**Treatment Plan Document**

**Jane Doe - YOU / Baldwinville / 83 Hospital Rd**

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| **Treatment Plan Summary** | | | | | | | | |
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| **Plan Overview** | | | | | | | | |
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| **Goal: To do well in school** | | | | | | | | |
| **Goal Statement** | | (EEC Education) Jane will decrease the amount of time she spends out of class. Jane will attend classes at ABCDEFG school 80% of the time. She will achieve this goal by her next treatment review in 3 months. | | | | | | |
| **Activities** | | | | | | | | |
| **Activity Name** | | | **Unit** | **Frequency** | | | **Comments** | |
| Group Therapy | | | 2 | Weekly | | | Jane will participate in group therapy twice per week. Current groups include Relaxation on Thursdays and 1:3 Group Home Youth Group on Wednesdays. | |
| Individual Therapy | | | 1 | Weekly | | | Individual therapy may include expressive therapy and eco-therapy as well as CBT and other modalities. | |
| Psychiatric Consultation | | | 1 | Monthly | | | Jane will participate in psychiatric consultation once per month. | |
| CANS Assessment | | | 1 | One time event | | | CANS Assessment will be completed prior to discharge. | |
| Milieu Therapy | | | 1 | Daily | | | CHA staff are trained in providing and implementing therapeutic program to our youth in care 24 hours a day. Jane will work with these staff to enhance skills acquired in treatment. | |
| **Goal Activity Formulation** | | | Strengths: Jane is a bright young woman who has the ability to actively participate in school. Jane's family supports her academic goals and are willing to address strengths/ barriers with Jane.  Barriers: Jane lacks confidence in her ability to achieve in math/ science classes and this often increases her frustration and interferes with her ability to remain in the class room.  Objectives/Interventions:  O: Jane will identify at least 3 strengths in the school setting.  I: Clinical staff will assist Jane in identifying thoughts, feelings, and behaviors through use of CBT    O: Jane will identify at least 3 appropriate coping skills she can utilize in the classroom setting to enhance her ability to remain in the class.  I: Program and Clinical Staff will assist Jane in utilizing new coping strategies daily such as OT tools, relaxation, mindfulness, distress tolerance, cognitive coping, and interpersonal effectiveness.  I: Clinical staff will assist Jane in identifying thoughts, feelings, and behaviors through use of CBT  O: Jane will tell school staff 3 out of 5 times when she is feeling triggered in order to increase her ability to self-regulate. She will document this through her self-monitoring plan and review in counseling with her therapist weekly.  I: Program staff will engage in collaborative problem solving with Jane when she returns form school and reports difficult interactions or events.  I: Clinical staff will assist Jane in identifying thoughts, feelings, and behaviors through use of CBT  Jane's IEP is currently up to date. | | | | | |
| **Goal: To maintain optimal physical/medical/dental health** | | | | | | | | |
| **Goal Statement** | | (EEC Health) Jane will attend to twice daily hygiene, maintain a clean living environment and complete daily wellness activities to maintain optimal health. She will achieve this goal by her next treatment review in 3 months and maintain these expectations throughout CHA treatment. | | | | | | |
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| **Activity Name** | | **Unit** | | | | **Frequency** | | **Comments** |
| Psychiatric Consultation | | 1 | | | | Monthly | | Jane will participate in psychiatric consultation once per month. |
| Milieu Therapy | | 1 | | | | Daily | | CHA staff are trained in providing and implementing therapeutic program to our youth in care 24 hours a day. Jane will work with these staff to enhance skills acquired in treatment. |
| Dental Services | | 1 | | | | Quarterly | | Binannual exam/cleanings and check-ups as needed. |
| Medical Services | | 1 | | | | Quarterly | | Annual physical exams and check-ups/visits as needed. |
| **Goal Activity Formulation** | | Strengths: Jane is able to advocate for herself when a medical need is present.  Barriers: It is difficult for Jane to find wellness activities that she enjoys engaging in. She also struggles to understand the importance of daily hygiene, maintaining a clean living environment and wearing clean clothes.  Objectives/ Interventions:  O: Jane will attend wellness 5 out of 7 required days per week.  I: Program and Clinical staff will engage in collaborative problem solving with Jane to increase her participation in wellness, hygiene, and room cleaning activities.  O: Jane will complete hygiene twice per day.  I: Program and Clinical staff will engage in collaborative problem solving with Jane to increase her participation in wellness, hygiene, and room cleaning activities.  O: Jane will complete her laundry once per week.  I: Program and Clinical staff will engage in collaborative problem solving with Jane to increase her participation in wellness, hygiene, and room cleaning activities.  I: Program and Clinical staff will provide education, demonstration, and assistance with tasks of completing laundry and maintaining clean room as necessary.  O: Jane will maintain a clean room at least 3 out of 7 days per week.  I: Program and Clinical staff will engage in collaborative problem solving with Jane to increase her participation in wellness, hygiene, and room cleaning activities.  I: Program and Clinical staff will provide education, demonstration, and assistance with tasks of completing laundry and maintaining clean room as necessary. | | | | | | |
