



HOME ACTIVITIES FOR THE WEEK



To Do:

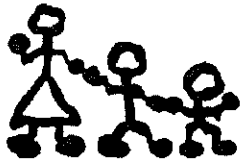
- **CHOOSE A SPECIFIC MISBEHAVIOR** to work on by using Time Out; for example, fighting or hitting. Write the results on the "Record Sheet: Commands and Time Out" handout.
- **CHOOSE A POSITIVE BEHAVIOR** (the opposite of the behavior which will be timed-out) to systematically give attention to through the use of praise, reinforcement and comments.
- **DESCRIBE** a situation in which the child continues to misbehave, and try to analyze why this is happening. Bring this to the next session.
- **READ** the handouts on caring days, losing control, and new problems.



To Read:

Read Chapter 6, *Time Out* and Chapter 12 *Time Out from Stress and Anger* in *The Incredible Years* book.

Caution: Remember to continue special time!



Caring Days

Strengthening Support Between Partners

Marital discord can make it very difficult for parents to be effective in managing their children's behavior. The following exercise is designed to strengthen your relationship.

Identify 10 to 20 "caring" behaviors that your spouse could do that you would enjoy. Ask your spouse to do this also. List these behaviors on a piece of paper and post them. Each day you and your spouse should try to select one or two items from the list and do them for one another. These caring behaviors should be (a) positive, (b) specific, (c) small, and (d) something that is not the subject of a recent conflict.

Examples:

- Ask how I spent the day and listen.
- Offer to get the cream or sugar for me.
- Listen to "mood music" when we set the clock radio to go to sleep.
- Hold my hand when we go for walks.
- Massage my back.
- Arrange for a baby-sitter and go out.
- Let me work late one night without a hassle.
- Have a quiet dinner without the children.
- Offer to watch the children while I make dinner, read the newspaper, etc.
- Allow me to sleep in one morning on the weekend.

By doing this exercise, you will obtain a record of each other's efforts and become more observant of how the other person tries to please. We have noticed that parents are often quite willing to please their partner if they understand precisely what their partner wants and know that their efforts will be recognized.

Support for Single Parents

If you do not have a partner, it is important to arrange some "caring days" for yourself. You could do this by developing a list of pleasurable things you would like to do for yourself. Each week pick some of the items from your list to give yourself.

Examples:

- Have dinner with a friend.
- Go to a movie.
- Arrange for a back rub.
- Take a piano lesson.
- Walk to the park.
- Have a bubble bath.
- Buy and read a fun magazine.

It is also important for single parents to set up a support system. This might be done by meeting regularly with other parents, close friends, or family members. Organizations such as Parents Without Partners, church groups, recreational groups, and political groups can be sources of support and stimulation.

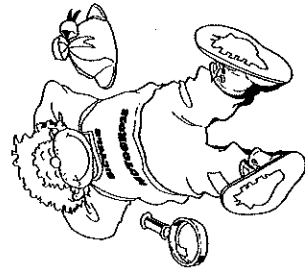
Points to Remember About Time Out

- Be polite.
- Be prepared for testing.
- Expect repeated learning trials.
- Ignore child while in Time Out.
- Support a partner's use of Time Out.
- Follow through with completing Time Out.
- Use personal Time Out to relax and refuel energy.
- Use Time Out consistently for chosen misbehaviors.
- Monitor anger in order to avoid exploding suddenly; give warnings.
- Give 5-minute Time Outs with 2 minutes of quiet at the end.
- Carefully limit the number of behaviors for which Time Out is used and use consistently.
- Don't threaten Time Out unless you're prepared to follow through.
- Use nonviolent approaches such as loss of privileges as a back-up to Time Out.
- Hold children responsible for cleaning messes in Time Out.
- Don't rely exclusively on Time Out—use other discipline techniques, such as, ignoring, logical consequences and problem-solving for less severe misbehaviors.
- Build up bank account with praise, love and support.
- Use Time Out for destructive behaviors and times when your child's misbehavior cannot be ignored. Start by choosing just one behavior to work on. When that behavior is no longer a problem, choose another behavior to work on.
- Give immediate Time Out for hitting and destructive acts, however for noncompliance one warning may be given.
- Ignore inappropriate behaviors such as screaming, whining, teasing, arguing, swearing and tantrums while the child is in Time Out.
- Praise positive behavior as often as possible.



Point to Remember about Stress and Anger

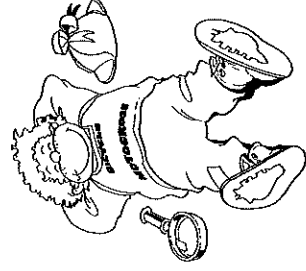
- Scan your body for tension, and breathe and relax or do the exercises.
- Notice any negative self-statements and replace them with soothing self-encouragement.
- Ask yourself if what is making you feel tense is really that important? Will it make a difference a week from now? A year? When you are 70?
- Visualize some marvelous past event or dream of the future.
- In the middle of conflict, breathe, cool off, get playful, or get away for a few minutes.
- Take a break (go for a walk, take a bath, read a magazine).



