

Timeout Policy

Purpose:

This policy is adopted to define the specifications applicable to the use of Timeout at Wildwood School, including the procedures and policy governing their use. The policy has been adopted to conform with section 19.5 of the Rules of the Board of Regents and Sections 100.2, 200.2, 200.7, 200.15, and 200.22 of the Regulations of the Commissioner of Education.

Definitions:

Timeout means a behavior management technique that involves the monitored separation of a student in a non-locked setting and is implemented for the purpose of de-escalating, regaining control, and preparing the student to meet expectations to return to their education program.

Emergency is defined as an unanticipated situation that poses an immediate concern for the physical safety of a student and/or others.

Procedures Governing the Use Timeout:

1. Timeout means a behavior management technique that involves the monitored separation of a student in a non-locked setting and is implemented for the purpose of de-escalating, regaining control, and preparing the student to meet expectations to return to their education program.
2. The term timeout shall not include:
 - a. a student initiated or student-requested break to utilize coping skills, sensory input, or self-regulation strategies.
 - b. use of a room or space containing coping tools or activities to assist a student to calm and self-regulate, or the use of such intervention strategies consistent with a student with a disability's behavior intervention plan.
 - c. A teacher removal, in-school suspension; or any other appropriate disciplinary action.
3. Timeout is authorized under very limited circumstances only when preventive steps are unsuccessful or infeasible and a student's behavior poses a threat of imminent, serious, physical harm to self and/or others where immediate intervention involving the use of

reasonable physical force is necessary to prevent such harm. Positive, proactive, evidence- and research- based strategies shall be used in an effort to reduce the occurrence of challenging behaviors, eliminate the need for the use of timeout, and improve school climate and the safety of all students.

4. Timeout may be used only when: other less restrictive and intrusive interventions and de-escalation techniques would not prevent imminent danger or serious physical harm to the student or others; there is no known medical contraindication to its use on the student; and school staff using such interventions have been training in its safe and appropriate application.

5. Prior to the initiation of a behavior plan that will incorporate the use of timeout, the parents or person in parental relation shall have an opportunity to see the room or physical space that will be used and provide the parent with a copy of the schools policy on the use of timeout.

Rules Governing the Use of Timeout Rooms:

1. In all circumstances, placing a student in a locked room or space or room where the student cannot be continuously observed and supervised is prohibited.
2. The student shall be continuously monitored by the staff member placing the child there or by another staff member who takes his/her place as long as the student remains there.
3. Physical restraint shall not be used as discipline or punishment, retaliation, or as a substitute for positive, proactive intervention strategies that are designed to change, replace, modify or eliminate a targeted behavior.
4. Timeout must be used in conjunction with a BIP except for situations that create immediate concerns for the physical safety of a student or others.
5. Staff shall return the student to their educational program as soon as the student has safely de-escalated, regained control and is prepared to meet expectations.
6. A student's IEP shall specify when a behavioral intervention plan includes the use of timeout, including the maximum amount of time a student will need to be in timeout as a

behavioral consequence as determined on an individual basis in consideration of the student's age and individual needs.

7. Under no circumstances shall a student remain continuously, without the opportunity for a change in environment, in timeout for more than twenty minutes at one time.
8. In a case where the student has not regained self-control within the designated timeframe and cannot be transferred safely to another activity, the staff member monitoring the student/ designee shall contact a member of administration and the behavior support team for assistance as needed or whenever the situation persists for more than an hour, whichever occurs first.
9. All staff shall receive annual training on the school's policies and procedures related to the use of physical restraint, evidence-based positive, proactive strategies; crisis intervention and prevention procedures and de-escalation techniques. Any staff called upon to implement timeout shall receive annual, evidence based training in safe and effective developmentally appropriate timeout procedures.

