

**AMARILLO INDEPENDENT SCHOOL DISTRICT
SPECIAL EDUCATION DEPARTMENT
AMARILLO, TEXAS**

GUIDELINES FOR TIME-OUT

NOTICE OF VIDEOTAPING: For documented safety reasons, activities in the TASK/SLC classroom may be continuously videotaped.

The following guidelines are considered in determining if the use of time-out procedures is appropriate:

The use of time-out is part of the Behavior Intervention Plan, IEP and was discussed in the ARD meeting.

The behaviors that will result in time-out are explicitly stated. The reinforcing situations that are maintaining the inappropriate behavior are identified whenever possible.

The teacher or behavioral specialist should have documentation that the milder forms of time-out or other reduction techniques have proved ineffective in suppressing the inappropriate behavior.

The teacher or behavioral specialist should prepare a concise, written statement of procedures to be followed when placing a student in time-out.

If a time-out room is used, the room will be free of objects and fixtures with which children could harm themselves; be properly lighted and ventilated; and be regulation size. The supervisor will be able to visually monitor all portions of the room, and the room will not be locked.

Students will not be forcibly placed in time-out. They may, however be escorted there.

Time-out is characterized as a "cool down" behavior management technique that assists the school in serving children in less restrictive settings.

A staff member must be assigned to the area of the time-out room so that continuous visual and auditory monitoring occurs.

The student will be confined to the room only until he/she is calm and otherwise indicates responsiveness to social interaction. This time period will not exceed the time recommended by the ARD committee.

Records will be kept of each occasion when time-out is used. This documentation should be recorded on the AISD forms.

Differential reinforcement of more appropriate behavior must be included to accompany the use of time-out.

When a time-out management plan is written, it is recommended that the student's program be examined for appropriateness. This review is encouraged because the need for this type of behavioral intervention could indicate that behavioral objectives, techniques or other factors affecting the learning environment are not appropriately matched with the student's needs and behaviors. Do not insist on continued use of time-out if it is clearly not working.