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Time Out for Aggression

Children Ages 6-10

Scenario #1: Child goes to Time Out (T.O.)

Child hits → Command → Child goes to T.O. → Child calm for least 2 minutes
"You hit. You need to go to T.O." (on chair for 4-5 minutes)



Parent praises child's first positive behavior.

"That's so friendly the way you're sharing."

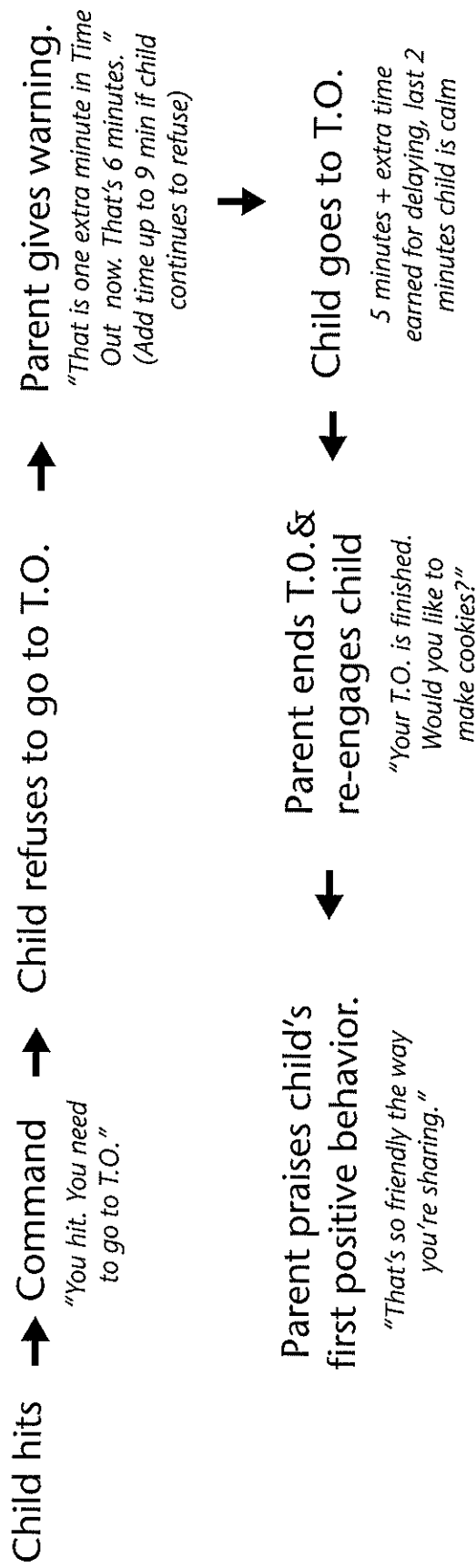
Parent ends T.O. & re-engages child

"Your T.O. is finished. You can play with your blocks."

School Age Child Resists Going to Time Out

Children Ages 6-10

Scenario #2B: Child initially resists going to Time Out.



School Age Child Continues to Resist Going to Time Out

Children Ages 6-10

Scenario #2C: Child continues to refuse to go to Time Out.

Child hits → Command → Child refuses to go to T.O. → Parent gives warning.

"You hit. You need to go to T.O."

"That is one extra minute in Time Out now." (Add time up to 9 min if child continues to refuse and give warning)

Parent explains consequence.

"That's 10 minutes now, if you don't go to Time Out now you will lose TV tonight."

Parent praises child's first positive behavior.

"That's so friendly the way you're sharing."

Parent ends T.O. & re-engages child

"Your T.O. is finished. Come see what I've made for dessert."

Child goes to T.O.

