## Continuum Of Time-Out Procedures

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<th>Time-Out Procedure</th>
<th>Description</th>
<th>Benefits</th>
<th>Problems</th>
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| Planned Ignoring   | All attention or other reinforcers are withheld from the student for a set time. | • Easy to use  
• Portable  
• Allows student to remain in instructional environment | • Difficult to control all sources of attention (e.g., attention from other students)  
• Student’s behavior may escalate in response to planned ignoring (e.g., may try harder to get attention) |
| Removal of Materials, Work, or Toys | Removal of what the student is using when the behavior occurs. During time of removal, student is given no attention or other reinforcers. | • Easy to use  
• Allows student to remain in instructional environment | • Not appropriate if student disrupts the class while materials are removed |
| Time-Out Card      | Student is given a card that is green on one side and red on the other. Green faces up when student is behaving appropriately. Student can earn points/tokens while green showing. Contingent upon inappropriate behavior, card is turned over. Red=signal that student is in time-out and cannot earn points/tokens. | • Easy to use  
• Allows student to remain in instructional environment  
• Is appropriate for older students  
• Provides a visual cue to the teacher to provide or withhold reinforcement | • Student destroys card while in “red-side time-out.” (Corrective Action: When time-out ends, tell student to turn card over. If student doesn’t have card, tell student card must be fixed to continue earning points.) |
| Head Down Time-Out | The student is told to put his head on his desk for a period of time | • Easy to use  
• Allows student to remain in instructional environment | • Procedure should not be used if student refuses to comply (Under no circumstances should physical force be used to get students to comply.) |
| Time-Out Chair or Rug | The student is required to sit in a specially designated chair (or on a small rug) contingent upon inappropriate behavior. While in chair, the student is not allowed to participate in class activities, and is given no attention or other reinforcers. | • Easy to use  
• Allows student to remain in instructional environment  
• Rug time-out is portable | • Student refuses to stay in chair or on rug  
• Student is disruptive while in time-out |
| Time-Out Square (variation of the time-out chair/rug) | A square is taped on to the floor in an area away from the group. When given time-out, the student must go sit in this square. | • Easy to use  
• Allows student to remain in instructional environment  
• More appropriate for younger students | • Student refuses to stay on square  
• Student is disruptive while in time-out |
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| Time-Out Behind Screen          | Variation of the time-out chair or rug. The chair or rug is placed behind a screen, filing cabinet, partition, etc. which blocks the student from view of the classroom.                                          | • Easy to use                                                                                                                | • Student is away from the instructional environment and out of view of the teacher  
• Student may refuse to go to time-out  
• Student may escalate while in time-out |
| Time-Out in Hall                | Should not be used  
Frequently used form of time-out, but too many problems associated with this option (see last column).                                                                                            |                                                                                                                             | • Student is completely out of the instructional environment  
• Student is unsupervised while in the hall  
• While in the hall, other teachers and students may interact with the student providing reinforcement which negates the intended effect of time out |
| Time-Out in Another Teacher’s Classroom | Should not be used  
Frequently used form of time-out, but too many problems associated with this option (see last column).                                                                                            |                                                                                                                             | • Student is out of the instructional environment  
• The teacher or other staff member must leave the classroom to escort student to another location and to retrieve student from the location  
• When older student sent to lower grade time-out, the effect may be embarrassment which is not the intended effect of time out |
| Time-Out in a Time-Out Room     | Contingent upon the target behavior, the student is removed to a specially-designated room for a period of time. Room cannot be locked – student must not be prevented from leaving room in any manner.  
Note: See legal requirements in TEC §37.0021 and Commissioner’s Rule §89.1053.                                                   | • When less restrictive forms of time-out have been applied and are unsuccessful in reducing the target behavior  
• Can allow student to regain self-control without an audience  
• Removal if student is potentially harmful to others                                                   | • Most restrictive form of time-out  
• Most easily abused  
• Would only be appropriate on rare occasions                                                                                      |