

How to Render Time-out Ineffective

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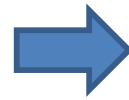
Toronto, Canada

Contrary to what you might have read

e.g., Time magazine article on 9/23/14 by Siegel & Bryson).

Time-out
(when properly conducted)
does work!

A Parenting Lesson:



**How to use
consequences**

Taken from Siegel & Bryson, 2014
(introduction)



Taken from Siegel & Bryson, 2014
(introduction)



Is this a lesson (illustration) on
the use consequences?



NOT!



Principle #1 (Cipani, 2004)

Does a behavioral contingency exist?

Specify (apriori) behavior(s) that produces the
TO contingency

Case of

“I did not know what else to do-
so I tied him up (in a chair)” (pps 37-39)

Oops- got caught!

1. Present a command to Jerry, simple and straightforward, in normal conversational tone.
2. Do not scream with him during his tantrums.
3. Each time he complies he gets a check.
4. When he has earned three checks, he gets a preferred activity or item for a period of time.
5. Failure to comply results in a “sit and decide” period (i.e., Jerry would have to sit until he decided to comply with the task).

Results

- **increased compliance**
- **minimal need to use “sit and decide”**
- **situation had improved dramatically**
 - **Jerry started laughing (mom too)**
 - **this parental repertoire reduced**
the possibility of future abusive incidents

White & Bailey, 1990

(JABA)

- Ground zero- Tallahassee elementary grade PE class outdoors
- Disruptive behaviors off the chart in baseline

Good, Bad (or really bad)

(mean rate of disruptive behavior/10 min)

Baseline	Subjective rating – super, good, fair, poor (teacher designed)
219	98.5
WOW!- This teacher deserves combat pay!	Poor= loss of one subsequent recess period

TO does not Work?

Baseline	Subjective rating – super, good, fair, poor	“Sit & Watch” Contingency
219	98.5	4.6
		Now that’s a spicy meatball!

Mathews & colleagues (1987- JABA)

- Dangerous situations w 4 infants (under 1)
- Is re-direction the best (or even effective)?

Results:

% intervals in dangerous situations

Infant	Baseline	Time-out	%Change
1	55%	6%	49%
2	32%	3%	29%
3	35%	10%	25%
4	37%	4%	33%

7 month follow-up

- Infants still avoided dangerous areas of home (now isn't that better than having to constantly re-direct?)
- During the multiple observation sessions, only one child entered dangerous situations once which resulted in TO (other 3= 0%)
- Mother's liked TO & used it contingently (even those who reported being distressed at the beginning when their infant cried in TO)

Taken from Siegel & Bryson, 2014 (introduction)

To take it even further, consequences and punitive reactions are actually often counterproductive, not only in terms of building brains, but even when it comes to getting kids to cooperate. Based on our personal and clinical experience, as well as the latest science about the developing brain, we can tell you that automatically giving consequences is not the best way to accomplish the goals of discipline.

What is? That's the foundation of the No-Drama Discipline an-

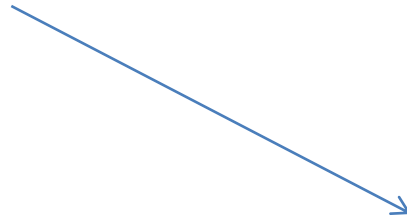
Punishment on Trial

(Essential reading for Psychology majors)

**The antidote to
~~No-Drama Discipline!~~**

Free download at OTRP
website, Div 2

Don't blame
the tool



It is the
Carpenter
who is inept at
its use!

Demonstration

- Behavior Coding
 - L- slaps self on leg
 - H- hits other sibling
 - C- Climbs on desk
 - Y – yells at sibling