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Amy M. Webb
Illinois Wesleyan University

Robert Lusk, Faculty Advisor
Illinois Wesleyan University

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THE IMPACT OF SECLUSION TIMEOUT ON BEHAVIOR PROBLEMS IN THREE CONDUCT DISORDERED BOYS

Amy M. Webb, Dept of Psychology, IWU, Robert Lusk*

This study will assess the effectiveness of seclusion timeout (STO) on the behavior of three conduct disordered boys who attend Hammitt School, a school that serves children with handicapping conditions, such as behavior disorders, emotional disorders, and specific learning disabilities. The three boys are between the ages of 10 and 12. Data collected by teachers about STO, other disciplinary procedures, and other behaviors and statements will be analyzed. Also, a weekly summary of STO uses, kept by the director of the school, will be analyzed. A single subject design using a paired sample T-test will be used to analyze this data. The expected results are that there will be a significant increase in the use of other disciplinary procedures on the day following STO use as compared to the day before, that there will be a significant increase in the number of positive behaviors and positive statements on the day following STO use compared to the day before, and that there will be a significant decrease in the number of negative behaviors and negative statements on the day following STO use compared to the day before. This study is significant in that it applies to seclusion timeout used in alternative schools, whereas most of the literature reviewed by this experimenter concerned seclusion on psychiatric units and timeout used by parents and teachers in regular schools.