



# Progress Notes Acceptable Samples



Client: Katie Sunshine

Date of Service: 6/7/19

Service Type: Milieu Progress Note

Duration: 15 minutes

Goal/Objective: Goal- Katie will demonstrate positive interactions with peers and adults on a regular basis. Objective: Katie will work on developing positive social skills with peers and adults having a better understanding of social norms and cues that guide comfortable and appropriate peer interactions.

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

Katie presented in a good mood. She got home from school and was hanging out at the kitchen table having a snack.

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

First Interactions/greetings with a new person.

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

This worker discussed with Katie how to first engage with a new person. I shared that it is important to say hello and make good eye contact with a new person. As you say hello it is nice to introduce yourself by name straight away rather than talking for a bit as then sometimes you feel awkward saying it later. It is important to make sure you listen for their name in response and remember that name. Repeating back the person's name is a good trick to help you remember it. Depending on the person and situation you may shake their hand. We completed several role plays where we practiced this. Katie always played herself and this worker played the role of a different person during each new role play including a substitute teacher, new student at school and a new youth to the group home.

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

Katie did not enjoy doing the role play at first as she was resistant, but once we started doing it, she eased up and started having fun with it. By the end she seemed much more comfortable in the role plays which lead to a positive interaction.

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

I discussed how she can use this technique tomorrow as she is going to the YMCA after school and may see some new youth there she has not met before.

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

Katie made good progress. She practiced using good eye contact as she said hello which is typically a struggle for her.

Staff Name and Title: Jim Burns, Residential Counselor

Signature: Jim Burns

Date: 6/8/19



**Client: Johnny Appleseed**  
**Service Type: Daily Proactive Service**  
**Goal/Objective: 2: B**

**Date of Service: 7/1/19**  
**Duration: 15 minutes**

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

Johnny was calm when approached.

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

Anger Management, specifically muscle relaxation when getting angry.

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

This counselor told Johnny that when he feels that he is getting angry, there is one technique for him to start feeling less tensed-up. He can relax his muscles. Start by breathing deeply through the nose and then release the shoulder muscles and then the arms muscles. Do not make them tense and release, just release from the beginning. Then relax the face muscles and neck. It has to feel like the neck, shoulder and arms are getting heavy. We then proceeded to practice it. I again guided him step by step.

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

Johnny said that he never thought that he could relax his muscles that way and said that after we finished practicing he felt more relaxed than he was when we started talking. He said that he will do that next time he feels he is getting angry.

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

This counselor specifically recommended him to use it tomorrow in school when he starts to get angry in a classroom or the cafeteria for whatever reason. He will be seated then and will be able to concentrate on what he is doing as the muscles to relax are all in his upper body area. He said that he will try that tomorrow.

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

Johnny made good progress. He was able to practice the skill very well and stated that it helped him get even more relaxed than he already was.

**Staff Name and Title: Roberto Coach, Youth Counselor**

**Signature: *Roberto Coach***

**Date: 7/1/19**



**DEPARTMENT of CHILDREN and FAMILIES**

*Making a Difference for Children, Families and Communities*



**Client: Moana Silversmith**  
**Service Type: Milieu Service**  
**Goal/Objective: 2c**

**Date of Service: 6/1/19**  
**Duration: 22 minutes**

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

Youth was watching TV, calm and at baseline

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

Coping Skill – Taking Space

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

Staff and youth discussed a situation that occurred the day before and youth was being disrespectful to staff and another youth. She later explained the youth was frustrating her. This staff discussed some of her coping skills options. She said she walked away from the situation after she cursed at staff and the youth. This worker explained she needed to take space before she gets irritated to the point of cursing. This worker and youth did several role plays asking staff for permission to take space both taking turns being the staff and the youth so that the youth can understand how it can feel when she doesn’t effectively ask to take space and when she does ask to take space.

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

Youth felt it was beneficial because she said she didn’t always know how to ask to take space and that part of staff frustration was she was just walking away. She said she thought that was being pro-active and now understands how to do it more appropriately.

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

Staff told the youth that there are going to be times when she gets frustrated and isn’t going to be able to use her music or drawing as a coping skill and will need to have many different ones she can chose between depending on situations such as being at school with a difficult peer and rather than tell them off, asking to take space to get away from the situation.

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

Youth made excellent progress by being able to effectively practice asking to take space appropriately and timely.

**Staff Name and Title:**     Jane Canvas    DCC    

**Signature:**     Jane Canvas    

**Date:**     6/1/19



**Client:** Mary Smith  
**Service Type:** Milieu  
**Goal/Objective:** 2A

**Date of Service:** 6/1/19  
**Duration:** 15 minutes

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

Mary was in a good mood and was watching TV in the Rec Room.

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

Healthy Relationships vs. Unhealthy Relationships

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

This writer met with youth to review what are Healthy Relationships. This writer asked youth what are healthy relationships and youth replied when two people like each other and they are nice to each other. This writer gave youth a relationship quiz to complete. Youth' score was a 2 on the quiz, which meant that there may be some things in her current relationship that are unhealthy, but not quite warning signs. This writer reviewed the two questions youth answered yes to, which were: "is not liked by my friends", "thinks I spend too much time trying to look nice". This writer explained the pro/con to each explaining that they can start out as innocent, but turn into very controlling behaviors in which a partner can demand you pick them or your friends, or that you stop putting on makeup/dressing a certain way or they will break up with you. This writer encouraged youth to follow up with her friends about why they don't like her current boyfriend and also follow up with her boyfriend as to why he thinks she takes too long to get ready.

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

Mary was engaged throughout the session. She said she thought a healthy relationship is when two people like one another, but never thought about all the other things that make an a relationship unhealthy.

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

I reviewed with Mary that she can apply the characteristics of healthy relationships to her current and future relationships.

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

Youth made good progress during the session as she was engaged and was able to apply characteristics to different relationships she has had in the past and current relationship demonstrating that she understood what healthy relationships are.

**Staff Name and Title:** Mark Wheeler, Child Care Worker

**Signature:** Mark Wheeler (Electronically signed)

**Date:** 6/5/19