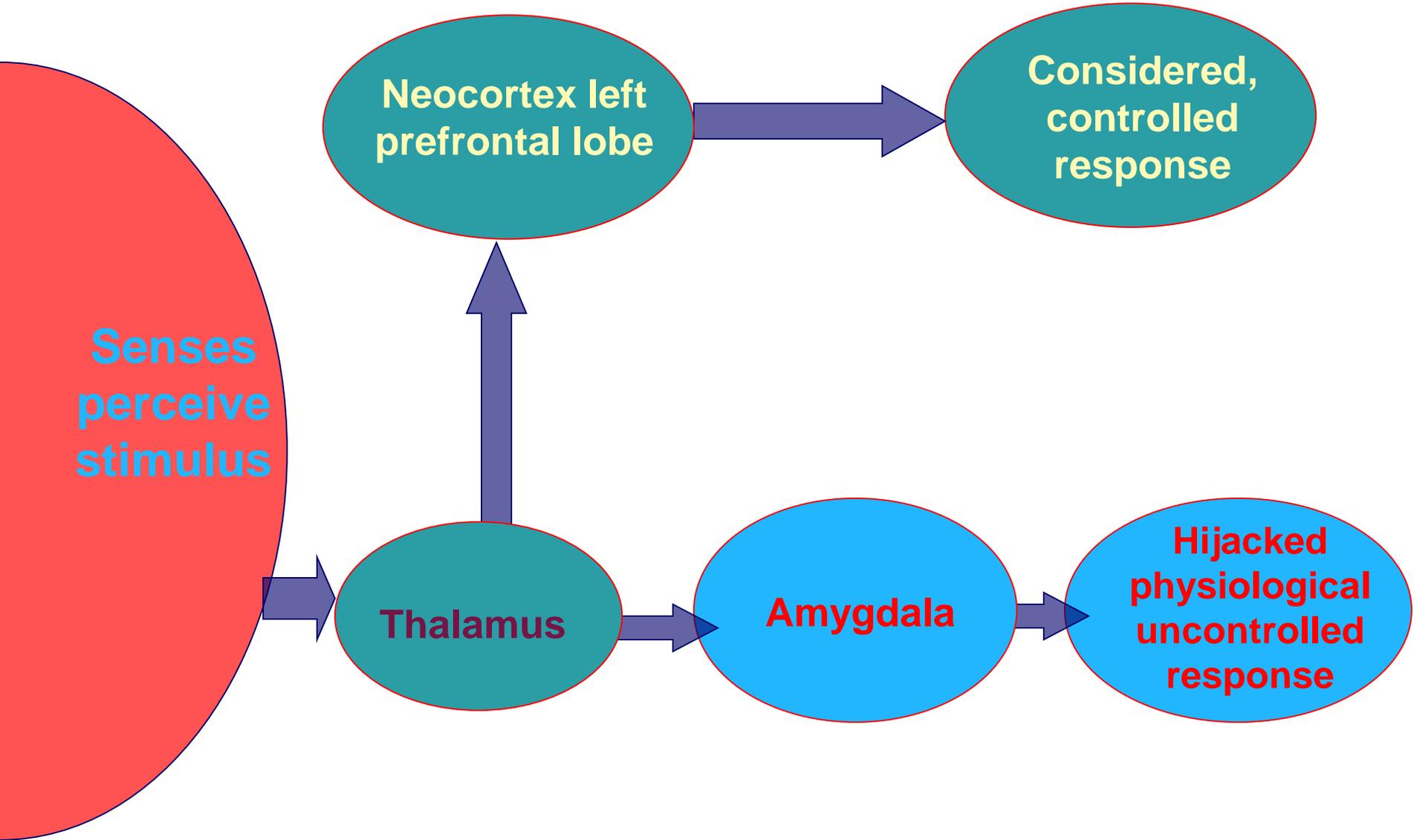
- **Low-control methods** - Guidance
- **Medium control methods** - Discipline
- **High-control methods** - Punishment



**What happens when teachers are faced with challenging behavior?**



# Amygdala Hijack



# Reactive responses are predictable

When a child behaves inappropriately, we often select PUNITIVE/AVERSIVE interventions that produce immediate relief, but have no long term impact



