

# FACT SHEET:

**Category:**

Life After ABI

Parenting

**Audience:**

Person with an ABI

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ABIOS Manager



# ABIOS

Acquired Brain Injury Outreach Service



## Behaviours you want to STOP

### Introduction

All children will, at times, do things that you want them to STOP. These behaviours will be things like interrupting, arguing, fighting, yelling, whining, and tantrums. When children don't want to follow rules and instructions it can be a problem for the family. Children need to be able to accept limits and to follow simple rules. This is important to get along with others. You can use 1-2-3 Time-out to deal with the behaviour you want to STOP.



### How do I know when my child is misbehaving?

- They ignore you when you ask them to do something
- They say "NO" to your requests
- They throw a tantrum

### Why do children do this?

- They are testing boundaries
- They are asserting their independence
- They are attention seeking
- They are bored

### How to help my child accept limits and follow simple rules:

- If your child is a toddler, child-proof your home. Make sure kitchen and laundry cupboards have child-proof locks on them. Place valuables out of reach. Close doors to areas that are not safe for a child to be in alone. Put keys out of reach and out of sight.
- Have plenty of activities that are safe and fun.
- Set clear boundaries, limits and ground rules
- Give clear instructions:
  - ◊ Make sure you have your child's attention when you start
  - ◊ Tell your child what to do. Be clear about what you want.
  - ◊ Give your child time to do what you are asking.
  - ◊ Praise and encourage good behaviour
  - ◊ If the child does not do as you ask, use a logical consequence or 1-2-3 Time-out or a time-out alternative

## What is a Logical consequence?

Logical consequence means choosing a consequence that fits the situation. Where possible you are to remove the toy or activity that is causing the problem.

- Gain your child’s attention and tell them what is the problem behaviour
- Remove the activity or toy
- Tell your child why you are giving the consequence and for how long
- After the time is up return the activity or toy to the child
- If they do as you ask give them lots of praise
- If they don’t use 1-2-3 Time Out

## What is 1-2-3 Time Out?

- State what it is you want the child to stop. For example, “Paul stop jumping on the lounge”. If he stops, praise him
- If the child does not stop the behaviour start the count.

### “That’s 1”

- If the child continues for another 5 seconds count again.



### “That’s 2”

- If the child continues for another 5 seconds count



### “That’s 3”

- and give them the consequence



### “Time-out”.



- If they are harming someone or something you should go straight to

### “That’s 3, Time-out”.

## Remember:

- No emotion is shown and no discussion is entered into before or after the time-out.
- If your child is 4 years or older and is yelling, screaming, or having a tantrum while in time-out, wait until the tantrum stops, than count from that time. Time-out does not start until the tantrum is over.
- If the child is two or three years old this does not work. Let them out of time-out after the 2 or 3 minutes. If they are still crying you may just ignore the child.
- When you do not want to use the 1-2-3 Time-out as a consequence, you can use logical consequences or time-out alternatives.

## What is a Time-out Alternative?

A Time-out alternative is a consequence for misbehaving. There are many alternatives and here are some suggestions:

- Earlier bedtime
- Loss of TV
- Loss of game boy
- Loss of the toy
- No dessert or treat
- Monetary fine
- No use of the phone
- Small chore eg clean bathroom sink
- Larger chore eg weed garden
- Not going to a friend’s house
- No conversation for a time period
- No friends over
- Reduced or loss of screen time



If removing a toy, game or a privilege, give a time limit for this. This needs to be age appropriate to the age and activity. For example:

- Loss of television for the evening
- No friends over for a week
- No conversation for 15 minutes

### Key points

- Have plenty of toys and activities available to play with
- Get your child’s attention before giving them an instruction
- Give a clear, brief instruction to STOP the behaviour
- Praise appropriate behaviour if the child stops
- Back up instruction with 1-2-3 time-out if child does not stop
- May use time-out alternatives
- Remember NO EMOTION – NO TALKING rule

### Acknowledgement:

We acknowledge that in the development of the ABIOS Parenting fact sheets we have incorporated ideas from the 1-2-3 Magic Program and The Triple P program.



### Resources

See other Acquired Brain Injury Outreach Service (ABIOS) Information sheets at

<http://www.health.qld.gov.au/abios/>

### Notes:

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