

Time-Out

Designing an Effective Consequence Procedure

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Wayne RESA 2023-2024

First Things First

- Before implementing a time-out procedures, positive behavior strategies within the classroom must be solidly in place. These include:
 - Strategies for building positive relationships
 - Using classroom preventative strategies such as creating organized environments, predictable activities, planned transitions, appropriate materials, opportunities for choice, adequate adult support
 - Effective teaching, modeling, and practicing of Tier 1 classroom behavior expectations
 - A continuum of consequences for minor classroom behaviors is established and parents/families are aware of the continuum
 - A system is developed within the school for accessing Tier 2 and Tier 3 supports for students with more challenging behavioral needs

Why Time-Out?

- Time-outs are immediate interruptions to problem behavior.
- In-class and short out-of-class time-outs provide a calm, consistent, and predetermined consequence for teachers when problem behavior occurs.
- Setting appropriate limits helps all students feel safe.
- Safety is a core feature of trauma-informed practices.

Why Time-Out?

- Breaks up the cycle of negative interactions between caregiver (parent or teacher) and child.
- Allows the teacher or caregiver to stop giving attention to problem behavior.
- Gives parents and teachers a tool to use in place of giving in or providing reprimands, threats, and other escalations, even inappropriate discipline.
- Time-out can be done both at home and at school, strengthening the intervention.

Why Time-Out?

- Oppositional defiant behaviors are a risk factor for more serious behavior issues as the child grows.
- Authoritative approaches to discipline balance high responsiveness (warmth) with consistent control. Authoritative parenting styles produce the best child outcomes. (*Driscoll, Russell, & Crockett, 2008; Jabeen, Anis-ul-Haque, & Riaz, 2013; Patock-Peckham & Morgan-Lopez, 2006*).
- Time-Out is taught as an effective discipline strategy for parents in PMTO.
- Time-out is a research-based intervention for children to correct misbehavior.

What is the Research Base for Time-Out?

- The use of time-out has been endorsed by the American Academy of Pediatrics, Society for a Science of Clinical Psychology, and American Psychological Association, among others, as an effective discipline strategy for child misbehaviors (*American Academy of Pediatrics, 1998; Novotney, 2012; Society for a Science of Clinical Psychology, 2014*).
- Research indicates that the use of time-out has been recommended to reduce problem behaviors for typically behaving and clinically referred children. (*Quetsch, L. B., Wallace, N. M., Herschell, A. D., & McNeil, C. B. (2015). Weighing in on the Time-Out Controversy: An Empirical Perspective. The Clinical Psychologist, 68(2), 4–19.*)

The Cycle of Coercion

- Decades of research by G.R. Patterson and others reveal that highly oppositional children engage in a cycle of coercion with their parents.
- A cycle of coercion can occur at school between student and teacher.
- Two things to remember about the cycle of coercion:
 - **The cycle reinforces the child's negative, oppositional behaviors and worsens the behaviors.**
 - **The cycle can be broken.**

The Cycle of Coercion

Adult Gives a Direction

Child Refuses to Comply
or Tantrums

Adult Backs off Request.
Child's Refusal/Tantrum
is Reinforced

The Cycle of Coercion

Adult gives a direction.

Child ignores, argues, or becomes aggressive.

Adult becomes increasingly harsh to gain compliance

Child learns a pattern of relating that carries over to others such as peers and teachers

When coercive interactions dominate within the family, the child's conduct problems emerge, and then stabilize throughout development (Granic & Patterson, 2006)

Breaking the Cycle of Coercion

- Adult doesn't model Coercive Behavior
 - "We can wait."
 - "Choices have consequences."
 - Adult models 'in control' behavior
 - Practice de-escalation
- Adult does not reward the child's non-complaint, tantrum, or aggressive behaviors
 - Have a response plan.
 - **Brief time-out.**
 - Natural/logical consequences
 - Privilege loss

Centers for Disease Control

- The CDC recommends time-out:

https://www.cdc.gov/parents/essentials/videos/video_timeout_vig.html



What is the Difference Between a Reset Time-Out and a Calming Break?

