

Session 10 overview



TOTAL 3 hours

ARRIVAL

Welcome and opening round: the emotional barometer	5 mins
Overview and goals for today	5 mins
Feedback on home practice: using natural and logical consequences and family rules	40 mins
Energiser: Simon Says	5 mins
Time out	10 mins
What happens before time out	10 mins
What happens during time out	5 mins
What happens after time out	5 mins
Practising time out	10 mins
Troubleshooting: what can go wrong	5 mins
Choosing a problem behaviour	5 mins

Total 1 hour 45 mins

BREAK! 15 mins

What is problem-solving?	5 mins
The framework for problem-solving: Stop, Plan and Go Introduction	5 mins
The framework for problem-solving: Stop	5 mins
The framework for problem-solving: Plan	10 mins
The framework for problem solving: Go	5 mins
Practising Stop, Plan and Go	15 mins
Home practice: Time out and/or Stop, Plan and Go	5 mins
Session evaluation	5 mins
Closing round: relaxation	5 mins

Total 1 hour

TOTAL 3 hours

Introduction to “time out”

Carers need strategies to help them provide clear limits and consequences for misbehaviour. “Time out from reinforcement” is a tool which can be used for just these purposes.

Time out is a non-violent and non-abusive response to conflict.

- It is, in effect, an extreme form of ignoring, and involves the withdrawal of attention.
- It avoids providing attention for misbehaviour.
- It allows both the child and adult time to “cool off”.
- It is often reserved for the most troublesome behaviours, such as fighting, defiance, hitting and destructive behaviour.
- Time out provides an alternative to other responses to conflict, such as shouting, arguing and hitting.
- It is effective with a wide range of children. The time out routine is precise and well specified.

What happens before, during and after time out and troubleshooting

- Decide which behaviours you will use time out for. Select only one or two. These should be the more troublesome behaviours like the persistent non-compliance, aggressive or destructive behaviours.
- Decide where to do time out. You could use a room, a chair, a hallway or the bottom of the stairs. It needs to be a safe but uninteresting place (not near TV, toys, window or other children). Make sure that others don't give the child attention whilst they are in time out.
- Decide how long time out will be – two or three minutes and no more than five. Exceeding five minutes does not increase effectiveness. Children will become resentful if it is too long.
- Decide how long the child should be quiet at the end of time out. What is appropriate for your child: maybe 15 seconds or five minutes?

Explain time out clearly and simply to the child before you ever use it. Do this at a quiet, relatively stress-free time.

For example:

Patrick, if you hit Finn you will go to time out.

Then explain to Patrick where time out is, and that he will need to be quiet before he can return to play.

If Patrick then hits Finn, act promptly. Tell Patrick that he has hit Finn and must go to time out.

During and after time out

During time out:

- Ignore tantrums, protests, promises, threats. (Turn away, avoid eye contact or talking.)
- Keep calm. Distract yourself – listen to music, phone a friend. If you are worried that your child is distressed, say something positive to yourself: *I'm not hurting Abigail. She needs me to be firm.*

Remember that the child should not leave time out whilst they are still protesting. They must be quiet for the specified period.

If older children are unco-operative, you can increase their time up to a maximum of three minutes. If the child is still unco-operative, warn them they will lose a privilege. The privilege needs to be large enough to make time out seem attractive, e.g. no TV or computer tonight.

After time out:

- You decide when the child should leave time out.
- Avoid scolding or lecturing the child. Avoid referring to the incident.
- If the child is in time out because of noncompliance, repeat the instruction until it is carried through.
- Try and engage the child in some positive activity.
- Praise your child as soon as you have the opportunity.

Trouble shooting – what can go wrong?

The child who will not go to time out or who keeps coming out of time out:

Young children can be led firmly to the time out place and returned there when they leave. Sometimes you may need to keep a hand on their shoulder.

