

Appendix A

Time-out Evaluation Checklist

TIME OUT EVALUATION CHECKLIST

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Directions: Qualified supervisors and consultants may use this form to assess teachers' use of timeout and provide appropriate feedback. Observations should be made on at least three separate occasions (different days) and deficiencies in the application of specific procedures should be corrected with appropriate remedial activities (e.g., modeling, direct instruction, discussion, and referral to informational resources).

Teacher _____ School _____

Evaluation _____ Date _____

Criterion	EVALUATION (Deficient, Satisfactory, Excellent)	Comments and Remedial Suggestions
1. Classroom rules are appropriate and posted.		
2. Hierarchy of planned consequences is appropriate; location of time out in hierarchy is appropriate.		
3. Time out location (s) is/are appropriate.		
4. Teacher can explain decisions regarding when time out is used, and which level is employed.		
5. Written time out procedures are appropriate (evaluate each separately). <ul style="list-style-type: none"> • Warning signal. • Verbalized explanation to student when giving time out. • Decision rules (i.e., time out levels). • Due process procedures. • Duration of each time out, and how duration is monitored. • Desired student behavior in time out. • Procedures for release from time out. • Time out data sheet. • Decision rules for evaluating time out. 		
6. Alternative interventions have been developed and are appropriate.		
7. Procedures for training pupils to take time out are appropriate and effective.		

	YES	NO
8. Teacher observed administering time out.		
9. If yes, were procedures specified above followed?		
10. If yes, did student take time out appropriately?		
11. If yes, was time out successful in controlling student behavior?		
12. If yes, was time out the most appropriate intervention?		
13. If no, was time out intervention needed, but not used?		
14. If no, was classroom management effective?		
15. If no, was alternative intervention applied effectively?		

Comments:

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