

Notification and Documentation Requirements

TAC § 89.1053: Use of Time-Out

Documentation	Type	Format	Required Timeline	Responsible Person	Required Content	Suggested Forms
Use of Time-Out	Documentation or data collection for use of time-out must be addressed in the IEP and/or BIP	Written	In timely manner for ARD Committee to consider	Personnel using the time-out as a behavior intervention	Must be sufficient for ARD Committee to judge the effectiveness of the intervention and to provide a basis for making determinations regarding continued use	Varies according to type of time-out
Training on Use of Time-Out	Written documentation of time-out training for core team of personnel on each campus	Written	April 1, 2003	Core team of personnel on each campus including: <ul style="list-style-type: none"> • Administrator • General/special education staff who may use time-out 	Documentation of training	<ul style="list-style-type: none"> • <i>Sign-in Sheets</i> • <i>Attendance Rosters</i> • <i>Texas Behavior Support Initiative (TBSI) Verification of Completion Certificates</i> • <i>Texas Behavior Support Initiative (TBSI) Training Record</i>
	Written documentation of time-out training for personnel using time-out who have not previously been trained in the use of time-out	Written	Within 30 school days of assigned responsibility for implementing time-out as set forth in a student's IEP and/or BIP	Newly identified professional or paraprofessional staff members who are assigned the responsibility of implementing time-out as set forth in a student's IEP and/or BIP	Documentation of training	<ul style="list-style-type: none"> • <i>Sign-in Sheets</i> • <i>Attendance Rosters</i> • <i>Texas Behavior Support Initiative (TBSI) Verification of Completion Certificates</i> • <i>Texas Behavior Support Initiative (TBSI) Training Record</i>

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Time-Out: Follow-Up Considerations

Schoolwide Considerations

- Training needs of campus staff in relation to time-out requirements of student Behavior Intervention Plans
- Review of patterns and frequency of time-out use for preparation of campus improvement plan
- Need for staff training in positive behavioral supports and alternative behavioral interventions
- Review of staff support needed for implementation of behavior strategies including time-out

Classroom Considerations

- Change in classroom organization, routine, or schedule
- Need for behavioral consultation
- Change in instructional methods or materials
- Design of group behavioral contingencies and classroom management system
- Examination of classroom climate
- Evaluation of effectiveness of time-out in the classroom management system

Individual Considerations

- Convene a staffing or Admission, Review and Dismissal Committee to consider the need to change the Individualized Education Program or the Behavior Intervention Plan
- Schedule a conference with the parent
- Evaluate the effectiveness of time-out with the student
- Request training in the use of positive behavioral supports
- Examine need for direct training in needed replacement behaviors
- Analyze classroom behavior data to examine the functional role of the student's behaviors
- Examine need for changes in use of behavioral interventions (i.e. type of reinforcers, schedule of reinforcement)