

Time-out

HOW TO ENCOURAGE STUDENTS TO CHANGE THEIR BEHAVIOUR?

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Concept

- Seperate time-out class, based on the playground.
- Free accessibile for students and teachers from 8h45 till end of classes at 15h40 (also during breaks).
- Permanent presence of student counselors.
- Goal of time-out differs from cool down – punishment until part of a specific care plan.

Student counselors:

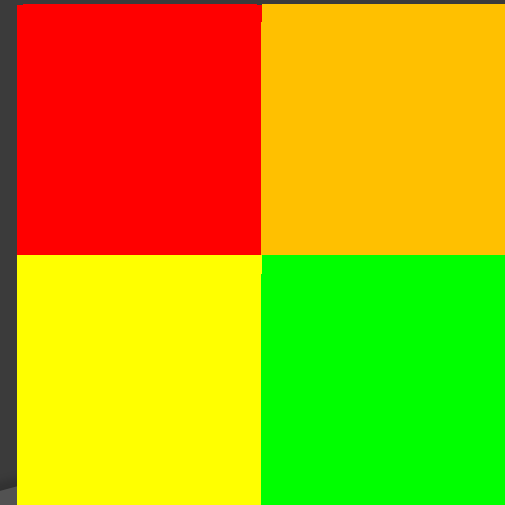
- Tine Mus: psychologist
- Hanne De Deyne: orthopedagogue
- Anne Wens: educator
- Marianne Warmenbol: support staff.
- Kid Totté: educational staff member.
- Laurie Verbist: Jo-Jo (educator in training).

Several situations that require the usage of time-out:

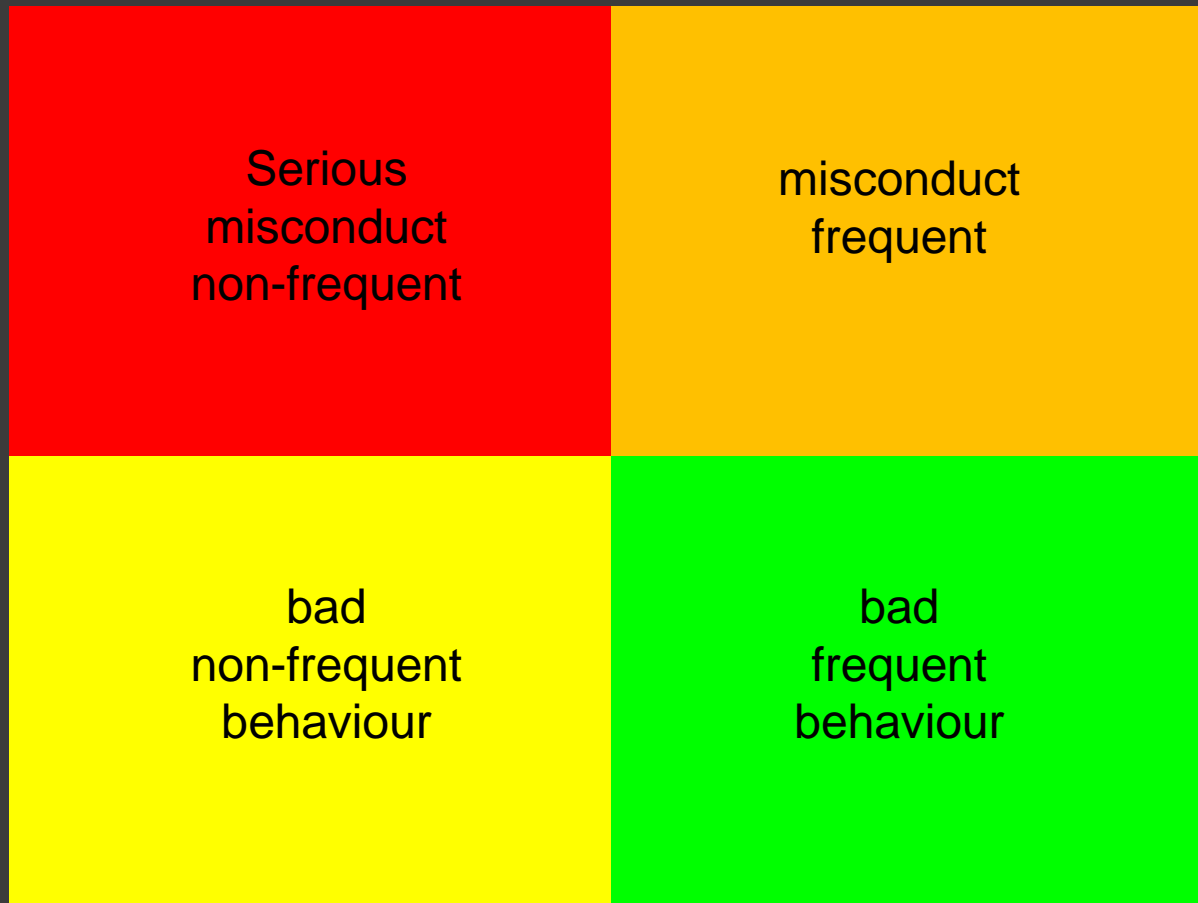
- Student misbehaves in class for example keeps talking, teacher asks student to go to time-out (as punishment).
- Students have a conflict at the playground and are sent to time-out to resolve their conflict.
- Student asks permission to go to time-out to have a conversation with a student counselor.
- Student is punished and can't enter the class room, he or she has to make tasks in the time-out class.
- Student has a specific care plan that contains an individual timetable.