# Punishment

- Often the consequence of an Amygdala Hijack
- Damages the relationship
- Quick fix
  - Does not teach children alternatives
  - Does not provide long term solutions
- Creates a hostile environment
  - Can make the child angry and more defiant
  - Undermines all children's sense of safety
- Can become a confrontational situation
- Teaches children it is acceptable to use power to control others

**TIME - OUT** is often the only way some adults know how to respond to a child's misbehavior



# The definition

- Time-out is “the withdrawal of the opportunity to earn positive reinforcement, or the loss of access to positive reinforcers for a specified period of time, contingent on the occurrence of a behavior”.
- Time-out is a form of behavioral modification that involves temporarily separating a child from the environment where unacceptable behavior occurred.
- Time-out involves *social exclusion* usually requiring a child to leave the group.

(Cooper, Heron and Heward, 2007)

# What's wrong with Time-Out

- Does not teach a child what he needs to learn
- Often used as a threat
- Can potentially create another source of conflict
- May increase the behaviors that you are trying to eliminate
- Damages self-esteem by punishing, embarrassing, and humiliating the child



# The toxic effects of shaming

- Shame has long been wielded as a powerful tool to modify a child's behavior
- When made to feel unworthy, children will usually try harder to please their teachers
- Feelings of worthlessness cause deep scars



# What some think is right about Time-out

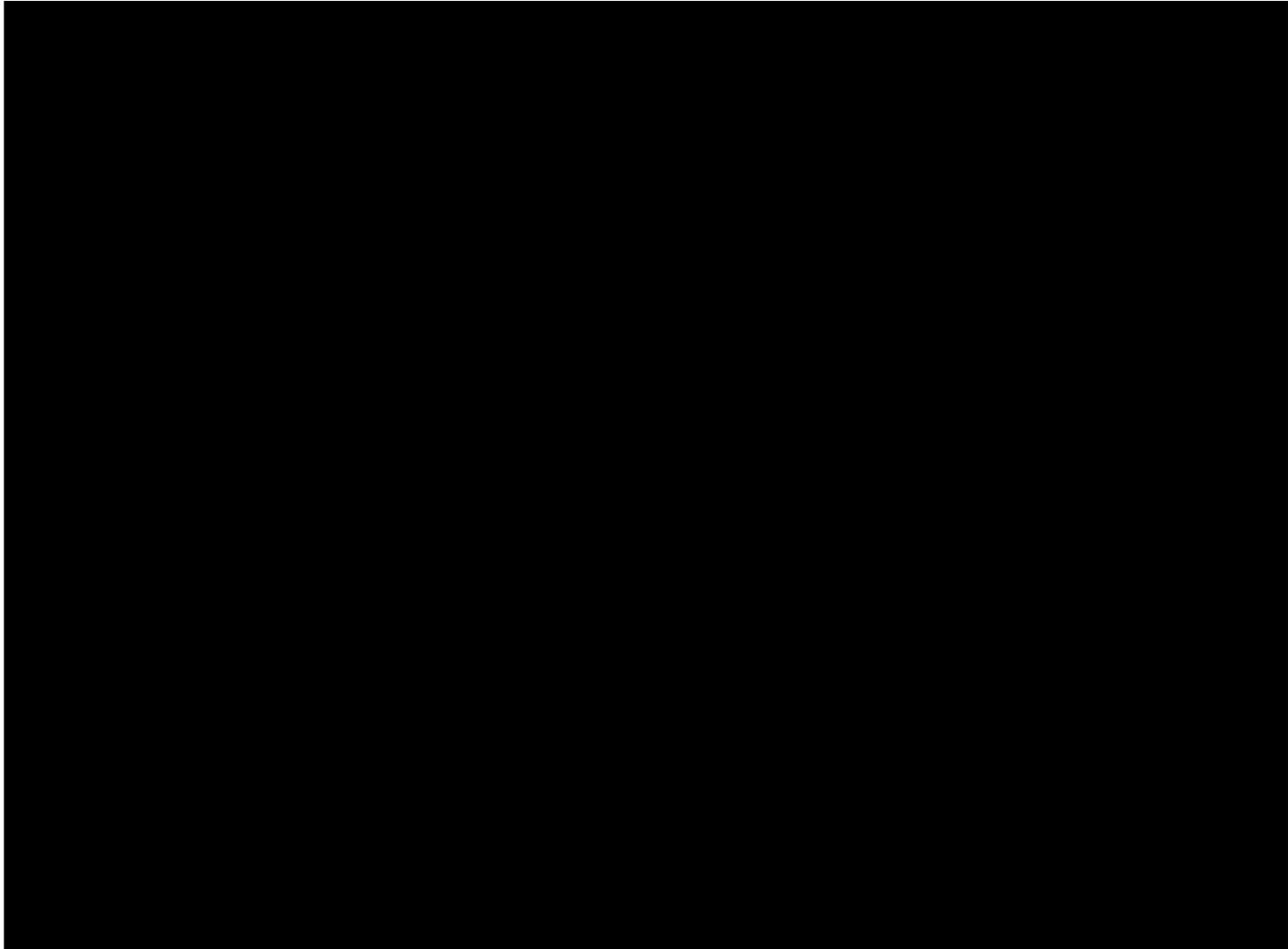
- It interrupts and prevents aggressive behavior
- It protects the rights and safety of the other children
- It prevents the other children from turning into an admiring and encouraging audience
- It allows everyone enough time to compose themselves without giving undue attention to the aggressor
- Time-out works if it's used consistently and appropriately

