

# Reducing Tantrum Behavior in Autistic Children Through “Isolationary Time-Out” Type of Time Out Techniques

Mirawati<sup>1</sup>, Amka Amka<sup>2</sup>

<sup>1</sup> Universitas Lambung Mangkurat, Indonesia; mirawati.plb@ulm.ac.id

<sup>2</sup> Universitas Lambung Mangkurat, Indonesia; amka.plb@ulm.ac.id

---

## ARTICLE INFO

### Keywords:

Tantrum behavior;  
Autistic children;  
Isolationary time out

---

### Article history:

Received 2022-02-09

Revised 2022-07-15

Accepted 2022-12-06

---

## ABSTRACT

This study aims to determine the effectiveness of the "isolationary time out" type of time out technique in reducing tantrum behavior in autistic children, in this study the tantrum behavior in question is hitting behavior. The research approach used is quantitative with the type of experimental research with a Single Subject Research (SSR) approach. The design used is A1–B–A2. The research subject is an autistic student at SDLB YPLB Banjarmasin. The data recording technique uses event recording by measuring the frequency or number of occurrences of tantrum behavior in autistic children. The data obtained were analyzed through descriptive statistics and displayed in graphical form. The components analyzed are analysis under conditions and analysis between conditions. Based on the results of the study, there was a decrease in the frequency of tantrum behavior in autistic children in the baseline-1 (A1) condition, the mean level of tantrum behavior frequency was 14 times. At the time of intervention (B) the mean level of tantrum behavior was 11 times. In the baseline-2 condition (A2), the mean frequency level of tantrum behavior (hitting) was 9 times. Thus it can be concluded that the use of the isolationary time out type of technique is effective in reducing tantrum behavior in autistic children.

*This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.*



---

## Corresponding Author:

Mirawati

Universitas Lambung Mangkurat, Indonesia; mirawati.plb@ulm.ac.id

---

## 1. INTRODUCTION

Every child is expected to grow and develop in a healthy manner, physically, mentally and socially according to age. The achievement of optimal growth and development depends on its biological potential, because this is the result of the interaction of various interrelated factors, namely genetic, environmental, bio-psycho-social and behavioral factors (Astriani et al., 2021; Donaldson & Vollmer, 2011). However, over time the development of a child does not always run smoothly. During the developmental period, the expected child is always likely to experience developmental and behavioral

disorders. A behavior is considered a problem when the behavior is unwanted, unacceptable, frequent and persistent and affects the individual who exhibits the behavior as well as other people around them (Mirnawati, 2020). A child is said to be problematic if there is a marked deviation from behavior that is appropriate for the child's age and significantly affects or interferes with the normal learning process (Nanjwan, et al., 2020). Therefore, a child with behavioral problems has repeatedly experienced conflicts with parents, siblings, teachers, classmates and other children and other children around him (Nugrahani, 2015). There are various kinds of developmental disorders experienced by children, and autism is one group of these developmental disorders (Firdaus, 2020; Putro et al., 2021). Anak autism merupakan salah satu anak berkebutuhan yang merupakan bagian dari masyarakat mendapatkan hak layanan pendidikan yang dijamin oleh negara (Bukhori Muslim, 2021; Raihani, 2018).

Autism is a severe developmental disorder in children. Symptoms appear before the child is 3 years old. Autism in children is characterized by the emergence of disturbances and delays in cognitive, communication, disinterest in social interactions, and behavior. Children with autism show a lack of response to other people, the emergence of strange responses to various aspects of the environment around them and experiencing severe problems in the field of communication skills because they have difficulty interpreting and understanding what they see (Ismet, 2019).

The behavior of autistic children is very different from the behavior of normal children. Autistic children have very excessive forms of behavior in terms of self-stimulation, giving examples of easy reactions to tantrums, anger, aggression, crying, fear of certain things, and suddenly laughing without a clear stimulus as a result of disorders of the limbic system (Baculu & Andri, 2019). In addition, children become hyperkinetic, aggressive, refuse to do activities for unclear reasons, bang their heads, bite, scratch, or pull hair are examples of emotional reactions in the form of behavior as a result of this limbic system disorder.

