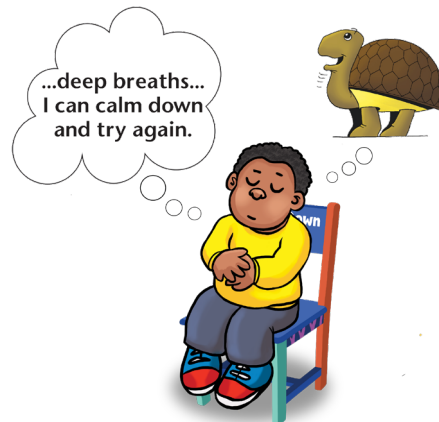


Program Four: Preventing and Managing Misbehavior



Part 3: Consequences for Destructive or Aggressive Behaviors

Refrigerator Notes and Handouts



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Part 3: Consequences for Destructive or Aggressive Behaviors

HOME ACTIVITIES FOR THE WEEK

Positive Time Out to Calm Down



To Do:

PRACTICE with your child how to take a Time Out to Calm Down at a time when your child is calm, and try using puppets.

IF YOUR CHILD IS AGGRESSIVE use Positive Time Out to Calm Down; for example, fighting or hitting or extreme oppositional or destructive behavior. Write the results on the “Record Sheet: Time Out to Calm Down for Aggression” handout. Bring record sheet to next session.

CHOOSE A POSITIVE BEHAVIOR (the opposite of the behavior which results in Time Out to Calm Down) to systematically give attention to through the use of praise, reinforcement and positive attention (e.g., staying calm, verbally expressing feelings, keeping hands to self, complying to parent requests).

REVIEW the handouts on coping and calming self talk, and strategies for reducing stress.

PRACTICE using positive self-talk and coping thoughts.

CONNECT WITH YOUR BUDDY from the group and share your calm down strategies.



To Read:

Handouts and Chapter 9, *Time Out to Calm Down*, Chapter 10 *Natural and Logical Consequences*, and Chapter 15, *Time Out from Stress and Anger* in **The Incredible Years** parent book or audiobook.



Remember to continue playing!



The Incredible Years®

Home Activities

**RECORD SHEET:
POSITIVE TIME OUT TO CALM DOWN
FOR AGGRESSION
& DESTRUCTIVE BEHAVIORS**



| | |
|---|--|
| TO Command in Response to Child Hitting | |
| Child's Response | |
| Calm Down Area (Duration) | |
| Warning Given if Child Does Not Go or Stay in Calm Down Area | |
| Use of Backup Room (Duration) or Loss of Privilege or time added | |



**The Incredible
Years®**

Home Activities

RECORD SHEET: CALM DOWN PROCEDURE FOR COMPLIANCE TRAINING

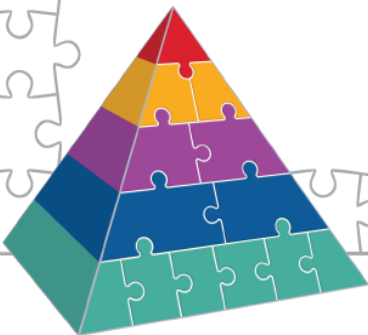


| | |
|--|--|
| Command Given (Warning if Noncompliant) | |
| Child's Response | |
| Reward/Attend for Compliance | |
| Calm Down Area for Noncompliance (Duration) | |
| If Child Does Not Go To Calm Down Area, Use of Backup Room (Duration), Or, Loss of Privilege | |
| Repeat Original Command | |

REFRIGERATOR NOTES

EVIDENCE-BASED TIME OUT TO CALM DOWN FOR AGGRESSIVE AND HIGHLY OPPOSITIONAL BEHAVIOR

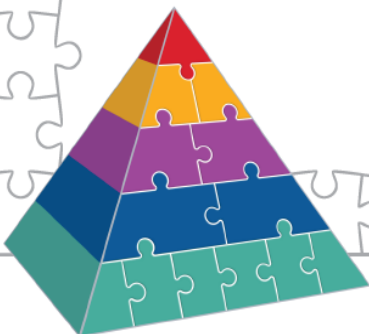
- Teach children how to go to Time Out to Calm Down and practice this when children are not misbehaving. Use puppets for this practice.
- Be prepared for testing when first used.
- Monitor and control personal anger and stay respectful.
- Give 3-5-minute Time to Calm & wait for 2-minute calm at the end.
- Carefully select the type of behaviors for which Time to Calm strategy will be used consistently and sparingly.
- Don't threaten Time Out to Calm Down unless you're prepared to follow through.
- Ignore child's protests but monitor their safety while taking Time to Calm.
- Use Time to a Calm Down space for aggressive behavior regardless of setting.
- Support a partner's use of Time to Calm approach.
- Don't rely exclusively on Time Out to Calm Down—combine with other discipline techniques, such as ignoring, distracting and redirection, logical consequences and problem solving.
- Expect repeated learning trials.
- Plan added time up to 10 min or backup loss of privileges for older children who refuse to go to Time Out to Calm Down space.
- Build up your child's bank account with Time In, such as child-directed play, social, emotion and persistence coaching, praise, love and support for positive opposite behaviors.
- Model using personal Time Out to relax, calm down and refuel energy.



REFRIGERATOR NOTES

ABOUT PARENT STRESS AND ANGER

- Scan your body for tension, and breathe and relax or do meditation exercises.
- Notice any negative self-statements and replace them with coping thoughts, self-encouragement & positive forecasting.
- 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 think of a positive event in the near future.
- In the middle of conflict, breathe, cool off, get playful, use humor, or get away for a few minutes.
- Take a break (go for a walk, take a bath, read a magazine, call a friend).
- Review your Staying Calm Incredible Years Parenting Tool Kit.



REFRIGERATOR NOTE

HANDLING TANTRUM STORMS

Daily tantrums are a normal part of childhood. They occur because developmentally children lack the verbal skills to communicate their feelings or wants, and have an immature emotional self-regulation system. This coupled with a strong drive to be independent is a recipe for frustration for your child.