| **Goal: To strengthen family relationships** | | | | | | | | |
| **Goal Statement** | | (EEC Family) Jane will strengthen relationships with family members and increase her ability to maintain her emotions in the home. Jane will refrain from acting out within the home 90% of the time. She will not return from passes early due to acting out behaviors. She will achieve this goal by her next treatment review in 3 months. | | | | | | |
| **Activities** | | | | | | | | |
| **Activity Name** | | **Unit** | | | **Frequency** | | | **Comments** |
| Group Therapy | | 2 | | | Weekly | | | Jane will participate in group therapy twice per week. Current groups include Relaxation on Thursdays and 1:3 Group Home Youth Group on Wednesdays. |
| Individual Therapy | | 1 | | | Weekly | | | Individual therapy may include expressive therapy and eco-therapy as well as CBT and other modalities. |
| Psychiatric Consultation | | 1 | | | Monthly | | | Jane will participate in psychiatric consultation once per month. |
| Family Visits | | 3 | | | Weekly | | | Family will visit youth at least three times weekly per family's decision. |
| **Goal Activity Formulation** | | Strengths: Jane and her family love each other and are motivated for change.  Barriers: Jane reports she is often bored in the home and spends much of her home visits playing outdoors or with friends instead of engaging with her family members.  Objectives/ Interventions:  O: Jane will identify at least 5 activities she can participate in the home to avoid boredom.  I: Program and Clinical staff will assist Jane in utilizing new coping strategies daily such as OT tools, relaxation, mindfulness, distress tolerance, cognitive coping and interpersonal effectiveness.  I: Clinical staff will teach family collaborative solving techniques during weekly family counseling sessions.  I: Clinical staff will assist Jane in identifying thoughts, feelings, and behaviors through the use of CBT.  O: Jane will participate in one mutually agreed activity per week with her younger sibling, Jill.  I: Clinical staff will teach family collaborative solving techniques during weekly family counseling sessions.  I: Clinical staff will assist Jane in identifying thoughts, feelings, and behaviors through the use of CBT. | | | | | | |
| **Goal: To develop vocational goals to work toward in anticipation of discharge.** | | | | | | | | |
| **Goal Statement** | | (EEC Vocation) Jane will enhance at least 3 vocational skills and/or independent living skills. Jane will achieve this goal by her next treatment review in 3 months. | | | | | | |
| **Activities** | | | | | | | | |
| **Activity Name** | | **Unit** | | | **Frequency** | | | **Comments** |
| Group Therapy | | 2 | | | Weekly | | | Jane will participate in group therapy twice per week. Current groups include Relaxation on Thursdays and 1:3 Group Home Youth Group on Wednesdays. |
| Individual Therapy | | 1 | | | Weekly | | | Individual therapy may include expressive therapy and eco-therapy as well as CBT and other modalities. |
| PAYA | | 1 | | | Weekly | | | Jane will participate in PAYA weekly on the milieu. |
| Milieu Therapy | | 1 | | | Daily | | | CHA staff are trained in providing and implementing therapeutic program to our youth in care 24 hours a day. Jane will work with these staff to enhance skills acquired in treatment. |
| Recreational Therapy | | 1 | | | Daily | | | CHA offers both on and off campus recreational activities daily. Jane will work with her treatment team to determine which activities are more able to enhance her skills learned in treatment. |
| **Goal Activity Formulation** | | Strengths: Jane has many vocational interests and talents.  Barriers: Jane does not engage in PAYA regularly and expresses limited motivation to increase independent living skills.  Objectives/ Interventions:  O: Jane will attend PAYA twice weekly and off campus recreational activities to identify to support the enhancement vocational skills.  I: Program staff will provide PAYA training twice weekly on the milieu to enhance vocational and independent living skills.  I: Program staff will provide volunteer and recreational activities that allow practice time for vocational/ independent living skills.  I: Program and Clinical staff will engage in collaborative problem solving with Jane to increase her participation activities. | | | | | | |
| **Goal: To develop interpersonal skills and friends** | | | | | | | | |
| **Goal Statement** | | (EEC Life Skills)) Jane will improve interpersonal skills with peers and adults. She will utilize healthy and appropriate skills 85% of the time. Jane will achieve this goal by her next treatment review in 3 months. | | | | | | |
| **Activities** | | | | | | | | |
| **Activity Name** | | **Unit** | | | **Frequency** | | | **Comments** |
| Family Therapy | | 1 | | | Weekly | | | Family therapy offered on-site with mother and sisters attending. |
| Group Therapy | | 2 | | | Weekly | | | Jane will participate in group therapy twice per week. Current groups include Relaxation on Thursdays and 1:3 Group Home Youth Group on Wednesdays. |
