

"How To" CHECKLISTS

Setting Up an Effective Time Out for 3-5 Year Olds

Using structured time outs as a form of discipline can be an effective way to help your child get on the road to better behavior. The following checklist provides some guidelines in implementing productive and efficient time outs with young children.

- ❑ **Set Age Appropriate Limits** - Always consider your child's developmental stage when setting limits.
- ❑ **Communicate Expectations** - Be sure your expectations for appropriate behavior are clearly communicated to your child.
- ❑ **Determine the Rules** - Decide the rules for the time outs before you begin enforcing them. This will help you to stay consistent. For example, if you decide to give one warning before your child goes into time out, then stick with it. Consistency is everything when it comes to effective time outs.
- ❑ **Identify a Time Out Location** - Create a "time out" place for your child to go to when they need a moment. This place can be a chair, stair or room. The main point of a time out is to remove your child from the stimuli that is creating the problem. You want to ultimately encourage your child to tolerate the discomfort, learn to self regulate by calming themselves and recognize their negative behavior will not be tolerated or accepted by you.
- ❑ **Set a Time Limit** - Decide on a time limit for their time out. Some schools of thought are one minute per age, for example, if 5 years old then 5 minutes in time out. Another suggestion is that they stay in time out until they can calm themselves.
- ❑ **Communicate After** - Once the time has been served, speak to them at their level. First, look them in the eyes and ask them why they were in time out. This will help them learn to communicate their wrong. If they are having a hard time, then explain the reason they had a time out. Remind them what your expectations are for appropriate behavior.



- ❑ **Show Your Love** - Finally, give them a big hug and kiss and praise them for serving their time. No matter HOW long it took them! The point is to encourage them to behave better and acknowledging their success is a big part of empowering your child.
- ❑ **Stay Cool** - Most importantly, don't lose your cool. Stay in control and monitor your anger. If you feel too emotional, then take a time out yourself first until you can regroup. Remember, your kids are constantly watching you and observing how you handle your emotions.

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Calming/Organizing Activities

- Lotion massage using deep pressure touch
- Roll him up in a blanket and rock, either in your lap or beside you. Make sure shoulders and feet are covered for warmth.
- Play "hot dog" or "squish": sandwich him between pillows, or roll up in blanket (with head out). Stop if he is uneasy.
- Have him lie or sit on blanket and drag it across floor.
- If there are two of you, have him lie in a blanket, pick up the ends and gently swing back and forth.
- Sit in oversized beanbag chair for snugness. Try adding a weighted blanket.
- Vibration can be calming.
- Warm baths, put towel in dryer during bath, then use it while it's still warm. Use firm pressure when drying with the towel.
- If he is playing actively, join in and play along, then gradually slow it down for him.
- Push a child's cart filled with cans of food, then put the cans away on a low shelf while in hands and knees position.
- Wheelbarrow walking, crawling, animal walks (i.e. crab, bear, army crawl).
- Play "row, row, row your boat" sitting on the floor, pushing and pulling each other.
- Push or pull boxes/crates with toys or books in it.
- Carry a crate weighted with books and toys.
- Play with resistive media such as play-doh or clay.
- Keep lights dim or off, and use natural light from the windows.

- Make a quiet corner for calming. Beanbag, blankets, stuffed animals, books, quiet toys. If this corner is always available, he can learn to use it when he is feeling stressed.
- Use music with a slow, steady beat such as lullabies or classical music
- Many scents are calming—vanilla, lavender, jasmine
- Climbing equipment at the park
- Riding a bike
- Try the “body pull” with two adults. One person holds the child’s ankles or calves; the other holds securely under the arms. Say “ready, set, pull”, then stretch the child’s body gently to a count of 3 and relax. Repeat as requested.
- Make activities as routine as possible (morning, bed time, etc.)
- In general, slow, rhythmical, repetitive movement is relaxing- rocking chair, lying over therapy ball while being rocked back and forth or side to side.

What is the difference between Punishment and Guidance?

Punishment

Don't you dare touch that cake.

Get away from here and go play
If I catch you fooling around with it,
you're really going to get it!

I saw you touch that cake. Get
in the time-out chair and stay there
until I say you can get up. Everyone
is going to see you in the naughty
chair and know you were bad.

I'd better not see you get up! If I see you
try to get up, I'll make you stay twice
as long.

Punishment:

lowers self-esteem, humiliates, degrades, hurts physically and emotionally,
angers, frustrates, thwarts efforts, embarrasses, discourages, belittles,
socially isolates, emotionally abandons, denies affection.

Guidance: ---direction—leadership—advice---counsel

builds self-esteem, strengthens, respects, heals, gives hope, models coping
skills, enables efforts, gives confidence, encourages, enhances self-image,
facilitates trust, gives emotional support, is loving and caring

What are prosocial behaviors? Acts of kindness?

Guidance

This is Todd's birthday cake.

You may look at it, but keep
your hands away from the cake.

You seem to be having a hard
time remembering to keep your
hands in your pockets. What
could you do with your hands?

I see you are now clapping with
your hands, that's a great choice.
Todd will be so happy when
he sees his beautiful cake.