

Student Time Out Guidelines

Background

Time-Out is a behavioural intervention that reduces or limits reinforcement for a brief time period to decrease or stop the pre-defined challenging behavior. The purpose of time-out is to reduce or stop the frequency of challenging behaviour.

Definitions:

Non-exclusion Time-Out (time out within the classroom or other instructional setting)

This type of inclusionary time-out does not remove the student from the learning environment or instructional setting. It is considered to be the less restrictive form of time-out where access to positive reinforcement is removed for a period of time.

Exclusion Time-out (time-out in a separate space outside of the classroom or instructional setting)

This type of exclusionary time-out does remove the student from the reinforcing activity or regular instructional setting. The student is supervised in an alternate location such as the learning commons, administration office, the counsellor's office or another classroom. Seclusion rooms are not to be used for exclusion time-out.

Procedures

1. Use and type of time-out used will be determined on an individual basis taking into consideration;
 - a. students learning needs
 - b. function of the behaviour
 - c. student's developmental age
 - d. environmental factors
 - e. other relevant information and input from parents/guardians.
2. Ongoing challenging behaviour will involve consultation with parents/guardians to create a plan to address the behaviour. (i.e Functional Behaviour Assessment (FBA) conducted, educational assessments, Individual Program Plan (IPP), access specialized expertise)
3. Rules, expectations about the time-out process should be explained to the student before implementing a time-out.

4. When exclusion time-out is part of the student's IPP informed written parental/guardian consent is required.
5. Seclusion rooms are not to be used for exclusion time-out.
6. Principals will make parents aware of processes for resolving differences, filing complaints or making appeals.
7. Time-outs for one block or more, are considered a suspension, and should be handled in accordance to AP 356 (Suspension)
 - 7.1 If a child has a Behaviour Plan, where working outside the classroom is an intervention, each instance may or may not be considered a suspension.

Reference:

Supporting Positive Behaviour in Alberta Schools: An Intensive Individualized approach - Alberta Education 2008
Guidelines for Time-Out in Alberta Schools (November 2019)
Education Act: 31-33, 197