

## Time-out and In-School Suspension in the School Setting: A User's Guide for School Administrators

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### 3 Types of Time-out

- Isolation time-out: Requires a student be removed from the classroom or other area.
- Exclusionary time-out: Requires physically removing a child from a source of reinforcement.
- Non-exclusion time-out: Requires a student sit on the periphery of class activities.

(Goldstein, Glick, and Gibbs, 1998)

### Non-exclusion Time-out

- Least restrictive
- Student sits at the edge of the activity.
- Allows student to view the appropriate behaviors of classmates.
- Allows student to continue to observe the lesson.

### Exclusionary Time-out

- Physically removes the child from the source of reinforcement.
- Child moved to a "quiet chair" or corner of the room.
- Child moved to the hallway.
- Child moved to a "buddy" classroom.

### Isolation Time-out

- Most restrictive
- Method carrying the highest risk of misuse, student harm, political / legal scrutiny.

### Guiding Principles for Isolation Time-Out

- Gain parental consent
- Document attempts to understand the antecedent to the problem behavior.
- Distinguish and document attempts at positive behavioral reinforcement.
- Use a graded system of alternatives.
- The physical environment must be safe.
- Administrators must play a key role.
- The length of time should be reasonable and take the student's age into consideration.

## Parental Consent

- Isolation time-out as a pre-arranged strategy should be part of a student's individual behavior plan.
- Parental consent necessary.
- Fully define the time-out and show parents the area used.

## Attempt to Understand the Antecedent

- Use ABC chart.
- Look for patterns.
- Remove stimuli causing problem behavior if possible.
- Is time-out actually rewarding? (Is student being allowed to avoid something?)

## ABC Chart

student name \_\_\_\_\_ Date \_\_\_\_\_

Antecedent      Behavior      Consequence

## Distinguish and Document Attempts at Positive Behavioral Supports

- Positive reinforcement must outweigh aversive measures.
- Implement individual behavior plan.
- Make sure classroom is more reinforcing than time-out.

## Administrative Role

- Provide clear guidelines for use of time-out.
- Require documentation.
- Require evaluation.
- Have staff notify you when isolation time-out is in use.
- Continually evaluate.

## Length of time

- The shortest time necessary is the best rule.
- Do not place a set time on time-out.
- Time should take into consideration student age and ability level.

### Safe Physical Environment

- Rooms should not be locked.
- Student must be supervised and in view at all times.
- Room should be well ventilated.
- Room should be free of any objects that can cause harm.

### Use a Graded System of Intervention

- Isolation time-out is the most restrictive use of time-out and should not be used prior to other measures.
- In-service teachers regarding appropriate behavioral supports in the classroom.

### In-school Suspension

In-school suspension is a viable option to suspending students out of school if the suspension is pro-active in nature.

The proper use of in-school suspension requires planning, administrative monitoring, and constant evaluation.

### Criteria for Entry

- ISS should not be used for minor infractions.
- Teachers should receive in-service regarding pro-active disciplinary measures.
- Have set guidelines for entry.

### Student Understanding of Referral

- Thoroughly explain the reason for referral.
- Do not give too much individual attention. This could become reinforcing. Be short and to the point.

### Reflective Writing Prompts.

- Students respond to specific questions regarding their problematic behavior.
- Forces students to think through behavior.
- The writing must be reviewed and discussed with staff.

### Social Skills Training

- We cannot assume student knows / has skills.
- Social / behavioral skills must be formally taught.
- Skills must be defined, modeled, and practiced.
- “Homework” allows students the opportunity to use skills in “real life” settings.

### Appropriate Academic Assignments

- Do not allow “busy” work.
- Attempt to have work model what is happening in the classroom as closely as possible.
- Administrative monitoring is essential.

### Counseling

- Refer to school counselor
- Refer to inter-agency models: Refer, communicate, and plan with other agencies who can assist the student.

### Parent Communication

- Notify parents of a referral to ISS.
- Ask parents to follow up at home.
- Have parent input when planning behavioral supports.

### Data Collection, Functional Behavioral Assessment

- What is driving student behavior?
- Does student use ISS as avoidance?
- Is ISS working? How do you know?
- Use the data to plan and implement a behavioral support plan for the student.