

Professional Consultations

To complete a professional consultation, the three activities listed below should take place:

- 1. Completing Professional Consultation Form
- 2. Reviewing Treatment Plan
- 3. Reviewing Session Notes

Session Note Guidance

SESSION FOCUS

In this section you should list the following:

1. Where service took place.
2. What goal was worked on.
3. What Billable service was provided.

(This should be connected to the goal but one of the billable services listed in the service standard)

Parent Education- *Parent education family skills training, *Parent Education Individual, *Parent Education Group

Resource Family Support- *Home visits, *Coordination of services, *Conflict management, *Emergency/crisis services*Child development education, *Developmental/behavioral effects of trauma education, *Parenting education/training *Parent training with children present, *Monitor progress of parenting skills, *Family communication, *Foster family support, *Community service information, *Community referrals and follow-up, *Develop structure/time management *Reactive Attachment Disorder (RAD) support, *Foster family support *Life skills training

Home Base Case Work *Home visits, *Participation in DCS Case Planning, *Coordination of Services, *Conflict management, *Emergency/crisis services, *Child development education, *Domestic violence, *Family communication, *Facilitate transportation - *goal directed*, *Participation in Child and Family Team Meetings, *Family Reunification/Preservation, *Reactive Attachment Disorder (RAD) Support, *Foster family support, *Advocacy, *Family Assessment, *Community referrals and follow-up, *Develop structure/time management, *Behavior modification, *Budgeting/money management, *Meal planning/preparation, *Parent training with children present, *Monitor progress of parenting skills, *Community services information, *Develop long and short term goals, *Life skills training

Client Progress & Assessment:**THIS SECTION MUST BE TYPED IN EACH NOTE Under Session Focus******

In this section you should list the following:

1. The clients response to interventions.
2. The clients progress towards the goal.

THERAPEUTIC INTERVENTION

In this section you should list the following:

1. A description of the interventions the writer provided during the session.

2. There should be approximately 1 paragraph /3-5 sentences per hour billed.♥
3. The writer should be using skill level intervention terms not therapeutic words.

PLANNED INTERVENTION

In this section you should list the following:

1. What actions by provider and client need to occur between this and the next session.
2. What is the plan for the next session.
3. What is the date of the next session.

FST Example

SESSION FOCUS EXAMPLE:

Client met with provider at **her home to work on plan of care goals and strategies.** During the session, training and support for the unpaid caregiver services were provided.

Client Progress & Assessment****THIS SECTION MUST BE TYPED IN EACH NOTE Under Session Focus****

In this section you should list the following:

3. The clients response to interventions.
4. The clients progress towards the goal.

The Client practiced deep breathing. The client stated she felt more relaxed after the deep breathing exercise. The client agreed to practice deep breathing at least twice per day. The Client engaged in role play. The client informed this provider that her son is typically inconsolable when he becomes upset. The client agreed to try coaching her son during his next outburst. Finally, participated in the role play to learn conflict management. The client demonstrated her ability to remember steps for managing conflicts from the last session. During the role play, The client recited each step in order.

THERAPEUTIC INTERVENTION EXAMPLE:

Example: This writer engaged the client *in a deep breathing exercise, to give her an opportunity to practice learning how to take deep breaths to calm down.*♥ During this activity this writer coached The client as she inhaled, exhaled and counted during each breath. ♥ This writer observed as the client worked to be mindful of each breath she took♥ Next, this writer taught the client how to teach deep breathing to her son, *to support the client in learning to manage her sons undesirable behaviors*♥ Then, his writer engaged the client in role play♥ *This was done to give the client the opportunity to practice teaching deep breathing to her son.* ♥ This writer reminded the client to make eye contact with her son down at his level♥ Finally, this writer engaged the client in a role play activity, *to assist the client with practicing positive conflict management skills*♥ This writer presented a various scenarios to support the client in learning to manage conflicts with her son in a positive manner.

