









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)
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
Trauma-Informed Practices	<ul style="list-style-type: none"> • Trauma-Informed Practices (1 hour)
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 (40 minutes) • Adult Self-Regulation (1 hour 15 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)
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 		
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 		
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 	<div data-bbox="1092 1843 1547 2022" style="border: 1px solid black; padding: 5px;"> <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> </div>	