

Illinois Administrative Code Title 23: Requirements for the Use of Time Out and Physical Restraint

Alignment to Crisis Prevention Institute, Inc. (CPI) Training Programs

Illinois Administrative Code, Title 23 § 1.285 mandates that any adult who supervises a student in time out or who is involved in physical restraint must receive at least eight hours of relevant training annually.

CPI training includes supplemental guidance to support compliance with Illinois State Board of Education requirements related to the use of time out and isolated time out.

Legal Requirements	How CPI's <i>Nonviolent Crisis Intervention</i> ® Training Meets the Requirement
<p>Illinois Administrative Code Title 23 Subtitle A Chapter 1 Subchapter a Part 1 Section 1.285 – Requirements for the use of Isolated Time Out, Time Out, and Physical Restraint</p>	
<p>h) Requirements for Training</p> <p>1) Any adult who is supervising a student in isolated time out, time out, or who is involved in a physical restraint, shall receive at least 8 hours of developmentally appropriate training annually. Except for training on physical restraint, online training may be utilized for all training areas under this subsection. Training is required in the following areas:</p>	<p>Restraint and seclusion should only be used by staff who maintain current training in their organization’s approved interventions. To ensure continued competence and skill retention, CPI recommends that all staff participate in a formal, in-person refresher every 6 to 12 months.</p>
<p>A) Crisis de-escalation;</p>	<p>CPI’s NCI™ training emphasizes proactive prevention by helping staff recognize early warning signs of escalating behavior and equipping them with effective non-verbal and verbal de-escalation skills.</p> <p>Specifically, the Crisis Development ModelSM, outlines the distinct behavior levels an individual may exhibit during a crisis and the corresponding staff attitudes and strategies that best support de-escalation. This model emphasizes the importance of early intervention during moments of stress to help individuals return to a more stable, regulated state.</p>
<p>B) Restorative practices;</p>	<p>NCI™ training reinforces person-centered, trauma-informed, and restorative approaches. The focus is on building and sustaining trusting relationships throughout a crisis and repairing any harm that may follow. Staff are taught to actively listen to all voices and to choose responses that are tailored to individual needs.</p> <p>Module 7, Post-Crisis, emphasizes restorative practices by supporting the individual in the present, rebuilding relationships, and strengthening communication. It guides staff in helping individuals reflect on their actions, understand their impact on others, and explore alternative ways forward. It also promotes future-focused planning by fostering responsibility, ownership, and collaboration to problem-solve and improve responses.</p>

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C) Identifying signs of distress during physical restraint and time out;	<p>NCI™ teaches that all interventions must be continuously monitored face-to-face to assess any signs of imminent risk or distress during the use of restraint or time-out. Safety interventions should conclude as soon as the individual is no longer an imminent risk to themselves or others.</p> <p>In the Holding Skills module, staff learn to identify specific warning signs that may occur during a physical restraint, along with the corrective actions to take if those signs appear.</p> <p>Additionally, staff receive decision-making tools and resources that help them recognize key indicators of distress and select appropriate, safe responses throughout any restraint or time-out procedure.</p>
D) Trauma-informed practices; and	<p>NCI™ training recognizes that trauma can significantly impact the individuals staff serve. Staff are trained to identify signs of trauma and understand how those experiences may influence behavior. Our approach also emphasizes responding in ways that are culturally sensitive and supportive of each person's unique needs.</p>
E) Behavior management practices	<p>NCI™ training's trauma-informed, person-centered focus equips staff with the skills to recognize and assess moments of distress. The training emphasizes proactive prevention through verbal de-escalation strategies, along with physical disengagement and holding skills that are used only as a last resort and in the least-restrictive manner necessary. Together, these tools help staff safely and effectively manage situations as they arise.</p>
2) All adults trained under this subsection (h) must be provided a copy of the district's policies on isolated time out, time out, and physical restraint.	<p>Module 6, Safety Interventions, guides staff through the decision-making process when responding to Risk Behavior and emphasizes selecting interventions that are reasonable, proportionate, and used only as a last resort. The module also provides flexibility for schools and districts to incorporate their own policies and procedures related to restraint and time-out, ensuring alignment with local requirements and practices.</p>
3) Isolated time out, time out, or physical restraint, as defined in this Section, shall be applied only by individuals who have received annual systematic training on less restrictive and intrusive strategies and techniques to reduce the use of isolated time out, time out, and physical restraint based on best practices and how to safely use time out and physical restraint when those alternative strategies and techniques have been tried and proven ineffective.	<p>Restraint and seclusion should be utilized only by staff who have current training in the organization's approved interventions. CPI recommends that all staff receive formal in-person refresher training every 6 to 12 months to ensure competency of physical skills.</p>

