

# Chatham Child Care News

Monthly Newsletter

February 2002

## Mary Ucci: "Time Outs" and How to Use Them

Reprinted from *CHILD HEALTH ALERT, P.O. Box 610228, Newton Heights, MA 02461*

### What is a "time out"?

A "time out" is an opportunity for a child to take some distance from an emotionally difficult or conflict-filled situation.

### What is its purpose?

We understand that it is easier for everyone, but especially for very young children, to resolve conflict and gain better self-control by first removing themselves from the "heat" of the incident for a brief time. It is a way to say to the participants, "This was the fight (or this was the time you didn't have good control over yourself) and now is a time to cool down and to figure out what to do." It is a way of stepping back and eventually observing their own behavior. It is also a rest.

### When should an adult offer a "time out"?

Adults may suggest a "time out" anytime they see that a child in their care is emotionally (or physically) overwhelmed by a situation. For example, even though children may be tumbling about and squealing with apparent delight, the sensitive caretaker will know when this behavior is actually nervous laughter or hysteria perhaps based on some fear, and therefore decide that a "time out" might be helpful.

### Are there typical situations in which we might expect a child not to be in the best control?

Yes. Parents and teachers should be aware that new or strange situations can leave children emotionally vulnerable enough to lose some self control. Other times might be when children are asked to share toys with a group (such as family or classmates), when children are undergoing stress

(e.g., illness, moving, or accidents), or when children are asked to perform beyond their developmentally-appropriate level.

### Is "time out" a punishment?

All discipline should be viewed not as punishment, but rather as supportive of and teaching about how to gain (behavioral) control and express feelings appropriately.

### How long should "time out" last?

The length and type of "time out" should always depend on the developmental stage of the child and can be modified to suit a particular child's personal needs. For a two-year old, a "time out" can be a minute on a teacher's lap, being held, soothed, and talked to about what is happening. For a five-year old, it can be five or ten minutes on the family room couch while the adult waits in the nearby kitchen. Children should always know that there will be an end to the "time out". Most children over three years old are helped by being timed in a visible way, such as with an hour-glass-shaped timer.

### Is there any harm in offering "time out"?

"Time out" can be harmful if it is used as punishment, or if children are physically separated from adult caretakers in ways that may make them fear being abandoned. Never leave a young child alone, without knowledge that an adult is present, and keep "time outs" short (no more than 5 or 10 minutes for preschool children). Good caretakers set clear limits and assure children that the adults will help by taking charge of any out-of-control behavior until the children can regain their own control. When "time out" is offered in this spirit of respect for developmental needs, it can work well.

Happy Valentine's Day

Is "time out" a preferred way to discipline young children?

The preference for disciplining young children should always be to anticipate their needs and prevent their being overwhelmed as much as possible. In this way they learn to manage their behavioral responses a little at a time. However, since life is not always predictable, we need to be able to offer a variety of assistance to young children learning self control, including helping them settle disagreements, modeling conflict resolution, and insisting on behavioral change ( to name a few) – as well as using a “time out”.

### ***Is “time out” a new concept?***

Actually, the idea of taking time and space to regain self-control is a tried-and true human coping mechanism. However, parents and teachers should beware of latching on to one all-purpose “fad” method of disciplining children. Teaching young people and helping them gain coping skills is a complex, lifetime process. Taking “time out” is merely one part of that process.

***Mary Ucci, who is Educational Director of the Child Study Center of Wellesley College, writes this periodic column on various issues related to child care; she welcomes questions from readers, which she will answer as space permits. Questions should be sent to her c/o Child Health Alert, Po Box 610228, Newton Highlands, MA 02461.***

### **Another View of Time Outs:**

***From “Things That Should Make Us Go Hmmm! Listening to What We Say to Children,” by Linda Shidler, in the January 2002 issue of Young Children, the journal of the National Association for the Education of Young Children.***

**“Sit in that time-out chair until you can learn to get along.”**

Balancing the rights of an individual with those of the group has long been a key classroom management issue. But it is important to understand that children do not build social skills by spending time alone, removed from the group. Socialization does not happen through solitude. Children whose social skills are developing at a rate slower than others are most in need of interactions.

Some behaviorists have posited that, in addition to time-out being an ineffective way for children to learn appropriate behavior, it serves as an “adverse consequence”. (White, Nelson & Johnson 1972, 111). Time out is a punishment, not a guidance technique (Kohn 1993).

Some teachers understand and accept differing levels of development within cognitive and physical domains yet still view immature social and emotional development as the result of a child’s intentional effort to not conform. Intentional, “maladjusted” behavior can be purposeful (full of purpose) for the child, but redirection or alternative behavior does not occur through the use of time-out or solitude.

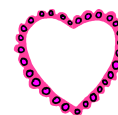
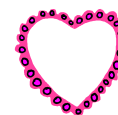
### **Subsidy News:**

#### **Noncompliance with Licensing Requirements**

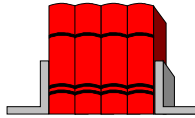
There are several penalties for noncompliance with licensing requirements. The least severe of the administrative actions is a written reprimand. It may be issued when a licensing requirement is violated, but is unlikely to happen again. A written warning requests that the operator/provider achieve full compliance with the requirements and may specify a time period for achieving compliance. If the operator fails to achieve compliance within the specified time, DCD may employ more restrictive actions. If DCD determines that violation of licensing regulations has been willful or ongoing, or has jeopardized the health and safety of the children, the license may be placed in provisional status for up to a year.

Another administrative action that may be imposed on a program is the suspension of the license. If the operator/provider has not shown a reasonable effort to meet and maintain compliance with the requirements, the license can be suspended for up to 45 days. During that time the operator/provider must return its license and cease operation. The most severe action that may be imposed upon a facility is the revocation of the license. Summary suspension of a license may occur when conditions warrant emergency action to protect the health, safety or welfare of children in the child care arrangement.

