

Behavior Management Planning Sheet: Time Out

This Planning Sheet can help instructional staff to put together a well-constructed time-out program to meet a student's behavior needs. The Planning Sheet is built upon Kazdin's (1989) analysis of the effective components of time-out and incorporates guidelines from Yell (1994) for responsible implementation of time-out in a school setting.

1. Is there evidence to suggest that the student finds the present instructional/classroom setting sufficiently rewarding so that timing the student out for short periods will be an effective behavior management strategy? ___ YES ___ NO
2. Is the use of student time-out procedures permitted under the educational regulations of your state and the operating policies of your school district or agency? ___ YES ___ NO
3. State in specific, observable terms the behavior(s) that will cause the student to be sent to time-out:
 - A. _____
 - B. _____
 - C. _____
4. Define appropriate *replacement behavior(s)* that will help the student to avoid time-out (e.g., "raising hand to get permission to speak" as a replacement for "calling out without permission"). NOTE: Be sure to positively reinforce the student whenever he or she displays these replacement behaviors.
 - A. _____
 - B. _____
 - C. _____
5. What type of time-out are you planning to use? (NOTE: The choices below are ranked in ascending order of restrictiveness. Select the *least restrictive* option that you believe will be effective in reducing problem behaviors):
 - Non-Exclusionary Time Out. The child remains in the instructional setting but is temporarily prevented from engaging in reinforcing activities. Examples: planned ignoring, removal of reinforcing objects or activities.
 - Exclusionary Time Out: Contingent Observation. The student is removed from the instructional setting to another part of the classroom. The student is instructed to continue to watch the instructional activities but cannot otherwise participate in them.

Where will the student be sent in the classroom for contingent-observation time-

out?

- ❑ Exclusionary Time Out: Exclusion. The student is removed from the instructional setting to another part of the classroom. The student is prevented from watching or otherwise participating in them. (NOTE: An adult must supervise the student at all times during exclusion time out).

Where will the student be sent in the classroom for exclusion time-out?

Who will supervise the child during exclusion time-out? _____

- ❑ Exclusionary Time Out: Isolation/Seclusion. The student is removed from the instructional setting to a separate time-out room. (NOTE: An adult must supervise the student at all times during isolation/seclusion time out).

Where is the time-out room located? _____

Who will supervise the child during isolation/exclusion time-out?

6. How long will each time-out period last? (Suggestion: Start with short time-out periods of 5-10 minutes. Lengthen these periods gradually if not initially effective. As a rule of thumb, do not permit time-out periods to exceed 20 minutes.)

Length of Time-Out Interval: _____ minutes

7. Will a warning be issued to the student prior to sending that student to time-out (recommended)?

___ Yes ___ No

If Yes, who will be responsible for delivering that warning and under what conditions will the warning be given?

8. What *activities* will the student be expected to complete while in time-out? (e.g., independent seatwork, reflective writing task relating to the behavior infraction, etc.)

9. How will the student be notified that he or she can return to the classroom at the conclusion of time-out?

10. Is there a specific routine that the student must follow when reentering the classroom or instructional setting from time-out? ___ Yes ___ No

If Yes, describe the reentry routine: _____

11. Who will be responsible for informing the student of the time-out procedures and for training him or her in all steps of the time-out sequence?

12. Which classroom or school staff will be responsible for keeping a written record of student time-outs (i.e., student behaviors that led to each time-out; frequency, duration, and outcome of time-out episodes)?

13. Describe any *positive* behavior management strategies (e.g., use of rewards for appropriate student behaviors) that you plan to use in addition to the time-out procedure (Strongly recommended):

14. What is the estimated *start date* for the time-out procedure? ____/____/____
On what date will classroom staff review the student's response to time-out to evaluate this intervention's effectiveness? ____/____/____

15. Who will be responsible for reviewing this time-out plan with the student's parent(s)/guardian(s) and getting their signed permission to implement the plan? (NOTE: Signed parent permission is strongly recommended--particularly if either the *exclusion* or *isolation/seclusion* form of time-out is used.)

References

Kazdin, A.E. (1989). *Behavior modification in applied settings*. Pacific Grove, CA: Brooks/Cole Publishing
Yell, M.L. (1994). Timeout and students with behavior disorders: A legal analysis. *Education and Treatment of Children*, 17, 293-301.