

Unit 5 Response to Changed ISBE Rules

District Level

School staff will receive training based on the following tiers:

- **Tier 1 Universal Behavior Training:** Training will be available for building staff to learn a variety of skills to support behavior management in connection with PBIS and SEL: de-escalation skills, restorative practices, and trauma-informed practices.
- **Tier 2 Individualized Behavior Support:** If needed, staff may receive additional training and support provided by district Special Education Administrators or other district staff.
- **Tier 3- Full CPI Certification:** Training will be provided for designated staff and building crisis teams. The crisis team, developed by the building principal, will include at least 4 staff and will respond to physically escalated behaviors in the building. Your crisis team should include the principal, designee, and other staff members who may need to restrain. Building crisis teams should meet quarterly to review data and discuss building needs. In addition to the crisis team, full CPI certification will be provided to all ED staff, safety monitors, elementary and junior high specialized services level 2 teachers, and selected related services. All Tier 3 staff will participate in 8 hours of training annually.

Program Level

In response to the changing ISBE rules, staff in our self-contained ED program have continued to improve and develop practices to both prevent and respond to challenging behaviors. There has continued to be ongoing training in the use of time out and restraint as well as preventative practices. Classroom staff meet throughout the day to discuss behaviors and staff responses. Program staff meet at the end of the day to debrief major behaviors. This time for communication and collaboration is critical.

Looking ahead to next school year, staff wanted to highlight ways they could better support students. They worked to develop ways to communicate individualized plans with staff and want to create an emphasis on time spent debriefing with students.

- **Individualized Plans:** The team has worked to create student info sheets, guided by the student's BIP, to help support staff when responding to challenging behaviors. These student cards will be shared with and reviewed by staff and will reflect the individual needs of the students with consideration to the function of the behavior. It has also helped staff to really think about environmental and other considerations that may prevent challenging behavior from occurring and staff responses that help to minimize and de-escalate an upset student.
- **Debriefing with the Student:** Teachers wanted a more concrete way to ensure all staff take the time to debrief the incident, repair any harm that has been caused, and discuss steps moving forward both back into class and ways to prevent the situation from recurring. They created planning stations with review activities for students to complete as a ticket back into class. Students will complete these debrief conversations/activities to better understand themselves

and their response to stress. The activities will be shared with teachers and will help them to quickly understand what a para and student may have processed before returning to class.