CES NEWSLETTER
May 2023

Feature Article

The Adverse Effects of Using Time-Out to Modify School Children's Behaviors

1. Introduction

The purpose of this study is to investigate the efficacy of time-out as a means of modifying school children's behavior. Time-out is a common behavior management strategy used in schools and homes. It is usually used as a consequence for inappropriate behaviors.

The research showed that time-out is an ineffective and harmful behavior management strategy. It can lead to increased levels of anxiety and aggression in children. It can also negatively affect the parent-child relationship.

2. What is Time-Out?

Time-out is a disciplinary technique which involves temporarily removing children from the environment in which undesired or disruptive behavior was occurring. A "time-out" situation typically involves sending the child to a designated area away from the environment where the misbehavior was observed. Depending on the rules of the particular time-out, there may be certain activities the child can do while in the time-out area.

Time-out has been used as a behavior management technique by parents and teachers since the early 1970s. It was initially used by child psychologists as an appropriate alternative to physical punishment. The idea is to give a child a break and time to think about why their behavior was inappropriate.

The length of time-out depends on the child's age and the behavior that is being disciplined. Generally, the time-outs for younger children (ages four and under) should last between one and two minutes. For older children, the time-out can last from three to five minutes. It is also important to note that a time-out must not be punitive in nature, but instead should be used as a tool for teaching appropriate behavior.

3. The Different Forms of Time-Out

Time-out can take many forms. There are a variety of methods parents, teachers and counselors can use to help a disruptive child.

Here are a few of the more common types of time-outs:

1. The Chair Time-Out: In this form of time-out, the child is placed in a chair in a designated area away from the activity. The child is asked to focus on the activity for a specific period of time. This type of time-out is best for children aged three or four.

2. Separation Time-Out: This form of time-out involves the child being separated from the activity and not allowed to participate in it. The child is removed from the situation and sent to a separate area, such as a quiet room or isolated spot, to sit quietly until the time-out has been completed.

3. Activity Time-Out: This is a variation of the Chair Time-Out where the child is asked to do a specific activity while they are in the time-out area. This could involve coloring, playing a game or engaging in some other structured activity.

4. Ignoring Time-Out: This type of time-out uses the power of ignoring the misbehavior rather than reacting to it. During the time-out, the adult reacts as if the child is not even there. Whichever form of time-out is used, it is equally important to discuss the misbehavior with the child.

4. The Adverse Effects of Time-Out

When used the wrong way, time-outs can have adverse effects on children and can lead to more difficult behavior. That is why it is important to ensure that the time-out is administered in a constructive and consistent manner. The following are some potential negative outcomes of using time-out as a form of discipline for school children:

1. Stress: When children are punished with time-out, it can be very stressful for them. This can lead to feelings of being unsafe, insecure and helpless.

2. Loss of Trust: When a child is sent to the corner with a timeout, it can erode the trust between the teacher and student. This can lead to fear and further misbehavior, as the child will associate the negative punishment with their interaction with the teacher.

3. Self-Esteem Issues: Time-outs can hurt a child's self-esteem, especially if it is used as the primary form of discipline. This can lead to the child feeling like they are not worthy, or that their actions are wrong.

4. Increasing Misbehavior: When a child is punished with a time-out, they may respond with more disruptive behavior in the future, leading to an escalating pattern of misbehavior.

5. Conclusion

In conclusion, it is important to ensure that time-outs are used as a form of discipline for school children in the correct and consistent way. Taking the time to choose the correct method of discipline is important to ensure that the desired behavior is achieved and that the child is not exposed to any potential adverse effects.

Ultimately, the most important thing is to provide a safe and healthy learning environment for children and to ensure that they are given the opportunity to thrive and reach their full potential. Careful use of discipline and positive reinforcement are essential in achieving this.

Note: This article was created using an AI tool called BlogWriter. It took about two minutes to generate the article, having provided to the tool a topic worded similarly to the title. Wow, huh?!

Order Corner

When accessing the Bluebook online, there are a couple of things you can do to make your experience go more smoothly:

1. Setting a bookmark for the actual Bluebook page introduces errors into the login process.

   INSTEAD: Go to the CES homepage (www.ces.org) and set your bookmark. Then anytime you need to access the Bluebook, begin at the CES homepage and select the 'Bluebook' link in the upper right corner.

2. Logging out then back in within a tab that has been in use through two or more logins often introduces errors into the login process.

