CRISIS PREVENTION INSTITUTE

ASSESSMENT FOR SCHOOL & DISTRICT LEADERS

Staff Readiness Checklist for Responding to Escalating Behavior

Are staff across every role prepared to respond when behavior escalates? Ask these six questions.



Building a clearer picture of readiness starts with asking the right questions. These six questions, with examples of what readiness looks like, help you see where your team is strong and where they need more support. Read the examples under each question, then mark it Yes, Partly, or No.

QUESTION	WHAT READINESS LOOKS LIKE	YES	PARTLY	NO
1 Are all staff who interact with students prepared?	• Bus drivers, cafeteria staff, and paraprofessionals are trained too. • Substitutes get a briefing on your approach before day one. • New hires are trained within their first 30 days.	☐	☐	☐
2 Does training reflect what staff are encountering today?	• Training covers what you see most, like threats, defiance, and fights. • Staff learn trauma-informed and mental health strategies. • Practice uses realistic settings: hallways, buses, and playgrounds.	☐	☐	☐
3 Are skills practiced and reinforced over time?	• Refresher training happens at least once a year. • Certifications are tracked, with renewal dates on the calendar. • Staff meetings include short skill practice, even 10–15 minutes.	☐	☐	☐
4 Do staff share a consistent approach?	• Every building uses the same words and steps to de-escalate. • Staff know who responds, who calls for help, and who supports others. • Behavior plans and district policy match what staff learn.	☐	☐	☐

QUESTION	WHAT READINESS LOOKS LIKE	YES	PARTLY	NO
5 What happens after a difficult incident?	• Staff debrief within 24–48 hours of a serious incident. • Debriefs focus on learning, not blame. • Staff have time and support to recover, like a leader check-in.	☐	☐	☐
6 Are you using data to identify your greatest needs?	• You track incidents by location, time of day, and staff role. • You track staff injuries, suspensions, and restraint and seclusion use. • Leaders review trends each quarter to decide who gets trained next.	☐	☐	☐

Where to start: Any question marked Partly or No is a place where staff may need more support. Prioritize opportunities based on the frequency, severity, and reach of each gap.

Give Staff the Skills to Match *the Heart*

Explore CPI training options tailored to the needs of different staff roles.

Learn more

crisisprevention.com/StaffSkills

