

Time-Out Planning Form

Name of Student: _____ Date: _____

Participants involved in planning: _____

1. List the specific and observable behavior(s) that will result in Time-Out:

- (a) _____
- (b) _____
- (c) _____

2. List the informal and less aversive strategies you have already tried without success for the behaviors listed in 1:

- (a) _____
- (b) _____
- (c) _____

3. List the positive reinforcement strategies you have already tried without success for alternative/replacement behaviors:

- (a) _____
- (b) _____
- (c) _____

4. Which type of Time-Out procedure do you plan to start with? Select the least restrictive option from the choices below that might be effective in reducing or eliminating the behavior(s):

- Student will remain in the instructional setting and can watch and listen but cannot engage in activities.
- Student will be removed to another part of the room and can watch and listen but not participate in activities.
- Student will be removed to another part of the room where s/he cannot observe the activity nor participate.
- Student will be removed from the instructional setting to a different setting.
- (a) If selected, identify the other setting (e.g., another classroom, principal's office, Time-Out room): _____.
- (b) If selected, identify who will monitor the student while in the other setting (student must be under direct observation at all times): _____.

5. Are there any behaviors that the student can exhibit while in Time-Out that will shorten the length of the time-out? **Yes No**

If yes, describe: _____

6. What will the student be expected to do while in Time-Out? (e.g., continue working on assigned task, writing about behavior rule that was violated and what would be appropriate behavior)

(a) _____

(b) _____

(c) _____

7. Will any warning be issued to the student prior to implementing Time-Out? **Yes No**

If yes, what form will the warning take? _____

If yes, how many warnings will be given? _____

8. Is there or will there be a positive reinforcement system in place so that the student earns rewards for appropriate alternative/replacement behaviors? **Yes No**

9. Is there or will there be a positive reinforcement system in place so that the student earns rewards for engaging in classroom activities? **Yes No**

10. How much time is the student allowed to comply with the "Go to Time-Out" directive (i.e., to get to Time-Out from the time you give the direction to go to Time-Out)? _____

11. If the student *does not comply* with the direction to go to Time-Out, what are the consequences?

(a) _____

(b) _____

(c) _____

If the student *does not comply*, will restraint or physical contact be used to remove the student from the setting or classroom? **Yes No**

If yes, identify who will be responsible for removing the student:

(a) _____

(b) _____

(c) _____

If restraint may be used to remove the student, does the student have any health conditions that would be a contraindication to restraint (e.g., asthma)? **Yes No**

If restraint may be used to remove the student, has the individual who will be using the restraint been trained in crisis de-escalation and safe restraint methods? **Yes No**

12. Who will decide when the student can return to the activity or classroom? **Student Teacher Other**

13. What are the criteria for ending the Time-Out? **Time Behavior Both Other**

If "time," indicate the minimum amount of time that the student will be in Time-Out _____

If "time," indicate the maximum amount of time that the student will be in Time-Out per incident _____

If "time," is the time recorded from when the student first gets to Time-Out or from when they leave the original setting and activity? _____

If "behavior," what specific behavior(s) must the student exhibit to end the Time-Out?

(a) _____

(b) _____

(c) _____

If "both," indicate the time _____ and behavior _____

If "other," describe: _____

14. How will the student know when the Time-Out is over (e.g., timer set, teacher notification, etc.)

15. What routine should the student follow to re-enter the activity or classroom?

16. Who will be responsible for helping the student re-enter the classroom or activity and get caught up?

17. Identify who will be responsible for monitoring the student while the student is in Time-Out:

In the classroom: _____

In the Time-Out room: _____

Elsewhere (identify location and responsible individual): _____

18. Who will be responsible for maintaining a written Time-Out log or record? _____

19. Has this plan been reviewed with building administration or district administration? **Yes** **No**

20. Have the student's parents given written consent for the plan described in this planner? **Yes** **No**

If no, we strongly recommend attempting to secure written informed consent. In the absence of written consent, the teacher should consult with building and district administration before implementing any Time-Out plan that involves removing the student from the classroom.