

Identifying Traumatic Childhood Events Following a Restraint Incident

The District believes that all behavior is a form of communication. Students behave well if they can. When students demonstrate behavior misaligned with our expectations they are demonstrating that they have yet to develop an adaptive approach to support an unmet need. Sometimes, the student is communicating that they have not resolved issues caused by traumatic events in their past. The District also acknowledges that children and youth of some groups are at increased risk of exposure to traumatic events. These groups include racial and ethnic minorities including immigrants and refugees; those from low-income families; those who identify as LGBTQI+; and males. As educators, we are responsible for viewing behavior errors as teaching opportunities, providing restorative opportunities to repair harm and learn how to effectively navigate these situations.

Pursuant to the Crisis Prevention Policy 613

1. Within two (2) days of a physical restraint event, the District will conduct a systematic review of the student's FBA and BIP in accordance with Procedure 616a, "Requirements for FBAs/BIPs Following Physical Restraint Event."

The review of the FBA will include the identification of traumatic events the student may have experienced, including, but not limited to:

- History of abuse
- Violence between parents or caregivers
- Neglect (food, clothing, shelter, love)
- Alcohol addiction or substance abuse in the home
- Exposure to peer and/or community violence
- Loss of a parent or caregiver
- Suicide attempt
- Victim of persistent bullying or physical violence

This information can be obtained using one or more of the following methods:

- Student interview
- Parent interview
- Student records review:
 - Attendance records
 - Discipline records
 - Health records
 - FRL status
 - Court orders
 - DHS reports
 - SEL data
 - Achievement data