

Time Out or Seclusion?

Time out will be implemented as part of a behaviour plan and might include:

Preventing a person being involved in the activities which reinforce their target behaviour until the behaviour stops and the person engages appropriately;

Asking/instructing the person to leave the activity and return when they feel ready to be involved and stop the behaviour that is of concern;

Accompanying the person to another setting and preventing them from taking part in the activity they were undertaking/ participating in for a set period of time;

Time out should be implemented as part of a structured behaviour plan. The purpose of using 'time out' is to achieve a change in a person's behaviour over period of time when used alongside other behaviour interventions as part of an individual support plan. Importantly, the implementation of time out is not contingent on placing a person in a specific room.

Questions to ask...

- Does the person access the room or space voluntarily?
- Is the person accompanied by a support worker/ teacher or other person in the room?
- Can the person leave the room independently? Do they know how to get out of the room or area?
- Is the 'time out' part of an assessed and agreed behaviour plan that includes short term and long term goals?
- Can the time out strategy be implemented outside of the area where the person lives, works or is educated?

If the answer is yes to most of the above it is likely that you are using a time out strategy.

- Do support staff or teachers or others take the person to the room or space?
- *Is the person left in the room or space alone?*
- *Is the person unable to leave the room independently or cannot understand how to leave the room when they choose to?*
- Do people watch/monitor the person from outside the room?
- Is the practice dependent on a room or space which is available at the place the person lives, works or is educated?

If the answer is yes to the above the practice is more likely to be seclusion, and may be illegal.