   INSTEAD: Always begin your login process by opening a new tab or window in your browser and go from there.

Job Opportunities

Ancillary Positions Open

- Adaptive Physical Educator – Region 4
- Audiologist – Regions 1, 3, 4
- Behavior Management Specialist – Region 4
- Certified Occupational Therapy Assistant – Regions 2, 4
- Certified Orientation Mobility Specialist – Regions 4, 8
- Diagnostician – Regions 6, 8
- Occupational Therapist – Regions 1, 2, 3, 4, 7
- Physical Therapist – Regions 1, 2, 4, 6
- Registered Nurse – Regions 1, 2, 3, 4
- School Psychologist – Regions 2, 3, 4, 8
- Social Worker – Regions 2, 4, 8
- Social Worker (Regular Education) – Region 2
- Speech/Language Pathologist – Regions 1, 2, 4, 6, 7, 8

Watch for CES job postings on www.indeed.com.

Procurement News

1) Strategic Partnership w. AT&T Global Business
- School Bundle created and in Bluebook
- $500K "COPS" federal grant available to all school districts. AT&T has people on staff ready to help schools with the application.

2) Current & Upcoming Solicitations:

RFP #	RFP Description	Release	Pre-Prop.	Due	Tentative Award
2023-13	AEPA 23.5 - 023.5-B Playground & Recreational Equipment	1/16/23	2/6/23	2/28/23	April 2023 AEPA Meeting
2023-15	Indoor/ Outdoor Seating, Lockers, Sports Padding	3/13/23	3/21/23	4/07/23	4/26/23
2023-16	Playground, Recreational, Pool, Waterparks	3/13/23	3/21/23	4/07/23	4/26/23
2023-17	Athletic Surfaces, Turf, Tracks, Courts	3/13/23	3/21/23	2/28/23	4/26/23
2023-18	School Business Office Management	3/13/23	3/21/23	2/28/23	4/26/23
	2020-01 Utility Vehicles, Grounds Maintenance Equipment Exp. 8/14/23	5/15/23	5/23/23 (10:00 am)	6/16/23	6/29/23
	2020-13 Structured Cabling Services, Exp. 10/24/23	5/15/23	5/23/23 (10:00 am)	6/16/23	6/29/23
	2020-16 Manufactured Housing, Exp. 11/4/2023	5/15/23	5/23/23 (10:00 am)	6/16/23	6/29/23
	2020-21 Road and Landscape Materials - Asphalt, Gravel, Rock, Sand & Concrete; Exp. 12/17/2023	5/15/23	5/23/23 (10:00 am)	6/16/23	6/29/23

Calendar of Events

5/2 National Teacher Appreciation Day
5/5 Cinco de Mayo
5/8 V-E Day (Victory in Europe Day)
5/10 School Nurses Day

5/14 Mother's Day
5/29 Memorial Day

MAY 2023

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

An Important Role Is Determining Progress Toward Goals

May 2023
By Cindy Soo Hoo, TAP Consultant

It's almost the end of another school year! Are you counting down the days? No doubt, students had a school year full of learning opportunities. Now, everyone is looking forward to a summer of fun! With the school year coming to a close, there are many duties and responsibilities yet to be performed. One of the final responsibilities for the school year is determining progress toward goals for students.

Previously, we discussed the importance of having a comprehensive present levels of academic achievement and functional performance (PLAAFP) section of the Individualized Education Program (IEP) in order to determine appropriate goals for students. This section of the IEP lays the foundation or baseline of what the student can do. Providing a concise PLAAFP provides the IEP Team with information to not only determine appropriate goals but also determine the appropriate supports and services the student needs.

In turn, goals developed for the student are based on a comprehensive and concise PLAAFP. As a result, they focus on what the student is expected to accomplish, typically within a 12-month period. While the goals should be challenging for the student, they should be attainable within that time frame.

Determining progress toward goals provides instructional staff and parents with information on how the student is performing toward achieving the goals. It is important to monitor the student's progress toward goals to ensure the student is on target and making appropriate progress. This will provide the parent, teacher and other service providers with pertinent information as to how the student is responding to the instruction and whether changes to the instruction are warranted or if an IEP may need to be scheduled to address any lack of progress.

The Individuals with Disabilities Education Act (IDEA) requires the IEP to include the following regarding progress toward goals:

34 CFR §300.320 (a)(3)

A description of—
(i) How the child's progress toward meeting the annual goals described in paragraph (2) of this section will be measured; and

(ii) When periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.

