

Planning Process For Use Of Time-Out

STEP 1: TARGETING BEHAVIOR

Inappropriate Behavior	Operational Definition	Priority Status (most important=1)
Task Refusal	Throwing paper/notebook text on floor	3
Verbal Aggression	Derogatory comment to peer (stupid, nerd...)	2
Physical Aggression	Pushing or hitting a peer	1
Noncompliance	Refusing to do what teacher says (saying no, not lining up in appropriate place)	4

STEP II: DECISION-MAKING

Prioritized List of Operationally Defined Behaviors	Will Time-Out be Used for this Behavior?	Form of Time-Out to be Used	Length of Time-Out	Person Responsible for Teaching Time-Out Procedure to Student	Procedure to Implement if Student Refuses/Resists Time-Out*	Release Option (how student is released from time-out)**	Monitoring/ Documentation to be Used
1. Pushing or hitting a peer	Yes <input type="radio"/> No <input checked="" type="radio"/>	} These behaviors do not appear to be motivated by attention seeking (function). Therefore alternative procedures will be used (see BIP).					
2. Derogatory comment to a peer	Yes <input type="radio"/> No <input checked="" type="radio"/>						
3. Throwing paper/notebook/text on floor	Yes <input type="radio"/> No <input checked="" type="radio"/>						
4. Refusing to do what teacher says	<input checked="" type="radio"/> Yes <input type="radio"/> No (function = attention)	Time-out card	3 minutes	teacher (JT)	1 minute off time-out if he complies	Release at end of time	Frequency monitoring

* Consider adding a consequence for refusal (e.g., additional minutes of time-out; loss of privilege) or adding a reinforcement contingency for compliance with time-out (e.g., 1 minute off of time-out length for compliance within a set time limit)

**1. Release at end of time duration – behavior during time-out not relevant in this option; 2. Release for appropriate behavior – time-out is given for specific time period but extended if student not exhibiting the appropriate behavior at the end of the time period.

