Model Restrictive Procedures Form
Seclusion

Each time seclusion is used, the staff person who implements or oversees the seclusion must document its use. The Minnesota Department of Education has developed this model form for use by the education community. The purpose of this form is to provide helpful guidance and a documentation model including the required data elements for compliance with special education restrictive procedure requirements.

Child name:

Child MARSS number:

Date seclusion was used:

Date form completed:

Name, position, and telephone number of person completing form:

Name(s) and positions of all persons involved in using the restrictive procedure: (A*ll persons implementing restrictive procedures must be trained in the 12 skills and knowledge areas*.)

Emergency:

Was seclusion used to protect child/others from physical injury? Yes No
(*Seclusion may no longer be used to prevent serious property damage*.)

Description of emergency situation:

Description of the incident that led to seclusion:

Seclusion:*(Seclusion may not be used to discipline a noncompliant child)*

Location of room used for seclusion:

Did the room meet the requirements of a room used for seclusion? Yes No

Was the room well lit, well ventilated, adequately heated, and clean? Yes No

Did the room contain objects that a child may use to injure the child or others? Yes No

A brief record of the child's behavioral and physical status:

Was seclusion the least intrusive intervention to effectively respond to the emergency? Yes No

Explain. Include why a less restrictive measure failed or was determined by staff to be inappropriate or impractical.

Did the seclusion end when the threat of harm ended and staff determined that the child could safely return to the classroom or activity? Yes No

Explain:

Did staff directly observe the child during seclusion? Yes No

Explain:

Length of time seclusion was used:

Start time:

End time:

Total Time:

Parents notified:

When (time/date):

By Whom:

Method of notification used (phone/writing/email):