If a child refuses to leave time out:

You may want to take control and put them back in to time out: *As you won't come out of time out, you will have to stay there for three more minutes.*

Alternatively, you can tell the child that time out is over so that they know it is finished, but let them know that they can stay there if they wish. It may be that the child actually needs a little more time to calm down. Even if the child is trying to be controlling, you have told them very clearly that time out is finished. Remember to re-engage the child in positive activity when they do come out of time out.

With some children, the first time outs can be long, sometimes as long as 30–40 minutes. The duration (if there are prolonged periods of screaming and having tantrums) rapidly diminishes when the child realises that the carer means business and that they can get out of time out more quickly by being quiet and co-operative. So be prepared!

Time out only works when used in conjunction with plenty of positive adult attention.

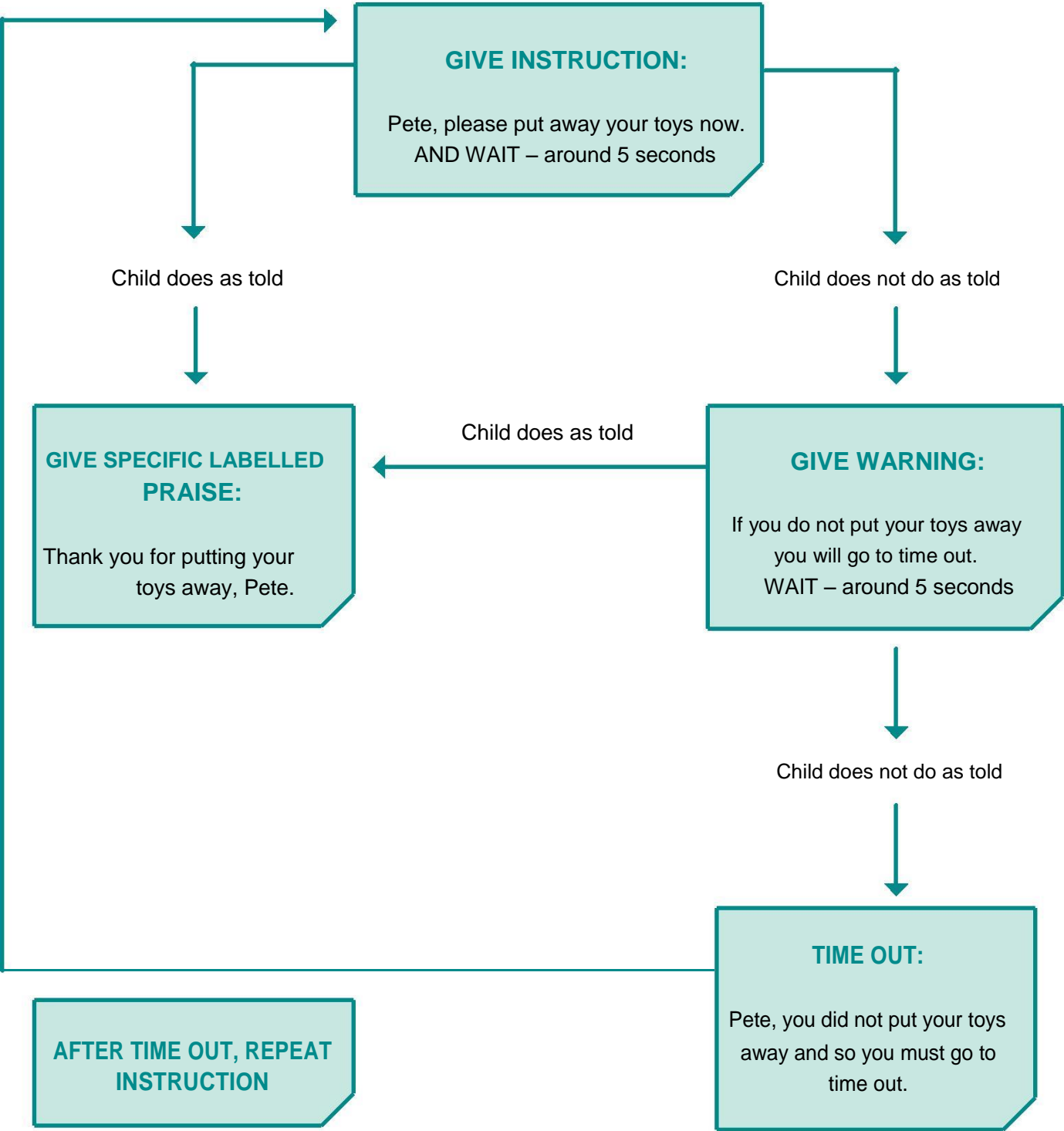
Time out with young children

Time out can be used in a less intense way with young children. You may prefer to call it something like “calm-down time”. It involves removing the child from the activity in which the problem occurs, and sitting them quietly on the sidelines for a couple of minutes. Withdraw attention from the child for this short period and then return them to their activity.

- A child who throws sand in the sand-pit might be removed from the activity, and then returned after two minutes.

Time out routine for persistent non-compliance

For persistent non-compliance



Problem-solving approach

Much of the time adults take responsibility for making decisions and choices regarding the children they care for. Problem-solving, in contrast, is a collaborative activity that involves coaching children how to think and make decisions for themselves.

- Problem-solving is about how to think, not what to think. It involves teaching the child how to think for themselves.
- Problem-solving is not just about thinking, it is about feelings too. Children need to take their own and others' feelings into account if they are to make sound decisions.
- Problem-solving assumes that there are many solutions to any problem, not just one "correct" solution.
