**SAMPLE TIME-OUT PROCEDURES**

Effective time out procedures include multiple levels, with each level becoming more restrictive and exclusionary. It is important to note that for disruptive behavior requiring more restrictive interventions, once the behavior begins to de-escalate, transition to less restrictive forms of time out may make the return to regular classroom activities easier for the student. The following is a sample time-out plan.

Level I.

A. Planned Ignoring: Ignore the student as long as possible if he or she is out of place or seat, noncompliant but not otherwise disruptive.

B. Be (or have aide/ associate) available to counsel, provide one-to-one tutoring, or negotiate if the student is involved in a dispute.

C. Modify/change student’s assignment to get him or her re-involved with learning. Select a task that will provide immediate success.

D. Separate student from others (i.e. creative seat assignment).

E. Send student out of room - on an errand, for a walk, to “cool off.”

F. Offer a “time-in” situation with a support person outside the classroom.

G. Quietly praise other students for ignoring inappropriate student behavior.

H. When possible, talk to disruptive student out of classroom away from other students so that he or she can preserve dignity.

Level II.

Level II time out is more restrictive than the Level I interventions. It is the exclusion of a student from positive reinforcing activities of the classroom without removing him or her from the room.

A. Move student to different part of the classroom (i.e. closer to teacher, further away from audience)

B. Avoid lengthy explanations to student. Simply say: “Because you\_\_\_\_\_\_, you go to

time out for \_\_\_\_ minutes.” Avoid other interactions.

C. Allow student to take their own time-out.

D. Keep time-out period brief. Time out periods longer than 15 minutes rarely serve

their intended purpose-temporary withholding of positive reinforcement.

E. The student shall be supervised at all times during the time-out period.

F. The student shall still be able to access any lesson or instruction being offered to

other students in the student’s classroom.