

## Restraint and Involuntary Seclusion Report

Instructions: As required by Oregon Senate Bill 710, adopted during in the 2021 regular session, quarterly reports must be completed and submitted to the Children’s Care Licensing Program (CCLP) regarding restraints and involuntary seclusions of children in care. Reports must also be posted on the Child Caring Agency’s website, if applicable, and must be provided to any member of the public upon request.

Submit reports to [cclp.licensing@dhsosha.state.or.us](mailto:cclp.licensing@dhsosha.state.or.us).

Agency Name	Family Solutions
Site or Program Name	Ashland/The Summit Day Treatment
Reporting time frame (indicate which quarter in months and year).	2022 Q4 (October-December)
Total number of children served by CCA during reporting time frame	8
Total number of incidents involving restraint.	8
Total number of incidents involving involuntary seclusion.	0
The total number of incidents involving restraint that resulted in reportable injuries.	0
The total number of incidents involving involuntary seclusion that resulted in reportable injuries.	0
Total number of involuntary seclusions in a locked room.	0
Total number of rooms available for use for involuntary seclusion.	0
Description of the dimensions and design of the seclusion rooms.	n/a
Total number of children in care placed in restraint.	5
Total number of children in care placed in involuntary seclusion:	0

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Total number of children in care who were placed in a restraint than three times during the reporting period.	0
Total number of children in care who were placed in involuntary seclusion more than three times during the reporting period.	0
A description of the steps the program has taken to decrease the use of restraint and involuntary seclusion.	All staff are trained and certified in CPI which places an emphasis on verbal de-escalation and avoiding using physical restraint whenever possible. Staff are also trained in and apply CPS. Staff discuss and implement strategies to support clients and their emotional and behavioral needs on an ongoing basis. Clients are taught coping skills, the program has multiple areas for clients to choose to go to in which to take a break/regulate emotionally. Some clients may be put on a reduced day and/or have the support of a 1:1 aide to promote success and gradually build up to a longer treatment day as skills are learned and self-regulation increases.
Number of incidents in which an individual who placed a child in care in a restraint was not certified or trained in the use of the type of restraint used, including individuals whose certification or training was expired at the time of the restraint or seclusion.	0
Number of incidents in which an individual who placed a child in care in a restraint or involuntary seclusion was not certified or trained in the use of the type of restraint or involuntary	0

seclusion used, including individuals whose certification or training was expired at the time of the restraint or seclusion.	
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**Demographic Characteristics** of the children in care who the program placed in a restraint or involuntary seclusion, including race, ethnicity, gender, disability status, migrant status, English proficiency and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual child in care. Indicate the number of children who experienced restraint or seclusion who match each of the criteria listed below:

<b>Race/Ethnicity:</b>	<b>Total Number of Children</b>
American Indian or Alaska Native	
Asian	
Black or African American	
Hispanic (any race)	
Native Hawaiian	
Other Pacific Islander	
White	1
Other	4
Unable to determine	

<b>Gender:</b>	<b>Total Number of Children</b>
Male	2
Female	3
Transgender	
Non-binary	
Agender/No Gender	
Questioning	
Refused to Answer	

<b>Disability Status:</b>	<b>Total Number of Children</b>
Disabled	
Non-Disabled	5

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<b>Migrant Status:</b>	<b>Total Number of Children</b>
Migrant	
Non-Migrant	5

<b>English Proficiency:</b>	<b>Total Number of Children</b>
English is primary language	5
English is not primary language	

<b>Economic Status:</b>	<b>Total Number of Children</b>
Economically Disadvantaged	5
Not Economically Disadvantaged	