

# Problem-Solving for Effectiveness Of Time-Out

Use when time-out has been applied for 1 to 2 weeks, and data indicate no or little change in the behavior.

Name of Student: \_\_\_\_\_ Date of Meeting: \_\_\_\_\_

Persons in Attendance: \_\_\_\_\_

Target Behavior: \_\_\_\_\_

Type of Time-Out in Use: \_\_\_\_\_

	Yes	No	Comments
1. <b>Consistency of Application:</b> Has time-out been applied for every occurrence of the target behavior?			
2. <b>Operational Definition:</b> Has the target behavior been adequately operationalized?			
3. <b>Student Proficiency:</b> Was student taught how to take time-out? Was proficiency demonstrated during the instruction?			
4. <b>Control of reinforcers:</b> Have all sources of reinforcement been controlled while student is in time-out?			
5. <b>Function of Behavior:</b> Are you sure that the function of the target behavior is attention?			
6. <b>Time-In Environment:</b> Is the environment reinforcement-rich, with high levels of praise and other reinforcers for appropriate behavior? Is student more successful than not in academic tasks?			
7. <b>Implementation:</b> Has time-out been implemented correctly by all personnel responsible for using this intervention?			
8. <b>Task Compliance:</b> Has the student been required to complete requests or tasks which preceded the time-out?			

### Plan of Action for Addressing Target Behavior:

If the answer is **No**, problem is likely to be implementation. Revise accordingly.

Plan: \_\_\_\_\_

If the answer is **Yes** to all above questions, then select from below regarding plan of action:

Extend length of same time-out procedure to: \_\_\_\_\_

Use different time-out procedure: \_\_\_\_\_

Use other behavioral strategy: \_\_\_\_\_