Temper tantrums are rejection reactions carried out by autistic children which are indicated by hyperkinetic, aggressive, refusing to do activities for unclear reasons, banging their heads, hitting, biting, scratching, or pulling hair and so on (Sulthon, 2018). In essence, tantrums are not always only a negative thing for children's development, but actually also have several positive things that can be seen from tantrum behavior, namely that with tantrums children want to show their independence, express their individuality as well as express their opinions, express anger, frustration and make people feel angry. adults or parents understand when they are confused, tired or sick. However, this does not mean that tantrums should be praised and encouraged.

If parents allow tantrums to reign by allowing the child to get what he wants after he has had a tantrum or reacting with harsh punishments and coercion, it means that the parent has encouraged and set an example for the child to act violently and aggressively. By acting wrongly in responding to tantrums, parents also lose a good opportunity to teach their children how to react to normal emotions (angry, frustration, fear, annoyance) in a natural way and how to act in an appropriate way so as not to hurt themselves and others when they are feeling these emotions (F. Firdaus & Santy, 2020; Sari, F, 2019).

Based on a preliminary study conducted at SDLB YPLB Banjarmasin, researchers found problems in autistic children who had one of the problems with excessive behavior, namely temperamental tantrum behavior in the form of hitting. Tempera tantrum behavior often appears when learning activities in class take place. Several observations made by the researcher, the researcher concluded that the behavior of tempera tantrums that appeared was accompanied by aggressive behaviors, namely injuring oneself and injuring friends.

Teachers in schools are often overwhelmed when dealing with tantrum behavior that appears in autistic children. Handling that has been done a lot is by giving positive confirmation to the subject. But the provision of confirmation is adjusted to the cause of the subject's tantrum behavior. In addition to positive reinforcement, the treatment for autistic students who behave in tantrums is to let the child have tantrums (the subject is allowed to have tantrums). According to the teacher's explanation, if the tantrum behavior is allowed, the subject will feel tired and the tantrum behavior that appears will stop

automatically. The teacher will also feel tired when dealing with tantrum behavior that appears for a long time.

Tantrum behavior shown by children appears in every situation, during learning both inside and outside the classroom, during breaks and outside study hours. The impact of the emergence of tantrums in children will interfere with the process of learning activities. For every tantrum behavior in children, teachers and therapists have their own punishment procedures. General punishment procedures are applied to behaviors that are not in accordance with the norms in society, such as behavior that injures oneself or those around them, and negative behavior that can disrupt social processes in society.

One of the behavior modification techniques that can be used to change problematic behavior in autistic children is punishment procedures. Punishment procedures have several techniques that can be used to reduce and eliminate the target behavior. Several types or types of punishment include: pain-inducing punishers, reprimands, time-outs, response costs (Tobing, 2021). Time-out as an action that involves moving the individual from a reinforcing environment to a harsh environment to reduce the likelihood of future problematic behavior (Asri & Suharni, 2021; Donaldson & Vollmer, 2011). The implementation of the time-out technique that will be taken in this study is by means of exclusionary time-out, in which the subject is removed from the environment so that he does not receive confirmation. Time out is a punishment-based technique to modify deviant or problematic behavior in children by placing children in a limited environment but still being monitored to reduce targeted deviant behavior (Hasanah, Fatmawati, & Marlina, 2018). Isolationary Time-Out type of time out is a way to control anger and stop a child's bad behavior by giving the child the opportunity to calm down and rethink what he has done (Cahya et al., 2020). By allowing him to do bad behavior in front of educators and parents makes him feel that his actions are permissible, even supported.

