



# PNMI Progress Note

Service and Documentation

# Training Goal and Objectives

**Goal:** Provide and document an acceptable daily, proactive service including all required elements

## Objectives:

- Leave with an understanding of:
  - What is PNMI and Purpose
  - Standard 26-30 Requirements
  - Standard 31 Elements
  - Acceptable vs Not Acceptable Notes

# What is PNMI?

- PNMI = Private Non-Medical Institutions
- DCF partners with Licensed RTCs and TGHs
  - Quality assurance of rehabilitative services 74.5%
  - Quality assurance of Random Moment Time Study 85%
  - Maximize federal financial reimbursement

# Why is your role important?

Treatment Planning = A TEAM Approach

- You document service delivery and progress for use in ongoing treatment plan development
- You create a tool box of skills for a youth which can be utilized at a later time



***“Together Everyone Achieves More”***

## Standard 25

- A **separate** progress note must be written for each service provided and meet minimum **frequency AND duration** prescribed in the treatment plan
  - There must be at least one milieu service note written **EACH** day the youth is in the program
- If a service is not provided as prescribed, a progress note must be written indicating why
  - i.e.: AWOL, refusal, home pass, work, etc.
  - If the youth is out of the program for **MULTIPLE** days, a note must be written **EACH** day specifying the reason



**DEPARTMENT of CHILDREN and FAMILIES**  
*Making a Difference for Children, Families and Communities*



**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 10 Requirements

## Standards 26-30

- ❑ Service Type and actual duration of the service (26)
- ❑ Date the service was given (27)
- ❑ Printed name, signature with date and agency title of person who wrote the note (28)
- ❑ Goal and Objective addressed (29)
- ❑ Progress made towards the goals and objectives during the service delivery (30)



### 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.



# Progress Note 6 Elements

## Standard 31

*There must be one note detailing a milieu service written EACH day the youth is in the program*

Describe in detail:

- ❑ Youth's emotional state at the onset of the teaching session
- ❑ Specific skill being taught to the youth
- ❑ How you taught the skill to the youth - in detail
- ❑ Youth's response during teaching session - in detail
- ❑ How you connected the skill to real life situations
- ❑ Progress made by the youth during the teaching session

*Elements Handout*

# Acceptable vs Not Acceptable

Each progress note needs to reflect services that are:

- Proactive vs Reactive
- One-on-one vs Group
- Detailed vs Not Detailed
- Original vs Identical
- Staff Led vs Youth Led
- Teaching a specific skill vs no skill teaching
  - i.e.: praise only, routine activity/conversation, shift note, observed behavior, directive, recite skill only

# Thank you

Additional resources are available at:

<https://portal.ct.gov/DCF/PNMI/Home>

For support or technical assistance at your Program please contact your assigned PNMI Consultant.