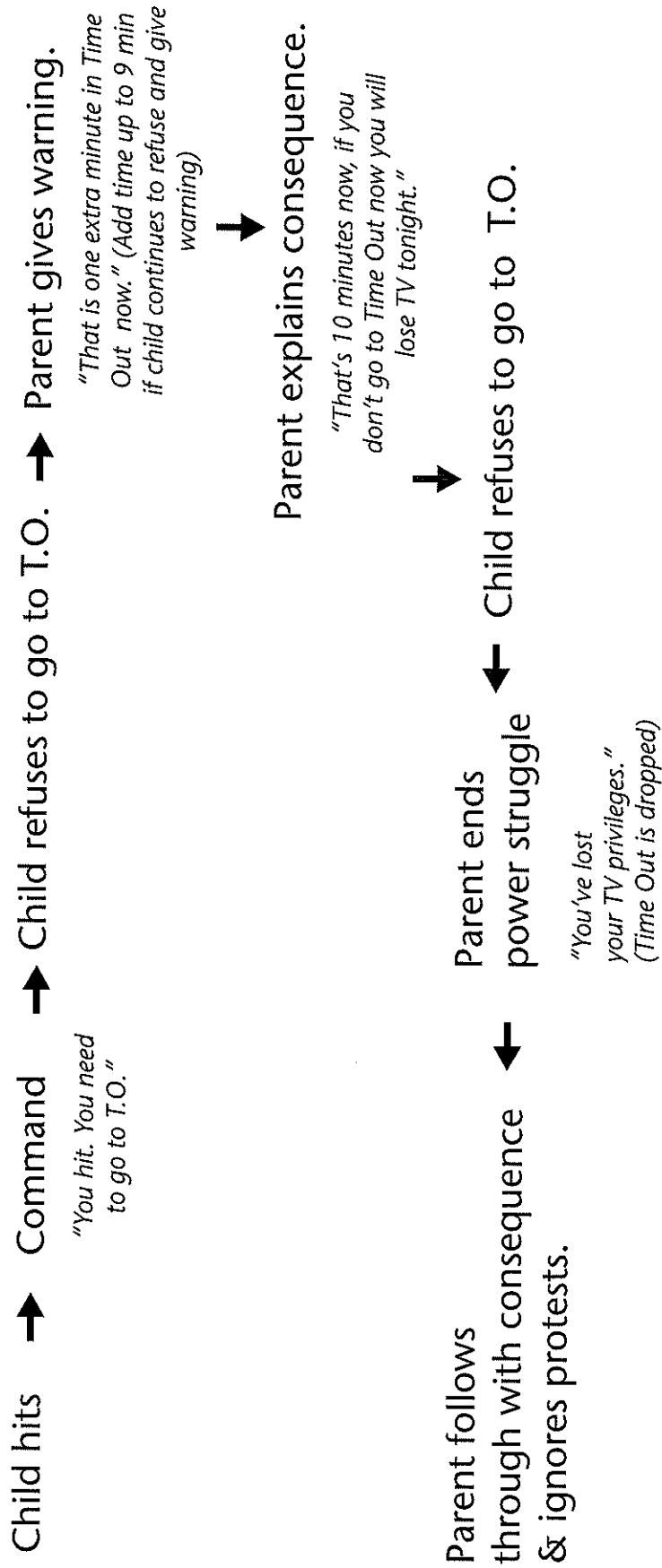
5 minutes + extra time up to 10 min, last 2 minutes child is calm

Note: if child does not go when consequence is explained, parent follows through with consequence, Time Out dropped.

School Age Child Refuses Time Out

Children Ages 6-10

Scenario #2D: Child continues to refuse to go to Time Out.



Note: consequence should be carried out same day.

What to do When you Feel Like you are Losing Control

1. Step back from the situation for a moment and ask yourself:

- What is my goal?
- What am I doing now?
- Is what I am doing helping me to reach my goal?
- What do I need to do differently?

2. Practice the relaxation technique:

- Slow down your breathing.
- Count from one to ten as far as you are able to in a single breath.
- Repeat deep, slow inhaling and exhaling while counting until you feel relaxed.

3. Recognize your upsetting thoughts. Rephrase these thoughts into alternative, calming thoughts. For example:

Upsetting Thoughts

"That child is a monster. That is ridiculous. He'll never change."

"I'm sick of being this mad. Things are going to change around here, or else."

Calming Thoughts

"This is a child who is testing to see if she can get her own way. My job is to stay calm and help her learn better ways to behave."

"I need to talk to Michael about leaving his clothes lying around. If we discuss this constructively and calmly we should be able to reach a good solution."

Handout

WHAT TO DO WHEN NEW PROBLEMS ARISE

“Relapses” of misbehaviors are *normal*, so be prepared for them! Often a relapse is triggered by some type of crisis or change in family life (illness, death, vacation, new job, financial stress). This generally results in an increase in children’s inappropriate behaviors. The following are some ways to reinstate the program and get yourself on track again.

1. Set up a time when you are not upset to talk about the problem with your partner, a friend, or to think quietly on your own.
2. Clarify what child behaviors you want and don’t want.
3. List the problems from most to least important. Concentrate on dealing with only the most pressing problem.
4. Brainstorm as many solutions as possible (review handouts):

Reinforcements

(praise, tangible rewards, play sessions)

Discipline

(ignore, Time Out, loss of privileges, work chores, logical consequences, problem solving)

Techniques that help parents maintain self-control

(self-talk, relaxation)

5. Monitor weekly progress, and revise the program when necessary.
6. Reinforce your efforts.

Remember: There is a tendency for parents to use strategies with short-term benefits (for example, obtaining immediate compliance by yelling, hitting or criticizing the child) that have long-term negative consequences (the child learns to yell and hit instead of using nonviolent approaches to solving problems). Parents need to use skills such as praising and ignoring literally hundreds of times in order to change children’s behavior, and this takes a lot of work. Over the long run, however, this approach teaches children how to behave appropriately, builds essential skills for getting along with others, and fosters children’s positive self-image. This is a little like flossing your teeth — you need to keep doing it to realize the long-term benefits!