Based on some of the descriptions that have been explained above, that tantrum behavior in the form of uncontrolled emotional outbursts caused by the subject greatly disrupts the process of learning activities. Given these problems, this research is useful for reducing tantrum behavior in autistic children. One of the techniques of the punishment procedure is the time-out technique. The reason the researchers used the time-out technique was to look at the characteristics of tantrum behavior in autistic children in the form of hitting and the impact of tantrums on autistic children at SDLB YPLB Banjarmasin, which requires the provision of a conducive room so as not to have a negative impact on those around him.

## 2. METHODS

The research approach used is quantitative research with the type of experimental research that aims to obtain the necessary data by looking at the results or consequences of a treatment or intervention in the application of behavior modification with a time out technique to reduce tantrum behavior (hitting) in autistic children 2nd grade in SDLB YPLB Banjarmasin. The type of research used is an experimental study of Single Subject Research (SSR). Single-subject research or SSR refers to a research strategy developed to document changes in the behavior of individual subjects.

The design used in this study is the A1-B-A2 design, which means that the A1-B-A2 design provides a stronger causal relationship between the dependent variable and the independent variable. The design procedure (A1)-(B)-(A2) is firstly the target behavior is measured continuously at the baseline condition (A1) with a certain period of time then in the intervention condition (B) after that the measurement is at the second baseline condition (A2) is given (Sunanto, 2006). There are two research variables used in this study, namely the independent variable known as intervention or treatment, namely the timeout technique and the dependent variable in single subject design research known as target behavior, which in this study is tantrum behavior (hitting).

The subject of this study has the initials YM, male, 9 years old, 2nd grade elementary school, identified with mild autism. The subject shows maladaptive behavior when in class he often hits his friend, even when his friend is silent. The implementation of this research was carried out at the SDLB YPLB Banjarmasin school, namely in the classroom. Setting in the room as usual nothing has been

changed. The implementation of the time out technique is carried out in a separate room from the class where the learning activities take place and the appearance of tantrum behavior (hitting) shown by the subject.

This study uses data collection techniques using frequency recording and documentation. Based on the data recording technique above, the following instrument for recording data uses an observation instrument for recording events in the form of frequency.

Table 1. instrument for recording data

Phase	Ses sion	Frequency (Tally)			Agreeme nt
		Observer 1	Observer 2	Observer 3	
<b>Baseline 1 (A1)</b>	...				
	...				
	dst.				
<b>Intervensi (B)</b>	...				
	...				
	dst				
<b>Baseline 2 (A2)</b>	...				
	...				
	dst				

There are three main things in data analysis techniques in single case research, namely graphing, using descriptive statistics, and using visual analysis. Visual analysis in this study uses visual analysis under conditions and visual analysis between conditions (Sunanto, 2006). Analysis in conditions, namely analyzing a change in data in one condition. The analysis in this study includes graphic data for each condition with the following steps:

1. Determining the length of the conditions, namely determining how long or how many observations are made in each condition, while the consideration is not because of the number of points but the stability;
2. Determine the estimated direction of the trend, the trend/slope trend which shows the change in the track of each session, whether it is increasing, flat or decreasing, all depending on the objectives of each intervention. Can use two ways, namely by freehand (observing the data directly by drawing a straight line and dividing it into two parts) and split middle (the method of splitting in half based on the direction of the median graph of the data points).
3. Determine the trend of stability (Trend Stability), using a stability variable of 15% from condition A which is the highest data point, if data stability is obtained in the baseline phase, intervention can be given;
4. Determine the data trail by looking at the direction of the trend line, whether it is increasing (+), decreasing (-) or horizontally (=), that is, there is no change;
5. Determine the level of stability and the range of levels of stability by looking at each phase, whether the data is stable or not in both conditions;
6. Determine the level of change / rate of change, by calculating the number of first and last scores in a condition.

Analysis between conditions is to analyze a change in data between conditions. According to (Sunanto, 2006) states that in conducting a visual analysis between conditions there are several important components as follows:

1. Determine the number of variables that will be changed in the baseline and intervention conditions.
2. Determine the trend of changing direction, by taking the data in the analysis under the changing conditions above.