- Stay calm in the face of your child's storm—including kicking, screaming, throwing things or hitting.
- Don't try to reason or use a distraction with your child in the middle of a storm - the more you reason or yell, the worse the storm will rage.
- Stay in the room with your child while the storm occurs, but ignore the tantrum; do something else.
- Wait for the storm to subside and then return your attention immediately; praise your child's calm behavior and distract them to some other activity.
- No matter how long the storm lasts, don't give in or negotiate – even when you are in public. This short-term solution will lead to longer-term consequences of escalating tantrums and using these to get what they want.
- Stay calm and in control – a tantruming child is feeling out of control and needs to feel that their parent is in control.
- If your child's tantrum escalates to hitting people or pets, or breaking objects, take them to a safe place. Then stay with them but ignore the tantrum.

Think about why your child might be tantruming.

- Try to preempt storms when possible.

Think about why and when your child's tantrums occur – is it when your child is hungry? Or, tired? Or, involved in a transition to some other activity? Or, can't have something they want?

This might mean keeping snacks on hand, or, setting an earlier nap time, or preparing your child for a transition in advance which will give them a chance to adjust. If your child is grappling with control or independence issues, try offering choices when possible.

Monitor how often you are saying “no” – are your limits necessary? Keep your battles for the important issues.

Remember – even with all your prevention strategies – children will still tantrum and need your help and support to develop the self-regulation skills to calm down.





Responding to Child Dysregulation and Teaching Self-Regulation

Carolyn Webster-Stratton, Ph.D.

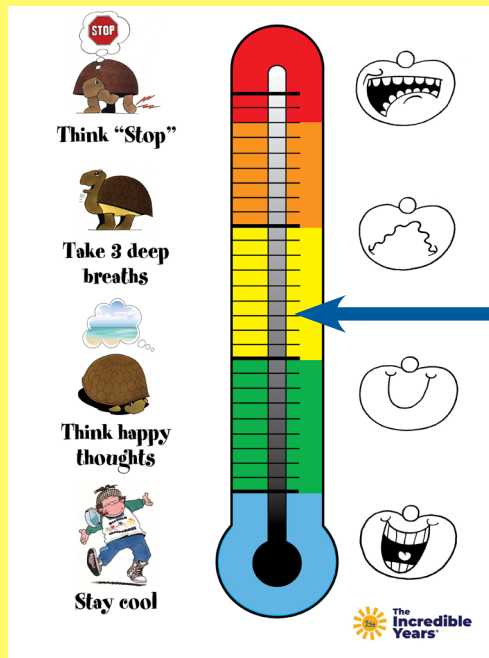
My child is upset, angry, defiant & beginning to dysregulate

Parent Self-Talk

- “My child is upset because... and needs help to self-regulate and problem solve.”
- “I can stay calm. This will help my child to stay calm.”
- “I can ignore this behavior as long as he is not hurting someone or breaking something.”
- “I can be supportive without giving too much attention to disruptive behavior.”
- “If my child is responsive and cooperative to my coaching, then it’s a good time to coach. If my coaching makes her angrier, then she needs space and privacy to calm down.”

Parent Response

- Model deep breathing, patience and being sympathetic to child.
- Help child use Calm Down Thermometer and take deep breaths.
- Redirect child to another activity.
- Ignore child’s dysregulated behavior as long as behavior is not unsafe.
- Label child’s emotion and coping strategy: “You look angry, but you are trying hard to stay calm with breathing and remembering your happy place.”
- Stay nearby and be supportive.
- Give attention and coaching to behaviors that encourage your child’s coping and emotion regulation.



Parent Self-Regulation

When children are angry and dysregulated, parents may also feel angry and out-of-control and may respond by yelling, criticizing, or spanking. At these times, Time Out can provide time and space for the parent, as well as the child, to self-regulate. Here are some tips for parent self-regulation:

- STOP and challenge negative thoughts and use positive self-talk such as: *"All children misbehave at times. My child is testing the limits of his independence to learn that our household rules are predictable and safe. This is normal for children this age and not the end of the world."*
- Do some deep breathing and repeat a calming word: "relax," "be patient," "take it easy."
- Think of relaxing imagery or of fun times you have had with your child.
- Take a brief break by washing your face, having a cup of tea, putting on some music, or patting the dog. Make sure your child is safe and monitored.
- Focus on coping thoughts such as: *"I can help my child best by staying in control."*
- Forgive yourself and be sure you are building in some "personal time" for relaxation.
- Ask for support from someone else.
- Reconnect with your child as soon as you are both calm.

Like your child, you can get yourself into a "green" calm state and try again.



My child continues to dysregulate and becomes aggressive

Parent Self-Talk

"My child is out of control and too dysregulated to benefit from prompts to calm down or to discuss solutions to problems."

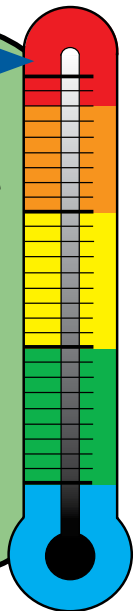
"I need to give my child time away from attention and a safe space to calm down so he doesn't hurt someone."

"I have taught my child how to use the Time Out or Tiny Turtle breathing methods to calm down so I can do that now."

"Time Out is a safe and respectful way for my child to learn to reflect and self-regulate."

Parent Response

- I say, "Hitting is not allowed, you need to go to Time Out to Calm Down." (This place has a Calm Down Thermometer to remind my child of what to do in Time Out to Calm Down.)
- I wait patiently nearby to let him re-regulate and make sure others don't give this disruptive behavior attention.
- I give him privacy and don't talk to him during this calm down time.
- When he is calm (3-5 minutes), I praise him for calming down.
- I support my child to re-enter an activity or routine.



My Child Is Calm Now

Parent Self-Talk

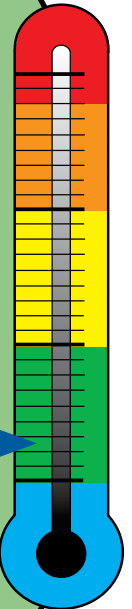
"Now I can reconnect with my child and help her learn an alternative way to solve her problem."

"She is learning she gets more attention for positive behavior than inappropriate behavior."

"I can help her learn to express her frustration and anger in more appropriate ways."

