

Time-out Intervention Guidelines

1. Definition

- 1.1. A time-out intervention is a proactive strategy designed to support self-calming and is used to assist the student to regulate and/or control his/her behaviour. A time-out intervention may be a component of a student's behaviour management plan (BMP), providing an opportunity for the student to reflect on his/her actions, within a safe and predictable environment, before behaviour escalates. A time-out intervention is not a punishment or reaction to an inappropriate behaviour.

2. Program Planning

- 2.1. A decision to use a time-out intervention is made by the students' program planning team.
- 2.2. Procedures for the use of a time-out intervention should be communicated to the student, parents/guardian and school staff. (All school staff involved with a student must be made aware of the specifics of a student's BMP. This will include teachers on supervision duty, substitutes, bus drivers, etc.).
- 2.3. Any use of a time-out intervention must take into account factors such as the age, cultural background, individual needs and the developmental level of the student.
- 2.4. Procedures for the use of a time-out intervention will include clearly articulated steps such as:
 - 2.4.1. the location of the time-out space.
 - 2.4.2. how the need for time-out will be communicated from student to staff, and staff to student.
 - 2.4.3. how the student will move to the time-out space.
 - 2.4.4. what procedure will follow if the student does not comply or if the time-out intervention has not been successful in calming the student to a level that he/she can return to the classroom in a safe and productive manner.
- 2.5. Direction should be provided to school staff involved in the BMP on the appropriate implementation of the time-out strategy. (See section on Implementation).
- 2.6. *Nonviolent Crisis Intervention Training* should be considered to equip staff with appropriate behaviour management skills to manage anxious or violent behaviour.

- 2.7. Regularly scheduled review of the BMP is essential.
- 2.8. A dedicated time-out space will be identified by the program planning team. It may be any space such as an area in the classroom or a separate time-out room with a door and observation window. (See section on Time-out Space Considerations)

3. Implementation

- 3.1. Time-out intervention may be student selected or teacher directed.
- 3.2. School staff should only direct a student to the time-out space after less intrusive interventions have not been successful in managing the behaviour. All interventions should be documented.
- 3.3. A time-out strategy should be used only for the minimum period of time to facilitate self-regulation. (e.g. 2 - 3 minutes for younger children up to a maximum of 30 minutes for older students demonstrating aggressive behaviours).
- 3.4. Students will voluntarily move to the time-out space.
- 3.5. Students will be supervised at all times.

4. Documentation

- 4.1. The principal must ensure that parents and/or guardian are notified when a time-out space is being used with their child.
- 4.2. Documentation (e.g. sign in form) to record time-out space usage is required.
- 4.3. Regularly scheduled review of the BMP, by the Program Planning Team, is essential.

5. Time-out Space Considerations

- 5.1. A dedicated time-out space must:
 - 5.1.1. be comfortable and pleasant.
 - 5.1.2. have adequate space for students and a staff member.
 - 5.1.3. be conducive to self-quieting behaviours.
 - 5.1.4. have an observation window.
 - 5.1.5. not be locked, latched or secured in any way that would, in case of an emergency, prevent staff or the student from exiting the room.
 - 5.1.6. not contain any items or fixtures that could be harmful to a student or staff member.
 - 5.1.7. be supervised at all times with the supervisor remaining in the space unless there is a high risk to their personal safety. In this case, the student would be monitored through the observation window.