3. Determine the change in stability, by determining the change in the stability trend, by looking at the stability trend in the phase conditions in the analysis under conditions
4. Determine the level/level of change
5. Determine the data overlap in the baseline condition with the intervention.

### 3. FINDINGS AND DISCUSSION

#### 3.1. Results of Analysis Under Conditions

The research design used in this study is the A1-B-A2 design, thus in the analysis in the conditions there are three conditions that will be described, namely condition A1 (Baseline) which is a condition of tantrum behavior in autistic children before the intervention, condition B (Intervention) which is a condition of tantrum behavior of autistic children when given intervention, and the last is condition A2 (Baseline 2) which is a condition of tantrum behavior of autistic children after the intervention. The following is a visualization of the tantrum behavior of autistic children in every condition, the tantrum behavior shown is hitting behavior and is measured by recording the agreement frequency of 3 observers.

**Table 2.** Frequency of Tantrum Behavior (hitting) Autistic Children on A1-B-A2

Phase	Session	Frequency			Agreement
		Observer 1	Observer 2	Observer 3	
<b>Baseline 1 (A1)</b>	1	15	14	14	14
	2	15	13	13	13
	3	14	13	14	14
	4	14	15	15	15
	5	15	15	15	15
<b>Intervensi (B)</b>	6	13	12	13	13
	7	14	13	13	13
	8	14	13	14	14
	9	14	15	15	15
	10	13	13	13	15
	11	10	10	11	10
	12	11	11	11	11
	13	9	9	8	9
	14	9	9	9	9
	15	8	9	9	9
<b>Baseline 1 (A1)</b>	16	9	9	9	9
	17	9	8	8	8
	18	10	10	10	10
	19	10	10	10	10
	20	10	11	10	10

To see a comparison of the tantrum behavior (hitting) shown in autistic children before the intervention, during and after the intervention using the time out technique with the isolationary time out type, the following is visualized in graphic form.

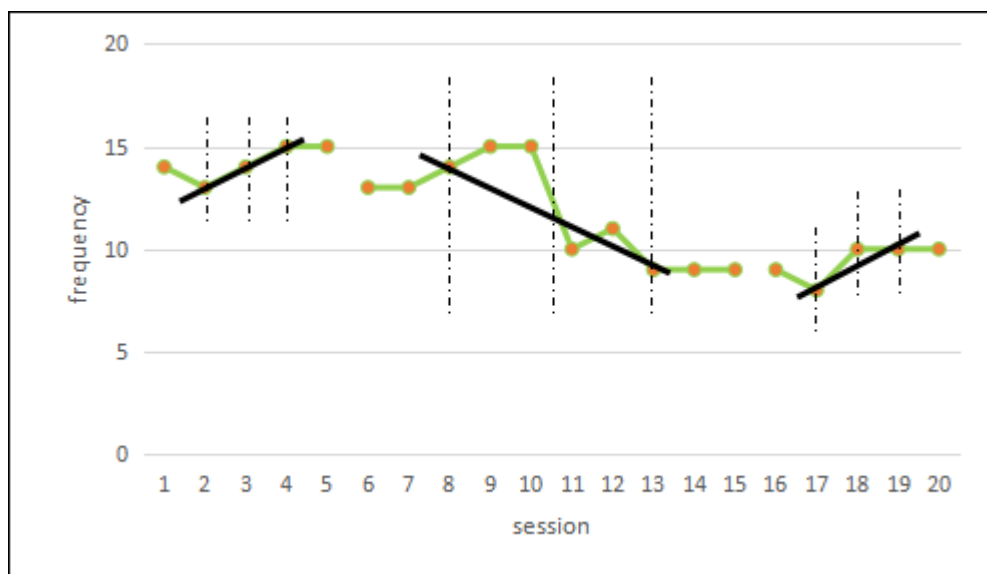


Figure 1. Graph of tantrum behavior (hitting) autistic children at A1-B-A2

The results of the analysis of changes in data under conditions of baseline (A), intervention (B) and baseline repetition (A2) consisting of the length of the condition, estimated direction of trend, trend of stability, data trail, level of stability and range, level of change, are summarized in the following table.

