

Division of Health Service Regulation

STATEMENT OF DEFICIENCIES AND PLAN OF CORRECTION	(X1) PROVIDER/SUPPLIER/CLIA IDENTIFICATION NUMBER: MHL047-148	(X2) MULTIPLE CONSTRUCTION A. BUILDING: _____ B. WING _____	(X3) DATE SURVEY COMPLETED 10/06/2025
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NAME OF PROVIDER OR SUPPLIER SERENITY THERAPEUTIC SERVICES #6	STREET ADDRESS, CITY, STATE, ZIP CODE 10147 ROCKFISH ROAD RAEFORD, NC 28376
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V 000	<p>INITIAL COMMENTS</p> <p>An annual survey was completed on October 6, 2025. A deficiency was cited.</p> <p>This facility is licensed for the following service category: 10A NCAC 27G .5600C Supervised Living for Adults with Developmental Disability.</p> <p>This facility is licensed for 4 and has a current census of 4. The survey sample consisted of audits of 3 current clients.</p>	V 000		
V 537	<p>27E .0108 Client Rights - Training in Sec Rest & ITO</p> <p>10A NCAC 27E .0108 TRAINING IN SECLUSION, PHYSICAL RESTRAINT AND ISOLATION TIME-OUT</p> <p>(a) Seclusion, physical restraint and isolation time-out may be employed only by staff who have been trained and have demonstrated competence in the proper use of and alternatives to these procedures. Facilities shall ensure that staff authorized to employ and terminate these procedures are retrained and have demonstrated competence at least annually.</p> <p>(b) Prior to providing direct care to people with disabilities whose treatment/habilitation plan includes restrictive interventions, staff including service providers, employees, students or volunteers shall complete training in the use of seclusion, physical restraint and isolation time-out and shall not use these interventions until the training is completed and competence is demonstrated.</p> <p>(c) A pre-requisite for taking this training is demonstrating competence by completion of training in preventing, reducing and eliminating the need for restrictive interventions.</p> <p>(d) The training shall be competency-based,</p>	V 537		

Division of Health Service Regulation
LABORATORY DIRECTOR'S OR PROVIDER/SUPPLIER REPRESENTATIVE'S SIGNATURE _____ TITLE _____ (X6) DATE _____

Division of Health Service Regulation

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V 537	<p>Continued From page 1</p> <p>include measurable learning objectives, measurable testing (written and by observation of behavior) on those objectives and measurable methods to determine passing or failing the course.</p> <p>(e) Formal refresher training must be completed by each service provider periodically (minimum annually).</p> <p>(f) Content of the training that the service provider plans to employ must be approved by the Division of MH/DD/SAS pursuant to Paragraph (g) of this Rule.</p> <p>(g) Acceptable training programs shall include, but are not limited to, presentation of:</p> <ol style="list-style-type: none"> (1) refresher information on alternatives to the use of restrictive interventions; (2) guidelines on when to intervene (understanding imminent danger to self and others); (3) emphasis on safety and respect for the rights and dignity of all persons involved (using concepts of least restrictive interventions and incremental steps in an intervention); (4) strategies for the safe implementation of restrictive interventions; (5) the use of emergency safety interventions which include continuous assessment and monitoring of the physical and psychological well-being of the client and the safe use of restraint throughout the duration of the restrictive intervention; (6) prohibited procedures; (7) debriefing strategies, including their importance and purpose; and (8) documentation methods/procedures. <p>(h) Service providers shall maintain documentation of initial and refresher training for at least three years.</p> <p>(1) Documentation shall include:</p>	V 537		

Division of Health Service Regulation

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V 537	<p>Continued From page 2</p> <p>(A) who participated in the training and the outcomes (pass/fail);</p> <p>(B) when and where they attended; and</p> <p>(C) instructor's name.</p> <p>(2) The Division of MH/DD/SAS may review/request this documentation at any time.</p> <p>(i) Instructor Qualification and Training Requirements:</p> <p>(1) Trainers shall demonstrate competence by scoring 100% on testing in a training program aimed at preventing, reducing and eliminating the need for restrictive interventions.</p> <p>(2) Trainers shall demonstrate competence by scoring 100% on testing in a training program teaching the use of seclusion, physical restraint and isolation time-out.</p> <p>(3) Trainers shall demonstrate competence by scoring a passing grade on testing in an instructor training program.</p> <p>(4) The training shall be competency-based, include measurable learning objectives, measurable testing (written and by observation of behavior) on those objectives and measurable methods to determine passing or failing the course.</p> <p>(5) The content of the instructor training the service provider plans to employ shall be approved by the Division of MH/DD/SAS pursuant to Subparagraph (j)(6) of this Rule.</p> <p>(6) Acceptable instructor training programs shall include, but not be limited to, presentation of:</p> <p>(A) understanding the adult learner;</p> <p>(B) methods for teaching content of the course;</p> <p>(C) evaluation of trainee performance; and</p> <p>(D) documentation procedures.</p> <p>(7) Trainers shall be retrained at least annually and demonstrate competence in the use</p>	V 537		

