Timeout Committee Meeting
March 6, 2017

Attending: Eliza Proctor, Kirsta Scranton, Brenda Bassingthwaite, Lisa-Ann Johnson, Sean Casey, Beth Burnett, Marge Hootman, Courtney Micheel, Brandi Moon, Phil Lala, Mary Roberts, LaTasha DeLoach, Jane Fry (minutes by Denise Yoder)

(See PowerPoint for Discussion Points)

Carousel Activity Responses:

1. **The benefits of having a timeout room available:**
   a. Safety for adult/child/other students
   b. Less time in restraint
   c. If self-initiated:
      i. helpful for regulating/containment
      ii. Less stimulation space
      iii. Restricts/few access to items
   d. Data on usage to inform BIP
   e. May be more calming for students in crisis vs. restraint
   f. Less time in restraint
   g. Privacy in special education room vs. general education room office or hallway
   h. Other students aren’t observing restraints

2. **Data/Information that I still need in order to make an informed recommendation:**
   a. Number of unique teachers referring
   b. How long are incidents – how long in timeout?
   c. Percent of special education vs. regular education using rooms
   d. Behaviors leading to referral
   e. What are buildings without timeout rooms doing in place of using them?
   f. Demographics of use – broken down graphics of school
   g. How often do school CPI teams meet?
   h. How often are teams reviewing data in order to make changes to the BIP based on the amount of timeout room use?
   i. Trauma informed Care – how can we ensure we are recognizing/honoring signs
      i. History of trauma
      ii. Mental health 1st aid
   j. What is the research around the trainings? Impact of training?

Suggested Actions

- Professional development day – welcome back day – provide verbal de-escalation training
- Video for parents on verbal de-escalation
3. **Questions I still have about timeout rooms:**
   a. Training for all staff and retraining
   b. How can we reduce the need to use them?
   c. Do we need them in all of the schools? Mobile, based on need?
   d. Materials/color: Can/should they be updated?
   e. How do we share information to the community about timeout rooms and other strategies that we use?
   f. General education vs. special education
   g. What constitutes a crisis? (Subjectivity with safety risk)
   h. How can BIP (safety plan) be less ambiguous?
   i. What to other school without timeout rooms do?

4. **Concerns about timeout rooms and their use include:**
   a. Communication home
   b. Disproportionality by gender, race, grade, school, SES
   c. Physical space
   d. Dispell myths
   e. Misuse/overuse – What other strategies are not being used if this is overused?
   f. Does mixed use of timeout room lead to mixed messages?
   g. Mental repercussions
   h. Consistent/objective implementation
   i. Do we have the right training or the right amount (on-going)?
   j. Continue mental repercussions: destroy rapport, bias
   k. Training/authority over-ruling procedures?/oversight of use and training