

Boring Room Procedures and Handling Noncompliance

Here is the procedure to follow to handle students who are chronically noncompliant and non-responsive to requests to go to the boring room and serve in-school time-out.

1. Teach students the behaviors that will earn an automatic placement in the boring room (zero-out behaviors). Make sure the students are crystal clear on the behaviors. Give them a quiz to check for understanding. I would also pair this lesson with a discussion of the behaviors that can avoid boring room.
2. Instruct the students that if they choose to not follow directions by refusing to go to the boring room, they will receive additional time in the boring room for every minute they choose to not follow directions (e.g., an additional 5 minutes for every minute of noncompliance). Keep a timer and calmly remind the student that the best choice is to use a cool down strategy and make a choice to either go to the cool down spot or the boring room to get it over with.
3. Develop a cool down spot out of sight from peers. If the student is noncompliant, give the student a choice to, either use the cool down spot for 5 to 10 minutes to regain emotional control and prepare to go to the boring room, OR go straight to the boring room. Let the student know that in the cool down spot when timer is stopped, it is time to transition to the boring room. If the student follows your instruction, he is under your instructional control. At the end of 5 to 10 minutes, escort him to the boring room. If the student chooses to be noncompliant at this point, start the timer and remind the student he is earning extra time in the boring room.
4. Be willing to call the 5 second rule, which means that you remove the peers and go to another room (e.g., Honors room). Make sure you lock the door and keep the

- noncompliant student out. Have one of the staff say with the student and issue periodic calming statements, dispassionate reminders to use the cool down spot or go to the boring room.
5. Develop a procedure to call for external support from a school security officer, parent, or law enforcement if the student is non-responsive to requests to go to the boring room. Have the staff come up with the amount of time that must elapse before outside support is beckoned (e.g., 15, 30, or 45 minutes). I would suggest 15 or 20 minutes.
 6. When the external support arrives, do not suspend the student to go home. Have the student escorted to the boring room and complete the tasks to get back into program.
 7. Consistently apply the procedure for zero-out behaviors when they arise. When delivering the zero-out, do so in a non-threatening, calm, dispassionate way. Pre-teach to the student that he has the choice to use the cool down spot before going to the boring room or immediately going to the boring room to get it done with.
 8. Meet with and/or call parents to let them know of the program procedures for handling dangerous, destructive, or chronically noncompliant behavior. If they cannot be available, then they need to identify a family member who can. Educate them about the purpose of the boring room in conjunction with all the positive behavior supports as a structured and systematic way of teaching students how to make good decisions and engage in appropriate behaviors. Let them know that the boring room is a teaching tool that is used to help students refocus their behavior, reduce the likelihood of problem behavior in the future, take ownership for their actions and process how to make better decisions in the future.