

Time Out Intervention Checklist

Adherence

Getting Started

- Identify what specific student behaviors result in time out and clearly communicate this to all students in the class.
- Locate a specific time out area in the classroom.

Implementation

- Teach time out procedures to the class including expectations, location, and purpose. Expectations should include:
 - Behaving appropriately while in time out (i.e., keeping hands to self, taking deep breaths, remaining quiet)
 - Remaining in the time out area until permitted to rejoin the class
- If a student demonstrates a behavior that leads to time out, state what behavior was demonstrated, direct the student to the time out area and let the student know how long they will be in time out.
- Return to the class activity and start a timer. While the student is in time out, be sure to provide positive reinforcement to students who are behaving appropriately in class.
- If the student is behaving appropriately, ask them to rejoin the group once the timer goes off.
- Once the student returns to behaving appropriately, provide specific praise.

Quality

- Evaluate the time out area, ensuring it is free from distractions. Make sure it is close enough for the child to see and hear what is going on with the rest of the class.
- Assign time outs using a neutral, matter-of-fact tone of voice to avoid eliciting further argumentativeness from the student.
- [Positive Student-Teacher relationships](#) increases the effectiveness of many interventions

Tips for Success

- Use this technique across the whole classroom for students who do not meet a specific expectation.
- Make classroom activity during the time out as reinforcing as possible. If the student is happy to be missing out on the activity (e.g., getting to sit against the

wall rather than participating in read-aloud time), they will not be motivated to behave appropriately and rejoin the group. If the activity is rewarding and they see other students having fun, they will be more likely to want to behave appropriately so that they can participate.

- With time and consistency, the time out process will get easier and involve less resistance.
- Time outs can vary in length and is at the discretion of the teacher. Typically, they should be brief (i.e., 3-5 minutes), although they may be lengthened if behavior during time out is inappropriate.
- Time out should not result in the student “getting out of” activities and academic work. They should still be expected to complete the work upon exiting the time out.