Table 2. Summary of Results of Visual Analysis in Condition

No	Kondisi	A <sub>1</sub>	B	A <sub>2</sub>
1	Panjang kondisi	5	10	5
2	Estimasi Kecenderungan arah	/	\	/
3	Kecenderungan Stabilitas	Stabil (100%)	Variabel (40%)	Variabel (80%)
4	Jejak data	/	\	/
		(-)	(+)	(-)
5	Level stabilitas dan rentang	Stabil 14 - 15	Stabil 13 - 9	Stabil 9 - 10
6	Level perubahan	14 - 15 (-1)	13 - 9 (+4)	9 - 10 (-1)

Baseline1 (A1) was carried out for 5 days, namely one day, one session for 2 hours of learning or 60 minutes, which was carried out by observing and recording the frequency of occurrence of tantrum behavior (hitting) carried out by the subject. In the baseline phase 1 (A1) the autistic child shows tantrum behavior by hitting his friend 14 times in learning activities, the frequency is quite a lot, the autistic child will hit his friend if he gets attention from the teacher, even when his friend just stays silent. Tantrum behavior is one of the characteristics shown by autistic children. Autism is a complex developmental disorder, and is classified as very diverse in extraordinary children. In children with autism often occur anger, cognitive and willpower disorders (Firdaus, 2020). In terms of behavior, children with autism often injure themselves, lack self-confidence, become aggressive, overreact to

external stimuli, and move their limbs unnaturally and this can affect their behavior, namely tantrums. rampage). Tantrum behavior occurs when children are prevented from doing something they want (Mauren, 2017).

Although tantrum behavior is one of the characteristics of autistic children, this behavior is a maladaptive behavior that must get attention and treatment considering the tantrum behavior shown by autistic children in the form of hitting behavior is very disturbing in learning activities in class. Excessive behavior in the form of hitting shown by the autistic child causes the autistic child to be unable to establish good relationships with other people, including with his friends during learning activities in class (Amsyaruddin; Estri; Sopandi, 2013). Thus, one alternative that can be done is to use the time-out technique of the isolationary time-out type.

Intervention (B) was carried out for 10 days, namely one day one session for 2 hours of learning or 60 minutes, which was carried out by observing and recording the frequency of occurrence of tantrum behavior (hitting) carried out by the subject when intervention activities were carried out in the form of applying time out techniques when the child showed tantrums (hitting). In the intervention phase (B) autistic children showed tantrum behavior (hitting) with a mean level frequency of 11 times. This shows a decrease in the frequency of tantrums shown by autistic children when given an intervention in the form of an isolationary time out type of time out technique. In its implementation, each child shows tantrum behavior (hitting) then the child will get a time out by moving it to an empty room for a specified and mutually agreed time. As long as the child is in a separate room, the teacher continues to supervise, but the child does not get access to communicate with the teacher. Time out is a way to eliminate negative situations in children by giving them time to think more calmly about what they have done (Fitri & Meiyani, 2020; Hidayati, R., & Purwandari, 2010).

Time out technique can be used to control behaviors such as exploding anger, biting, hitting or throwing things (Fitri & Meiyani, 2020). Giving Time Out to children can also be interpreted as a subtle reprimand or punishment by providing time and opportunity for children to take a breath and learn to calm themselves, learn to introspect themselves for mistakes that have been made and provide learning for children to brake themselves. before the child's emotions get out of control.

Baseline 2 (A2) was carried out for 5 days, namely one day, one session for 2 hours of learning or 60 minutes, which was carried out by observing and recording the tantrum behavior (hitting) carried out by the subject. In the baseline phase 2 (A2), the autistic child showed tantrum behavior by hitting his friend 9 times, this showed a decrease in the frequency of tantrum behavior (hitting) in autistic children after being intervened by using the time out technique. Although at the end of the session there was an increase in frequency, it still showed a lower frequency than the baseline phase 1 (A1) before being intervened using the time out technique.

