

# Time for Time

When the student knows the rules and is misbehaving use the Time for Time system.

1. This helps them remind them what they are supposed to be doing.
2. This starts with 2 verbal prompts and the third time a timer is started.
3. The timer stops when the child is demonstrating the appropriate behavior.
4. The exact amount of time on the timer is then “paid” back by the student at a later time in the day. (recess, free play, music, art, centers, screen time, etc)
5. The student has to complete the task they tried to avoid before paying back their time.
6. If the child was disrupting the class by talking, screaming, yelling, running, etc the child has to sit calmly with their head up (not resting in their hands, on the table, or have their eyes closed), legs under the desk or table, and when the child is doing that their time is being paid back. If the child is not doing that the timer is not running down.
7. If the timer has only one second on it, the student has to give back only one second, but in actuality the student will give back more than one second. (Ex. Let’s say the student wouldn’t pick up a toy until the timer started. When the timer started, the child immediately picked up the toy. When it is free play time and all the other children get to begin playing, the child has to wait for the teacher, has to pick up the toy (that is put back where it had been when it was originally not being picked up), sit for one second, and then the child can begin free play. This teaches the child that it is better to do what they are told with one or two reminders than to wait until the third reminder.
8. At some point, when the child is calm and the episode is over, the teacher and child should talk about why the child didn’t pick up the toy in the first place, why it is important to follow rules and directions, and what would be better choices in the future. (**This is a VERY important step that cannot be left out**)
9. This will teach the child the acceptable appropriate behavior and possibly get to the root of the problem.
10. In the beginning of initiating this program a few things might happen:
  - a)the behaviors will increase in intensity, duration, or frequency as the child realizes the previous behavior is no longer having the desired effect,
  - b)the length of time on the timer will be long,
  - c)new behaviors may develop as the child realizes that increasing the intensity, duration, or frequency of previous behavior is not producing the desired effect either.
11. **Do Not Give up!** These are normal reactions and in reality, shows that at least on some level, the child understands what is happening. This is also the reason the talk after the behavioral episode is important so the child knows his/her feelings are valid, but that there are better options for expressing them.



12. When the child is cooperating and doing the desired behaviors, be sure to praise! The more attention is paid to the behavior (wanted ones or unwanted ones) the more the behavior will occur.
13. Both in praising wanted behaviors and correcting unwanted behaviors will fade over time as the child understands what the expectations are and why.
14. Here is the exact wording that everyone who is working with the child should say.
  - a. 1) **Name of child, tell the child the desired behavior in positive terms.**  
“Shelley sit down.” By saying the child’s name, you get their attention and the child definitely knows you are talking to them and what behavior you want/need them to be doing. Often times though, we say Shelley stop fidgeting. This tells the child what we don’t want, but doesn’t direct them on what we do want.
  - b. After a period of time (varies by age and developmental level, 3-30 seconds is average, but can be minutes) **repeat exactly what was said in step 1 and also add “this is your warning, next time I have to tell you I will start the timer.”**
  - c. Wait for the same period of time as in step 2, then say, **“Shelley I am starting the timer, when you sit down, the timer will stop.”**
  - d. If the timer needs to be started, this next step is multifaceted depending on the behavior.
    - i. If it is a setting and the child is distracting others or gaining attention from others then a)the child needs to leave the room or b)the audience (class, family members, etc) needs to leave the room. If there is no other adult to help this becomes very tricky and other solutions will need to be figured out.
    - ii. If the behavior is not distracting or dangerous, then the adult “ignores” (you know what the child is doing and where they are, you just aren’t giving them attention for the unwanted behavior) the behavior and the student for a minute or two (or more if not possible after a minute or two) and then repeats exactly what was said in step 3. Repeat until the child performs desired behavior.
    - iii. If the behavior does not stop and there is no way to “outlast” the child because the child or you must leave (Dr.s appt, end of the day, appointments, etc,) then the timer stops. However, as soon as you return with the child to the setting where the misbehavior occurred, the behavior must be performed immediately or the timer begins again. Even if it is the next day. We think kids won’t remember, but they do and I have worked with kids of all developmental stages, IQ’s, and social/emotional delays.

