

## 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	LifeWorks NW
Site or Program Name	Tigard Day Treatment Program
Reporting time frame (indicate which quarter in months and year).	Q1: January 1 2023 - March 31 2023
Total number of children served by CCA during reporting time frame	30
Total number of incidents involving restraint.	0
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.	1
Description of the dimensions and design of the seclusion rooms.	CDTP has 3 "break" room that are not designed for involuntary seclusion and do not have locked doors, but can be used when needed with the use of a tumbling mat. Room 1 [5' x 7'], Room 2 [10' x 10'] and Room 3 [5' x 6']. We do not have a "locked room"

## Restraint and Involuntary Seclusion Report

Total number of children in care placed in restraint.	0
Total number of children in care placed in involuntary seclusion:	0
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.	CDTP has been taking additional steps that include a daily debrief on client successes and struggles, practicing being more present when supporting clients, and increasing visual aids to support clients while transitioning between activities. In addition, the CDTP team has started a plan to review and practice Safety Care procedures more frequently. ADTP: Continued use of CPS (identifying areas where clients struggle and modifying expectations until durable plans are made with client), continued training of staff in verbal de-escalation. Identifying triggers and developing plans to reduce likelihood of them occurring.
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	0

## Restraint and Involuntary Seclusion Report

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	N/A
Asian	N/A
Black or African American	N/A
Hispanic (any race)	N/A
Native Hawaiian	N/A
Other Pacific Islander	N/A
White	N/A
Other	N/A
Unable to determine	N/A

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

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

<b>Migrant Status:</b>	<b>Total Number of Children</b>
Migrant	N/A

## Restraint and Involuntary Seclusion Report

Non-Migrant	N/A
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<b>English Proficiency:</b>	<b>Total Number of Children</b>
English is primary language	N/A
English is not primary language	N/A

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