There was an increase in frequency at the end of the baseline 2 (A2) session because the child began to notice the loss of time out when the child showed tantrums (hitting). Thus, to keep tantrums from decreasing in autistic children, the time-out technique should still be applied with other types, without moving the child to a separate room (Shanti, 2015). Consistency in the implementation of the time out technique is important for teachers and parents to pay attention to in modifying the behavior of children with special needs (Sinaga, 2015). Consistency can accelerate the achievement of the goals formulated in changing the desired behavior in children.

### 3.2 Hasil Analisis Antar Kondisi

The results of the visual analysis between conditions aim to make it easier to interpret the results which consist of the number of variables changed, changes in direction and effects, changes in stability tendencies, changes in level and presentation of overlap. The summary of the results of the visual analysis between conditions is visualized in the following table.

Table 3. Conclusions from the analysis of the behavior of tantrums (hitting) autistic children between conditions A1-B-A2

Condition Comparison	A1/B	B/A2
Number of changed variables	1	1
Change of direction and its effects	(-) / (+) Positive	(+) / (-) Positive
Changes in stability trend	Stable to Variable	Variabel to Variabel
Level change	(13 - 15) (-2)	(9 - 9) (=)
Percentage of overlap	5:10 x 100% = 50%	3:5 x 100% = 60%

The results of the analysis between conditions described in table 3 above show that there is only one variable that is changed in each condition, namely focusing on tantrum behavior (hitting) in autistic children. In condition A1 shows that the change in direction has increased in frequency from session to session with the mean level of tantrum behavior (hitting) shown by autistic children reaching 14 times, the increase in frequency is interpreted negatively because in this case the study aims to reduce the frequency of tantrums (hitting) in children. autism, while in condition B when the child was given intervention in the form of the implementation of the isolation time out type of time out technique, it showed a decrease in the direction of the frequency from session to session with the mean level of tantrum behavior (hitting) shown by autistic children reaching 11 times, decreasing the frequency Tantrums (hitting) in this condition are interpreted positively because they are in line with the research objective, namely a decrease in the frequency of tantrum behavior in autistic children. By looking at the change in direction in conditions A1 to B, it can be said that the intervention has a positive effect in reducing tantrum behavior (hitting) in autistic children.

The intervention is in the form of an isolationary time out type of time out technique in its implementation when a child shows tantrum behavior (hitting) in class, then he or she is immediately removed from class by moving the child in a special room for a period of time that was previously agreed upon, which is 10 minutes, the child is given time to think about it. the actions that have been done and the impact of these actions, in a separate room the child can calm his mind, during the set aside in the room the child remains under supervision to prevent other negative things that can occur, for example hurting yourself. Time out is a type of negative punishment in which all forms of positive reinforcement are removed from the child after he shows maladaptive behavior, this is done with the hope that the child will not continue to engage in maladaptive behavior in the future because the child wants to maintain a positive reinforcer (Tobing, 2021).

The change in direction between conditions B and A2 also has a positive effect. In condition B (intervention), the frequency of tantrums (hitting) in autistic children decreased from session to session with a mean frequency level of 11 times. Whereas in A2, where in this condition the autistic child no longer gets intervention in the form of treatment with isolationary time out type technique, and the change in direction shows an increase with the mean frequency level as much as 9 times. By looking at the change in direction in conditions B to A2, it can be said that the intervention in the form of an isolationary timeout type of time-out technique still has the effect of decreasing the frequency of hitting (smacking) in autistic children, although the decrease shown is not large enough compared to when the intervention was given. This is because children no longer get punishment in the form of allowances in a special room. have a positive effect, because the purpose of this study is to reduce or reduce hitting behavior in autistic children. One of the weaknesses of the time out technique is that if the child is no longer set aside in seclusion from time to time, it is possible for the maladaptive behavior in question to reoccur (Hasanah et al., 2018). Thus, in implementing the isolationary time out type, it is necessary to consider giving rewards when the child does not show tantrums (hitting). Giving rewards or

reinforcements can strengthen or strengthen the expected behavior of children, namely not showing tantrum behavior (hitting) (Sinaga, 2015).