Parent Positive Response

- I praise my child for calming down.
- I distract my child to a new learning opportunity.
- I do not force my child to apologize because insincere apologies do not teach empathy.
- I engage her in something else so that we have positive Time In together and she feels loved.
- I start using social coaching as my child plays.
- I also look for times when she is calm, patient, happy, or friendly.
- I use emotion coaching to help her understand these self-regulated feelings get my attention.
- If she starts to dysregulate again, I name her uncomfortable feelings, help her express these verbally, and prompt her to remember her coping strategies.
- During times when my child is calm, I use puppets, games, and stories to help her learn alternative solutions to common childhood problem situations.

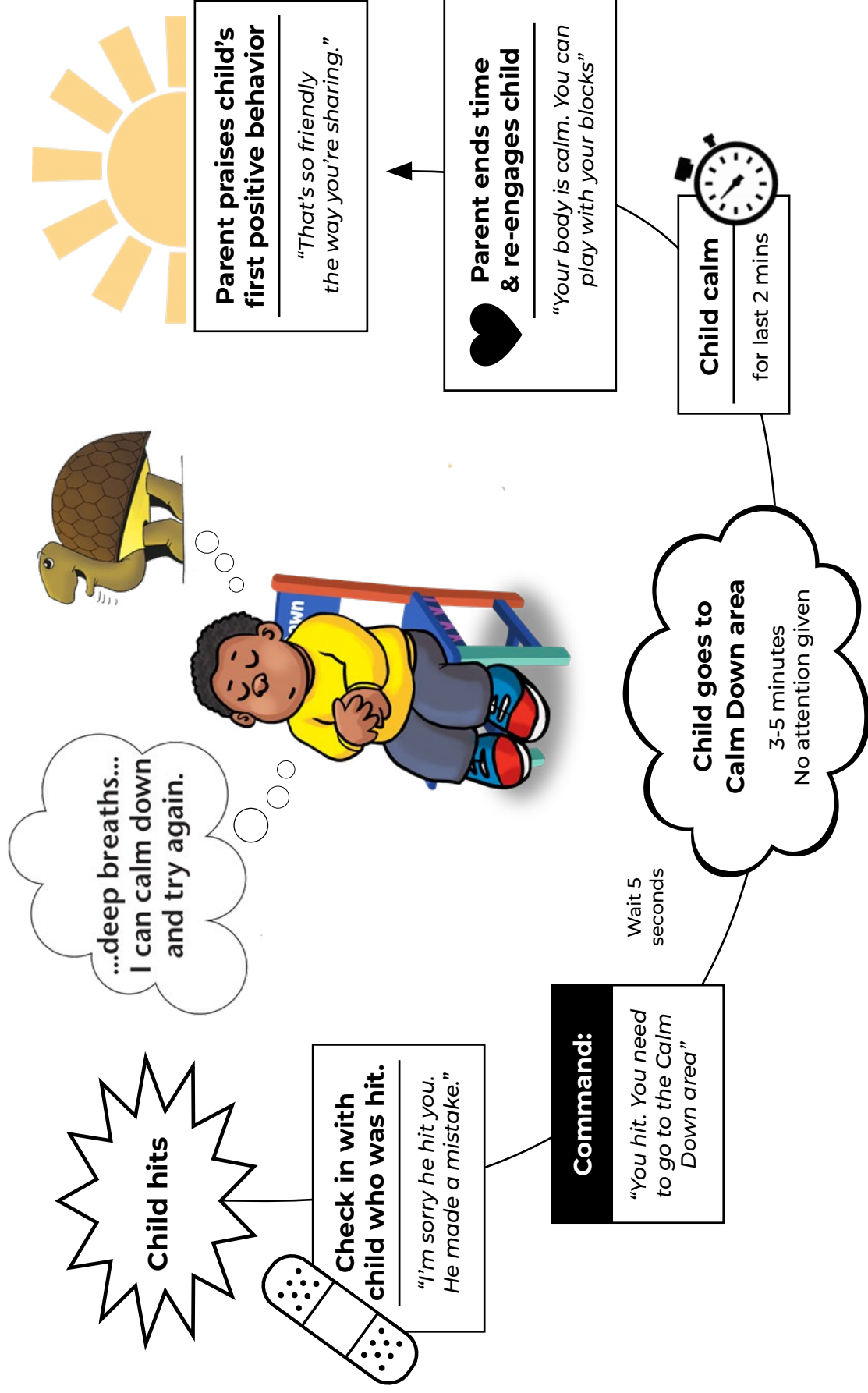


Bottom Line

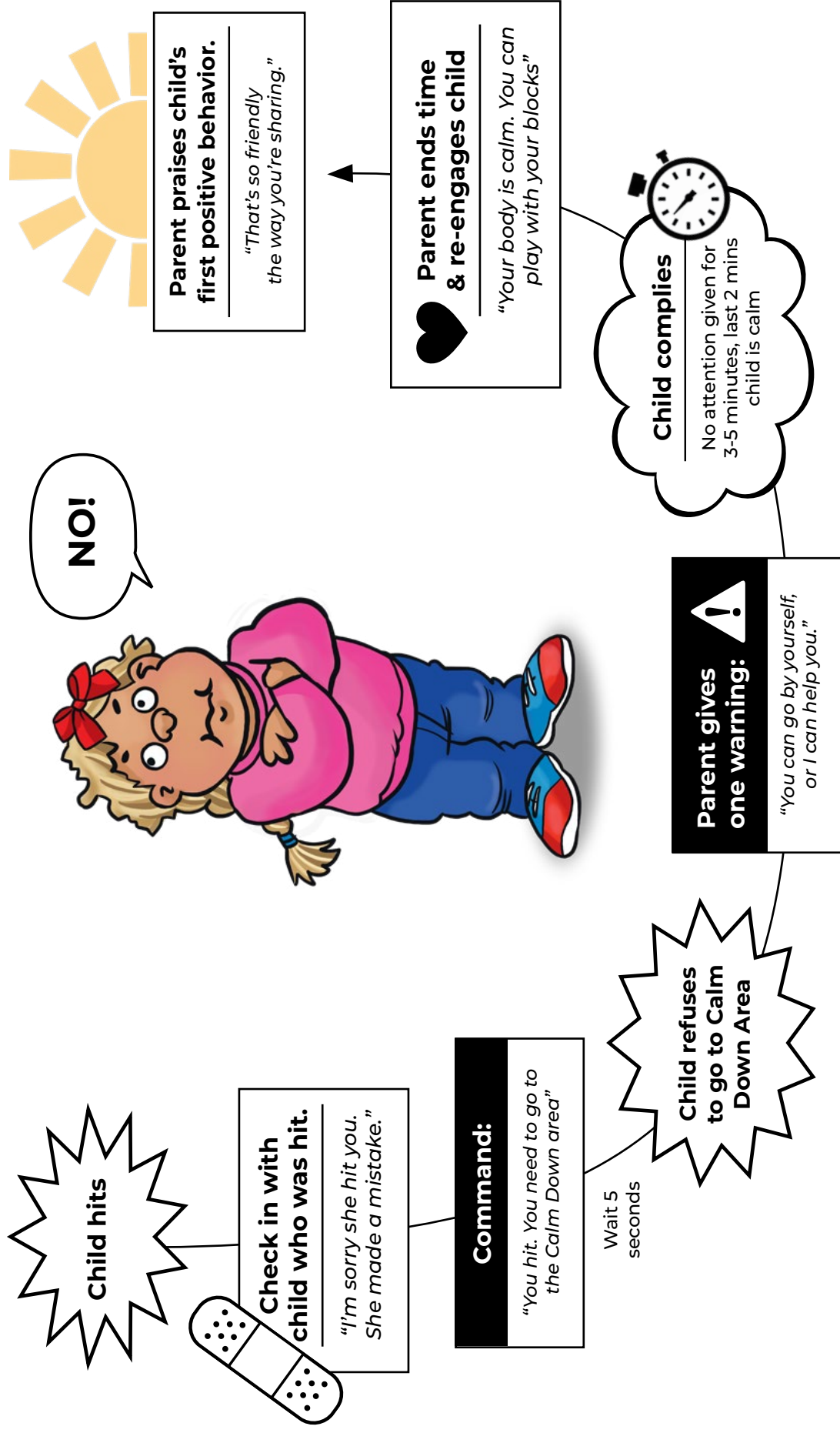