# NAEYC Standards for Time out

1. Used as a last resort
1. Does not mean being left alone (unless the child wants to be)
1. After the child has calmed down, the adult and child should talk about the child's feelings
1. Children should not be threatened with or afraid of time out
1. Time out should not be humiliating!!!!
1. There should not be a pre-determined time, chair or place

**Let's look at a teacher's response to Josh - a child who hits, kicks and pushes other children, interrupts activities and refuses to nap**

# Peaches Tantrum



**How did watching that make you feel?**

**What was the message the teacher gave to the other children about Josh?**

**What did Josh learn?**

# Think about when you used time out

Did the child willingly comply?

Did the child change his/her behavior?

Did you need to put the same child in time out again?

What could you have done instead?



# Science of behavior has taught us that children....

- Are NOT born with “bad behaviors”
- Do NOT learn when presented contingent aversive consequences
- Learn better ways of behaving by being taught directly & receiving positive feedback

# Understanding the behavior



# Behavior is a form of communication

- **Forms of communication**

- Words/Sentences

- Hitting

- Crying

- Biting

- Tantrums

- Screaming

- Swearing

- Running away



Why Do Children Misbehave?



Because it **WORKS!!!**

# Behavior is....

## A child's solution to a problem

1. To avoid/escape a situation or person(s)
2. To obtain an object or attention
3. To change level of stimulation

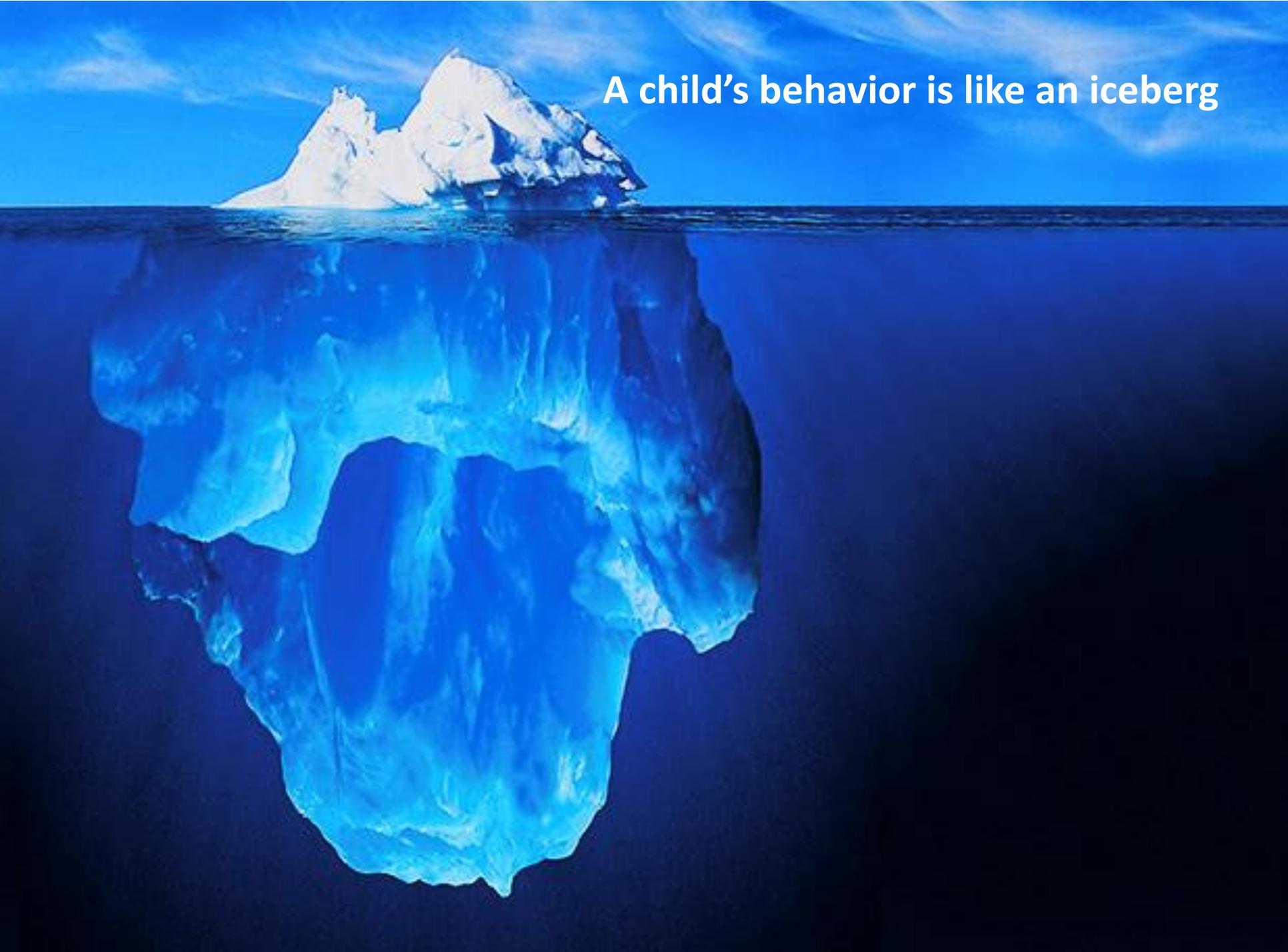
**It is the behavior that is inappropriate, not the function**



**Since many children use challenging behavior at times, why do some children come to depend on these behaviors while others discover more effective strategies to help them meet their needs?**



**A child's behavior is like an iceberg**



- **BIOLOGICAL RISK FACTORS**

- **Genes**
- **Temperament**
- **Attention Deficit Disorder (Add)**
- **Complications of pregnancy and birth**
- **Developmental delays**
- **Gender**

- **ENVIRONMENTAL RISK FACTORS**

- **Family factors and parenting style**
- **Poverty and the social conditions surrounding it**
- **Exposure to violence**
- **Violent media**
- **Cultural dissonance**
- **Childcare/School**





What children want you to know