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3) (cont'd) This training must include all the elements described in this subsection (h) and must result in the receipt of a certificate of completion or other evidence of participation.	CPI provides a comprehensive system for documenting and recording staff training, including verifiable certification records for every staff member who completes CPI coursework. Certified Instructors are required to record and distribute a Blue Card [®] to each trained staff member, ensuring that every learner is formally documented within the CPI database. This process supports accurate agency training records and allows organizations to maintain continuity of documentation for staff who join or leave the agency.
3) (cont'd) No individual may use isolated time out, time out, or a physical restraint before receiving the required training and certificate. An individual who applies isolated time out, time out, or physical restraint shall use only techniques in which that individual has received prior annual training, as indicated by written evidence of participation.	CPI provides verifiable certification records for every staff member trained in its courses, including those who receive a Blue Card [®] . To maintain Active certification status, CPI Certified Instructors must attend bi-annual renewal training. Instructors may also meet state requirements by completing an annual CPI refresher training. A certificate of completion is issued upon successful completion of either renewal or refresher training.
4) The training required under this subsection (h) with respect to isolated time out, time out, or physical restraint may be provided either by the employer or by an external entity.	CPI offers a train-the-trainer format that certifies and authorizes school or district employees to deliver training within their own organization. Additionally, direct-to-learner training options are available for schools or districts that prefer training to be provided by an external CPI instructor.
A) All persons or entities who provide training must be trained and certified in: i. The effective use of less restrictive and intrusive alternatives to prevent imminent danger of serious physical harm to the student or others; and	CPI training programs address the full range of a crisis. Preventative strategies (modules 1–4) focus on recognizing early warning signs and applying non-verbal and verbal de-escalation techniques to reduce escalating behavior. Module 5, Responding to Defensive Behaviors, teaches staff how to manage and de-escalate higher levels of verbal aggression using the CPI Verbal Escalation Continuum SM . Module 6 emphasizes making defensible decisions and safely responding to physical aggression when faced with Risk Behavior. Module 7, Post-Crisis, focuses on restoring relationships, learning from the event, and planning for improved outcomes moving forward. Certified Instructors also receive training and guided practice on how to implement the program and train staff effectively within their school or district.
ii. The safe application of isolated time out, time out, and physical restraint when less restrictive and intrusive alternatives have been tried and proven ineffective.	Module 6, Safety Interventions, focuses on guiding staff through the decision-making process when responding to Risk Behavior and selecting interventions that are reasonable, proportionate, and used only as a last resort.

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<p>B) The training shall include, but not be limited to:</p> <p>i. 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;</p>	<p>Every CPI program includes a Risk of Restraints section within the Safety Interventions module. This section outlines the factors that can increase the likelihood of harm during a restraint, explains the types of harm associated with restraint and time-out, and identifies strategies to reduce those risks. It also provides a clear list of warning signs to watch for, along with the corrective actions staff should take when those signs are observed.</p>
<p>ii. Appropriate procedures for preventing the need for isolated time out, time out and physical restraint, including the de-escalation of problematic behavior, relationship-building, and the use of alternatives to restraint;</p>	<p>CPI training programs address the full range of a crisis. Preventative strategies (modules 1–4) focus on recognizing early warning signs and applying non-verbal and verbal de-escalation techniques to reduce escalating behavior. Module 5, Responding to Defensive Behaviors, teaches staff how to manage and de-escalate higher levels of verbal aggression using the CPI Verbal Escalation ContinuumSM.</p> <p>Module 6 emphasizes making defensible decisions and safely responding to physical aggression when faced with Risk Behavior. Module 7, Post-Crisis, focuses on restoring relationships, learning from the event, and planning for improved outcomes moving forward.</p>
<p>iii. Recognizing and responding appropriately to the antecedent of a student's behavior;</p>	<p>Module 3, The Integrated Experience, examines the underlying causes, or antecedents, of student behavior while reinforcing the importance of maintaining calm, consistent staff behavior during a crisis.</p>
<p>iv. Recognizing contraindications and other conditions and events that increase the risk of death;</p>	<p>Every CPI program includes a Risk of Restraints section within the Safety Interventions module. This section outlines the factors that can increase the likelihood of harm during a restraint, explains the types of harm associated with restraint and time-out, and identifies strategies to reduce those risks. It also provides a clear list of warning signs to watch for, along with the corrective actions staff should take when those signs are observed.</p>
<p>v. 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;</p>	<p>Module 2, the CPI Crisis Development ModelSM, identifies specific student Risk Behaviors and outlines how to recognize and analyze risk factors to determine whether physical restraint or time-out may be necessary.</p> <p>Module 6, Safety Interventions, guides staff through the decision-making process when responding to Risk Behavior and emphasizes selecting interventions that are reasonable, proportionate, and used only as a last resort.</p>

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vi. 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;	NCI™ training equips staff with techniques that offer low, medium, or high levels of restriction. These skills are integrated into our risk-assessment discussions (modules 1 and 6) to help staff make informed decisions and select the least restrictive intervention appropriate to the situation. The program also provides scenario-based practice, allowing staff to strengthen their decision-making and apply a range of restrictive holds safely and effectively.
vii. 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;	Every CPI program includes a Risk of Restraints section. This section outlines the factors that increase the likelihood of harm during a restraint, explains the types of harm associated with restraint and time-out, identifies ways to reduce those risks, and provides a list of warning signs along with the corrective actions staff should take when those signs are observed.
viii. Instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and	Module 6, Safety Interventions, focuses on the decision-making process when responding to Risk Behavior and on selecting interventions that are reasonable, proportionate, and used only as a last resort. This module also allows schools and districts to incorporate their own policies and procedures related to restraint, time-out, documentation, reporting requirements, and the investigation of injuries or complaints.
ix. Demonstration by participants of proficiency in administering isolated time out, time out and physical restraint.	CPI programs provide a range of scenarios for staff to practice applying these decision-making skills and using various restrictive holds. Instructors are also supported with observation and proficiency criteria to help them assess competency, along with a rubric and assessment tool to guide evaluation.

Three Easy Steps to Bring CPI to Your School District

Step 1: Schedule a 15-minute call with CPI. We'll evaluate your current crisis prevention strategy to determine how it can align with Illinois Administration Code Title 23.

Step 2: Obtain a complimentary training program recommendation. We will design and recommend a training plan to help you effectively meet Illinois Administration Code Title 23, keeping students and staff safe.

Step 3: Train your staff. Our Global Professional Instructors will train select staff to become Certified Instructors. Then your Certified Instructors train their colleagues. With CPI training, your staff will feel safer and more prepared to prevent and de-escalate behavior.

> **Start the conversation today: 877.877.5389 | crisisprevention.com/EDConnect**



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