

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

Key Concepts
<p>Written with clear milestones, methods and person responsible for completing tasks.</p> <ul style="list-style-type: none"> 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?
<p>Specific: Clearly specify what client wants to achieve</p> <p>Measurable: You and client can measure whether goal is being achieved by setting tangible milestones for progress</p> <p>Achievable: Goals, objectives and tasks are possible and attainable</p> <p>Realistic: Client can realistically accomplish these tasks with the resources that (s)he has</p> <p>Time-framed: Clear timeframe is developed for each goal, objective, and task</p> <p>Strength-based: Client's strengths and resources are used in developing goals, objectives and tasks</p>
<p>Example of written SMARTS Goals:</p> <p>Subject/Verb: Jasmine will</p> <p>Action/Object: improve her ELA score from a Level 1 to an Level 2 by attending sessions</p> <p>Frequency: 3x/week from 3-5 p.m.</p> <p>Duration: from October 1st – May 1st.</p>

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

Key Concepts
<p>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.</p> <ul style="list-style-type: none"> 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
<p>Strengths observed</p> <p>Objective account of interaction</p> <p>Assessment of the situation/individual</p> <p>Plan (progress toward specific goal)</p> <p>Data/New information gathered</p>
<p>Litmus Test for a Good Progress Note:</p> <ul style="list-style-type: none"> 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.

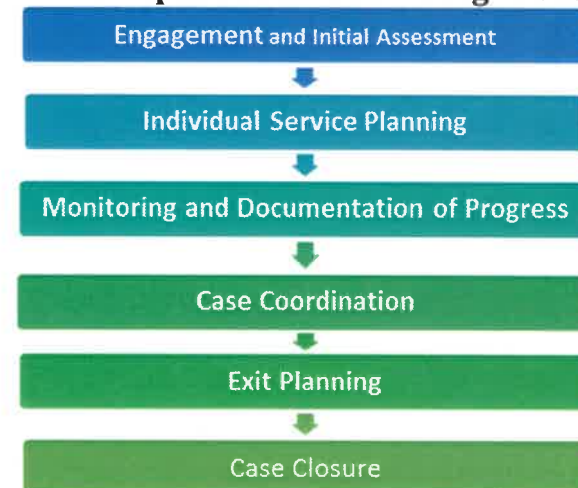
This document is designed as a resource guide for CBO's for providing case management services and documentation using the Capricorn Data Management System. For further support, please refer to the Case Management Standards Toolkit in the Help tab of Capricorn.



DYCD Case Management Standards Desk Guide

A practical guide for supporting clients in reaching their goals.

Core Components of Case Management:



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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 increase her ELA Level on the April 2016 test.

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 increase her ELA level to her grade level by the end of 8th grade.

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 classes every Monday, Tuesday and Wednesday from 3-5 p.m. at EdAcademy from October 1st through May 1st and will take the ELA test in April 2016.

Examples

Example Initial Assessment

Ms. Jones is an 11 year-old girl who states that she has strong family relationships, especially to her mother and 2 sisters. **(Strengths and resources)** Ms. Jones grew up in the Hunts Point area of the Bronx, and her father and mother were divorced when she was 2 years old. Her father has struggled with substance abuse throughout Ms. Jones' life and states that her father would infrequently visit and was physically and verbally abusive to her mother when he did. **(Relevant background information)**

Ms. Jones states that she enjoys computers and received high grades in school in science. She also prides herself on her ability to stay out of trouble, even when many of her friends were cutting school. **(Strengths and Skills)**

Ms. Jones is willing to enroll in the program and "do whatever is necessary" to make her goals happen of going to a specialized high school for computer programming. **(Willingness to enroll in program)**

Example Individual Service Plan

Ms. Jones has strong computer skills and is very eager to start the program. She has the support of her mother and sisters to be able to increase her ELA score and increase her chances to get into a specialized high school. As part of our program, she will receive support in math and english comprehension to increase her ELA score. The following are Ms. Jones' goals and associated tasks:

Short-Term Goals:

Ms. Jones will increase her ELA score on the test to be given in April 2016 by attending classes every MWF from 3-5 p.m. at the Bronx Adult Learning Center located at 3450 East Tremont Avenue, (718) 863-4057.

Long-Term Goals:

Ms. Jones would like to attend a specialized high school and then go to college so she can study to become a computer programmer.

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



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 <ul style="list-style-type: none"> <input type="checkbox"/> The assessment is conducted in the language that client speaks. <input type="checkbox"/> Strengths of the client are noted in the assessment. <input type="checkbox"/> Resources of client are identified, including skills, other service providers, and support systems. <input type="checkbox"/> Assessment includes a brief history/background of the challenge(s) related to needed services <input type="checkbox"/> Assessment determines eligibility for services offered by the program. <input type="checkbox"/> Assessment includes the individual's willingness and readiness to engage in services.
Characteristics <ul style="list-style-type: none"> <input type="checkbox"/> Provides description of whole client, not simply the presenting problem <input type="checkbox"/> Written in objective language <input type="checkbox"/> Non-judgmental <input type="checkbox"/> Proper grammar and spelling
Notes/Feedback

Individual Service Plan Short-Term Goal Checklist

Coaching Tool Checklist for ISP Short-Term Goals
Components <ul style="list-style-type: none"> <input type="checkbox"/> Specific: Clearly specifies what client wants to achieve <input type="checkbox"/> Measurable: Describes what it will look like to reach the goal and milestones on the way <input type="checkbox"/> Achievable: Goals, objectives and tasks are possible and attainable <input type="checkbox"/> Realistic: Client can realistically accomplish these tasks with the resources that (s)he has <input type="checkbox"/> Time-framed: Clear timeframe is developed for each goal, objective, and task <input type="checkbox"/> Strength-based: Client's strengths and resources are used in developing goals, objectives and tasks <input type="checkbox"/> Includes milestones, which are clear incremental steps toward achieving short term goal <input type="checkbox"/> Includes methods for how the tasks will be accomplished <input type="checkbox"/> Includes the person responsible <input type="checkbox"/> Goal/outcome is connected to program outcomes
Notes/Feedback

Documentation / Progress Note Checklist

Coaching Tool Checklist for Progress Notes
Components <ul style="list-style-type: none"> <input type="checkbox"/> Describes objective account of interaction <input type="checkbox"/> Provides assessment of the situation and the client (ie. state of being and ability to complete tasks) <input type="checkbox"/> References short-term goal/outcome to be met as outlined in ISP <input type="checkbox"/> Includes client's strengths and resources <input type="checkbox"/> Includes data or new information gathered <input type="checkbox"/> Clearly states steps taken by client toward goal since last interaction <input type="checkbox"/> Clearly states steps taken by case manager toward goal since last interaction <input type="checkbox"/> Includes next steps/plan with timeframe
Characteristics <ul style="list-style-type: none"> <input type="checkbox"/> Thorough, yet concise <input type="checkbox"/> Describes direct observations, not opinions <input type="checkbox"/> Proper grammar and spelling
Notes/Feedback