

# **Time Out and Redirection Scripts**

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## Time Out and Redirection Scripts

### 1) Think time or planning desk in the classroom

I'm going to have you sit and make a plan to change your behavior.

Sit quietly and I will check on you in a few minutes.

Once you have completed a few quiet minutes I will ask you about your plan and then you are welcome to join the class.

*Give out tickets to others, increase recognition for others, award jobs or privileges. Make a point of facing away from the think area and actively engaging with other students. Ignore all minor disturbance from the think area and give a progress update after a minute or two.*

You've finished a quiet two minutes. After one more minute I will be back to work out a plan.

*When the student completes the time, tell the student what you want done differently upon their return and ask about how they plan to do it.*

*If the student is not completing the think time the right way you can provide one redirection and a warning. . .*

You need to sit quietly and make a plan. You are making too much noise so I can't give you any credit for the time so far. If you cannot stay quiet in the planning area, I will have you complete a time out outside the classroom. Remember, don't make your problem bigger.

*When the student is successful the student can work out a brief plan with the teachers and then return to the main part of the class. His/her magnet should be moved up slightly in the Green Zone.*

*If the student is not successful, he/she should move to the time out outside of class.*

### 2) Time out outside the classroom

I'm going to have you sit here and take some quiet time to get yourself under control.

You may come back into the classroom and complete your planning time after you have been sitting quietly for a couple of minutes. I will be correcting papers (*prove you are otherwise engaged*) while you are completing your time out.

*Make a point of facing away from the time out area and engaging in an activity of your own (e.g., correcting papers).*

## Redirection Scripts

*Ignore all minor disturbance from the time out area and give a progress update after a minute or two.*

You've finished a quiet two minutes. After one more minute we can discuss your plan for returning to class.

*When the student completes the time they should enter the classroom and sit at the planning desk for a brief period before joining the rest of the class. You may have an activity for the student to complete at the planning desk.*

You are ready now to finish your planning time. Let's get it done quickly and remember, this time don't make your problem bigger.

*If the student is not completing the time out the right way you can provide one redirection and a warning. . .*

You need to get settled, sit quietly and think about your plan. You are making too much of a commotion so I can't give you credit for the time so far. If you cannot sit here quietly I will have you complete a time out in the safety area. Remember, don't make your problem bigger.

### 3) Time out in the safety area (just outside the safety room)

I'm going to have you work on getting yourself under control in the safety area. Can you do that here or do you need to do that in the safety room?

*If the student opts for the safety area. . .*

I'm going to have you sit right here until you are ready to go through one of the calming exercises. As soon as you're ready we can begin and you can be on your way back to class.

*Ignore all minor disturbance from the safety area when the student is not quite ready for the calming exercises.*

I want to allow you to leave but first you have to get yourself settled enough for a calming exercise.

*Student is ready or requests a return to class.*

Okay, let's get started with the calm routine. Let's pick an exercise.

*. . . go through the exercise*

Let's see how that worked" (reflect on breathing, voice tone and content, body language, etc.)

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*. . . if more calm is needed*

Sometimes it's hard work to get calm, let's do that again" (or pick a different exercise)

*. . . if calm enough*

You did a nice job getting calm. That wasn't easy, now let's go back to class and have you make a plan after spending a few minutes at the planning desk. Let's get it done quickly this time, and remember, this time don't make your problem bigger.

*When the student completes the time they should enter the classroom and sit at the planning desk for a brief period before joining the rest of the class. You may have an activity for the student to complete at the planning desk.*

*If the student is not completing the time out in the safety area the right way you can provide one redirection and a warning. . .*

You need to get settled, stay safe, and get ready for one of the calming exercises. You are making too much of a commotion right now so we can't start the calming step. If you cannot get settled here I will have you complete a time out in the safety room. Remember, don't make your problem bigger.

### 4) Safety Room

You need the safety room to help you get yourself under control. You're not safe and you're not making progress here (safety area), you're just making your problem bigger. While you work on your problems in the safety room I will get some work done out here.

*When the student is somewhat settled in the safety room hold up a visual to show progress. This should happen after just a short time.*

This is your progress so far. Remember, the more settled you stay the quicker you finish this step. Finish the step so I can move the mat out of the way (or, in some cases, open the door).

*Regardless of their reaction, remove the visual and wait for another period of settled behavior and hold up the visual again to show more progress.*

*Redirection can be provided if progress is slow.*

I want to give you credit for some progress but when I just checked I noticed you were still screaming. Sit quietly for 30 seconds and I will give you the next progress step.

*When the student has been relatively settled for the determined amount of time move the mat aside (or open the door).*

You finished all the steps so I can move the mat aside (or open the door).

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*Go through the same visual procedure (showing progress) with the doorway open, until you have determined that the student is ready for the calming activity in the safety area. Also, the student can initiate this by asking for the safety area and meeting the condition you provide.*

Okay, let's get started with the calm routine. Let's pick an exercise.

*. . . go through the exercise*

Let's see how that worked" (reflect on breathing, voice tone and content, body language, etc.)

*. . . if more calm is needed*

Sometimes it's hard work to get calm, let's do that again" (or pick a different exercise)

*. . . if calm enough*

You did a nice job getting calm. That wasn't easy, now let's go back to class and have you make a plan. Let's get it done quickly this time, and remember, this time don't make your problem bigger.

*You may have an activity for the student to complete at the planning desk.*

### 5) Problem Solving

*This is not an additional time out step. This is the step that takes place after each successful time out regardless of where the time out took place (safety room, safety area, time out desk, planning desk, etc.).*

You needed a time out because \_\_\_\_\_ (tell the student what they did wrong and what they have to do differently next time). You could have asked for help, asked for a break, or (name a solution that fits the situation). Next time, solve your problem instead of making it bigger. Do you understand?

*Sometimes students have a need to tell their side of the story. This is okay, but misperceptions must be cleared up before a plan is made and before the student rejoins the class.*

I can see why you might have thought that and I understand that you didn't notice everything that was going on at that time, and maybe it sounded that way to you, but this is what really happened (this is what happened, this is what was meant by that). Do you understand? Remember, you may not have all the information you need, but don't jump to the wrong conclusion. Ask a question to clear things up or take a break so you can see things more clearly.

## Redirection Scripts

*Many students want to talk over their problems while in a time out. They should be told. . .*

We can talk this over after you finish the time out. What you have to say is important, so finish your time quickly so I can listen to what you want to tell me.

*Sometimes, as part of the problem solving process, it is important to review the time out flow chart with the student. This is an opportunity to make the point that the student could have solved the problem at a much earlier point instead of making it bigger. It is also a way to reinforce that the time out procedure will always be the same (the visual doesn't change based on their coercive behavior).*