PLANNED INTERVENTION EXAMPLE:

Example: The plan for the next session is to continue working on goals and strategies. The client will practice using deep breathing at least twice per day. Next meeting 5/2/20

HBCW Example

SESSION FOCUS EXAMPLE:

Client met with provider at **Marion County Public Library on East Washington** to work on Goal #1 and family reunification by working to meet her housing goal. Client reported that the Property Manager Julian Center did not show up for meeting today to discuss renewing her lease. Client states that she is over income for the housing program and that her rent could potentially increase to \$900 per month.

Client Progress & Assessment: Client worked to identify housing options and engaged in housing search activities. The client reached out to Julian Center regarding housing, and identified 10 units of interest through a housing search.

Client was prompt and ready for meeting today. Client was very talkative and had some difficulty with staying on task.

THERAPEUTIC INTERVENTION EXAMPLE:

HBCW assisted the client with identifying housing options♥ HBCW engaged the client in housing search activities♥ HBCW coached client as she searched for listings on www.indyhousing.org and craigslist♥ HBCW helped client with identifying her housing barriers and developing strategies to overcome barriers♥ Client was able to find a trailer rental listed for \$365 in Camby, IN♥ HBCW set a goal for client to follow up on housing lead for more information♥

PLANNED INTERVENTION EXAMPLE

During the next session HBCW will continue to support client toward housing goals. HBCW will continue to research housing affordable housing resources. Between now and the next session the client will identify 2 properties that she would like to apply for. Next meeting 5/2/20

HAB/RFSS YOUTH SKILLS Example

SESSION FOCUS EXAMPLE:

Client met with provider at **her fathers home to work on plan of care goals an strategies.** During the session, habilitation services were provided.

Client Progress & Assessment

The Client played coping skills Uno. The client shared feelings she had experienced, including anger and frustration. The clients states she last felt angry when she was on punishment for not following directions. The Client participated in a cooking activity. The client prepared spaghetti she has identified cooking as an activity that she enjoys. The client worked with her sister peacefully to prepare the spaghetti. The client used kind words such as please and thank you as she asked her sister to get utensils and turn on the oven. The client thanked her sister for helping her as they cleaned up after themselves in the kitchen. Finally, the client engaged in role play. The client practiced taking deep breaths before responding to adults if she is feeling upset. The client practiced responding respectfully to her parents directions.

THERAPEUTIC INTERVENTION EXAMPLE:

This writer engaged the client in a game of coping skills Uno, to give her an opportunity to practice thinking about coping skills that she can use daily.♥ During this activity this writer asked questions, to facilitate discussion regarding how to cope with different situations♥ Next, this writer coached the client as she completed a cooking activity, to observe her practicing coping skill of participating in an enjoyable activity♥ This writer reminded the client to clean up as she cooked, to prevent having a lot to clean up at the end. This writer praised the client for not becoming upset when she was instructed to clean♥ Finally, this writer engaged the client in a role play activity, to assist the client with practicing positive communication skills♥ This writer presented a various scenarios to that required the client to share her how she would respond to situations presented♥ This writer taught the client strategies to use when she felt upset, but could not think of the appropriate response♥

PLANNED INTERVENTION EXAMPLE:

The plan for the next session is to continue working on goals and strategies. Provider will look for more recipes that are easy to make and clean up within 2 hour time frame. The client will practice using coping skills. Next meeting 5/2/20

Parent Education Example

SESSION FOCUS EXAMPLE:

Client met with provider at **Home the clients home to work on goals 2.** During the session, Parent Education Individual services were provided.

Client Progress & Assessment

Client was engaged in the lesson. Client participated in activities presented. The client answered discussion questions in detail. The client watched a video presented. This client responded to the check for comprehension by answering questions and providing explanation. The client answered discussion questions in detail. The client watched the video presented.