My child learns that taking a Time Out to Calm Down feels like a safe and secure place to calm down; it is not punitive or harsh and isolating; my child understands that when he has calmed down, he can join in family or peer activities without blame and has a new opportunity to try again with another solution to his problem. He feels loved when this strategy has been used and has sometimes seen his parents or teachers use this same strategy when they are angry. My child **gets far more Time In attention** from me for positive behaviors than negative behaviors. He feels loved and secure when using Time Out to Calm Down because it gives him time to re-regulate and try again in a loving environment. Time Out to Calm Down provides me with a chance to take a deep breath and calm down so I can respond to my child in a calm, firm, consistent, nurturing or caring manner.

1) Calm Down Procedure for Aggression

(Ages 3-6 Years)

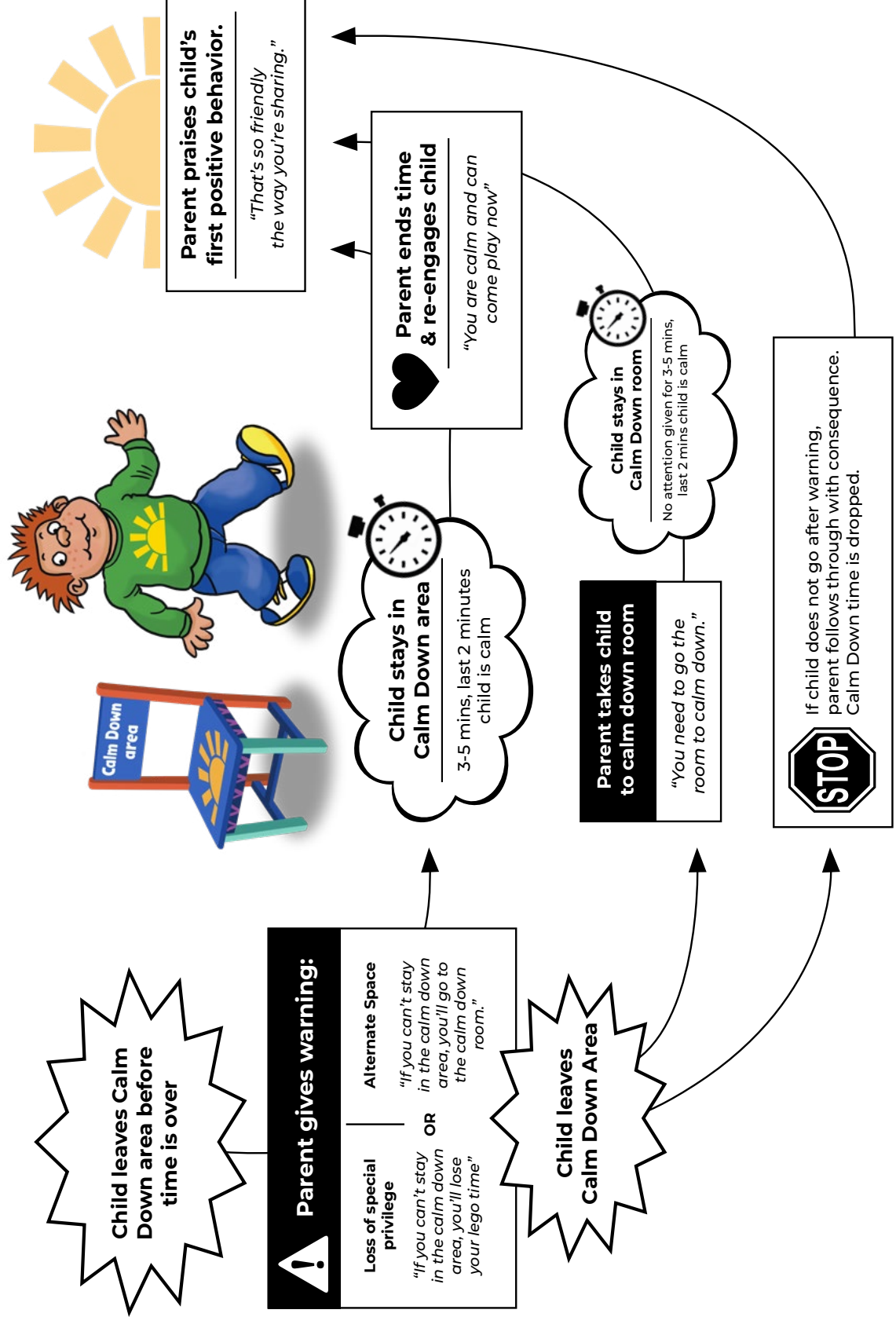


2) Child Resists Going to Calm Down Area (Ages 3–6 Years)