- Problem-solving provides a framework for the child to help them think about the different courses of action available to them, and to select the best one.
- Problem-solving provides opportunities for evaluating decisions and their outcomes and learning from poor decisions, i.e. "mistakes".
- If a solution is not successful, it doesn't matter – think about why it went wrong and then consider alternative solutions.

The needs of looked after children

Many children will cry, scream, slam the door, stamp their feet, sulk or withdraw when confronted by a problematic situation. Many looked after children often find problem-solving a particularly unfamiliar activity.

- Looked after children who come from families that are disorganised and chaotic may have poor problem-solving skills – they may not have witnessed or learnt how to resolve differences constructively.
- Looked after children may feel particularly powerless, as they often do not have direct access to the people involved in making decisions about their lives.
- Problem-solving can help children to learn about themselves and to explore their ideas and feelings. It can help them develop a greater sense of themselves as active, confident and competent decision-makers and problem-solvers.
- Problem-solving skills can also help to develop children's social skills. Exploring their

own and others' feelings is an important part of the problem-solving process and this can enhance their ability to empathise.

When adults are under pressure they find it difficult to problem-solve and often respond by giving instructions, nagging, bossing, placating, blaming and so on.

These responses are often ineffective and deny the child the opportunity to think for themselves and develop skills and confidence.

You can encourage problem-solving by:

- Refraining from offering your own solutions, and prompting the child to come up with their own answers instead. You might ask: 'What do you think? How do you think you could find out?'

Encouraging children to share their views and ideas.

- Modelling problem-solving skills such as listening to others' viewpoints, clarifying issues, negotiating, collaborating, using empathy and keeping calm.

Voicing decision-making processes out loud so that children can learn how to go about making sound decisions. For example, when deciding which video to watch you might say out loud:

