

**SESSION**

**11**

**USE OF CONSEQUENCES: DISCIPLINE AND REWARDS  
(PARENTS ONLY)**

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## **SESSION TOOLS**

The following materials are included for you to utilize during Session 11 of this module:

**Handout 11.1:** Punishment Concepts

**Handout 11.1 continued:** Rules for “Good Punishment”

**Handout 11.2:** Time-Out

**Handout 11.2 continued:** Time Out

**Handout 11.3:** Time-Out Worksheet

## HANDOUT 11.1

# Punishment Concepts

### WHY YOU SHOULD MINIMIZE USE OF SEVERE VERBAL PUNISHMENT AND ELIMINATE USE OF PHYSICAL PUNISHMENT

1. **People avoid others who punish them.** No one likes to be hit or criticized. So we try to stay away from people who might hit or criticize us. If you severely punish your child, and do this often, he or she will probably try to stay away from you.
2. **The methods that you use to punish your children teach them how to punish others.** Children who are severely punished tend to be more aggressive with other children; this is especially true when the child is punished on a frequent basis. In addition, these children may grow up to be aggressive adults.
3. **Excessive use of punishment lowers your child's self-esteem and results in them losing any motivation to change their behavior.**

*It is recommended that parents try to control their child's behavior with rewards, instead of punishment. There are some times, however, when the use of punishment is necessary but physical punishment is not permissible (as noted above).*

### WHEN YOU MAY HAVE TO USE MODERATE PUNISHMENT

1. **When the problem behavior may cause the child to hurt himself/herself or others.** For example: You do not want to stand around and watch your child play with fire until he or she learns a lesson. Instead, you may have to use punishment to stop this behavior before your child gets burned.
2. **When your rewards do not work because other stronger rewards encourage the problem behavior.** You cannot control the rewards that your child receives outside of the home (e.g., playing with other children), so you make a rule such as: "For every minute after such and such time that you are late, you go to bed five minutes earlier."
3. **When noncompliance continues at high rates even after rewards have been instituted for compliance.**

HANDOUT 11.1 continued ...

# Punishment Concepts

## Rules for “Good Punishment:”

1. **Punish immediately.** If you wait an hour to punish your child for hitting his brother he may think he is getting punished for something else done in the meantime. He may never make the connection between hitting his brother and being punished.
2. **Be calm, rational, and matter-of-fact.** If you get angry while you punish your child, you are likely to cause your child to resent you and hate you for the moment.
3. **Do not “give in.”** Rewards should never be given for behaviors you want to stop. Example: You want your children to stop throwing tantrums when they do not get their way. Usually you ignore them for doing this. But sometimes you give in and give them what they want. This rewards them for throwing tantrums. So they will continue to tantrum, hoping that sometimes they will get you to give in. If you really want them to stop the tantrums, punish every time this happens. This behavior will stop much faster than if you punish them sometimes and reward other times.
4. **Give a warning signal.** If you must use punishment to control your child’s behavior, it is best to give them a warning signal first. Soon the warning will be enough to make your child stop misbehaving.
5. **Make it brief.** Long lectures often reduce the effectiveness of punishment and the same is true for extended periods of grounding. Keep your statements specific and short.

*Good punishment is used along with rewards  
for other positive behaviors.*

*If you reward your children a great deal for positive behavior,  
they will learn that they do not have to  
misbehave to get your attention.*

*They can get your attention when they behave.*

## HANDOUT 11.2

# Time-Out

**Time-Out should be used for Noncompliance to a Good Instruction and for Violations of Behavior Rules.**

### STEPS FOR TIME-OUT FOR NONCOMPLIANCE

1. Give a good instruction.
2. Wait for 10 seconds. Do not talk during the 10 seconds.
3. If your child does not follow instructions within the 10 seconds, give a warning.  
*"If you do not do \_\_\_\_\_, you will have to go to Time-Out."*
4. Wait for 10 seconds again. Do not talk during the 10 seconds.
5. If your child still does not follow instructions within the 10 seconds, say:  
*"Since you did not do \_\_\_\_\_, you have to go to Time-Out now."*
6. Your child should go to your identified Time-Out place and stay there for a specified time period. This is typically equivalent to the child's age (i.e. an 8 year old will have an 8 minute time-out). For hyperactive children, can be reduced by 25-50%.
7. **Ignore** your child while he or she is in Time-Out. Do not talk to your child no matter what he or she says.
8. At the end of the Time-Out, take your child back to the original situation and give the same instruction again. If he or she still does not follow instructions go through the above steps again. Keep cycling through the above steps until the child eventually does what you said to do. Keep doing this no matter how long it takes. Your child will learn that you do not intend to back down.

### STEPS FOR TIME-OUT FOR BEHAVIOR RULES VIOLATIONS

If your child violates one of your Behavior Rules, he or she gets no warning. There is an immediate Time-Out. The steps are:

1. Say, "Since you \_\_\_\_\_ and that is against our Behavior Rules, you have to go to Time-Out now."
2. Child must go to Time-Out place and stay for the same time period as note in the initial time-out request.

3. **Ignore** child completely while he or she is in the Time-Out place.
4. After Time-Out is over, take child back to the original situation and instruct him or her to repair what he or she did, apologize to the other person involved, or do some good behavior that is the opposite of the Rule that he or she broke.

### **ADDITIONAL CONSIDERATIONS**

1. If your child does not want to go to Time-Out or tries to come out of the Time-Out place before time is up, you may try:
  - (a) removing a privilege,
  - (b) starting the timer over again
  - (c) adding time to a timer.

It is important that, if you choose to remove a privilege, the privilege that is removed is something important to the child.

2. Remember that after taking a Time-Out, the child is then brought back to the original situation and given the same instruction again to which he or she must comply or he or she keeps going back to Time-Out. In this way, he or she does not “get away with” the misbehavior.
3. If your child is destructive on the way to the Time-Out place (e.g., overturns a table), ignore it at the moment and proceed with the Time-Out for the original misbehavior. Then, take your child back to the area of destruction and tell him or her to fix it back the way it was. Your child does not get out of his punishment for the original misbehavior, and does not get away with the destructive behavior.
4. You may prefer to remove all reinforcers from the environment that your child is in rather than remove your child from the environment to a Time-Out place. This is an acceptable alternative if you can truly remove **all** the reinforcers

# Time-Out Worksheet

1. List of behaviors that will result in Time-Out:

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2. Number of warnings before Time-Out is given: \_\_\_\_\_

3. Location of Time-Out: \_\_\_\_\_

4. Length of Time-Out: \_\_\_\_\_

a. Initial length: \_\_\_\_\_

b. Maximum length: \_\_\_\_\_

5. Rules in Time-Out: \_\_\_\_\_

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6. Type of timer to be used: \_\_\_\_\_

7. Consequences for failure to take a Time-Out, or failure to follow rules in Time-Out:

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Remember that your child is “off limits” to all family members during Time-Out. Do not engage in conversation with your child about whether or not they should have a Time-Out, how long it should be, whether they enjoy Time-Outs or not, whether Time-Out is just a game, and the like.