THERAPEUTIC INTERVENTION EXAMPLE:

This Writer began the session by **engaging** the client in a discussion to determine if the client completed the home practice assignment from the previous session♥ This writer **taught** The Nurturing Program, Nurturing Skills For Families, Chapters 5.1 Smoking and My Childs Health & Chapter 5.2 Families and Alcohol. This writer presented the video Drinking and Parenting Don't Mix for parents with school aged children♥ *In order to teach the client, to be more aware of the health risks of smoking to themselves and their children, and more aware of the impact chemicals have in altering parent-child relationships*♥ This Writer **reviewed** the topics covered with the client and checked for comprehension by asking knowledge questions from the curriculum, Which of the following are common reasons for alcohol abuse?? Keeping children drug free can best be accomplished by?? Describe how you model appropriate ways to drink alcohol? Describe strategies you use to keep your children drug free©? This Writer gave the client the following home practice assignment: Review the information titled Understanding Alcohol Use and Abuse? in your Parent Handbook with your family, Complete the Families and Alcohol Use Questionnaire? in your Parent Handbook, Spend 30 minutes every day holding/providing nurturing touch, playing, reading and talking with your children♥ This Writer **informed** the client that new topics will be covered during the next session♥

PLANNED INTERVENTION EXAMPLE

The plan for the next session is to continue working on goal 1. Prior to the next session, the client will complete the assigned home practice assignments. Next meeting 5/2/20

Reviewing HBCW, PE, RFSS, PA Treatment Plan

1. Support the provider on making sure they are properly developing goals. Each client should have no more than 3-4 goals at a time. Goals should be client lead. They should be process and outcome goals: What client plans to do, What client hopes to achieve. They should include goal language: to understand, to know, to improve, to decrease, etc. They should be strengths based : personal, present tense & positive.
2. Support the provider on making sure they are using SMART goal format:
 - Specific:** Who, what, when and why? What needs to happen? Describe in detail exactly needs to be done. **Measurable:** How will I know if I have achieved my goal? What will be different about me or my situation when I achieve my goal? What will have increased or decreased? How will I measure achievement? Can this be quantitatively measured?
 - Attainable:** Does the client have the skills to be successful? Does the client have the right attitude? Can the client really accomplish this goal? Is this goal too high or too low? Is this something the client can maintain without “professional” supports?
 - Relevant:** Why is the client doing this? Is this really what the client wants? What is the purpose? Is this goal congruent with the clients personal values? What is the clients motivation? Is the client being pressured to do this?
 - Timebound:** How long will it take the client to accomplish this goal? Is the goal too long/short? Is the client bound by time frames set by accrediting or referral sources? How long will it take to complete “prerequisite” task? How much time can the client devote to pursuing this goal?

Tim will become more involved in the DCS process by communicating with the FCM no less than twice a month to receive updates on the case. This will occur for the life of the DCS case
3. Support the provider by reviewing each goal and objectives, be sure the provider is noting which goals and objectives are completed on the service plan. Support the provider by making sure they are properly marking initiation dates and have realistic target completion dates
4. Document the level of progress on each goal using the following:
Accomplished Significant Progress Minimal Progress No Progress Revised

DMHA HAB & FST Treatment Plan:

When Composing a treatment plans for DMHA Clients, goals and objectives should be copied from the plan of care. Please use this guide to properly compose the treatment plan.

In TheraNest	On POC
Behavioral Definitions	Brief History
Goal	Outcome
Objective	Need
Intervention	Strategies

Choices HAB & FST Treatment Plan:

In TheraNest	POC Choices HAB & FST Treatment Plan
Behavioral Definitions	Presenting Concerns/Risk Factors
Goal	Outcome
Objective	Need
Intervention	Strategies

Example Goals & Objectives

Casework Goals & Objectives

Goal: Client will Obtain Employment

Objectives:

- Client will identify employment interests
- Client will identify employment work history & experience
- Client will identify barriers to employment
- Client will work to resolve barriers to employment
- Client will create a resume
- Client will enroll in Work One Job Program
- Client will learn and/or enhance interviewing skills
- Client will conduct job searches weekly
- Client will apply for employment 2-3 times weekly