Division of Health Service Regulation

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V 537	<p>Continued From page 3</p> <p>of seclusion, physical restraint and isolation time-out, as specified in Paragraph (a) of this Rule.</p> <p>(8) Trainers shall be currently trained in CPR.</p> <p>(9) Trainers shall have coached experience in teaching the use of restrictive interventions at least two times with a positive review by the coach.</p> <p>(10) Trainers shall teach a program on the use of restrictive interventions at least once annually.</p> <p>(11) Trainers shall complete a refresher instructor training at least every two years.</p> <p>(k) Service providers shall maintain documentation of initial and refresher instructor training for at least three years.</p> <p>(1) Documentation shall include:</p> <p>(A) who participated in the training and the outcome (pass/fail);</p> <p>(B) when and where they attended; and</p> <p>(C) instructor's name.</p> <p>(2) The Division of MH/DD/SAS may review/request this documentation at any time.</p> <p>(l) Qualifications of Coaches:</p> <p>(1) Coaches shall meet all preparation requirements as a trainer.</p> <p>(2) Coaches shall teach at least three times, the course which is being coached.</p> <p>(3) Coaches shall demonstrate competence by completion of coaching or train-the-trainer instruction.</p> <p>(m) Documentation shall be the same preparation as for trainers.</p>	V 537		

Division of Health Service Regulation

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V 537	<p>Continued From page 4</p> <p>This Rule is not met as evidenced by: Based on record reviews and interviews, two of two audited former staff (FS #9 and FS #10) and one of three audited current staff (#1) failed to demonstrate competence in physical restraint affecting one of three audited clients (#1). The findings are:</p> <p>Reviews on 9/30/25 and 10/3/25 of the facility's personnel records revealed:</p> <p>Staff #1- -Hired as a Paraprofessional. -Date of hire was 6/23/25. -Evidence Based Protective Intervention (EBPI) training completed on 7/7/25.</p> <p>FS #9- -Hired as a Paraprofessional. -Date of hire was 6/20/24. -EBPI training completed on 7/5/25. -She was terminated on 7/17/25.</p> <p>FS #10- -Hired as a Paraprofessional. -Date of hire was 12/16/24. -EBPI training completed on 12/19/24. -She left the agency on 9/24/25.</p> <p>Review on 9/30/25 of client #1's record revealed: -Admission date of 6/25/24. -Diagnoses of Moderate Intellectual Disability, Bipolar Disorder, Mood Disorder, Asthma, Unspecified Disturbance of Conduct and Mitral Valve Prolapse.</p> <p>Review on 9/30/25 of the North Carolina (NC) Incident Response Improvement System (IRIS) revealed:</p>	V 537		

Division of Health Service Regulation

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V 537	<p>Continued From page 5</p> <p>-Report dated 7/15/25-"...Upon reviewing the footage from 7/14/25 around 7:30 am prior to attending the Day Program [client #1] is seen having a small behavior/outburst which involved yelling, cursing, etc. which seemed to be directed at [FS #9]; however, [client #1] did not become physically aggressive at that time. [Client #1] continued with he behavior in which [FS #9] is seen approaching [client #1] and as [client #1] walked away from [FS #9]. [FS #9] is then seen antagonizing/intimidating [client #1] by following her around in the living room as [client #1] was trying to keep space between herself and [FS #9], however every way [client #1] went [FS #9] followed her. [Client #1] is seen telling [FS #9] to back up however [FS #9] inappropriate/untherapeutic approach continued to escalate [client #1's] behavior. [FS #9] and [client #1] her are seen chest to chest and close to one another's faces as [client #1] was trying to push [FS #9] away out of her face when [client #1] is seen with her fingers/hand in [FS #9's] face. It looked as if [client #1] shoved/pushed [FS #9] in her face when [FS #9] aggressively charged/rushed [client #1] and is seen grabbing [client #1] by her shoulders/neck area and aggressively pushing [client #1] to her bedroom. While in the bedroom [FS #9] is seen on top of [client #1] while she is on her bed, basically pinned down ...[Client #1] is seen struggling and attempting to push/kick [FS #9] off of her ..."</p> <p>Interview on 10/1/25 with client #1 revealed: -She had an incident "a couple of months ago" with FS #9. -"[FS #9] kept getting on me and agitating me about doing my chores." -"[FS #9] was picking on me, she pissed me off." -"[FS #9] got upset and grabbed my shirt." -"[FS #9] pushed me into my bedroom."</p>	V 537		