Brain Highways <https://brainhighways.com/>



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**So how can teachers respond effectively to challenging behavior?**



# Strategies should be

**Child-centered**  
**Strength-based**  
**Developmentally Appropriate**  
**Consistent**  
**Teaches**  
**Simple**  
**Effective**  
**Long-term Results**  
**Positive**  
**Inclusive of ALL Adults**  
**Portable**  
**Culturally Appropriate**

# Reframing how we approach challenging behaviors

## Old Approach vs. New Approach

<ul style="list-style-type: none"><li>• General intervention for similar behaviors (cookie cutter “fix”)</li></ul>	<ul style="list-style-type: none"><li>• Intervention matched to purpose (function) of the behavior</li></ul>
<ul style="list-style-type: none"><li>• Intervention is reactive</li></ul>	<ul style="list-style-type: none"><li>• Pro-active - Prevention is emphasized</li></ul>
<ul style="list-style-type: none"><li>• Focus on behavior extinction</li></ul>	<ul style="list-style-type: none"><li>• Focus on teaching new skills</li></ul>
<ul style="list-style-type: none"><li>• “Quick Fix”</li></ul>	<ul style="list-style-type: none"><li>• Long-term intervention</li></ul>

# No strategy works in a vacuum



- Give children attention when they are engaging in appropriate behaviors
- Tell children what to do instead of what not to do
- Teach social/emotional and problem solving skills
- Recognize all children's skills
- Children have different learning styles
- Provide opportunities to participate in cooperative learning/play groups



# What makes a strategy work?

- **A positive, responsive teacher-child relationship**
- **Remaining calm**
- **Relaxed and non-confrontational body language**
- **A carefully calculated distance from the child**
- **Addressing the behavior, not the child**
- **Talking with the child privately**
- **Figuring out the message behind the behavior**
- **Being patient and flexible**
- **Recognizing a child's efforts to do the "right" thing**
- **Starting fresh every day**

# What a strategy should accomplish

Does this strategy:

- Help to strengthen your relationship with the child?
- Address the function or feelings behind the behavior?
- Help the child learn how to control his/her emotions?
- Help the child to become a problem solver?
- Help make long term changes in the child's behavior?