#### 4. CONCLUSION

The isolationary time out type of time out technique is implemented by setting aside autistic children as soon as possible when showing tantrum behavior (hitting) in learning activities, the allowance is carried out in a separate room for an agreed time span and remains under supervision. Based on the results of the research and discussion, it can be concluded that the isolationary-time out type of time-out technique is effective in reducing tantrum behavior (hitting) in autistic children. In future research, it is possible to combine the time out technique with other behavior modification techniques in order to provide more effective results in reducing tantrum behavior in autistic children.

#### REFERENCES

- Amsyaruddin; Estri; Sopandi. (2013). Upaya Mengurangi Tantrum Melalui Bermain Bola Bagi Anak Autis Di SLB Fan Redha Padang. *E-Jupekhu (Jurnal Ilmiah Pendidikan Khusus)*, 2(2).
- Asri, D., & Suharni. (2021). *Modifikasi Perilaku Teori dan Penerapannya*. UNIPMA Press. <https://www.mendeley.com/catalogue/530817a9-1b5c-33d1-9415-1e1fa121dae5/>
- Astriani, D., Mufidah, A. C., & Farantika, D. (2021). Deteksi Dini Masalah Psikologis Dan Tumbuh Kembang Anak Usia Dini. *JPPNu (Jurnal Pengabdian Dan Pemberdayaan Nusantara)*, 3(1), 5–24. <http://journal.unublitar.ac.id/jppnu/index.php/jppnu/article/view/40/47>
- Baculu, E. P. H., & Andri, M. (2019). Faktor Risiko Autis Untuk Mengurangi Generasi Autis Anak Indonesia. *MPPKI (Media Publikasi Promosi Kesehatan Indonesia): The Indonesian Journal of Health Promotion*, 2(1), 5–11. <https://doi.org/10.31934/mppki.v2i1.522>
- Bukhori Muslim, A. (2021). Disadvantaged but more resilient: the educational experiences of indigenous Baduy children of Indonesia. *Diaspora, Indigenous, and Minority Education*, 15(2), 99–112. <https://doi.org/10.1080/15595692.2020.1839408>
- Cahaya, M., Lestari, D., Diniyyah, S., Rahmah, P., Yunusiyah, E., & Panjang, P. (2020). Stimulasi Metode Time Out Dalam Menerapkan Sikap Disiplin Anak Usia Dini. *Jurnal Pendidikan Islam Anak Usia Dini*, 1, 60–69.
- D. Nanjwan, J., O. Uzor, M., & Martina Ongbonya, I. (2020). Behavior Modification As a Way of Promoting Education of Children With Special Needs in Inclusive Schools in Cross River State Nigeria. *International Journal of Advanced Research*, 8(1), 166–169. <https://doi.org/10.21474/ijar01/10277>
- Donaldson, J. M., & Vollmer, T. R. (2011). an Evaluation and Comparison of Time-Out Procedures With and Without Release Contingencies. *Journal of Applied Behavior Analysis*, 44(4), 693–705. <https://doi.org/10.1901/jaba.2011.44-693>
- Firdaus, F., & Santy, W. H. (2020). Analisis Faktor Penyebab Perilaku Tantrum Pada Anak Autis. *Medical Technology and Public Health Journal*, 4(1), 55–60. <https://doi.org/10.33086/mtphj.v4i1.1409>
- Firdaus, W. (2020). Analisis Faktor Penyebab Perilaku Tantrum Pada Anak Autis. *MTPH Journal*, 4(1).
- Fitri, H. S., & Meiyani, N. (2020). Penerapan Teknik Time Out Terhadap Pengurangan Perilaku Agresif Peserta Didik Mdivi. *Jassi Anakku*, 20(1), 40–48. <https://doi.org/10.17509/jassi.v20i1.29582>
- Hasanah, H. W., Fatmawati, & Marlina. (2018). Peningkatan Ketahanan Duduk dan Pengurangan Perilaku Meninggalkan Tempat Duduk melalui Teknik Time Out pada Anak Attention Deficit Hyperactivity Disorder. *Jurnal Pendidikan Kebutuhan Khusus*, 2(1), 26–31.
- Hidayati, R., & Purwandari, E. (2010). Time Out: Alternatif Modifikasi Perilaku Anak ADHD (Attention Deficit Hiperactivity Disorder). *Indigenous, Jurnal Ilmiah Berkala Psikologi*, 12(2).
- Ismet, I. (2019). Intervensi Anak Usia Dini Penyandang Autis. *Journal of Early Childhood Care and*