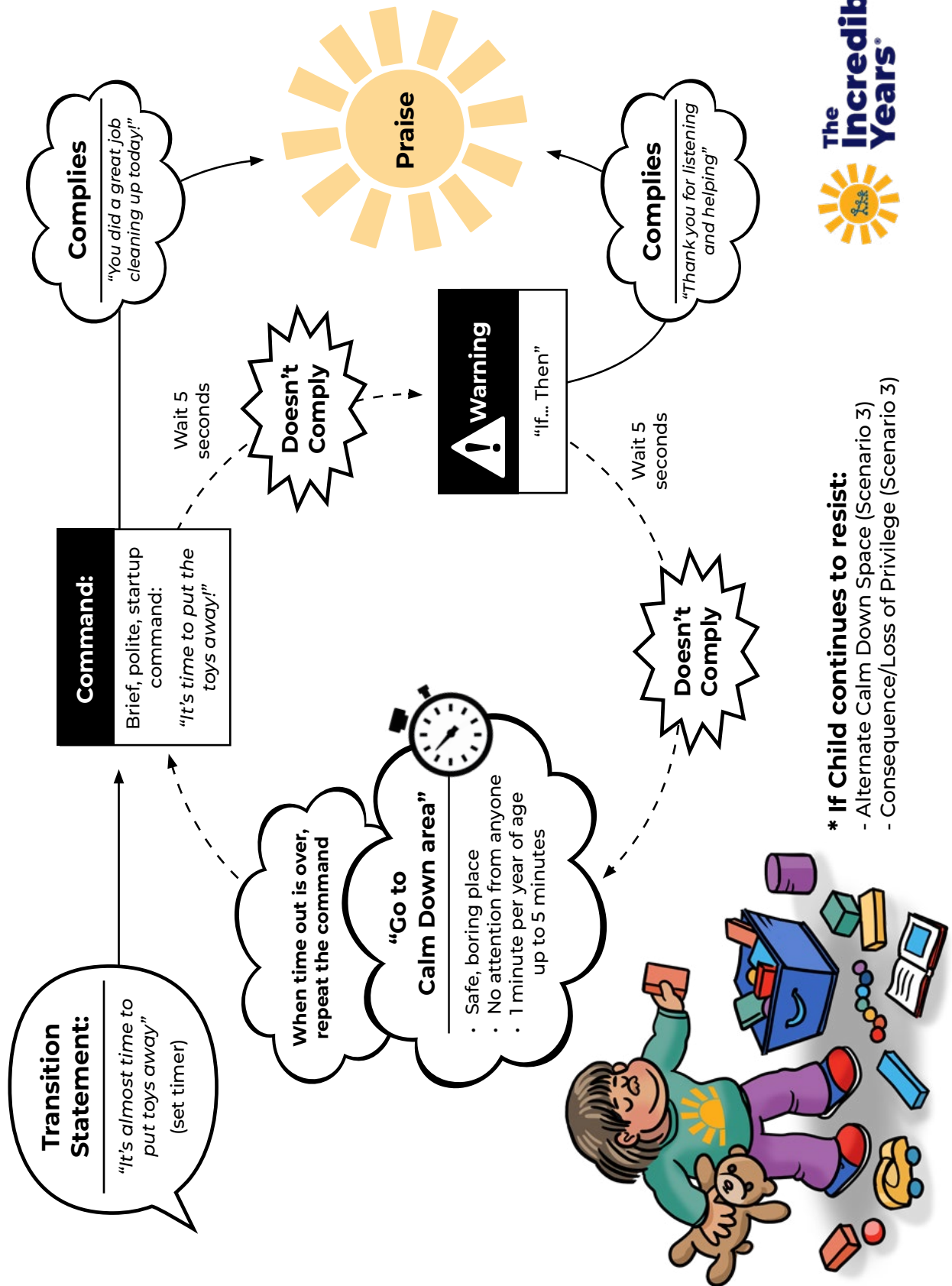


3) Child Refuses to Stay in Calm Down Area

(Ages 3–6 Years)



4) Calm Down Procedure for Compliance Training



Brainstorm/Buzz: Behaviors Appropriate for Time Out to Calm Down



It is important to think about what child behaviors will result in the Time to Calm Down procedure ahead of time. That way, when the behavior occurs, you are prepared to follow through with the Time Out to Calm Down. It is also important for children to know which behaviors will result in going to the Calm Down area. Try brainstorming some of these:



Behaviors Appropriate for Time to Calm Down Procedure

e.g., hitting others



Be sure to define what you mean by hitting. For mild jostling and poking redirection and distractions usually work to separate children and get them focused on something else. However, violent and hurtful hitting should have immediate removal of child to a Time Out area where they cannot hurt another child.

Remember to practice in advance with your child how to calm down in Time Out by taking deep breaths and telling yourself, "I can do it, I can calm down." and thinking of their happy place.



Brainstorm: Benefits and Barriers of Time Away to Calm Down

Think about the advantages or benefits to using the Time to Calm Down procedure and write them down. List the disadvantages or barriers to doing this.



Time Away to Calm Down

Benefits of Time Out to Calm Down

Barriers or Obstacles to Doing This



Considerations

Thinking About Taking Time Away to Calm Down Benefits and Barriers

Look at the lists and notice who the benefits are to and who experiences the disadvantages (child or parent). Also look at whether the barriers are short term or long term for you or your child.

Brainstorm/Buzz: Parent Coping and Calming Self-Talk

Think about ways to stay calm, assertive and patient.

Practice challenging negative self-talk and substituting positive self-talk and coping statements. On your notepad, write down some self-talk that you can use when you feel anger mounting.

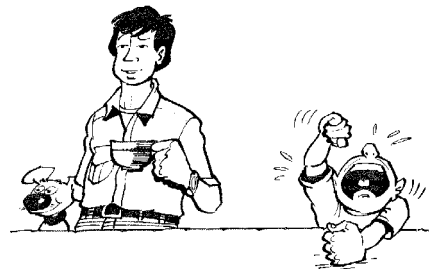


Positive Self-Talk

I can handle this...

I can control my anger...

I will take a brief Time Out myself...

