

# Continuum Of Time-Out Procedures

Time-Out Procedure	Description	Benefits	Problems
<b>Planned Ignoring</b>	All attention or other reinforcers are withheld from the student for a set time.	<ul style="list-style-type: none"> <li>• Easy to use</li> <li>• Portable</li> <li>• Allows student to remain in instructional environment</li> </ul>	<ul style="list-style-type: none"> <li>• Difficult to control all sources of attention (e.g., attention from other students)</li> <li>• Student’s behavior may escalate in response to planned ignoring (e.g., may try harder to get attention)</li> </ul>
<b>Removal of Materials, Work, or Toys</b>	Removal of what the student is using when the behavior occurs. During time of removal, student is given no attention or other reinforcers.	<ul style="list-style-type: none"> <li>• Easy to use</li> <li>• Allows student to remain in instructional environment</li> </ul>	<ul style="list-style-type: none"> <li>• Not appropriate if student disrupts the class while materials are removed</li> </ul>
<b>Time-Out Card</b>	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.	<ul style="list-style-type: none"> <li>• Easy to use</li> <li>• Allows student to remain in instructional environment</li> <li>• Is appropriate for older students</li> <li>• Provides a visual cue to the teacher to provide or withhold reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>• 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.)</li> </ul>
<b>Head Down Time-Out</b>	The student is told to put his head on his desk for a period of time	<ul style="list-style-type: none"> <li>• Easy to use</li> <li>• Allows student to remain in instructional environment</li> <li>• More appropriate for younger students</li> </ul>	<ul style="list-style-type: none"> <li>• Procedure should <u>not</u> be used if student refuses to comply (Under no circumstances should physical force be used to get students to comply.)</li> </ul>
<b>Time-Out Chair or Rug</b>	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.	<ul style="list-style-type: none"> <li>• Easy to use</li> <li>• Allows student to remain in instructional environment</li> <li>• Rug time-out is portable</li> </ul>	<ul style="list-style-type: none"> <li>• Student refuses to stay in chair or on rug</li> <li>• Student is disruptive while in time-out</li> </ul>
<b>Time-Out Square</b> (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.	<ul style="list-style-type: none"> <li>• Easy to use</li> <li>• Allows student to remain in instructional environment</li> <li>• More appropriate for younger students</li> </ul>	<ul style="list-style-type: none"> <li>• Student refuses to stay on square</li> <li>• Student is disruptive while in time-out</li> </ul>

Time-Out Procedure	Description	Benefits	Problems
<b>Time-Out Behind Screen</b>	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.	<ul style="list-style-type: none"> <li>• Easy to use</li> </ul>	<ul style="list-style-type: none"> <li>• Student is away from the instructional environment and out of view of the teacher</li> <li>• Student may refuse to go to time-out</li> <li>• Student may escalate while in time-out</li> </ul>
<b>Time-Out in Hall</b>	<b>Should not be used</b> Frequently used form of time-out, but too many problems associated with this option (see last column).		<ul style="list-style-type: none"> <li>• Student is completely out of the instructional environment</li> <li>• Student is unsupervised while in the hall</li> <li>• While in the hall, other teachers and students may interact with the student providing reinforcement which negates the intended effect of time out</li> </ul>
<b>Time-Out in Another Teacher's Classroom</b>	<b>Should not be used</b> Frequently used form of time-out, but too many problems associated with this option (see last column).		<ul style="list-style-type: none"> <li>• Student is out of the instructional environment</li> <li>• The teacher or other staff member must leave the classroom to escort student to another location and to retrieve student from the location</li> <li>• When older student sent to lower grade time-out, the effect may be embarrassment which is <u>not</u> the intended effect of time-out</li> </ul>
<b>Time-Out in a Time-Out Room</b>	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.	<ul style="list-style-type: none"> <li>• When less restrictive forms of time-out have been applied and are unsuccessful in reducing the target behavior</li> <li>• Can allow student to regain self-control without an audience</li> <li>• Removal if student is potentially harmful to others</li> </ul>	<ul style="list-style-type: none"> <li>• Most restrictive form of time-out</li> <li>• Most easily abused</li> <li>• Would only be appropriate on rare occasions</li> </ul>