**Spencer County Schools**

**Time-Out Room Guidelines**

***Students who are considered for use of Time-Out Procedure implementation must meet criteria for its use.***

* Data proves that a student has behaviors that make them a danger to themselves or others.
* A student’s IEP has “use of time-out procedure” included in the SAS section of the IEP.
* If the student does not have an IEP, a Behavior Intervention Plan has been developed and implemented for at least 3 weeks with data showing the need for Time-Out procedures. Signed parent consent is obtained.
* School administration and the Director of ECE are in agreement that all other interventions have been attempted and that the student is in need of more direct and structured interventions, such as Time-Out, in order to ensure student and school personnel safety.

The implementation of Time-Out is only successful if it is used in conjunction with a structured program, which teaches replacement behaviors and appropriate social skills. Each student should have several levels of Time-Out to ensure the least restrictive method is implemented. Each level should have specific criteria (antecedents, behaviors, and consequences) associated with the use of Time-Out.

Time-Out should be considered after students have been exposed to a variety of other behavioral interventions through either classroom management techniques or individual Behavior Intervention Plans.

Data records are kept in order to track the effectiveness of the Time-Out implementation and should be reviewed regularly.

Timeout Requirements

* School personnel responsible for implementation of Time-Out are identified and trained in Time-Out procedures.
* Data is collected and maintained for each instance of Time-Out
* A timeout room should be well lit and ventilated
* A timeout room should be approximately 6x6 or larger
* A timeout room should not be locked
* A timeout room should be free of objects that can be thrown or may hurt the child or supervisors of the Time-Out room.
* Student must be monitored at all times while in timeout.
* A Time-Out should not last longer than 15 minutes without trying alternate approaches.
* Records
  + Each occurrence of a Time-Out must be recorded.
  + Record the following:
    - Student Name
    - Antecedent (what lead to the behavior ie. wanting a toy, given a direction)
    - Time of Entry and Exit to Time-Out
    - Date
    - Level of Time-Out
    - Consequence or restitution
    - Behaviors seen before and during the Time-Out
* Alternative interventions or Crisis Plan in effect if Time-Out is not effective or continues for an excessive amount of time.

***SAMPLE***

**TIME OUT RECORD Name:**

**IEP Date:**

Record each episode of time out.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Date | Antecedent  What was the trigger? | Behavior  What did you see? | Time In | Time Out | Consequence  Result (What happened?) | Function | Staff  Initials |
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