

Restraint and Involuntary Seclusion Report

Instructions: As required by Oregon Senate Bill 710 adopted 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.

Agency Name	Boys & Girls Aid
Site or Program Name	Nest: Residential
Reporting time frame (indicate which quarter in months and year).	1.1.2022-3.31.2022
Total number of incidents involving restraint.	30
Total number of incidents involving involuntary seclusion.	0
The total number of incidents involving restraint and 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.	0
Total number of children in care placed in restraint.	1
Total number of children in care placed in involuntary seclusion:	0
Total number of children in care who were placed in restraint or involuntary seclusion more than three times during the reporting period.	1

Restraint and Involuntary Seclusion Report

<p>A description of the steps the program has taken to decrease the use of restraint and involuntary seclusion.</p>	<p>Because the Nest serves our state's most vulnerable and difficult-to-place kids ages 4-10 with significant trauma histories and challenging behaviors, it is a priority to ensure that any use of physical intervention is appropriate and necessary. This begins with training all staff to understand that "restraint," which at the Nest is therapeutic and calm holding, is always a last resort to be utilized only when other interventions have been unsuccessful, or when someone is in immediate danger. In the January - March 2022 reporting period, 100% of holds were conducted due to unsafe behavior (eg. running into the street) or physical aggression (eg. hitting, kicking, or biting). In the January - March 2022 reporting period, 86% of holds were less than 4 minutes in duration. These holds include standing or sitting with or next to a child and gently redirecting their bodies to safety or holding them in a way that supports them finding calm.</p> <p>In additional to Nonviolent Crisis Intervention training, the Nest program also employs two CPI-certified trainers to provide ongoing coaching and support to Nest staff. The program also complies with all applicable oversight and reporting requirements. The Nest Program Director reviews all incidents involving holds; Staff debrief all holds within 48 hours; The program conducts physical restraint reviews when a restraint is used more than twice in a 7-day period; The program submits IR information to DHS and other required parties on an ongoing basis; and BGA submits monthly IR data to DHS for review.</p>
<p>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 seclusion used, including individuals whose certification or training was expired at the time of the restraint or seclusion.</p>	<p style="text-align: center;">0</p>
<p>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:</p>	

Race/Ethnicity: American Indian or Alaska Native ___ Asian ___
Black or African American ___ Native Hawaiian ___
Other Pacific Islander ___ White __1__

Gender: Male __1__ Female ___ Transgender ___ Non-binary ___

Disability Status: Disabled ___ Non-Disabled _1__

Migrant Status: Non-Migrant __1__ Migrant ___

English Proficiency: English is primary language __1__
English is not primary language ___

Economic Status: Economically Disadvantaged _1__
Not Economically Disadvantaged ___