- Education, 2(1), 30. <https://doi.org/10.26555/jecce.v2i1.176>
- Mauren, H. (2017). Hubungan Frekuensi Konsumsi Bahan Makanan Sumber Gluten dan Kasein dengan Perilaku Autistik Anak Autis Usia 5-12 tahun. Universitas Muhammadiyah Surakarta.
- Mirawati. (2020). Efektifitas Role Playing Dalam Meningkatkan Perilaku Prosocial Anak Dengan Hambatan Sosial Emosi. *SPECIAL: Special and Inclusive Education Journal*, 1(1), 18–24. <https://doi.org/10.36456/special.vol1.no1.a2169>
- Nugrahani, A. S. (2015). Penggunaan modifikasi perilaku tipe punishment untuk mengubah pola makan anak down syndrome di sekolah luar biasa Wiyata Dharma 3 Ngalik Seleman Yogyakarta. In Universitas Negeri Yogyakarta (Vol. 53, Issue 9).
- Putro, K. Z., Assingkiy, M. S., Febiyanto, A., & Dahlan, Z. (2021). “Clown Children” Quo Vadis Guarantee Education for Children with Special Needs in the Era of Covid-19. *AL-ISHLAH: Jurnal Pendidikan*, 13(2), 1218–1228. <https://doi.org/10.35445/alishlah.v13i2.761>
- Raihani, R. (2018). Education for multicultural citizens in Indonesia: policies and practices. *Compare*, 48(6), 992–1009. <https://doi.org/10.1080/03057925.2017.1399250>
- Sari, F. (2019). Gambaran Perilaku Temper Tantrum Pada Anak Autis di Slb-B dan Autis TPA Kabupaten Jember. Repository.Unej.Ac.Id. <https://www.mendeley.com/catalogue/a79311b3-c587-3f5b-8631-85a8e0497813/>
- Shanti, A. (2015). Penerapan Teknik Penyisihan Sesaat (Time-Out) untuk Mengurangi Durasi Perilaku Tantrum pada Autisme Kelas III Di Sekolah Luar Biasa (SLB) Autisma Dian Amanah Yogyakarta. Universitas Negeri Yogyakarta.
- Sinaga, J. D. (2015). Time-Out Sebagai Teknik Modifikasi Perilaku Di Sekolah Dan Di Rumah: Ulasan Singkat Dan Rekomendasi. *HUMANITAS (Jurnal Psikologi Indonesia)*.
- Sulthon, S. (2018). Mengatasi Kenakalan Pada Siswa Melalui Pendekatan Konseling Behavioral. *KONSELING EDUKASI “Journal of Guidance and Counseling,”* 2(1), 46–66. <https://doi.org/10.21043/konseling.v2i2.4464>
- Sunanto, J. (2006). Penelitian Dengan Subyek Tunggal. UPI Press.
- Tobing, M. S. (2021). TEORI KLASIK DAN KONTENPORER: DARI BEHAVIOUR HINGGA TIME OUT ( Time Out Menurut Pandangan Islam ). 4(2), 92–105.