| Individual Therapy | | 1 | | | Weekly | | | Individual therapy may include expressive therapy and eco-therapy as well as CBT and other modalities. |
| Psychiatric Consultation | | 1 | | | Monthly | | | Jane will participate in psychiatric consultation once per month. |
| Family Visits | | 3 | | | Weekly | | | Family will visit youth at least three times weekly per family's decision. |
| **Goal Activity Formulation** | | Strengths: Jane enjoys others and expresses a motivation to increase interpersonal skills.  Barriers: In times of stress, Jane has difficulty controlling her emotions. This interferes with her ability to utilize interpersonal effectiveness skills in the moment.  Objectives/Interventions:  O: Jane will identify and explore 5 interpersonal skills in which she could further develop.  I: Program and Clinical staff will assist Jane in utilizing new coping strategies daily such as OT tools, relaxation, mindfulness, distress tolerance, cognitive coping and interpersonal effectiveness.  I: Clinical staff will assist Jane in identifying thoughts, feelings, and behaviors through the use of CBT.  I: Program staff will prompt Jane when she is demonstrating unhealthy or inappropriate interactions with peers or staff.  O: Jane will log the use of interpersonal skills and report them weekly in counseling.  I: Program and Clinical staff will assist Jane in utilizing new coping strategies daily such as OT tools, relaxation, mindfulness, distress tolerance, cognitive coping and interpersonal effectiveness.  I: Clinical staff will assist Jane in identifying thoughts, feelings, and behaviors through the use of CBT. | | | | | | |
| **Goal: To improve performance in PLUS system.** | | | | | | | | |
| **Goal Statement** | | (EEC Behavior Management) Jane will advance to phase "U" in the PLUS system. She will achieve this goal by her next treatment review in 3 months. | | | | | | |
| **Activities** | | | | | | | | |
| **Activity Name** | | **Unit** | | | **Frequency** | | | **Comments** |
| Family Therapy | | 1 | | | Weekly | | | Family therapy offered on-site with mother and sisters attending. |
| Group Therapy | | 2 | | | Weekly | | | Jane will participate in group therapy twice per week. Current groups include Relaxation on Thursdays and 1:3 Group Home Youth Group on Wednesdays. |
| Individual Therapy | | 1 | | | Weekly | | | Individual therapy may include expressive therapy and eco-therapy as well as CBT and other modalities. |
| Milieu Therapy | | 1 | | | Daily | | | CHA staff are trained in providing and implementing therapeutic program to our youth in care 24 hours a day. Jane will work with these staff to enhance skills acquired in treatment. |
| Recreational Therapy | | 1 | | | Daily | | | CHA offers both on and off campus recreational activities daily. Jane will work with her treatment team to determine which activities are more able to enhance her skills learned in treatment. |
| **Goal Activity Formulation** | | Strengths: Jane is motivated to advance to the next phase of treatment.  Barriers: Jane's negative peer and staff interactions as well as difficulty maintaining a clean room interfere with her ability to advance to the next phase.  Objectives/Interventions:  O: Jane will maintain her safety for a period of no less than 30 days.  I: Program staff will review progress in the PLUS system weekly and engage in collaborative problem solving to enhance skills so that she can identify alterative actions when needed.  O: Jane will maintain 85% completion of PLUS goals identified on her PLUS data sheet.  I: Program staff will review progress in the PLUS system weekly and engage in collaborative problem solving to enhance skills so that she can identify alterative actions when needed.  O: Jane will complete a presentation to her ULT on her progress in treatment as well as future goals for treatment.  I: Program staff with assist her in completing her phase review presentation. | | | | | | |
| **Goal: To better manage the emotions that leads to problems** | | | | | | | | |
| **Goal Statement** | | (EEC Individual) Jane will increase her ability to manage overwhelming emotions as evidenced by TOP outcome data, PLUS data, and critical incidents at the program. She will manage her difficult emotions appropriately 3 out of 5 times and TOP outcome data will remain within normal limits. Jane will achieve this goal by her next treatment review in 3 months. | | | | | | |
| **Activities** | | | | | | | | |
| **Activity Name** | | **Unit** | | | **Frequency** | | | **Comments** |
| Family Therapy | | 1 | | | Weekly | | | Family therapy offered on-site with mother and sisters attending. |
| Group Therapy | | 2 | | | Weekly | | | Jane will participate in group therapy twice per week. Current groups include Relaxation on Thursdays and 1:3 Group Home Youth Group on Wednesdays. |
| Individual Therapy | | 1 | | | Weekly | | | Individual therapy may include expressive therapy and eco-therapy as well as CBT and other modalities. |
| Psychiatric Consultation | | 1 | | | Monthly | | | Jane will participate in psychiatric consultation once per month. |
| TOP assessment tool | | 1 | | | Quarterly | | | Jane will complete a TOP assessment tool quarterly. |
| Milieu Therapy | | 1 | | | Daily | | | CHA staff are trained in providing and implementing therapeutic program to our youth in care 24 hours a day. Jane will work with these staff to enhance skills acquired in treatment. |