Reset

Occurs after a problem behavior

Staff directed

May involve a Think Sheet

Reduced reinforcement

Reinforces classroom expectations

Calming Break

Preventative

Student or staff directed

Access to calming tools

Not a consequence/neutral reinforcement

Teaches self-regulation

Teaching Time-Out vs. Break



Cool Down

- 1 Go to "Cool Down" area**
- 2 Set timer for 5 minutes**
- 3 Use a fidget if you'd like**
- 4 Take deep breaths**
- 5 When the timer sounds, turn it off and return to class**



Sit and Think

- 1 Set timer**
- 2 Quietly sit in chair**
- 3 Think about your actions**
- 4 Talk respectfully with adult**
- 5 Move on**

Does Time-Out Re-traumatize Children?

- There is no evidence that the short-term experience of time-out constitutes “repeated” stress, a core feature of trauma experience.
- Time-Out provides teachers with a safe, predictable consequence for students when misbehavior occurs.
- Time-Outs must be distinguished from a preventative calming or sensory break.

Quetsch, L.B., Lieneman, C., & McNeil, C.B. (2017, May). The role of time-out in trauma-informed treatment for young children. [Web article]. Retrieved from: <http://www.societyforpsychotherapy.org/role-time-trauma-informed-treatment-young-children>

How Do We Design a Time-Out Procedure?

- Prepare a time-out area in the classroom.
 - Separate space
 - May include a desk and chair or just a chair
 - May include a timer
- Teach the time-out process to your students.
 - What behaviors would constitute a time-out?
 - How long does the time-out last?
 - What should a student do during the time-out?
- Role-play the time-out process with the class. Practice as needed throughout the year.
- Time-out means ***time-out from positive reinforcement***. The classroom should be a place that is highly reinforcing to the student—a place they want to be.

How Do We Design a Time-Out Procedure?

- Remind the class that time-out is for **any** student that does not follow classroom rules. This guards against a student feeling singled out.
- Time-outs should be brief.
- Consider having an out-of-class time-out area
 - Outside the classroom
 - In another location in the school
 - Area free from reinforcement
- Ensure that if a time-out is given, the student completes it.
 - An in-class time-out may need to become an out-of-class time out if non-compliance is an issue.
 - Back up the time-out with a privilege loss or phone call home if compliance with the time-out is an issue.

Non-exclusionary vs. Exclusionary Time-Out

- Non-exclusionary (In-Class) Time-Out takes place within the classroom in a designated location. Students are not removed from instruction.
- Exclusionary (Out-of-Class) Time-Out occurs outside the classroom in a designated location.
 - Right outside the room in the hallway
 - In another classroom (Buddy Room)
 - In a “Responsibility Room”
 - In the Office
- Wherever the time-out chair/area is located, make sure procedures are taught and practiced.
- **Remember! The time-out location needs to be in a place that would not be reinforcing for the student.**

Think Sheets

Restorative Practices Incident Report

DATE: _____ NAME: _____

	What happened?	_____ _____ _____
	What were you thinking at the time?	_____ _____ _____
	What have you thought about since?	_____ _____ _____
	Who was affected and how?	_____ _____ _____
	How can you make things right?	_____ _____ _____

Name: _____ Date: _____
Behavior Think Sheet

Teacher: _____

What I did: _____

How did it make others feel?

			
			

Next time, I will _____

Student Signature: _____

Teacher Signature: _____

Parent Signature _____
(if checked)

What Does Time-Out Look Like For Middle and High School?

- Time-out is time away from positive reinforcement.
- Think function: What is reinforcing the behavior?
- Remove the reinforcement.
 - Peer attention
 - Adult attention

February PRC Data

A Wayne County Middle School

Panther Responsibility Center

February PRC Visits

- **38/874 students sent to the PRC in February. This is 4.3% of our student body. Typically about 10% of the students may need Tier 2 support.**
- **Tier 1 is working for 96% of our students.**
- **0 students referred for Tier 2 this month.**
- **62 visits to the PRC in February. Decrease from the 44 in January.**

TOS
(Think Out Sheet)
Reasons

Tardies (5 or more) - 0

Insubordination - 24

Classroom Disruption - 19

Profanity - 0

Behavior dangerous to self - 7

No Dress - 0

Staff Disrespect - 4

Student Disrespect - 3

Misuse of Technology - 0

Cheating - 0

Effective Consequence Procedures

- Consider including time-out as a planned consequence in a student's PBIS plan. Work with parents to help them implement the same time-out procedure at home.
- Effective PBIS plans include all 4 components: Preventative Strategies, Teaching Replacement Behaviors, Positive Reinforcement, *and* Planned Consequences & Home Interventions.
- Effective PBIS plans focus on building positive relationships with students and families.
- We see a lack of effective consequence procedures, even with high-level behavioral cases.

