









Annual Training Requirements 8 hours of developmentally appropriate training to include:	CIBS Professional Learning Modules
Crisis De-escalation	<ul style="list-style-type: none"> • Crisis De-escalation (1 hour 30 minutes) • De-escalation Strategies: Utilizing Pre-correcting and Prompting (1 hour) • Preventing and Responding to Power Struggles (30 minutes)
Restorative Practices	<ul style="list-style-type: none"> • Restorative Practices (2 hours 30 minutes) • Build a Classroom Community Through Proactive Circles (1 hour 30 minutes)
Identifying Signs of Distress During Physical Restraint and Time-out <ul style="list-style-type: none"> • Recognizing contraindications and other conditions and events that increase risk of death 	<ul style="list-style-type: none"> • Identifying the Appropriate Conditions and Resulting Dangers of Restraint and Time-out (1 hour)
Trauma-Informed Practices	<ul style="list-style-type: none"> • Trauma-Informed Practices (1 hour) • Co-Regulation Approaches for Educators (45 minutes)
Behavior Management Practices <ul style="list-style-type: none"> • Appropriate procedures for preventing the need for isolated time-out, time-out, physical restraint and the need to use interventions that are less restrictive and intrusive to reduce the risk of harm to students • Recognizing and responding appropriately to the antecedent of a student's behavior 	<ul style="list-style-type: none"> • Proactive Approaches to Behavior Management (1 hour 15 minutes) • ABCs of Behavior (1 hour) • Functional Behavior Assessment (45 minutes) • Adult Self-Regulation (1 hour 15 minutes) • Fighting - Momentary Periods of Physical Restriction (45 minutes) • Administrator Support of a Behavioral System (1 hour) • The Power of the Paraprofessional to Support Student Behavior (45 minutes)
Procedural Requirements <ul style="list-style-type: none"> • The dangers associated with the use of isolated time-out, time-out, and physical restraint and the need to use interventions that are less restrictive and intrusive to reduce the risk of harm to students • A description and identification of dangerous behaviors on the part of students that may indicate the need for isolated time-out, time-out, and physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted • Instruction regarding the effects of isolated time-out, time-out, and physical restraint on the person in restraint, isolated time-out, or time-out, including instruction on monitoring physical signs of distress and obtaining medical assistance • Instruction regarding documentation and reporting requirements and investigation of injuries and complaints 	<ul style="list-style-type: none"> • Rules & Regulations (1 hour 30 minutes) • Using Time-Out Effectively (45 minutes) • Form 11-01 (1 hour 15 minutes) • Classroom Clears (45 minutes) • Understanding Restraint and Time-out: A Guide for Families (15 minutes) • Know Your Rights-RTO Complaint Process (15 minutes) • Designated School Official (DSO) (15 minutes) • Understanding Documentation After Restraint, Time-out, or Isolated Time-out (30 minutes) • Improving School Responses Through Complaints and Mediation (30 minutes)
Simulated Physical Proficiency <ul style="list-style-type: none"> • The simulated experience of administering and receiving a variety of isolated time-out, time-out, and physical restraint techniques, ranging from minimal physical involvement to very controlling interventions • Demonstration by participant of proficiency in administering isolated time-out, time-out, and physical restraint 	<p>Online training relative to physical restraint is prohibited. Physical restraint training must include in-person, hands-on practice of techniques, ranging from minimal physical involvement to very controlling interventions.</p>

The Center for Intensive Behavioral Supports (CIBS) Professional Learning Modules meet the annual Public Act 102-0339 training requirements outlined below.

Training Requirements	CIBS Professional Learning	Emergency Safety Program:
Crisis De-escalation		
Restorative Practices		
Identifying Signs of Distress During Physical Restraint and Time-out <ul style="list-style-type: none"> Recognizing contraindications and other conditions and events that increase risk of death 		
Trauma-Informed Practices		
Behavior Management Practices <ul style="list-style-type: none"> Appropriate procedures for preventing the need for isolated time-out, time-out, physical restraint and the need to use interventions that are less restrictive and intrusive to reduce the risk of harm to students Recognizing and responding appropriately to the antecedent of a student's behavior 		
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