Oregon Department of Human Services

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@dhsoha.state.or.us.

Agency Name	Trillium Family Services
Site or Program Name	Childrens Farm Home
Reporting time frame (indicate which quarter in months and year).	Sept 1 - December 31, 2021
Total number of incidents involving restraint.	155 (Rate of 43.64, based on 3552 client days)
Total number of incidents involving involuntary seclusion.	13 (Rate of 3.66 based on 3552 client days)
The total number of incidents involving restraint and seclusion that resulted in reportable injuries.	30
Total number of involuntary seclusions in a locked room.	14 (Rate of 3.94, based on 3552 client days)
Total number of rooms available for use for involuntary seclusion.	3
Description of the dimensions and design of the seclusion rooms.	Redwood - 8'x10'; Sequoia - 8'x10'; Cummings - 12'x6'6" with a small angled wall in one back corner. Each room has two observation windows - one in the door and one on a back wall.
Total number of children in care placed in restraint.	23 (out of 59 children served =39%)
Total number of children in care placed in involuntary seclusion:	5 (out of 59 children served = 8%)
Total number of children in care who were placed in restraint or involuntary	16 (out of 59 children served = 27%)

seclusion more than three times during the reporting period.	
A description of the steps the program has taken to decrease the use of restraint and involuntary seclusion.	• Increased the number of NCI refreshers and informal trainings, focused on verbal de-escalation, use of least restrictive intervention, recognizing problems before they start and skill practice • Utilize existing meeting structures (Campus Clinical Review, Rounds, weekly Team meetings, Behavioral Intervention Committee) with the clinical team and direct care staff to discuss individual clients in an effort to identify patterns and develop individualized plans • Utilized a wide variety of proactive interventions, tailored to the individual client based on their needs, including but not limited to: Increasing individualized staffing support, changing levels of care, psychiatrist review of medication, therapeutic rapport building, behavioral incentive planning, sensory integration • Address triggers in the environment – school, peer interactions, facility/structure based, evening transitions – and work with clients to build skills to manage them in the future • Involved family members, community teams, and natural supports to address patterns of escalation and build more support for the individual

	• Psychoeducation around trauma for clients and staff to support a trauma informed approach • Providing specific training and support for staff in working with youth with: sexually aggressive behaviors and disrobing, to maintain client's safety and dignity; dual IDD diagnosis; OYA population • Collaborated with individual clients regarding self-seclusion plans, when clinically indicated and client-driven, to reduce aggression and restraints, and provide the client an opportunity to self-sooth in a safe and non-stimulating environment until they regained control of their behavior
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.	2
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: **Race/Ethnicity**: American Indian or Alaska Native 2 Asian 0 Black or African American 3 Native Hawaiian 0 Other Pacific Islander 0 White 18	

Gender: Male 8 Female 12 Transgender 0Non-binary 3

Disability Status: Disabled 23Non-Disabled 0

Migrant Status: Non-Migrant 23 Migrant 0

English Proficiency: English is primary language 23
English is not primary language 0

Economic Status: Economically Disadvantaged 2
Not Economically Disadvantaged 21