

I am a Special Education teacher at a federal Level 4 school. I previously worked in a Level 4 setting as a paraprofessional for four years and have served as a teacher for the past ten years. Throughout my experience, I have witnessed numerous situations involving dangerous student behaviors in which the use of seclusion was an effective and appropriate intervention to ensure the safety of the student, peers, and staff.

Without access to seclusion, staff are often limited to the use of physical restraint, which typically requires multiple practitioners and can be physically and emotionally exhausting for both the student and the staff involved. Recently, a first-grade student was placed in a physical hold following several consecutive days of severe and continuous aggression. The student repeatedly attacked anyone within reach and actively chased both staff and peers. The supine hold used in this situation was highly stressful for all parties and ultimately ineffective, as the student resumed aggressive behavior immediately upon release.

Had seclusion been available, the student could have been safely separated from staff and other students in a controlled environment. Because the student was not engaging in self-injurious behavior, seclusion would have been the most appropriate and least restrictive option. Unfortunately, this intervention is no longer permitted, and as a result, the student has not returned to school.

Tiffany Jensen