

Hello Andrew, please share this statement with whomever you feel is sufficient for the seclusion work group.

I am a Setting IV special education social worker in my fourth year working with students who demonstrate significant behavioral needs. In my experience, seclusion is used only as part of a carefully developed crisis response plan and strictly as a last resort. Prior to seclusion, staff consistently implement multiple de-escalation strategies, including verbal supports, staff switches, environmental adjustments, removal of other students, and the use of blocking pads. These interventions are reviewed after each incident, and student plans are frequently adjusted to reduce the need for hands-on responses.

Despite these efforts, staff experience injuries each year as a result of severe physical aggression from students, highlighting the real safety risks present in these settings. When continuous aggression places the student, peers, or staff at risk and other interventions have been unsuccessful, seclusion remains a necessary tool to ensure immediate safety while allowing the student space to regain regulation. Additionally, some guardians express a clear preference for seclusion over other restrictive procedures and actively advocate for its inclusion in their child's crisis plan as the least harmful and most appropriate option for their student.

Thank you,

Brianna Hansen, MSW, LGSW