Written Individual Service Plan
S.M.A.R.T.S.

Key Concepts

Written with clear milestones, methods and person responsible for completing tasks.

- ♦ **Milestones** = Clear incremental steps toward achieving short term goal
- ♦ **Methods** = How will the milestones/tasks be accomplished?
- ♦ **Person Responsible** = Who will accomplish the tasks associated with the milestones?

Specific: Clearly specify what client wants to achieve

Measurable: You and client can measure whether goal is being achieved by setting tangible milestones for progress

Achievable: Goals, objectives and tasks are possible and attainable

Realistic: Client can realistically accomplish these tasks with the resources that (s)he has

Time-framed: Clear timeframe is developed for each goal, objective, and task

Strength-based: Client's strengths and resources are used in developing goals, objectives and tasks

Example of written SMARTS Goals:

Subject/Verb: Jasmine will
Action/Object: improve her Math grade from a EFL 1 to an EFL 2 by attending class
Frequency: 2x/week from 3-5 p.m.
Duration: from January 1st – April 1st.

Progress Notes
S.O.A.P.D.

Key Concepts

Progress notes tell the story of your interactions with and on behalf of clients. They document what has been accomplished and point the way to what still needs to be done.

- ♦ Provide assessment of progress toward goals/concerns identified in service plan
- ♦ Thorough, yet concise
- ♦ Written soon after interaction with client to ensure accuracy
- ♦ Connect client's strengths and progress back to the stated goals
- ♦ Use respectful language and avoid slang
- ♦ Describe direct observations, not opinions
- ♦ Proofread for all spelling and grammar

Strengths observed
Objective account of interaction
Assessment of the situation/individual
Plan (progress toward specific goal)
Data/New information gathered

Litmus Test for a Good Progress Note:

- When I am unable to be present, a colleague can open the record and easily figure out the next step to help the client achieve his/her goals.
- If my client read the note, he/she would feel respected and would agree with my objective account of our interaction.

This document is designed as a resource guide for CBO's for providing case management services and documentation using the Capricorn Data Management System. For further support, please refer to the Case Management Standards Toolkit in the Help tab of Capricorn.

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DYCD Case Management Standards
Desk Guide

A practical guide for supporting clients in reaching their goals.

Core Components of Case Management:

Engagement and Initial Assessment
Individual Service Planning
Monitoring and Documentation of Progress
Case Coordination
Exit Planning
Case Closure

Initial Engagement and Assessment

Key Concepts

- Strength-Based
- Culturally Competent
- Interactive
- Individualized
- Professionally Responsible

Components included in assessment

- Strengths and resources of client
- Challenge(s) requiring services
- History of the challenge
- Identified barriers
- Eligibility for services

Example Questions to Ask

- What brings you here today?
- What do you like to do?
- What should I know about you?
- What will be different in your life if you are successful in this program?
- Who/what do you find to be helpful to you?
- What are you good at?
- How can this program be helpful to you?
- What do you hope for in your future?
- What challenges are you facing?
- How long have you been managing these challenges?
- How have you handled challenges in the past?
- Tell me how things were before this challenge.

Tips for Conducting Strength-Based Assessment

Key Concepts

- Friendly conversation, not interrogation
- Actively listen to client's perspectives and experiences and take their ideas seriously.
- Notice something positive about person and say it
- Before starting, ask yourself if you are expecting strengths, not just challenges
- Gather information conversationally
- Be not-knowing and curious
- Use client's words/language and weave into conversation
- Avoid blaming, diagnosing, or labeling

Example Questions to Elicit Strengths

Resilience: How have you managed to overcome/survive the challenges that you have faced? What have you learned about yourself during those times?

Support: Who are the people that you can rely on? Who makes you feel understood, supported, or encouraged?

Exception: When things were going better in your life, what was different?

Esteem: What do you feel proud of? What positive things do other people say about you?

Perspective: What are your ideas about your current situation?

Change: What do you think is necessary for things to change? What could you do to make it happen?

Individualized Service Plan
Short and Long-Term Goals

Short-Term Goals

Action-oriented goals with individualized indicators appropriate for your program.

Examples for Youth Programs:
GOAL: Jasmine will obtain her HSE within 6 months.

Example Questions for Short-Term Goals

- What specifically would you like to accomplish?
- What is your situation now, and what do you want to be different 3 months from now?

Long-Term Goals

Develop a statement with the client about his/her hopes, wishes, and/or intentions for the future. If possible, help client connect their short-term goals and objectives with their larger vision for the future.

Example Long-Term Goal: Jasmine will apply to colleges in June 2017.

Example Questions for Long-Term Goals

- What do you want your future to look like?
- How will you notice when things are on track to the future you want?
- What needs to happen for your future to become what you want it to be?

Individual Service Plan

STEPS/TASKS: Jasmine will attend HSE classes every Monday and Wednesday night from 6-8 p.m. at EdAcademy for 3 months, and will take and pass the TASC test by June 2016.