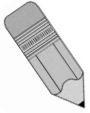




Brainstorm/Buzz: Staying Calm



What emotional responses do you experience when using the Time to Calm Down procedure? Parents often have trouble controlling their anger when dealing with a child's aggression or oppositional behavior, and find it hard not to criticize the child. This emotional involvement can make it difficult to ignore your child's arguments or to praise compliance when it finally does occur. What strategies could you use to stay calm? Write down your ideas.



| My emotional responses when using the Time to Calm Down Procedure | Strategies to stay calm |
|---|--|
| | <p>Examples:</p> <ul style="list-style-type: none"> • challenge negative self-talk • replace negative thought with a positive one • visualize a happy time or peaceful place • take slow, deep breaths • sing • put music on • count to 10 • tense and relax muscles • positive self-talk <p>Other ideas:</p> |



Supplemental Handout

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 he can get his own
way. My job is to stay calm and
help him 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."

Supplemental Handout

RELAXATION PROCEDURES

Many people must learn to relax before they can control their self-statements. The following is a relaxation procedure that can be learned without extensive training.

1. Get comfortable in your chair. Close your eyes.
2. Become aware of your breathing.
3. As you breathe in and out, slow your breathing down.
4. As you slow down your breathing, with your next deep breath slowly count from 1 to 10 as far as you are able to in that single breath.
5. Now exhale slowly, and count from 1 to 10 again until you are out of breath.
6. Visualize yourself calm and in control.
7. Tell yourself that you are doing a good job and making progress.
8. Repeat this deep, slow inhaling and exhaling while counting, until you feel relaxed.

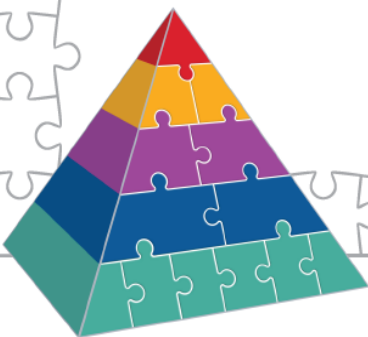
Remember, there will be times when it is difficult to use these self-control techniques. Relapses are to be expected. With practice, however, you will find it much easier to relax.



Supplemental Handout

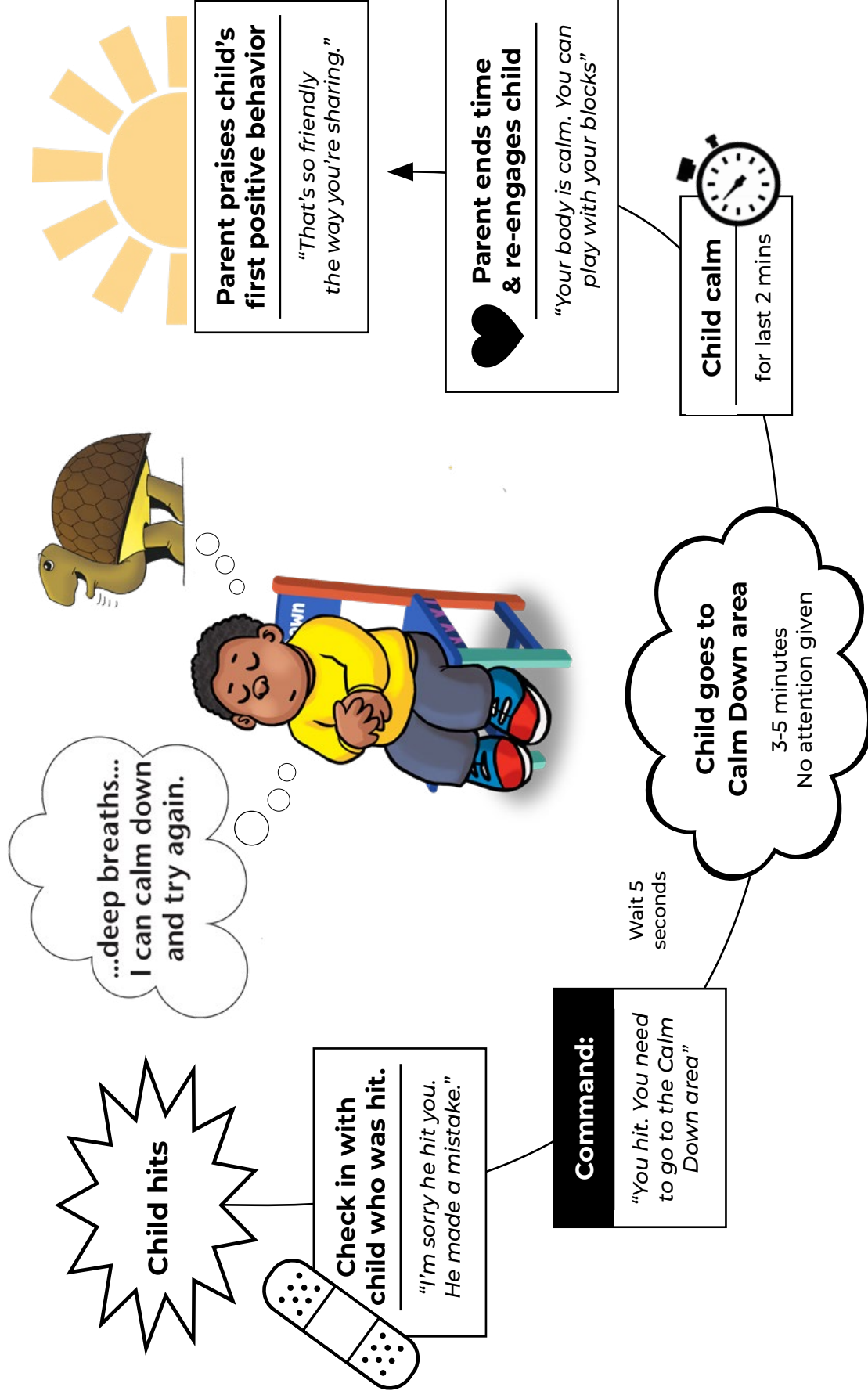
Teach Your Child Calm Down Strategies

- When your child is calm, practice taking deep breaths and praise your child by telling them they are very strong at calming down. Teach them Tiny turtle's calm down steps.
- Notice times when your child stays calm in a frustrating situation and praise their patience and calmness.
- Use emotion coaching and comment on times your child is happy, excited, curious, calm, angry or frustrated. Try to comment on more happy feelings than angry or sad ones.
- Model staying calm yourself in frustrating situations – take a deep breath – say, “I can calm down” in front of your child.

