



### **Progress Notes Requirements**

- 1. Date of Service**
- 2. Service Type**
- 3. Actual Duration**
- 4. Goal**
- 5. Objective**
- 6. Progress**
- 7. Printed Name**
- 8. Signature**
- 9. Agency Title**
- 10. Date of Signature**



## **Progress Note Elements**

**1. Describe the youth's emotional state at the onset of the teaching session:**

- For example:
  - Just arrived from school and was calm
  - Watching TV in the living room, and was somewhat sad
  - Relaxing in room listening to music

**2. Identify the specific skill being taught to the youth:**

- For example:
  - Deep Breathing (not Coping Skill)
  - Budgeting (not life skill)
  - Identifying Triggers (not anger management)

**3. Describe in detail how you taught the skill to the youth:**

- Include step by step information on what you did and what you said to the youth
  - Identify the teaching method used
    - ie: Role play, Internet search, completed worksheet, hands on activity coaching
  - Explain the activity/conversation:
    - ie: Staff sat with youth and explained deep breathing can be used when the youth is beginning to get upset. Staff explained how to do a deep breathing by inhaling through your nose, holding the breath for 3 seconds and then exhaling through your mouth. Staff modeled it first and then had the youth try it. Staff explained this should be done three times in a row. Together we practiced the deep breathing exercise.

**4. Describe the youth's response during teaching session:**

- What the youth said:
  - I think the role play was interesting and helped me understand how to control my anger when I feel upset.
  - I don't think I will be able to use this later because it is stupid and doesn't work
  - I didn't think it would work but I feel calmer now that we have done the exercise.

**5. Describe how you connected the skill to real life situations:**

- You told the youth:
  - This deep breathing skill can be used when you are upset at school when the teacher tells you something you don't like so that you don't swear at them.
  - Being able to follow a recipe will give you the opportunity to make dinner for someone when you are living on your own, such as a girlfriend or boyfriend.

**6. Describe the progress made by the youth during the teaching session:**

- Rate progress (good, fair, none) and explain why:
  - Poor as evidenced by the youth refusing to practice the skill and becoming irritable and leaving the session early.
  - Good as evidenced by the youth engaging well and practicing the skill for 5 minutes and appearing more relaxed at the end of the session.
  - None as evidenced by youth's refusal to engage in the teaching session.