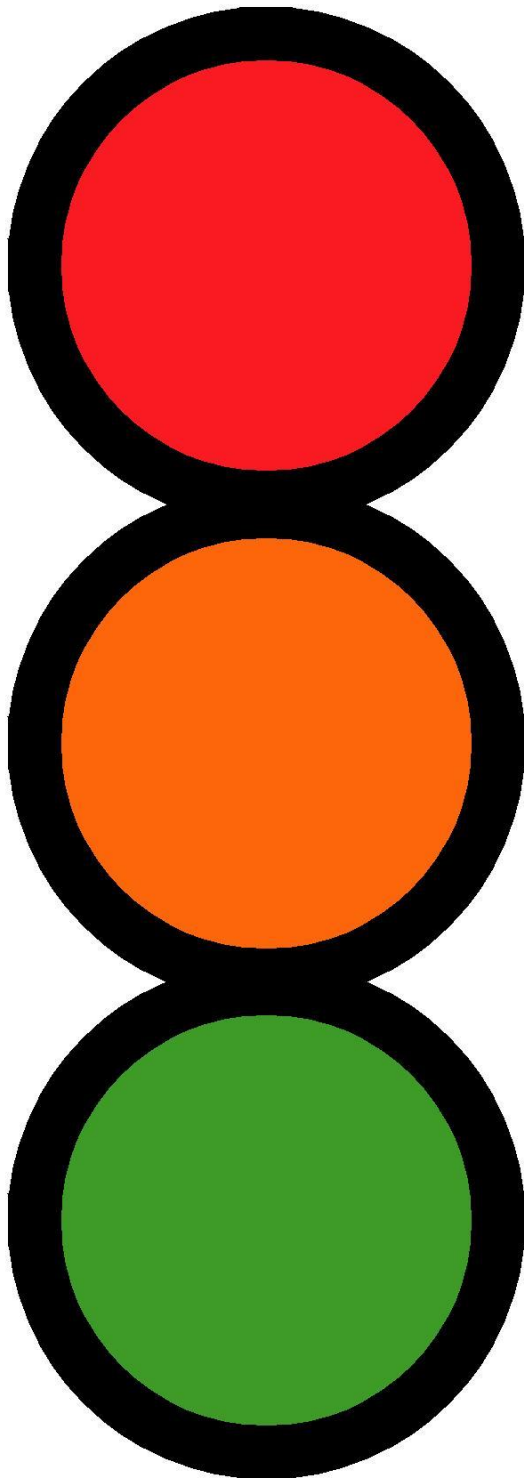
What video should we watch tonight? Becky wants to see "Lord of the Rings", but that's a certificate PG and might be rather scary for Anthony. Anthony wants to watch "ET" but we've seen that loads of times. We haven't seen "Shrek 2" or "Cat in the Hat". They might be fun and I think they are both U certificate. We can choose which one we want to see.

- There are numerous decisions, choices and dilemmas that carers can voice out loud in order to model constructive thought processes.

For example:

- Which film to watch together?
- Where to go on the weekend/what to do
- What to cook
- How to celebrate a birthday
- How to get all the chores done
- How much to spend on a present
- Evaluating a plan that didn't work out well

Stop, Plan and Go!



STOP

- Think
- Take a deep breath in and breathe out slowly

PLAN

- Think about what you want to do and say differently
- You may have a number of ideas – some may seem silly. That's OK
- Choose one and imagine yourself doing it. Who can help you? What are the consequences?