# Challenging behavior CAN be changed!

Teaching new skills

Teachers can design positive interventions that allow the child to achieve the same function by using appropriate behavior rather than challenging behavior



# Positive Behavior Support

- An approach for changing a child's behavior
- Data Driven (Functional Assessments)
- Is based on research
- Recognizes that there is a reason behind most difficult behavior
- Emphasizes:
  - prevention, environmental modification
  - teaching appropriate alternative behaviors to **replace** challenging behavior
- A conviction to continually move away from coercion - the use of unpleasant events to manage behavior

# Why we need data

We can develop and implement and strategy that will change a child's behavior when we know:

- Where the behavior is coming from
- Why it's happening (time/place)
- The logic behind it
- The function(s) it serves for the child



# ABC Chart

Date	Activity/Teacher	Antecedent	Behavior	Consequence	Possible Function	

# What will this information tell me?

The functional assessment process will provide you with the information you need to develop an informed guess about the purpose of the problem behavior.

# Develop a Plan that includes:

- Prevention Strategies
- Replacement Skills /Goals
- Responses to both appropriate and inappropriate behaviors

When the problem behavior occurs



# Provide guidance and protect your relationship with the child

- **Show empathy**
- **Validate the child's feelings**
- **Attribute the best possible motives**
- **Offer the child a choice**



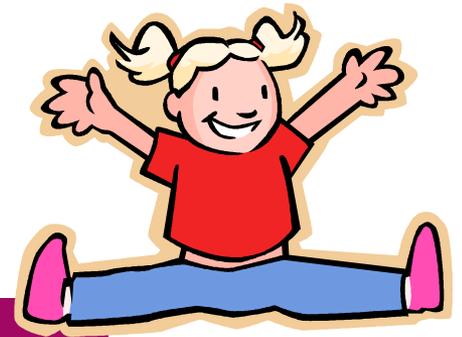
# Offer choices not challenges

- Identify your desired goal
- Positive choices increase cooperation
- Choices help children to stop and think



# When you offer a choice

- Be sure you have the child's attention
- Let the child know you are offering a choice
- Be aware of your non-verbal communication
- Be sure the choice is a real choice
- Be sure that it is enforceable
- Allow time
- Allow space – walk away and let the child make his choice
- Don't repeat the choice
- Allow for face saving
- The purpose is to get the child to think, not necessarily to learn how to make good choices



- Recognize the child's efforts
- Recognize close approximations



# Collaborative Problem Solving

- Relies on a positive teacher-child relationship
- Believes teacher and child can work together to find and remedy the causes of challenging behavior
- Teaches skills
  - The child learns to identify and articulate his concerns
  - The child is encouraged to think about the perspectives of others
  - The goal is to generate and evaluate solutions



# Planned Ignoring

- Behavior may get worse before it gets better
- Must be consistent
- Always recognize and respond to appropriate behavior
- Child will realize that he gets your attention when he behaves appropriately

**Never ignore a dangerous or possibly harmful behavior**



# Natural consequences

**The most meaningful consequences positive or negative, flow from the natural or social order of the real world, not from the power of adults**

- The child does something and something happens as a result of his action
- The consequence helps him/her to reflect on the action s/he's chosen



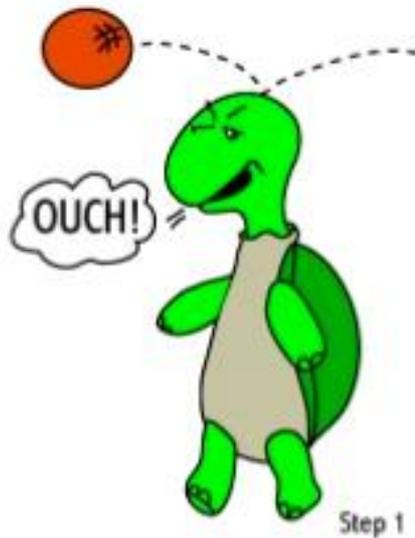
# Logical consequences

- **To be effective, logical consequences should be:**
  - Related to the student's actions
  - Fair and reasonable
  - Respectful
  - Enforceable