Positive Behavior Intervention & Support Plan

Student: **Olivia**

Date: [Click here to enter text.](#)

Parents: [Click here to enter text.](#)

School: [Click here to enter text.](#)

Support Staff: [Click here to enter text.](#)

Teacher(s): [Click here to enter text.](#)

Description of problem behavior(S)

[Click here to enter text.](#)

Summary of functional behavior assessment/hypothesis statement

[Click here to enter text.](#)

Intervention plan (Describe objectives, procedures, and data to be collected.)

Prevention Techniques

Pre-corrections: Before Olivia begins any independent written work give her a verbal reminder that if she is having difficulty or is frustrated, she should raise her hand and ask for "help." Have her practice this 1-2 a day.

Break a task down: When presenting written work to Olivia chunk it into thirds or quarters e.g., if there are 15 questions in a language arts assignment, have her do 5 at a time, and then give her the option of taking a short break before continuing the assignment.

Written Schedule/Review expectations: At the beginning of the day review with Olivia her written schedule of activities. If an assembly is scheduled, take time to reassure her what it involves and discuss any concerns she expresses.

Teaching Replacement Behaviors

Calming strategies: Olivia will be taught how to use the classroom based calming kit. The SSW and RR Teacher will practice calming techniques with her 2-3 times per week. These sessions will occur both in pull-out and push-in situations. Classroom staff will give Olivia reminders throughout the day to utilize these strategies, as needed.

Positive Reinforcement

Token system: Olivia will have a small token board and reward menu available to her and to serve as a visual reminder throughout the day. She will receive tokens for task completion. At this point she will need to earn 5 tokens to cash in for a reward exchange. Reward options can vary throughout the day, depending on availability. On average, Olivia should have the opportunity for 4-5 token exchanges per day. She will not lose tokens once she has earned them.

Planned Consequences

An in-class time-out location will be created in Olivia's classroom, utilizing a time-out chair. This time-out area may be used by any student who earns a time-out. In the classroom, time-out is given for physically aggressive behaviors. Time-out procedures will be posted visually in the time-out area.

The time-out procedure will be reviewed with the entire class. Students in the class will role-play the time-out procedure. Olivia's teacher will also review the time-out procedure with Olivia individually. Olivia will have an opportunity to role-play the procedure and she will practice the procedure at least once per week.

Olivia will receive an immediate 5 minute time-out if she engages in physical aggression toward peers or adults. Olivia will be verbally directed to go to the time-out location within the classroom by staff. The time-out procedures will be reviewed with her. A timer will be set for 5 minutes. When time-out is over, Olivia will return to her schedule.

Non-compliance with the in-class time-out will result in Olivia needing to take an out-of-class time-out. A time-out chair will be available in the Resource Room, should Olivia need to take her 5 minute time-out outside of the classroom.

Frequency of Olivia's time-outs will be documented on the Individual Data Summary and shared with her support team.

Home Interventions

Olivia's parents agree to support the school implementing the time-out procedure. They will review the procedure with Olivia at home and implement a similar time-out strategy at home.

Schedule for PBIS Plan Review

Quarterly behavior review meetings.

Signatures: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

After the Time-Out

- By definition, time-out includes: (1) a reinforcing environment and (2) removal from that environment (*Foxx & Shapiro, 1978*).
- Time-out is meant to follow an inappropriate response in order to decrease the frequency of the response.
- After the time-out, appropriate child behaviors are immediately followed by positive attention to increase the child's use of the appropriate behavior.
- The positive, reinforcing environment often is established through warm, supportive practices, i.e. high rates of positive acknowledgements, engaging instruction, relationship-building activities.

Adding Protective Factors To Build Resilience

- Think of your classrooms and schools as places where protective factors can be added to a student's life.
- We build resilience when a child's health and development tips toward positive outcomes — even when a heavy load of risk factors are present.
- Safe, consistent consequence procedures like time-out reduce problem behavior and teach the child to accept limits, which builds resilience.



References & Resources

- Dunlap, G., Fox, L., Hemmeter, M.L., Strain, P. (2004, August). Center on the Social and Emotional Foundations for Early Learning. *The Role of Time-Out in a Comprehensive Approach for Addressing Challenging Behaviors of Preschool Children*.
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- Centers for Disease Control website:
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