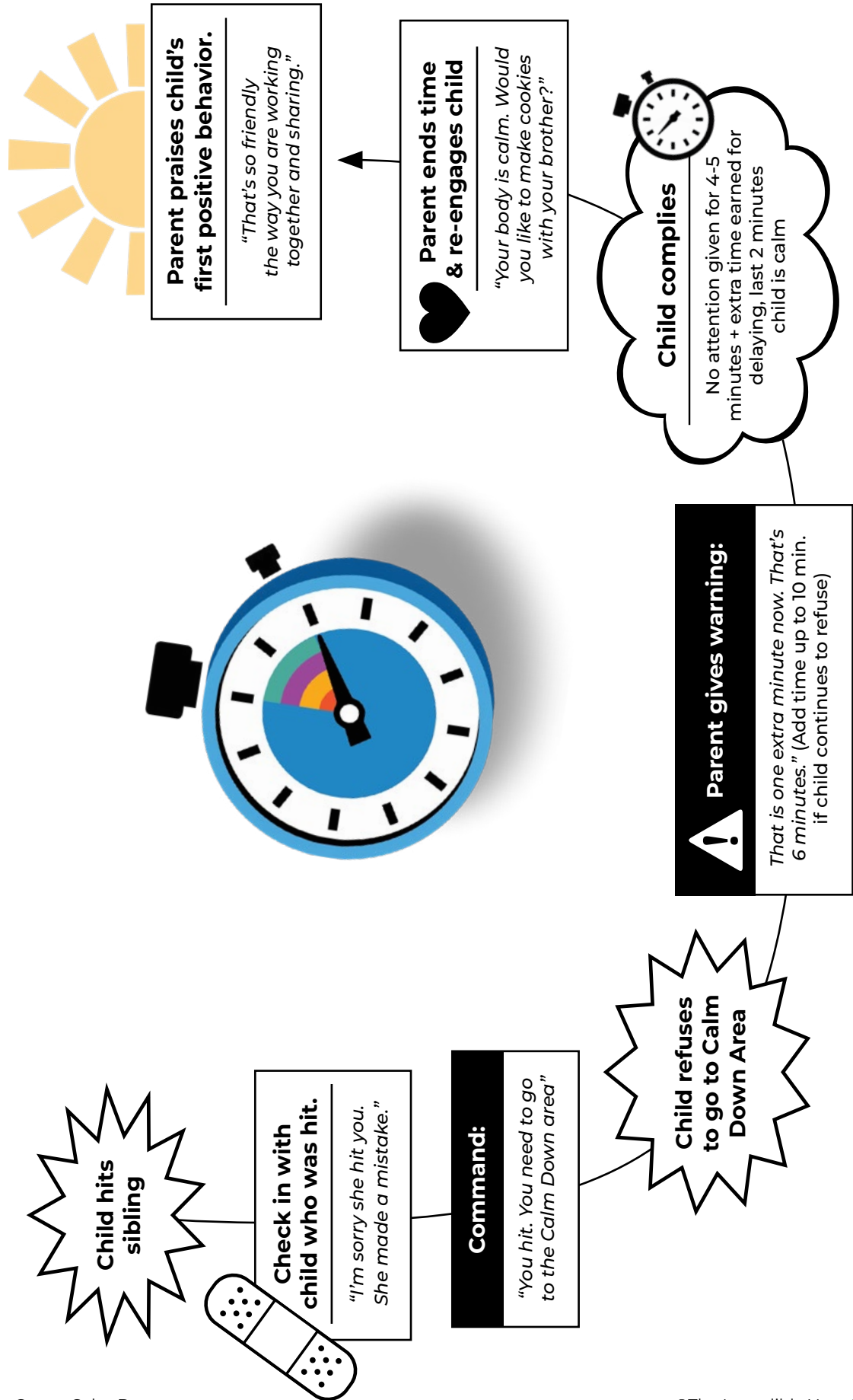


1) Calm Down Procedure for Aggression

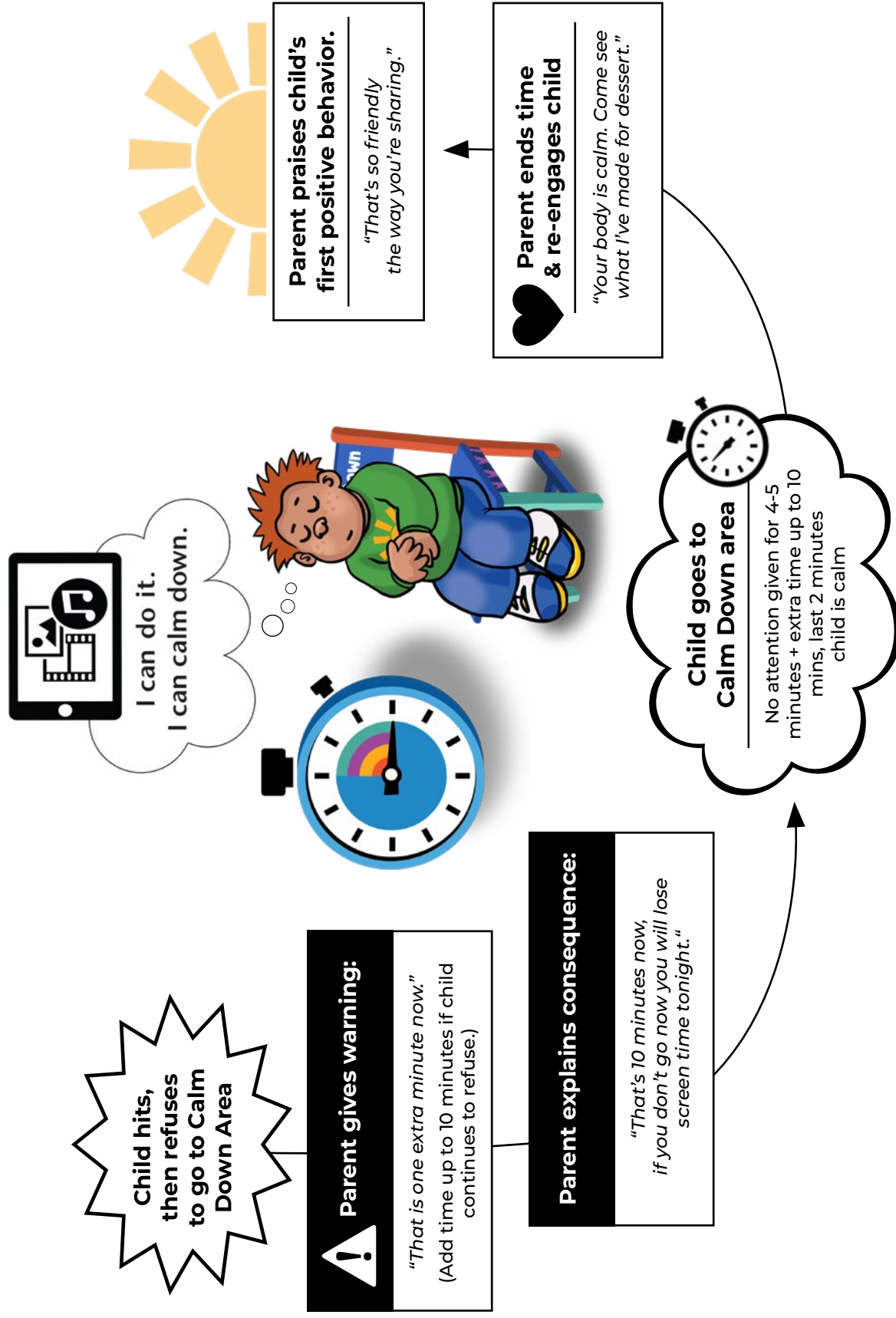
(Ages 6-8 Years)