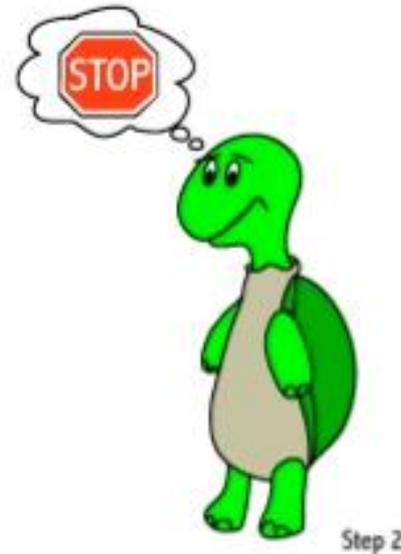


# Turtle Technique

**Recognize  
that you  
feel angry.**



**“Think”  
Stop.**



**Go into shell.  
Take 3 deep  
breaths and  
think calm,  
coping  
thoughts.**



**Come out of  
shell when  
calm and  
thinking of a  
solution.**



# A few other strategies to consider

- Teach self-talk
- Penny transfer
- Peer partnering



**An effective response to challenging behavior is a process, not an event, that provides children with the opportunity to develop the skills and attitudes they need to meet their needs appropriately**

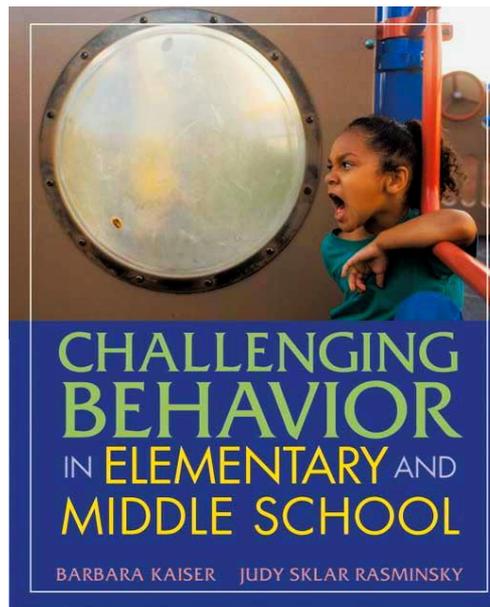
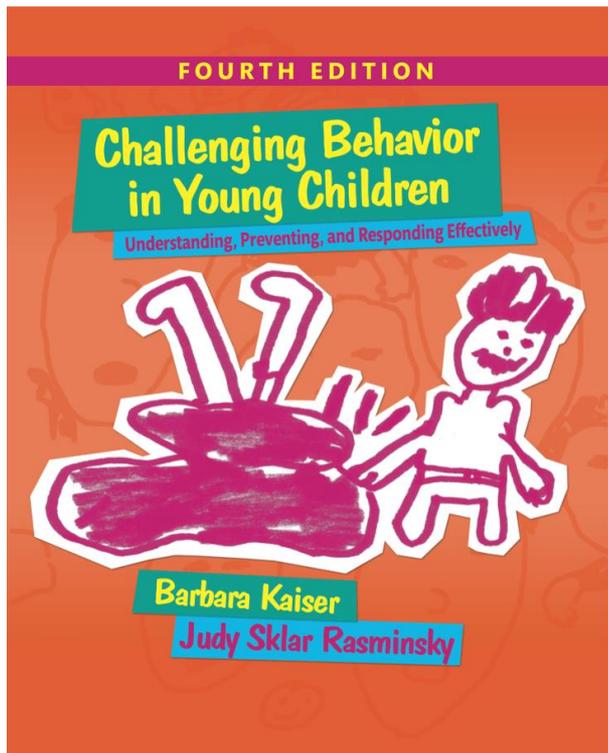


When a child has problem behavior; we should not think about how to punish, but how to.....



**TEACH!**





THANK YOU

***Challenging Behavior in Young Children:  
Understanding, Preventing, and Responding Effectively***

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