Determining progress toward goals is often referred to as evaluation criteria. Well-written evaluation criteria are stated in objective and measurable terms. The purpose is to determine how the instructional staff would proceed in monitoring how a student is progressing toward each goal and whether the student is on course for mastery within the specified time frame. They would be determining:

1. How will the child's progress be measured?
2. When will the child's progress be measured?
3. How well will the child need to perform to achieve his or her stated IEP goals (and, for some children, benchmarks, or objectives)?

Determining how progress will be measured should be included in the goal that has been developed for the student. In this way, the goals measured will be consistent with the identified measuring tool(s) the IEP Team has deemed appropriate. The goal below indicates the manner in which the student's skills will be measured.

> Within one year and given geometric formulas, Henry will calculate the perimeter of two-dimensional figures with 80 percent accuracy in three out of five trials as measured by daily work and unit tests.

Other measurement tools might include the following:

- Behavior checklists
- Curriculum-based measurement probes (e.g., reading, math)
- Chapter test scores
- Teacher-made assessments
- Homework samples
- Daily observations

Determining when a student's progress will be monitored is often based on the functioning level of the student and the nature of the goals/objectives that are being measured. For some students, monitoring progress toward goals may need to occur on a frequent and regular basis. For other students, it may be appropriate to monitor progress less frequently. Examples of these might include:

- Every two weeks
- At least three times per week
- At every reporting period
- Weekly during reading instruction
- Beginning of the year, middle of the year and end of the year reporting periods
- Every two weeks during math instruction
-

Determining how well a student has performed the goal needs to be stated in objective and measurable terms as well. We refer to this as criteria by which the student is to demonstrate mastery of the skill. As an example, with the goal listed below, each progress monitoring opportunity would include the percentage of accuracy the student demonstrated the skill for a minimum number of three attempts in a total of five opportunities.

> Within one year and given geometric formulas, Henry will calculate the perimeter of two-dimensional figures with 80 percent accuracy in three out of five trials as measured by daily work and unit tests.

Other examples of criteria could include:

- Perform a task with 85% accuracy during 3 out of 5 observations
- Read at a rate of 95 words per minute with less than 5 errors on 2 out of 3 reading passages
- Begin working on a task with 2 or fewer prompts from the teacher 4 out of 5 days
- Spells 30 words dictated at 7th grade level with 100 % accuracy
- When approached by a peer, runs away less than 10% of the time
- Unexcused absences averaging less than I per week

Just as the PLAAFP and goals need to be concise and comprehensive, so does the reporting of progress toward goals. The more details that are provided, the more information

instructional staff have as to the progress a student has made and the need, if any, to make changes to the instruction. The example below does not offer any information as to how well the student is progressing toward his goal. Including only information regarding grades does not provide parents or staff with information as to how the student is progressing toward mastery on a specific skill. These progress toward goals statements appear to have no connection to the goal that has been designed for the student.

GOAL: In order to support Nathan's post-secondary education goal of working in the field of journalism, he will, in one year's time, increase his vocabulary and comprehension skills to assist in analyzing the central idea of a text by one grade level, as measured by curriculum-based assessments, work samples and teacher observations.

PROGRESS TOWARD GOALS: Nathan has been able to maintain a passing grade in English, World History and Chemistry. However, he misses a lot of school which has affected his grades. His current grades are: Geometry: 52%, World History: 71%, English 10: 85%, and Chemistry: 72%

A more comprehensive example of progress toward goals would include the progress toward mastery regarding the specific skills that are being measured and would relate to the goal that has been developed for the student.

GOAL: In one year's time, in a small group or one-on-one setting, Emma will be able to identify the main idea in a variety of texts she reads using strategies such as highlighting key ideas and details with 80% proficiency in 3 out of 5 opportunities as measured by curriculum-based measures, daily work samples and teacher documentation.

PROGRESS TOWARD GOALS: Emma is making progress in identifying the main ideas of the stories she has read. She uses strategies such as highlighting key details, looking for repeated words and phrases and jotting down thoughts and ideas while reading. Since the last reporting period, she has progressed from identifying the main idea of a story 50% of the time to 75% of the time. Highlighting text and other strategies have proven successful for her.