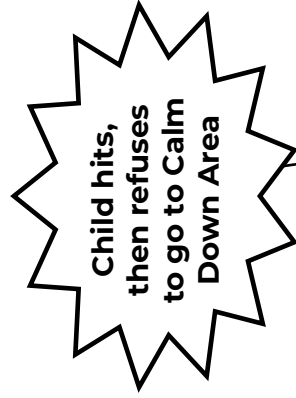
2) Adding Time for Child who Resists Going to Calm Down Area (Ages 6-10)



3) Adding Another Consequence for Child who Continues to Refuse Calm Down Area (Ages 6-10)



4) Following through with Consequence for Child Who still Refuses to go to Calm Down Area (Ages 6-10)

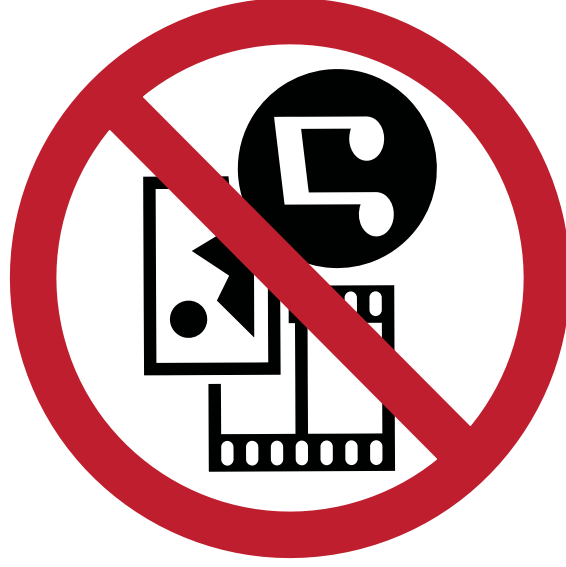


Parent gives warning:

*"That is one extra minute now."
(Add time up to 10 minutes if child continues to refuse.)*

Parent explains consequence:

"That's 10 minutes now, if you don't go now you will lose screen time tonight."



Parent ends power struggle

A black octagonal sign with the word "STOP" in white capital letters.

"You've lost your screen time." (Going to Calm Down Area is dropped.)

Parent follows through with consequence & ignores protests

Consequence should be carried out same day.

CONSEQUENCE

A simple yellow sun with rays.

Parent praises child's first positive behavior.

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



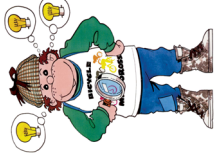
**The
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Home Activities

RECORD SHEET:

LOGICAL & NATURAL CONSEQUENCES

List here your experience using "if - then" logical consequences.

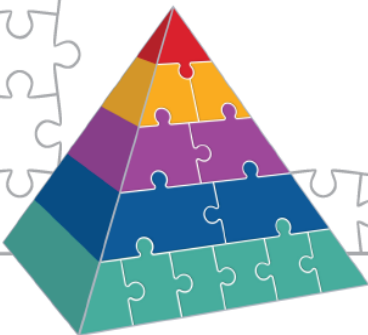
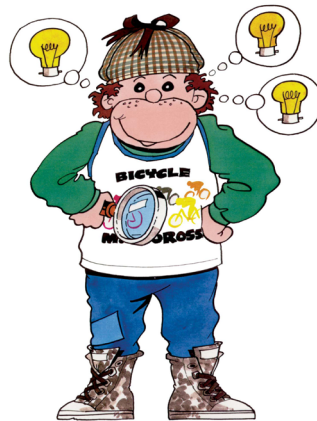


| Date | Time | Command Given | Child's Response | "If - then" Logical Consequence (eg. loss of TV or computer privilege for evening, favorite toy removed for a short time) | Child's Response |
|------|------|---------------|------------------|---|------------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

REFRIGERATOR NOTES

ABOUT NATURAL AND LOGICAL CONSEQUENCES

- Make consequences developmentally appropriate.
- Be sure you can live with the consequences you set up.
- Make consequences immediate.
- Clearly state consequences ahead of time.
- Make consequences natural and non-punitive.
- Involve the child whenever possible.
- When possible, give a warning before giving consequence; “if... then”.
- Be friendly and positive.
- Use consequences that are immediate, short, and to the point.
- Use Time to Calm Down consequence for aggressive behaviors
- Establish a list of possible loss of privileges and disciplinary chores.
- Once a consequence is completed, quickly offer the child a new learning opportunity to be successful.





Brainstorm/Buzz: Logical and Natural Consequences

Please list below some possible natural or logical consequences you can use with your child. (E.g., removal of toy)