In addition to administrative actions, the Division of Child Development also has the authority to levy civil penalties of up to \$1000.00 per violation. Any levy or civil penalty may be appealed. However, operation cannot continue when the action is a summary suspension or injunction unless a judge grants a stay.



**CHILD CARE NETWORKS RESOURCE LIBRARY  
FEATURE OF THE MONTH**



This month's feature:

**THE LEARNING CIRCLE: A Preschool  
Teacher's Guide to Circle Time**  
By Patty Claycomb

Welcome to a learning circle. It is a circle of children. Within this circle many exciting things will happen. Learning to think will ignite an air of wonder. Minds will sparkle and stretch! New worlds of discovery will open up. The door way to these new worlds is a fun and exciting Learning Circle. The Learning Circle activities are grouped into the following categories: The Seasons, Music and Movement, Learning Circle Games, The Senses, Communication, and Crafts.

The activities will challenge a child to think and imagine! Children thrive on mental stimulation, especially if it is fun. Children learn through active involvement. Watch their minds grow, their vision sharpen. Watch them make exciting discoveries with the entire class participating! Interest remains high and minds stay focused on the experience call a Learning Circle.

*Our Resource Library is available to Chatham County child care providers. To check out items, call Brenda Foxx at 542-6644, extension 16 or Marilyn Grubbs at extension 21. We may be able to deliver items if you have trouble coming to pick them up.*

*Items in the Resource Library were purchased with funding from the Chatham County Partnership for Children.*



In addition to the training listed here, we have information about workshops in nearby counties sponsored by other agencies. Call Marilyn Grubbs at 542-6644, extension 21 for this information.

**STANDARDIZED TESTS FOR NC EARLY  
CHILDHOOD CREDENTIAL AND NC EARLY  
CHILDHOOD ADMINISTRATION CREDENTIAL**

Standardized tests are being offered for people who have not taken the NC Early Childhood Credential or the NC Early Childhood Administration Credential (Level I or II) but believe they have enough knowledge from other education to test out of these courses. The tests are on **March 2, 2002** at 7 different locations around the state, including Wake Technical Community College in Raleigh. The Child Care Credential test will begin at 8:30 a.m. and the Administration Credential test will begin at 12:30 p.m. The tests are free of charge, but an application must be received by the Division of Child Development by **February 8, 2002**. If you need a copy of the form, contact Kathy Williams at DCD, 1-800-859-0829 or 919-662-4499.

**CPR AND FIRST AID**



CPR or First Aid classes are taught by Sue Morrow, RN, monthly at Child Care Networks. Here is the upcoming schedule:

- February 5            CPR                            \$22\*
- March 5                First Aid                        \$15\*
- April 4                 CPR                              \$22\*

*\*Classes are \$3 each for programs currently on contract to upgrade their quality. Funding for this reduced fee is provided through Chatham County Partnership for Children.*



All classes begin at 6:00 p.m. at our office, 117 E. Salisbury Street in Pittsboro. **Call Brenda Foxx to register for classes. Register early, since classes fill up quickly.**

**When Parents Decide to Eliminate Milk and Eggs in Their Child's Diet, Are They Right?**

*Reprinted from CHILD HEALTH ALERT, P.O.  
Box 610228, Newton Heights, MA 02461*

Milk and eggs are an important part of a child's diet, but many parents believe that their children have adverse reactions to these foods. A number of studies have shown that by the time a child reaches 2 years of age, 11 to 15% are reported to have reactions to milk, and 2 to 4% to eggs. To see how often parents eliminate these foods from their children's diets, researchers from Norway studied almost 3000 children had been followed from birth to age 2 years. They found that by the time the children reached age 2, parents of 206 (about 7%) reported that their child had a reaction to milk or eggs. In about 1 in 6 families, the parents had placed their child on a diet that eliminated one or both of those foods without consulting a physician.

However, when some of the children were tested to see if they really had allergic or other reactions to these foods, it turned out that many did not, so the diet restrictions were not necessary. On the other hand, the authors found that many children did have real reactions to foods, but their parents didn't fully recognize the problem and they hadn't eliminated the foods causing those reactions from their child's diet. This situation could pose a serious threat to the children's health. The authors point out that parents should recognize that food reactions can be difficult to diagnose, and proper

management requires the involvement of a knowledgeable health care provider. (*Eggesbo M et al: Journal of Pediatrics, October, 2001, pp. 583-587*).

*The Child and Adult Care Food Program is operated in accordance with the U.S. Department of Agriculture policy. The USDA prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, or marital or family status. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 14<sup>th</sup> and Independence Ave., SW, Washington, DC 2050-9410 or call (202) 720-5964.*

CHATHAM CHILD CARE NEWS is a resource publication for caregivers, parents, and other persons interested in child care. It is published monthly by Child Care Networks. Suggestions, information, and articles are welcomed and printed as space permits. Mail information to:

Marilyn Grubbs, editor  
Chatham Child Care News  
P.O. Box 1531  
Pittsboro, NC 27312

or call (919) 542-6644, extension 21.

Contributors: Brenda Foxx, Marilyn Grubbs, and Janice Hanner.  
2002 Child Care Networks, Inc.

Child Care Networks, Inc. is a non-profit organization. Donations are tax deductible and gladly accepted.

Child Care Networks, Inc. does not discriminate on the basis of race, ethnicity, age, gender, religion, handicap or national origin.



A Child Care Resource & Referral Agency  
PO Box 1531  
Pittsboro, NC 27312

Bulk Rate  
Non-Profit Org.  
U.S. Postage Paid  
Permit #59  
Pittsboro, NC 27312

