

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: Travis W. Date of Meeting: 4-17-02
 Persons in Attendance: M. Towns (general education teacher) L. Rhodes (special education teacher)
 Target Behavior: verbalizations not relevant to instructional topic (math class only)
 Type of Time-Out in Use: Time-out card

	Yes	No	Comments
1. Consistency of Application: Has time-out been applied for every occurrence of the target behavior?	✓		
2. Operational Definition: Has the target behavior been adequately operationalized?	✓		
3. Student Proficiency: Was student taught how to take time-out? Was proficiency demonstrated during the instruction?	✓		
4. Control of reinforcers: Have all sources of reinforcement been controlled while student is in time-out?	✓		
5. Function of Behavior: Are you sure that the function of the target behavior is attention?		✓	Function might be "escape work", uncertain of instructional level
6. Time-In Environment: 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. Implementation: Has time-out been implemented correctly by all personnel responsible for using this intervention?	✓		
8. Task Compliance: Has the student been required to complete requests or tasks which preceded the time-out?	✓		Requests frequent assistance

Plan of Action for Addressing Target Behavior:

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

Plan: conduct curriculum-based assessment (CBA) to determine instructional level (tasks might be too difficult and funtion could be "escape") will reevaluate use of time-out after CBA

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: _____
