

USE OF TIME-OUT HANDBOOK

PURPOSE

The purpose of this handbook is to provide for the appropriate use of time out and isolation and to protect students from harming themselves, other students, staff or property in a manner that protects the student's dignity and well-being.

DEFINITION

Time-Out and Isolation is a method used to remove a student from his regular classroom setting to an area which provides isolation from the general classroom environment and which involuntarily restricts a person's movement outside of the designated area. The New Mexico PED defines the term *time-out* as a continuum of behavior management techniques that are designed to address inappropriate or negative student behavior resulting from over-stimulating or challenging classroom situations. This continuum begins with minimally intrusive or restrictive strategies that can be implemented within the classroom setting. The continuum then progresses to more restrictive strategies that may involve the physical separation of a student from his or her classmates, for a brief amount of time, in order to enable the student to regroup and return to the classroom setting.

TIME-OUT AND ISOLATION HANDBOOK

The use of time and/or isolation should only be used when the student's behavior cannot be modified through the use of other techniques and should be used only for time periods of short duration.

Use of Time-out Strategies

In situations where a student demonstrates behavior that impedes his or her learning

or that of others, school staff may consider the use of time-out **as a positive intervention** and design time-out strategies to assist students in correcting the attitude and/or behaviors that interfere with their ability to remain in the classroom. **Use of time-out will not be used as a punishment for negative student behavior or as a means of removing the student indefinitely from the classroom setting.** The use of time-out must have positive implications, including enabling the student to return to the classroom setting.

In circumstances involving students who receive special education services the IDEA requires the IEP team to consider positive behavioral interventions, strategies, and supports to address that behavior including the use of time-out. It should not be used as a punishment or as an indefinite removal from the classroom setting.

In all circumstances the student should be placed in a safe environment in which the staff can observe the student at all times and the necessary behavior identified which will allow the student to return to the general classroom setting.

Each time a student is sent to time-out or isolation must be documented including the efforts utilized prior to sending the student to time-out to modify or correct the disruptive behavior. That documentation should include identifying the precipitating behavior and the results of the use of time-out.