Standards Governing Timeout Rooms

1. A room or physical space used for the purposes of timeout may be located within a classroom or outside of the classroom and shall comply with the following requirements:
 - a. The room or physical space shall:
 - i. be unlocked, and any door must be opened from the inside. The use of locked rooms or physical space is prohibited;
 - ii. provide a means for continuous visual and auditory monitoring of the student;
 - iii. be of adequate width, length and height to allow the student to move about and recline comfortably;
 - iv. be clean and free of objects and fixtures that could be potentially dangerous to a student; and
 - v. meet all local fire and safety codes.
 - b. Wall and floor coverings shall, to the extent practicable, be designed to prevent injury to the student and there shall be adequate lighting and ventilation.
 - c. The temperature of the room or physical space shall be within the normal comfort range and consistent with the rest of the building.
2. Such rooms shall provide the means to enable staff to continuously monitor the student.



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3. The door shall remain unlocked and can, at all times, be opened from the inside.

Procedures for Notification and Documentation:

1. The parent or person in parental relation shall be notified on the same day when a student uses timeout, including timeout used in conjunction with a student's behavior intervention plan.
2. The school shall maintain documentation of each incident involving the use of timeout, including timeout used in conjunction with a student's behavior intervention plan which shall include:
 - a. the name and date of the birth of the student;
 - b. the setting and location of the incident;
 - c. the name of the staff who participated in the implementation, monitoring and supervision of the use of timeout and any other persons involved;
 - d. a description of the events leading to timeout including the duration;
 - e. whether the student has a current behavior plan;
 - f. a list of all positive, proactive intervention strategies utilized prior to the use of timeout and whether those strategies were consistent with a student's behavior intervention plan;
 - g. details of any injuries sustained by the student and/or others and whether the student was evaluated by the nurse;
 - h. date and method of notification to the parent or person in parental relation and whether a meeting was held; and
 - i. date of the debriefing.
3. Documentation of the incident shall be reviewed by supervisory personnel and, as necessary, school nurse or other medical personnel. Such information shall also be regularly reviewed by a member of the behavior support team to determine whether timeout is serving as an effective means of decreasing the target behavior identified on the student's behavior intervention plan. If it is determined that the use of timeout is not addressing the behavior identified, changes to the plan will be made as necessary.
4. Documentation of each incident shall be maintained by the school and made available for review by the Department of Special Education upon request.

5. As soon as practicable, and after every incident in which timeout is used on a student, a school administrator or designee shall:

- a. meet with the school staff who participated in the use of timeout to discuss:
 - i. the circumstances leading to the use of timeout
 - ii. the positive, proactive intervention strategies that were utilized prior to the use of timeout
 - iii. planning for the prevention and reduction of the future need for timeout which may include creation of or changes to the existing behavior intervention plan
 - iv. direct a staff member to debrief the incident with the student in a manner appropriate to the student's age and developmental ability and to discuss the behavior (s), that precipitated the use of timeout

6. A school administrator or designee shall regularly review documentation on the use of physical restraint to ensure compliance with the school's policy and procedures. When there are multiple incidents within the same classroom or involving the same staff, the administrator or designee shall take appropriate steps to address the frequency and pattern of use.

7. If a time out room is used in an emergency, the staff member placing the student there shall notify the behavior specialist, behavior specialist assistant, lead behavior specialist, and/or program coordinator immediately.

If a time out room is used two or more days over a period of two-weeks, the student's team shall develop an interim plan to share with the student's family. The plan shall describe the behaviors that precipitated the emergency use, which shall remain in place with the existing behavior plan, where applicable, until a functional behavioral assessment is completed and reviewed by the student's Committee on Special Education including the parents.

For classroom teams: using siderooms as a break space.

Allowed uses of siderooms:

The following are examples of allowed uses of the sideroom and may be used at any time:

- As a program space used for academic, leisure, and/or life skills instruction.
 - Staff must be following the student's supervision level in the classroom.
- As a break space for a student who requests and appropriately takes a break in the sideroom.
 - If a student has requested a break, the door may be open or closed according to their supervision needs.

- If a student has a supervision level of visual range in the classroom, staff must be able to see the student in the side room. The door may not be closed at this time.
- If a student is close proximity in the classroom and requests a break, the student may close the door. Staff should monitor the side room and check on the student every few minutes.
- As a space for a student to de-escalate who can do so without creating a safety risk for themselves or others.
 - If a student is using a side room to de-escalate, staff must be monitoring the student while in the side room regardless of their supervision level
- If there are multiple students in the side room, the door must be kept open AND staff must have eyes on students while they are in the side room.