Goal: Client will Obtain Housing

Objectives:

- Client will identify housing interests
- Client will identify housing history
- Client will identify barriers to obtaining housing
- Client will work to resolve barriers to obtaining housing
- Client will conduct housing searches weekly
- Client will apply for housing 2-3 times a month

Goal: Client will obtain G.E.D

Objectives

- Client will explore and identify appropriate GED programs.
- Client will identify and work to resolve barriers of attending a GED program
- Client will enroll in GED program
- Client will attend GED classes as scheduled

Goal: Client will Obtain Sobriety

Objectives:

- Client will avoid substance or alcohol use
- Client will attend & actively participate in IOP classes as scheduled
- Client will keep a written log of IOP classes attended
- Client will submit to random drug screens as instructed
- Client will keep a log of drug screens completed
- Client will attend, participate in IOP classes as recommended
- Client will submit to random drug screening weekly.
- Client will maintain/provide a log of completed screens.

Goal: Client will successfully complete domestic violence services

Objectives:

- Client will adhere to no-contact orders in place (if applicable)
- Client will identify and work to resolve any barriers to participating in DV services
- Client will attend & actively participate in DV classes as scheduled
- Client will keep a written log of DV classes attended and/or missed

Parent Education Goals & Objectives

When composing Parent Education Goals and objectives, the goals should correspond with the need the clients AAPI identifies.

Construct A

Goal: Client will learn appropriate expectations of children by participating in _____ (Group/Face to Face) Sessions per week for the next ___ weeks.

Goal: Client will learn and demonstrate appropriate expectations of children by practicing ___ technique(s) learned in the weekly session at least _____times per day for the next ___weeks.

Objectives:

- Client will participate in sessions that teach the Developmental Stages of Child _____ times per week for the next ___ weeks.
- Client will complete an assessment to evaluate his/her ability to identify developmental stages of children at least ___ times over the next _____ weeks.
- Client will practice setting age appropriate expectations for child ___ times per day.

Construct B

Goal: Client will demonstrate parental empathy towards child's needs by practicing at least ___ technique(s) learned in weekly sessions at least _____ times per day for the next ___weeks.

Objectives:

- Client will engage in learning child's basic needs in regard to the following domains: social, physical, creativity, emotional, and spiritual by participating in parent education sessions _____ times per week for the next ___weeks
- Client will complete an assessment to evaluate his/her ability to identify how to recognizing and understand their children's, feelings at least ___ times over the next _____ days.

Construct C

Goal: Client will practice alternative methods of discipline besides corporal punishment by practicing at least ___ technique(s) learned in weekly sessions at least _____ times per day for the next ___weeks.

Objectives

- Client will identify clear concise family rules by documenting the rules and displaying them in the home environment.
- Client will engage in understanding discipline and behavior management by participating in parent education sessions ____ times per week for the next ____ weeks
- Client will explore and identify methods of discipline that does not include corporal punishment by participating in parent education sessions ____ times per week for the next ____ weeks.
- Client will learn how rewards and appropriate punishments are used to guide and teach children by participating in parent education sessions ____ times per week for the next ____ weeks.

Construct D

Goal: Client will demonstrate appropriate parent-child role interactions by practicing at least ____ technique(s) learned in weekly sessions at least _____ times per day for the next ____ weeks.

Objectives

- Client will define family morals by discussing them with his/her children at least _____ times per day.
- Client will give examples of family morals by discussing them with his/her children at least ____ times per day.
- Client will relate family morals to family discipline by discussing the relationship with children at least ____ times per day.
- Client will define family values by discussing them with his/her children at least _____ times per day.
- Client will identify and define the purpose of family rules by discussing rules with the children at least ____ times per day and displaying the rules in the home environment.
- Client will apply appropriate family morals and values in interactions with child or children at least ____ times per day

Construct E

Goal: Client will foster appropriate personal power within client's children by practicing at least ____ technique(s) learned in weekly sessions at least _____ times per day for the next ____ weeks.