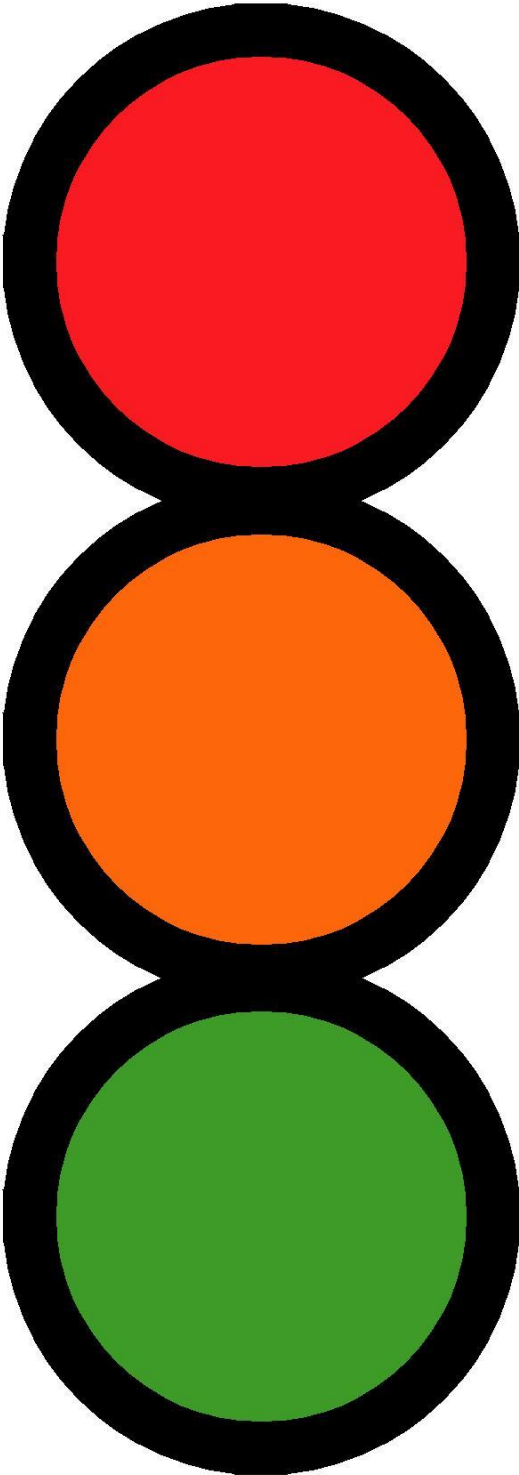
GO

- Try it out!
- It may not work first time. If not, revisit your plan and try another way
- If it works – keep doing it and think of ways to remember your plan
- WELL DONE!

Problem-solving scenarios

- Carl has been rude and aggressive to William, who has just come into placement. William tends to talk non-stop. He wants to join in everything, and Carl feels jealous. Carl comes to tell his carer how annoying he finds William. Use the Stop, Plan and Go method to address this problem with Carl.
- Debbie is sulking because she got all her spellings wrong in her school test today. Her teacher has told her that she must learn them all by the end of the week. She is cross. Help Debbie using Stop, Plan and Go.
- Rani's bedroom is messy with toys and clothes strewn everywhere. She comes to you and complains that she can't find her dolls' clothes. She is angry. Help Rani using Stop, Plan and Go.
- Kyle complains that you never cook any food that he likes. Use Stop, Plan and Go to think about this with Kyle.

Home practice: Stop, Plan and Go



STOP

PLAN

GO

Preparing to use time out

What room or space could you use for time out?

How long will time out last?

What might you say as you put your child in time out?

How long will your child need to be quiet in time out for?

What will you do when time out is over?

Home practice: time out

DAY OF THE WEEK	PROBLEM BEHAVIOUR	WHEN AND WHERE	LENGTH OF TIME OUT	ANY OTHER OBSERVATIONS
Mon				
Tues				
Weds				
Thurs				
Fri				
Sat				
Sun				

FOSTERING CHANGES

Session 10 Evaluation

NAME.....

Please rate your answers on a scale of 1–5. 1 = poor and 5 = excellent

1. How was feedback on home practice:

Poor	1	2	3	4	5	Excellent
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2. The discussion on time out was:

Poor	1	2	3	4	5	Excellent
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3. The exercise on telling a child about time out was:

Poor	1	2	3	4	5	Excellent
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4. The ideas about Stop, Plan and Go were:

Poor	1	2	3	4	5	Excellent
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5. The practice of Stop, Plan and Go was:

Poor	1	2	3	4	5	Excellent
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6. The preparation for home practice was:

Poor	1	2	3	4	5	Excellent
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7. What did you enjoy most about the session?

8. What did you enjoy least about the session?

9. Any other comments:

Thank you.