Examples

Example Initial Assessment

Mr. Jones is a 22 year-old man who states that he has strong family relationships, especially to his mother and 2 sisters. **(Strengths and resources)** Mr. Jones grew up in the Hunts Point area of the Bronx, and his father and mother were divorced when he was 2 years old. His father has struggled with substance abuse throughout Mr. Jones' life and states that his father would infrequently visit and was physically and verbally abusive to his mother when he did. **(Relevant background information)**

Mr. Jones states that he has great aptitude for computers and received high grades in middle school and high school in math and science. He also prides himself on his ability to stay out of trouble, even when many of his friends were choosing to sell drugs. **(Strengths and Skills)**

Mr. Jones left high school at age 17, having finished his sophomore year (10th grade) due to the pregnancy of his girlfriend. The two moved in to her mother's apartment in Soundview to raise the child together with the help of her mom. His daughter, Julissa, was born on June 28, 2012, and is now approaching 4 years old. Mr. Jones and his girlfriend broke up when Julissa was 1 year, and he moved in with his sister in Hunts Point. **(Background of challenge)**

Currently, Mr. Jones is unemployed and behind on child support payments by 6 months. He often misses scheduled visits with Julissa because he does not have bus fare and he is helping his sister to raise her 2 children. **(Challenges and Service needs)**

Mr. Jones wants to complete his High School Equivalency and get a job so that he is able to pay child support, get his own apartment, and re-connect with his daughter. **(Service needs)**

Mr. Jones is willing to enroll in the program and "do whatever is necessary" to make his goals happen. **(Willingness to enroll in program)**

Example Individual Service Plan

Mr. Jones has strong computer skills and is very eager to start the job search. He has the support of his mother and sisters to complete these programs in order to become financially independent. As a part of the program, he will receive support in completing his HSE, and he has been referred to Project H.O.P.E. located at 854 Hunts Point Ave for workforce development. The following are Mr. Jones' goals and associated tasks:

Short-Term Goals:
1) Mr. Jones will complete his HSE by June 30, 2016 by attending HSE prep classes every MWF from 5 -9 p.m. at the Bronx Adult Learning Center located at 3450 East Tremont Avenue, (718) 863-4057.

2) Mr. Jones will secure employment by March 1, 2016. In order to support this goal, Mr. Jones will attend workforce development program every Tuesday and Thursday from 9 a.m. – 12 p.m. to complete his resume, view job openings, fill out applications, and practice mock interviews.

Long-Term Goals:
Mr. Jones would like to attend college and become a computer tech.

Mr. Jones wants to financially support his daughter, Julissa, by paying child support every month.

This document is designed as a coaching tool for Program Managers and Deputy Directors to ensure adherence to case management standards by all programs. For further support, please refer to the Case Management Standards Toolkit in the Help tab of Capricorn.

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Case Management Coaching Tool for Program Managers

TIPS FOR PROVIDING COMPETENCY-BASED FEEDBACK

- ✓ Reference core principles and key components of Case Management Standards directly.
- ✓ Direct your feedback toward quality improvement.
- ✓ Prioritize your feedback. Don't overload the receiver.
- ✓ Be specific. Use examples and don't make generalizations.
- ✓ Be clear about what was done well and what can be improved.
- ✓ Start with a positive statement.
- ✓ Link strengths to areas needing improvement using the word 'and' not 'but' or 'however'
- ✓ Ask questions when giving feedback.
- ✓ Have a positive intention when giving feedback. Remember that feedback is a tool for growth.
- ✓ Offer support and solutions for improvement.

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Initial Assessment Checklist

Coaching Tool Checklist for Initial Assessment

Components

- ☐ The assessment is conducted in the language that client speaks.
- ☐ Strengths of the client are noted in the assessment.
- ☐ Resources of client are identified, including skills, other service providers, and support systems.
- ☐ Assessment includes a brief history/background of the challenge(s) related to needed services
- ☐ Assessment determines eligibility for services offered by the program.
- ☐ Assessment includes the individual's willingness and readiness to engage in services.

Characteristics

- ☐ Provides description of whole client, not simply the presenting problem
- ☐ Written in objective language
- ☐ Non-judgmental
- ☐ Proper grammar and spelling

Notes/Feedback

Individual Service Plan Short-Term Goal Checklist

Coaching Tool Checklist for ISP Short-Term Goals

Components

- ☐ **S**pecific: Clearly specifies what client wants to achieve
- ☐ **M**easurable: Describes what it will look like to reach the goal and milestones on the way
- ☐ **A**chievable: Goals, objectives and tasks are possible and attainable
- ☐ **R**ealistic: Client can realistically accomplish these tasks with the resources that (s)he has
- ☐ **T**ime-framed: Clear timeframe is developed for each goal, objective, and task
- ☐ Strength-based: Client's strengths and resources are used in developing goals, objectives and tasks
- ☐ Includes milestones, which are clear incremental steps toward achieving short term goal
- ☐ Includes methods for how the tasks will be accomplished
- ☐ Includes the person responsible
- ☐ Goal/outcome is connected to program outcomes

Notes/Feedback

Documentation / Progress Note Checklist

Coaching Tool Checklist for Progress Notes

Components

- ☐ Describes objective account of interaction
- ☐ Provides assessment of the situation and the client (ie. state of being and ability to complete tasks)
- ☐ References short-term goal/outcome to be met as outlined in ISP
- ☐ Includes client's strengths and resources
- ☐ Includes data or new information gathered
- ☐ Clearly states steps taken by client toward goal since last interaction
- ☐ Clearly states steps taken by case manager toward goal since last interaction
- ☐ Includes next steps/plan with timeframe

Characteristics

- ☐ Thorough, yet concise
- ☐ Describes direct observations, not opinions
- ☐ Proper grammar and spelling

Notes/Feedback