Objectives:

- Client will participate in (Group/Face to Face) sessions that teach the difference between positive use and negative use of personal power ____ times per week for the next ____ weeks.
- Client will learn ways in which to develop personal power in client's children by participating in Group/Face to Face Sessions ____ times per week for the next ____ weeks.

DV Parenting Goal

Goal: Client will ensure children receive appropriate medical and dental routine services by _____ at least _____ times per _____ for the next _____.

Objective:

- Client will ensure medical and dental insurance benefits remain active.
- Client will ensure children receive well child/physical exam annually and/or as recommended by the pediatrician.
- Client will ensure children receive routine dental exams and cleaning every six months.
- Client will ensure children receive eye exam screenings at least annually.
- Client will ensure medication are administered to children as prescribed. (if applicable)

Goal: Client will ensure the educational needs of her children are met by _____ at least _____ times per _____ for the next _____.

Objectives:

- Client will ensure all school age children are appropriately enrolled to begin school
- Client will ensure that children have adequate school supplies for
- Client will ensure children attend school daily
- *(If any children receive special education,)* Client will ensure the appropriate IEP conferences are scheduled for each child receiving special education services.
- Client will attend all school case conferences/IEPs (if applicable)

Goal: Client will ensure children's educational needs are met by _____ at least _____ times per _____ for the next _____.

Objectives:

- Client will enroll each child appropriately in the appropriate school
- Client will provide children with appropriate clothing and school supplies
- Any other steps that the client should take to achieve this goal should be included.

Goal : Client will provide supervision for her children at all times by _____ at least _____ times per _____ for the next _____.

Objectives:

- Client will provide supervision for children at all times
- Client will utilize (whatever you have come up with for alternate care –i.e. relatives, (identify which relative and name) daycare, etc.
- Client will provide DCS with the names of alternate caregivers for approval purposes.
- Any other steps that the client should take to achieve this goal should be included.

Youth Goals

Anger

Goal: Increase and practice ability to manage anger

- Walk away from situations that trigger strong emotions (100%)
- Be free of tantrums/explosive episodes
- Learn two positive anger management skills
- Learn three ways to communicate verbally when angry
- Be able to express anger in a productive manner without destroying property or personal belongings
- Be able to express anger without yelling and using foul language
- Explore and resolve conflict with _____ (list triggers)
- Get through an entire day without an angry mood swing (or breaking/punching . . .)
- Get through a whole week without fighting with _____
- Take a time-out when things get upsetting
- Learn and practice anger management skills especially in situations where people are not treating him/her respectfully

Behavior Problems

Goal: Improve overall behavior (and attitude/mod), or maintain positive behavior (and attitude/mood)

- Be free of _____ behavior
- Develop a reward system to address _____ (target problem)
- Learn two ways to manage frustration in a positive manner
- Share two positive experiences each week in which X is proud of how he/she has behaved
- Stay free of fights
- Stay free of drug and alcohol use and abuse (100%)

- Be free of violent behavior
- Be able to keep hands and feet to self
- Be able to express anger in a productive manner without destroying property or personal belongings
- Be free of threats to self and others
- Complete daily tasks (e.g. chores, pet care, self-care, etc.)
- Avoid leaving clothing/toys/personal stuff all around the house
- Listen to parent and follow simple directions with one prompt
- Put all dishes, glasses, cups, and food items back in the kitchen after meals/snacks
- Clean up after himself/herself
- Admit and accept personal responsibility for own actions/behavior
- Be respectful of adults and avoid talking back
- Get through a whole week without fighting with
- Avoid behavior that would result in a loss of custody
- Be able to play with others peacefully for _____ minutes
- Come home each day _____ (time)
- Keep parents informed about where you are and when you will be home
- Be in bed by _____ each night
- Be free of bedwetting
- Be free of wet/soiled underwear
- If an accident happens, be responsible and clean it up
- Be free of any behavior that could result in loss of job
- Remain free of behaviors which would lead to arrest
- Comply with all aspects of probation/parole and avoid behavior that could violate
- Eat/swallow only items intended to be food