Division of Health Service Regulation

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V 537	<p>Continued From page 6</p> <ul style="list-style-type: none"> - "I pulled [FS #9's] hair and would not let go because I wanted [FS #9] to let go of me." - She told FS #9 to get off and FS #9 then pushed her onto the bed. - "[FS #9] was holding me down on the bed and [FS #9] would not let me get up." - "I fell onto my back when [FS #9] pushed me onto the bed." - "[FS #9] then got on top of me and held me down and would not let me move around." - "[FS #9] held me down by holding my shoulders and arms down on the bed with her hands." - "When we were moving around on the bed, [FS #9's] arm hit my face and it hurt." - There were 2 other staff at the facility. - She could not remember the staff's names. - One of the staff tried to push FS #9 away from her before she fell onto the bed. <p>Interview on 10/1/25 with FS #9 revealed:</p> <ul style="list-style-type: none"> - She had an incident with client #1 in July 2025. - Client #1 was in "a bad mood" that morning prior to going to the day program. - "Something happened during 3rd shift and [client #1] took it out on me." - She asked client #1 to clean up and she refused. - Client #1 started "cussing" and calling her names. - She told the other clients to leave the living room area and go to their bedrooms. - "[Client #1] then got into my face and kept calling me a b***h." - "I kept arguing back and forth with [client #1]." - She then "pushed" client #1 into her bedroom. - "I didn't want her to try and leave the facility." - "Sometimes when [client #1] is upset, she will try to run away." - "Once we got into the bedroom [client #1] started pulling my hair and [client #1] fell back onto the bed." 	V 537		

Division of Health Service Regulation

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V 537	<p>Continued From page 7</p> <ul style="list-style-type: none"> -Client #1 was holding "a hand full of my hair." -I got on top of [client #1] because she was pulling her hair." -She tried to pull her hair from client #1's hands. -I thought [client #1] was going to pull out all of my hair." -There were 2 other staff at the facility, "but I can't remember their names." -One of the staff was in the bedroom with them and tried to help when client #1 was pulling her hair. -Other than that, staff did not intervene during that incident." <p>Interview on 10/1/25 with FS #10 revealed:</p> <ul style="list-style-type: none"> -She witnessed the incident with client #1 and FS #9 in July 2025. -"[FS #9] had a nasty attitude that morning." -"[FS #9] kept going back and forth with [client #1] about cleaning up." -Client #1 kept "cussing" at FS #9. -"[FS #9] was annoying client #1 by walking behind her." -"[Client #1] kept trying to get away from [FS #9]." -I stood in between them to try to de-escalate the situation." -I asked [client #1] if she wanted to go outside and talk." -"[FS #9] said no she is not going outside." -"[FS #9] then grabbed the front of [client #1's] shirt close to her neck with both hands." -"[FS #9] then pushed [client #1] into her bedroom." -"They were facing each other, [FS #9] was pushing [client #1] backwards into her bedroom." -"They were chest to chest." -"Once they went into the bedroom she didn't see anything else." -Staff #1 was also at the facility and was in the bedroom with client #1 and FS #9. 	V 537		

Division of Health Service Regulation

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V 537	<p>Continued From page 8</p> <p>-"I didn't intervene because I wanted to make sure the other 3 clients were ok." -"Some of the clients will start having behaviors if they witness those types of incidents."</p> <p>Interview on 10/3/25 with staff #1 revealed: -She witnessed the incident with client #1 and FS #9. -"I was doing other things around house and didn't see the majority of that incident." -"[Client #1] and [FS #9] were in each other's face and arguing back and forth." -"It started in the living room, and somehow they ended up in the bedroom." -"I felt like [FS #9] was trying to restrain [client #1]." -"[FS #9] had [FS #9] on the bed." -"[FS #9] was holding down both of [client #1's] arms and was on top of [client #1]." -"[FS #9's] knees were on the bed." -"I didn't intervene because I felt like [FS #9] had that situation under control."</p> <p>Interview on 9/30/25 with the Qualified Professional revealed: -There was an incident on 7/14/25 with client #1 and FS #9. -She saw the camera footage of the incident with client #1 and FS #9. -"The camera is in the hallway, you can see [client #1's] bed from the hallway." -She saw client #1 and FS #9 in the living room area of the facility. -Client #1 was in FS #9's face and "appeared to be cussing at [FS #9]." -"[FS #9] was following [client #1] around the living room." -"[Client #1] tried to walk away and [FS #9] kept following her." -"[FS #10] was in the middle of them standing</p>	V 537		

Division of Health Service Regulation

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V 537	Continued From page 9 trying to keep them separated." -"[FS #9] then grabbed [client #1] by her shirt collar and pushed her int the bedroom." -"[FS #9] pushed [client #1] onto the bed and [FS #9] got on top of client #1." -"[Client #1 tried to get up and [FS #9] held her down on the bed." -"[FS #9] straddled [client #1] on the bed." -"[FS #9's] knees were on the bed." -She talked with the other staff who were involved in that incident. -"[Staff #1] was newer and felt the other staff was handling that situation." -"[FS #10] said she was afraid during that incident."	V 537		