



# FOUNDATIONAL BEHAVIOR SUPPORT TRAINING RUBRIC

A UTAH STATE BOARD OF EDUCATION TECHNICAL ASSISTANCE DOCUMENT

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# INTRODUCTION

Starting in the 2025-2026 school year, the foundational behavior support training, as defined in [Board Rule R277-608\(2\)](#), is **required** for all school employees who supervise students, or who may be asked to assist in managing a student's behavior ([Board Rule R277-608-4\(1\)](#)). The school employees that need to be trained according to this requirement include, but are not limited to:

- Administrators
- General Education Teachers
- Special Education Teachers
- Paraprofessionals/paraeducators/aides
- Behavior Specialists
- School-based Mental Health Specialists
- Related Service Providers
- Bus Drivers
- Secretaries
- District/School coaches

The foundational behavior support training must be provided within two months, or 30 days if working directly with a student with disabilities, and bi-annually, thereafter.

Local Education Agencies (LEAs) can use the model training provided by the Utah State Board of Education (USBE), can contract with an external partner to provide this training, or can develop their own training. If LEAs decide to contract or develop their own training, best practices would indicate including the content outlined in the rubric below. USBE's model training will **not** include training on LEA policy related to ESIs so LEA's will need to ensure they provide this training to their employees.

# DISCLAIMER

Completing the Foundational Behavior Support training does not qualify someone to use an emergency safety intervention (physical restraint or seclusion). This training does not include training on the implementation of emergency safety interventions (ESIs). ESIs can only be used by a school employee who has completed comprehensive ESI training.

## TRAINING RUBRIC

### BEHAVIORAL/EMOTIONAL CRISIS MANAGEMENT INCLUDING DE-ESCALATION STRATEGIES

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This portion of the Foundational Behavior Support Training includes information regarding behavioral/emotional crisis prevention, preparedness, response, and recovery. The information in this section should include de-escalation strategies and align with USBE's Least Restrictive Behavioral Interventions (LRBI) Technical Assistance Manual.

#### *BEHAVIORAL/EMOTIONAL CRISIS PREVENTION*

The brain's response to traumatic events

Behaviors associated with behavioral/emotional crises, including factors that might influence behavior

Behavioral/emotional crisis cycle, including the behaviors associated with each phase in the cycle

Proactive and preventative behavior supports

Strategies to create a safe, positive school climate  
Considerations for students with disabilities

## *BEHAVIORAL/EMOTIONAL CRISIS PREPAREDNESS*

Team roles in behavioral/emotional crisis situations  
Environmental considerations to reduce behavioral/emotional crisis impact  
Principles for safe de-escalation  
Adult responses in a behavioral/emotional crisis aligned with the crisis cycle

## *BEHAVIORAL/EMOTIONAL CRISIS RESPONSE*

Research- and evidence-based de-escalation strategies  
Communication skills, including problem solving and conflict resolution  
Effective, evidence-based interventions matched to student needs  
Balancing physical and emotional safety to avoid overly restrictive measures  
Emergency safety interventions (ESIs) as a last resort, and only if appropriately trained

## *BEHAVIORAL/EMOTIONAL CRISIS RECOVERY*

Post-crisis debriefing  
Supporting student recovery

# LEA POLICIES RELATED TO ESIs

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Definitions from Utah Code Section 53G-8-301 and Board Rule R277-608-2, including LEA definition for key identified school employee

LEA-specific definition for key identified school employee as required by Board Rule R277-608-3(1)(c)

Required Statements (Board Rule R277-608-3(1)(a)(i-iii))

Procedures to be followed when using ESIs (Board Rule R277-608-3(1)(c))

Written policies and procedures related to seclusion (Utah Code Section 53G-8-301(10)(b))

Determination regarding the allowance of the LEA for schools to designate an enclosed area for the sole purpose of seclusion (Board Rule R277-608-3(2))

For LEAs that do allow designated enclosed areas:

- Requirements and prohibitions for the designated enclosed area in accordance with Board Rules R392-200 and R710-4 (Board Rule R277-608-3(2)(a)(i))

- A written procedure outlining the approval process (Board Rule R277-608-3(2)(a)(ii)(A-C))

- Procedures for the use of an ESI for a student should be consistent with evidence- and research-based practices, including prohibitions outlined (Board Rule R277-608-3(3)(a-j))

Prohibition of seclusion for students below grade 1 (Utah Code Section 53G-8-301(10)(b))

Criteria and steps for using ESI with students with disabilities, consistent with federal and state law, as part of the LEA special education policies, procedures, and practices (Board Rule R277-608-3(4))