

Documentation Support Tool

In an effort to ensure you have appropriately connected each goal to the consumers' diagnosis, you should list the diagnosis in the Characteristic and Observation section and identify the specific symptom or symptoms you are attempting to help the individual manage and de-escalate. The Interventions should not be listed in the goal but should be appropriately outlined in the section describing how the goal will be achieved.

Child/Adolescent

Characteristic / Observation: Jane has been diagnosed with Oppositional Defiant Disorder and has frequent angry outbursts at home, school and in the community.

Creating a Measurable Goal:

Client's Language: Jane stated that she wants to stop being angry and wants to focus on doing better in school and at home. She stated that she wants to learn how to control her anger.

Clinical / Measurable Goal: Jane will reduce her anger outbursts from occurring 7 out of 7 days per week to 4 out of 7 days per week for the next 30 days, as evidenced by reports from Jane, Mom, Staff Members, Teachers, Therapist.

Sample Note: Fact Pattern – you attempted to facilitate an anger management worksheet since Jane continues to receive disciplinary notices at school and has been suspended several times.

Intervention: Staff facilitated an anger management worksheet “The Rage Within” with Jane, which is designed to assist her in identifying triggers for her anger outbursts and to help her develop appropriate techniques to de-escalate those triggers. Staff and Jane reviewed the triggers Jane identified, which largely involved her peers at school. Staff facilitated a “role play” with Jane to assist in developing appropriate alternatives to resolving conflicts that arise with her peers, without resorting to violence and aggressive behavior. Staff provided Jane with a trigger identification tool for her to track the occurrence of her outbursts for the next seven days.

Effectiveness: Jane expressed frustration with the exercise and stated that she is unable to control her rage when she gets angry. Jane stated that she finds herself most angry when she is teased by some of her classmates. Jane stated that she also frequently gets angry when her teachers call upon her to answer a question and she doesn't understand the material. Jane participated in the role play and was able to identify multiple techniques to help her calm down when she is extremely angry such as deep breathing, writing poetry in her journal as well as listening to her music. Jane agreed to use the tracking tool for the next seven days to document her outbursts and her ability to identify her triggers.

Follow-Up: Jane presented with no suicidal or homicidal ideations. Jane has made progress with this goal. However, the team needs to focus on self-esteem building interventions as well.

CLINICAL LANGUAGE

When documenting the delivery of a therapeutic intervention, the language utilized in the service note is expected to be professional, clinical, and should outline factual information and not opinions. Outlined below are examples of common statements utilized, and the appropriate clinical language to use to express the same sentiment.

Statements / Expression	Appropriate Clinical Terminology to Use
<ul style="list-style-type: none"> Staff met with client to talk about the fight he had at school with another child in his class. 	<ul style="list-style-type: none"> Staff conducted a trigger identification session with the client to process through the events that result in the altercation he had with a peer at school.
<ul style="list-style-type: none"> Staff tried to use a worksheet with the client, but she refused to complete it and would not talk about what was bothering her. After a while staff was able to get her to tell staff what happened that upset her. 	<ul style="list-style-type: none"> Staff attempted to facilitate an anger management worksheet. However, client disengaged in the activity and was non-responsive as staff attempted to process through her feelings. Staff was able to re-engage the client, processing through her frustrations and continued the anger management exercise.
<ul style="list-style-type: none"> Jane seemed to be upset when staff came to the home to conduct the activity for the day. 	<ul style="list-style-type: none"> When staff arrived to facilitate the scheduled therapeutic intervention, Jane appeared upset as evidenced by her refusal to respond to directives by staff and refusal to answer questions when asked.
<p>TIPS</p> <ul style="list-style-type: none"> If you utilize a worksheet, you should identify the purpose of the worksheet. For example: staff facilitated an anger management worksheet designed to assist Jane in identifying the activities and individuals that trigger her outbursts at school. If you assess the emotional state of the client, you should document support for your assessment. For example, Jane seemed to be sad, as evidenced by her tearful state. You do not need to use adjectives, such as “very, extremely, etc.” 	