Communication Skills

Goal: Learn and use effective communication strategies

- Talk nice or do not say anything at all
- Learn three ways to communicate verbally when angry
- Be able to express anger in a productive manner without destroying property or personal belongings
- Be able to express anger without yelling and using foul language
- Be able to express wants and needs through spoken language
- Be able to ask questions and tell about instances
- Be able to stick up for self assertively
- Speak in a clear and concise manner so others fully understand him/her
- Learn to express feelings verbally without acting out

Decision Making

Goal: Improve decision making skills

- Make short and simple “to do” lists and complete three tasks each day
- Celebrate little successes each day using positive self-talk and/or journaling
- Be able to weigh options and make simple decisions within 5 minutes
- List three options for any major decisions and then discuss with therapist or family

Relationships

Goal: Establish/maintain civil and supportive behavior

- Avoid angry outbursts by walking away from stressful situations
- Be free of affairs
- Be able to live together peacefully, free of all angry physical contact
- Learn three ways to communicate verbally when angry
- Explore peer and dating relationships to improve X's chance of staying safe and legal
- Be able to keep hands to self
- Be able to express anger without yelling and using foul language
- Explore and resolve conflict with _____
- Be able to stick up for self assertively
- Be respectful of parents/don't talk back
- Get through a whole week without fight with _____
- Speak in a clear and concise manner so others fully understand him/her
- Be able to play with others peacefully for _____ minutes
- Learn to express feelings verbally without acting out
- Associate with healthy people and continue to make new friends
- Continue to explore relationship issues and slowly see new opportunities for dating
- Figure out why relationships fail and better plan for finding next partner
- Associate with people outside of work and make one or two friends.

School Issues

- Go to school every day
- Behave in an age-appropriate manner
- Maintain passing grades
- Will be able to focus attention and complete school related tasks each day
- Listen and take notes in all classes
- Be free of suspensions and detentions
- Will review homework and other projects with parents on the day they are assigned

Self-Image

Goal: Explore and resolve issues related to self-image

- Discuss life events that led to and/or reinforce a negative self-image during weekly therapy
- Use positive self-talk daily
- Exercise daily (or _____ times per week)
- Drop _____ pounds

- Report feeling more positive about self and abilities
- Return to school and work on getting _____ (degree/diploma/GED)
- Change jobs to one that . . . (offers more pay and/or better suits skill set)
- Openly discuss issues relating to sexuality and become comfortable with sexual identity
- Explore spirituality and the role it plays in the meaning and purpose of life
- Engage in volunteer work and/or other meaningful activity at least three hours each week

Social Skills

Goal: Improve social skills

- Speak in a clear and concise way so others fully understand him/her
- Learn to express feelings verbally without acting out
- Make a new same-age friend
- Spend two hours playing with peers each week

Vocational/Educational

Goal: Find a new job, or keep present job, or re-enter the work force

- Earn GED
- Explore options for returning to school/training
- Become an active member of a local clubhouse
- Complete a college/technical school
- Develop a resume
- Seek two people who will serve as references
- Be free of any behavior that could result in loss of job/educational grants
- Find and settle into a new job

Client will actively participate in and complete initial intake assessment and complete all paperwork including but not limited to, authorization and HIPPA form, intake, comprehensive assessments, case plan, home inventory and budget assessment.

- Client will identify personal strength and weaknesses.
- Client will formulate personal goals as revealed through the intake assessment.
- Client will demonstrate compliance and consistency toward meeting goals.
- Client will comply with services by attending appointments and providing at least a 24 hour notice for cancellation.