In conclusion, monitoring progress on a regular basis commensurate with the student's individual needs is of great importance. It relies on strong present levels of performance information which, in turn, creates opportunities for comprehensive and measurable goals in which to drive instruction. Monitoring progress assists in determining whether the teaching toward the goals has been effective or whether instructional strategies may need to be altered.

The information included herein is not intended to provide legal advice. Should you need legal advice or guidance on any issue involving special education, please contact the appropriate person for your district.

The Reading Room: Tips and Tricks - FLUENCY

We are dedicating this month's Reading Room to fluency. Fluency is not JUST how fast we read. It is also the flow with which we read. When fluent readers read out loud, it should sound as if they are speaking. When readers mirror spoken language in read a-louds, it supports comprehension and can make reading really FUN.

A slow, labored rate of reading impedes comprehension. It pulls the reader's attention away from the meaning of the text and overloads the reader's working memory. In other words, if readers are using all their effort to decode and read the words, comprehension is non-existent. Developing fluency requires intentional practice, and research suggests that the most effective practices for improving fluency are the ones that involve repeated reading of words and texts.

These are some great examples to help readers with fluency:

- Rapid Word Recognition

    The rapid reading of single words can help improve speed and comprehension of text reading. By using reading charts before reading a passage, students can help keep the words in their working memory.

- Decodable Text

    Decodable texts provide practice with a limited number of sound-symbol correspondences and high-frequency sight words. Decodable texts build accuracy, rapid word recognition, and independence with reading new words because readers are able to sound out most words.

- Repeated Reading

    Repeated reading is another one of the most effective ways to improve fluency. Repeated reading of the same passage (three to four times) provides the exposure needed to increase a reader's memory for the recognition of words.

- Developing Prosody

    The smooth, rhythmic flow of oral reading is called prosody, and intonation and phrasing are two of the features of prosody. Intonation includes the inflections that are signaled by punctuation marks. This would be like pausing at commas, stopping at periods, or adjusting tone at question marks or exclamation points. In addition, phrasing is the grouping of words together into meaningful units without taking a breath. Prosody allows the reader to imitate spoken language. When oral reading sounds like speaking, it is easy for the

reader to attend to the meaning of the text.

- Comprehension

  Because comprehension is the goal of fluency training, comprehension should be assessed with a few oral questions during and after reading the passage.

- Choosing a Passage

  The passages for fluency are usually those that the reader can read with around 95% accuracy. For example, no more than five errors in the first 100 words at an independent level. However, any passage that the reader can read with no more than 10 errors in the first 100 words is appropriate for fluency practice. The goal is to move the student to reading grade-level passages with accuracy, appropriate speed, prosody, and comprehension.

- Measuring Rate and Accuracy

  Reading rate and accuracy should be recorded regularly and need to be assessed on a one-to-one basis. Usually, the best method for doing this is to have the student read a passage for one minute. The teacher records any errors, and at the end of the minute, the teacher counts the total number of words read. The total number of words read represents the rate and is recorded as words per minute (wpm). The number of words read correctly is divided by the total number of words read and then multiplied by 100. This number represents the reader's accuracy and is

recorded as a percentage. For example: The student read 95 wpm. The student got 82 of the words accurate. 82 divided by 95 = .8631 x 100 = 86%.

- Average Oral Reading Rates

  The average rate for a first-grade reader is around 50-80 wpm. By the middle of second grade, the rate should be around 100 +/- 15 wpm. By the end of fifth grade, the rate of 120 – 150 is average, and after that, and oral reading rate of 150 wpm on grade level is adequate to sustain attention and memory for comprehension.

Resources:

Information, activities, and chart generators
https://mtss.education/wp-content/uploads/2017/04/1-Improving-Reading-Fluency.pdf
https://ogsupport.imse.com/docs/lessons/fluency/rapid-word-chart/

Decodable Texts
https://www.readingrockets.org/article/what-are-decodable-books-and-why-are-they-important

Prosody
https://wisewordsliteracy.com/help-children-read-with-fluency-and-expression/
https://www.continentalpress.com/blog/helping-ells-develop-prosody/

For questions, please contact:

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Jessica Powell - jpowell@ces.org

New CES Staff

I am Janet Sisneros, the new Receptionist at CES. I am an Albuquerque native but have lived away for 19 years. I spent 12 years in Delta Junction, Alaska, where I enjoyed fishing, hiking, and raising miniature sheep. We spent the last seven years in Santa Maria, California, where I enjoyed the beautiful weather and learning about wine and picnicking with my husband Michael and our family and friends. I also enjoy traveling and was fortunate enough to visit Italy, Greece, and Turkey last May. We are home to stay now and have been enjoying the amazing food and spending time with our immediate and extended family.