| Recreational Therapy | | 1 | | | Daily | | | CHA offers both on and off campus recreational activities daily. Jane will work with her treatment team to determine which activities are more able to enhance her skills learned in treatment. |
| **Goal Activity Formulation** | | Strengths: Jane is often able to de-escalate quickly with space and/ or staff support following incidents in which she experiences difficult emotions. Jane has not displayed assaultive behaviors towards peers or staff since April of 2013.  Barriers: Jane continues to become verbally aggressive following minor upsets or changes in routine.  Objectives/Interventions:  O: Jane will identify 3 triggers and 5 coping skills she can use when experiencing difficult or overwhelming emotions.  I: Program and Clinical staff will assist Jane in utilizing new coping strategies daily such as OT tools, relaxation, mindfulness, distress tolerance, cognitive coping and interpersonal effectiveness.  I: Clinical staff will assist Jane in identifying thoughts, feelings, and behaviors through the use of CBT  O: When encountering a trigger, Jane will utilize new coping strategies and review their effectiveness with program and clinical staff.  I: Program and Clinical staff will assist Jane in utilizing new coping strategies daily such as OT tools, relaxation, mindfulness, distress tolerance, cognitive coping and interpersonal effectiveness.  I: Clinical staff will assist Jane in identifying thoughts, feelings, and behaviors through the use of CBT. | | | | | | |
| **Treatment Plan Summary** | Formulation: The current reasons for the Caring Together services include the need to improve family relationships and decrease unsafe behaviors in the community. Jane requires services in the areas of Education, Life Skills, Vocational Skills, Individual Needs, Family Needs, Health Needs and Behavior Management. Individual: Jane has experienced difficulty managing her emotions safely and appropriately since early childhood. Jane continues to display limited ability to tolerate distress and often acts out by becoming verbally aggressive towards others or behaves in an oppositional manner. Jane is often able to process following incidents in which she experiences overwhelming emotions, but she struggles to access positive coping strategies and problem solving skills in the moment to avoid outbursts. Education: Jane has struggled significantly in her school achievement throughout her life due to her limited ability to manage her emotions, poor social skills, and history of hospitalizations/ placements. Jane has internalized this difficulty and lacks confidence in her scholastic abilities, which increases her frustration and leads to spending time out of the classroom. Jane attends the ABCDEFG School and receives support from the school, CHA, and her family. Health: Jane has struggled to maintain good hygiene and complete daily tasks of living throughout her life. These difficulties appear to stem from sensory issues related to her PDD NOS diagnosis as well as low self-esteem. Jane is overweight and not willing to engage in daily wellness regularly. This impacts her self-esteem as well as peer relationships. Jane has some difficulty at  times following staff prompts around such tasks, however, with support and encouragement from staff and family Jane has demonstrated she can make progress towards health. Family: Jane displayed significant emotional dysregulation in the home throughout her life, including becoming physically assaultive towards her family. The stress of Jane’s behaviors as well as other psycho-social stressors, lead to damaged relationships among the family. Jane and her family are motivated to work with CHA clinical and program staff to strengthen family relationships and improve Jane’s functioning in the home. Jane expresses anxiety that she will engage in past behaviors in the home and this at times interferes with her ability to make progress towards this goal. Vocational: Jane is able to identify vocational interests but has some difficulty making steps towards increasing vocational skills. Her low self-esteem and view of herself as having a “disability” contribute. She participates minimally in PAYA and other activities that would increase skills. Jane participates in vocational workshops at ABCDEFG School. CHA will continue to provide support to enhance Jane’s performance towards this goal. Jane has displayed limited social skills since her early childhood and was later diagnosed with PDD NOS. Life Skills: Jane’s impairment in social interactions often leads to an increase in frustration or other difficult emotions which further impacts her ability to do well in various settings and maintain relationships with others.  Jane often expresses regret or remorse following negative interactions with others and is motivated to make progress towards this goal. Jane is willing to accept support from CHA, her family, and ABCDEFG School. Behavior Management: Jane has a history of demonstrating oppositional and defiant behaviors toward others since childhood. Through the use of the PLUS system Jane will demonstrate an increased ability to ability to engage in appropriate and respectful behaviors even during times of stress. Jane’s advance to the next phase of the CHA PLUS system has been limited due to the continued need for progress towards the goals outlined in this plan. Jane meets weekly with her advocate to address areas of improvement and she is motivated to earn additional privileges through this system. | | | | | | |