



## 104TH GENERAL ASSEMBLY

### State of Illinois

2025 and 2026

HB1107

Introduced 1/9/2025, by Rep. Jed Davis

#### SYNOPSIS AS INTRODUCED:

105 ILCS 5/14-9.05 new

Amends the Children with Disabilities Article of the School Code. Establishes findings. Requires teachers, administrators, and school support personnel to complete training to develop cultural competency, including understanding and reducing unconscious bias and stigmatizing assumptions about persons with disabilities. Sets forth the requirements of the training. Effective July 1, 2025.

LRB104 04493 LNS 14520 b

STATE MANDATES  
ACT MAY REQUIRE  
REIMBURSEMENT

A BILL FOR

1 AN ACT concerning education.

2 **Be it enacted by the People of the State of Illinois,**  
3 **represented in the General Assembly:**

4 Section 5. The School Code is amended by adding Section  
5 14-9.05 as follows:

6 (105 ILCS 5/14-9.05 new)

7 Sec. 14-9.05. Training to reduce unconscious bias and  
8 stigmatization of children with disabilities.

9 (a) The General Assembly makes all of the following  
10 findings:

11 (1) Unconscious bias, preconceived notions, and  
12 stigmatizing assumptions about individuals with  
13 disabilities, including those with autism spectrum  
14 disorders and behavioral disorders, influence evaluations,  
15 interactions, and decisions regarding those who are the  
16 subject of the bias.

17 (2) A "presume competence" attitude is essential to  
18 fostering equitable and inclusive educational environments  
19 for children with disabilities, including those with  
20 autism spectrum disorders and behavioral disorders.

21 (3) Students with autism spectrum disorders and  
22 behavioral disorders, like all students, benefit from  
23 having access to educators who actively work to reduce

1 biases, challenge stigmatizing assumptions, and recognize  
2 potential and capabilities.

3 (4) Training that helps educators overcome unconscious  
4 bias, reduce stigmatization, and address behavioral  
5 challenges has implications for classroom interactions,  
6 individualized education program planning, equitable  
7 access to resources, and fostering positive academic  
8 self-concepts.

9 (5) Effective classroom strategies for reducing  
10 unwanted behaviors and reinforcing desired behaviors are  
11 critical to creating a positive learning environment for  
12 children with disabilities.

13 (6) Communication and engagement are essential for the  
14 success of students with autism spectrum disorders and  
15 behavior disorders, and educators need tools and methods  
16 to support those areas effectively.

17 (7) Parents and guardians of children with  
18 disabilities provide critical insight into their  
19 children's strengths, needs, and challenges and should  
20 have meaningful opportunities to contribute to the  
21 development and implementation of strategies that support  
22 their children's education.

23 (b) As used in this Section, "stigmatizing assumptions"  
24 and "unconscious bias" mean preferences, positive or negative,  
25 or unexamined attitudes regarding individuals with  
26 disabilities, including those with autism spectrum disorders

1 and behavioral disorders, that operate outside of awareness  
2 and that may have cognitive, affective, and behavioral  
3 components and contribute to lowered expectations and  
4 educational inequities.

5 (c) Teachers, administrators, and school support personnel  
6 shall complete training to develop cultural competency,  
7 including understanding and reducing unconscious bias and  
8 stigmatizing assumptions about persons with disabilities, as  
9 outlined in Sections 3-11 and 10-22.39. This training must  
10 include all of the following:

11 (1) Recognition of unconscious bias, assumptive  
12 attitudes, and systemic stigmatization of disabilities,  
13 particularly autism spectrum disorders and behavioral  
14 disorders, and how these manifest in classroom  
15 interactions, evaluations, and decisions.

16 (2) Strategies to promote a "presume competence"  
17 mindset that affirms the potential of every student,  
18 including those with autism spectrum disorders and  
19 behavioral disorders, and challenges stereotypes.

20 (3) Classroom strategies to reduce unwanted behaviors  
21 and reinforce desired behaviors, including positive  
22 reinforcement techniques, clear expectations, and  
23 structured support to promote a positive and productive  
24 learning environment.

25 (4) Methods for supporting communication and  
26 engagement for students with autism spectrum disorders,

1 including the use of alternative communication systems,  
2 visual supports, and social skills training.

3 (5) Education on the rights of children with  
4 disabilities under the federal Individuals with  
5 Disabilities Education Act, Section 504 of the federal  
6 Rehabilitation Act of 1973, and the federal Americans with  
7 Disabilities Act of 1990.

8 (6) Tools for fostering positive classroom  
9 environments that affirm the dignity, capability, and  
10 individuality of children with disabilities, including  
11 strategies for social and emotional learning.

12 (7) Opportunities and avenues for educators to receive  
13 input from parents and guardians of children with  
14 disabilities and others with experience in dealing with  
15 these disabilities. This may include sharing the  
16 experience of caring for a child with a disability and the  
17 successful strategies they incorporate in the home  
18 environment.

19 Additionally, the training may include medical or other  
20 professionals who may offer valuable information and training  
21 for educators in better understanding the impact of a  
22 disability and methods that may help inform the educator.

23 Section 99. Effective date. This Act takes effect July 1,  
24 2025.