Hi! My name is Victoria Webb, a new member of the Purchasing Specialist Team. I worked for the last 16 years at a manufacturing plant as Lead Machinist and then as a Production Planner and Project Coster. I like to spend my free time hiking, camping, reading, sewing, and hanging out with my animals. Thank you for the warm welcome to CES!

Bulletin Board
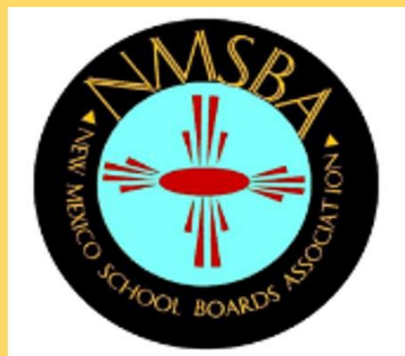
2023 School Law Conference

June 1-3, 2023, Embassy Suites Hotel, Albuquerque, NM

The New Mexico School Boards Association and the Cuddy and McCarthy Law Firm will host the 44th Annual School Law Conference for school board members, superintendents and school personnel. The conference features presentations on the latest legal issues facing public education and includes numerous breakout sessions to assist new and veteran school board members, administrators and educators.

The Technical Assistance Program (TAP) would like to thank all dedicated educators across the state for utilizing TAP services and participating in TAP complimentary presentations.

Due to May being an exceptionally busy month for educators with end of the year activities, preparing for Extended School Year or Comprehension Education Services, TAP will NOT be providing complimentary ZOOM interactive presentations in MAY.

TAP services are provided year-round. If your school or district is interested or in need of a specific TAP topic presented either via ZOOM or in person, please contact me via email, lgarcia@ces.org, or TAP Hotline, 505-985-8454.

TAP consultants will be updating and adding pre-recorded webinars over the summer to the complimentary "TAP Hot Topic On-Demand Library", open 24/7 which includes over 60 topics. The direct link to the library, cestap.org

The two monthly TAP articles, "Compliance Corner" by Cindy Soo Hoo and the "Reading Room" by Chris Fox and Jessica Powell will conclude in May and will resume in August. Both articles provided this current school year will be archived and available for viewing on the CES website, www.ces.org, under "Announcements."

TAP looks forward to starting the 23-24 school year off in September with new and updated topics to support your knowledge base on special education services and legal obligations for students with disabilities. TAP presentation registration fliers will be distributed and posted on the CES website in early August.

Wishing all dedicated and hard-working educators a safe and relaxing summer break! 😎

Loretta Garcia, TAP Coordinator
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TAP Hotline: 505-985-8494
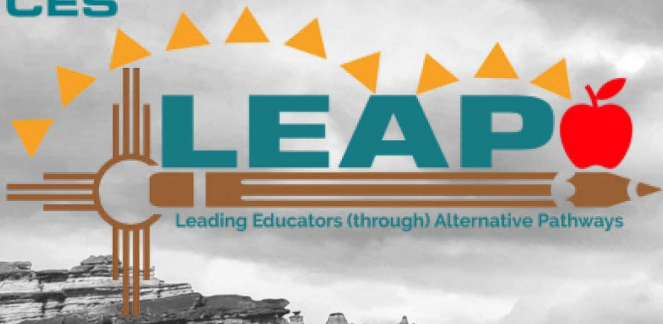
New mexico's Statewide Teacher Preparation Program for Professionals Seeking an Alternative Licensure Pathway

CESLEAP.org

State PPSC Board and NMPED Approved

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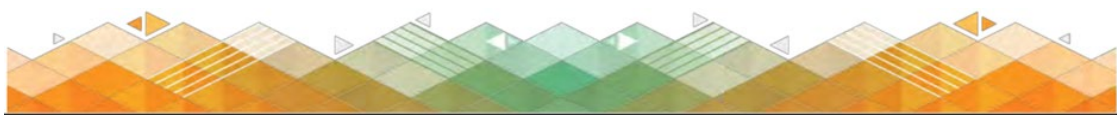- ✓ *Dual Licensure*

LEADERSHIP   ENGAGEMENT   ACHIEVEMENT   PERSEVERANCE

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