Vision: Model of 4 drawers:

- Participation of the whole school team to construct this model.
- Translated in a specific action plan for our school.
- At the start of the school year teachers get (re) informed about this general vision.



4 drawers represent 4 kinds of behaviour students may have:



- **Personal physical aggression**
- **Verbal aggression/threatening others**
- **causing fire on purpose**
- **Vandalism**
- **Drugs (usage-possession-dealing)**
- **Theft**

- **Verbal aggression that causes an unsafe feeling (scolding,...)**
- **Physical aggression.**
- **No respect for others or materials.**
- **Bully others**

- **Inadequate/disturbing behaviour (being rude, impolite, ...)**
- **Lack of school equipment**
- **Arriving too late at school**
- **Eating in the class room**
- **Usage of mobile phone in the class.**
- **Smoking at school.**

- **Being impolite/rude.**
- **Bad maintenance of school agenda/school equipment.**
- **Arriving too late.**
- **Not keeping to agreements.**

Interventions on each level:

SEVERE PUNISHMENT

Start disciplinary procedure

RECOVERY

- **Punishment**
- **Behavioral motivation?**
- **Encouraging positive behavior.**

CREDIT

- **Non-frequent behaviour**
- **Warning not punishment**
- **Investing in conversation**

HELP

- **Involving parents**
- **Creative solutions to acquire behavioral change**
- **Motivational speech**

Translation in an action plan

- Contains a range of guiding and disciplinary actions.
- Educational staff decides in dialogue with student counselors about the strategy to use.
- Cooperation with CLB
- Requires parental commitment.
- Very individual.

GUIDING MEASUREMENTS:

- ⦿ Dialogue student-teacher/counselor
- ⦿ Parent meeting
- ⦿ Aanmoedigingskaart (encouragement card)
- ⦿ Overeenkomst (individual care plan)
- ⦿ Participation in an external time-out project.

Encouragement Card

- ⦿ Important point to work on (as decided at the teacher's meeting).
- ⦿ End of each lesson evaluation
- ⦿ During 5 weeks

Individual care plan

- ⦿ In dialogue with student and parents
- ⦿ Focus on care and prevention of negative behaviour.
- ⦿ Regular follow-up by a person of trust (teacher or student counselor).
- ⦿ Expectations on behavioural change are explicitated.
- ⦿ Engagement in an external time-out project.
- ⦿ If necessary individual adapted schedule.

External time-out projects

- Cooperation with external organisations who organise such projects about specific themes.
- For individual students (groups are composed of students of different schools).
- Period can differ between one week to several weeks.
- Focus on learning students how to cope with their emotions and how to drop the expression of those emotions in negative behaviour.
- Follow-up of the project – integration in the individual action plan at school.

DISCIPLINARY MEASUREMENTS

- ⦿ Time-out as punishment for negative behaviour.
- ⦿ In case of repeatedly negative behaviour team of teachers in dialogue decide on which actions should be taken.
- ⦿ Leefregel 'rule of life',
- ⦿ Contract : last chance before start of disciplinary procedure.

Leefregel

- ⦿ Description of the negative behaviour.
- ⦿ Consequences of repeating this negative behaviour.
- ⦿ Differs from detention to class or school suspension.
- ⦿ In case of physical aggression immediate school suspension and teachers meet to decide whether the disciplinary procedure needs to be started or not.

Contract

- ⦿ In case of several incidents with aggression impaired.
- ⦿ In case of such negative attitude teaching the student becomes impossible.
- ⦿ In case of no motivation or engagement to change behaviour.
- ⦿ Stipulates that this is the last chance and the next step will be school suspension and start of the disciplinary procedure.

DISCIPLINARY PROCEDURE

- ⦿ Minority of the students
- ⦿ In case of severe physical aggression or if the rules of the contract were broken.
- ⦿ Suspension and a disciplinary interview with the principal.
- ⦿ Afterwards the principal decides in dialogue with the teachers staff if the student can stay at school or is suspended definitive. In that case the CLB helps the student to find another school.