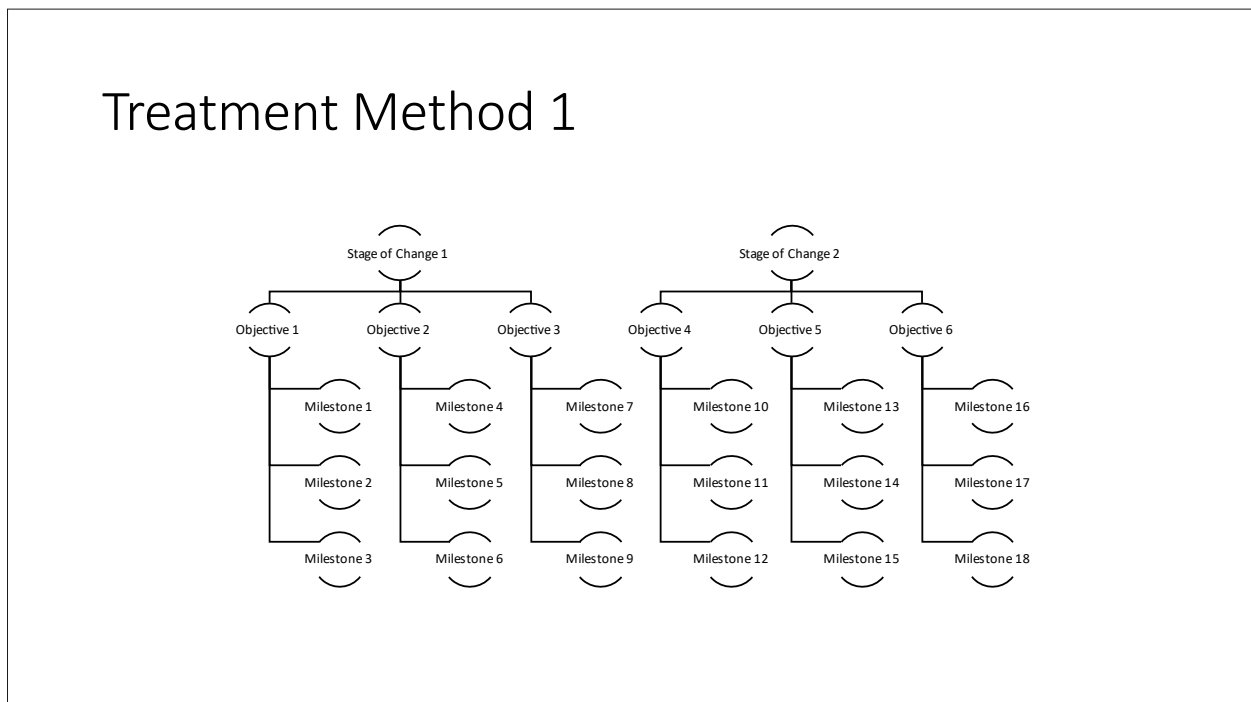




Treatment Planning System: EchoVantage Auto-Configuration

This is intended to document the configuration available for agencies that want to start the set-up of their treatment planning system with pre-configured information. This information includes interdependent Treatment Methods, Stages of Change, Objectives and Milestones. The graph below shows the relationships between these treatment planning system “objects”.



For each Treatment Method, the following format will be followed:

Treatment Method: Treatment Method 1

Stage of Change: Stage of Change 1

Objective 1

- Milestone 1
- Milestone 2

Objective 2

- Milestone 3
- Milestone 4

Pre-configured Treatment Planning System Set-up

Treatment Methods Included in Pre-configuration:

- (ABC) Attachment and Bio-Behavioral Catch-Up - Infant
- (BSFT) Brief Strategic Family Therapy
- (CAMS) Collaborative Assessment & Management of Suicidality
- (CBT) Cognitive Behavioral Therapy
- (CCBHC) Core Case Management
- (CCPT) Child-Centered Play Therapy
- (CET) Cognitive Enhancement Therapy
- (COSP) Circle of Security Parenting
- (CPP) Child Parent Psychotherapy
- (CPRT) Child Parent Relationship Therapy
- (CPS) Collaborative Proactive Solutions
- (CPT) Cognitive Processing Therapy
- (CRA) Community Reinforcement Approach/Adolescent - Community Reinforcement Approach
- (EMDR) Eye Movement Desensitization and Reprocessing
- (HRA) Health Risk Assessment
- (IMR) Illness Management and Recovery
- (IPS) Individual Placement & Supports
- (MI) Motivational Interviewing
- (MRT) Moral Reconciliation Therapy
- (OT) Occupational Therapy
- (PCIT) Parent-Child Interaction Therapy
- (REBT) Rational Emotive Behavior Therapy
- (RSS) Peer Support
- (SFBT) Solution-Focused Brief Therapy
- (TBRI) Trust-Based Relational Intervention
- (TF-CBT) Trauma Focused Cognitive Behavioral Therapy
- (WB) Well Body - Nicotine Cessation
- (WB) Well Body - Wellness
- Celebrating Families
- Employment Assistance (Non-IPS)
- Full Wraparound
- Housing First
- Infant Massage
- Matrix
- Medication Management - Nurse
- Medication Management - Provider
- Non- CCBHC Case Mgmt.
- Nutrition
- Seeking Safety
- Service Coordination
- Strengthening Families
- T.E.A.C.H (Child & Adolescent)
- Team Solutions for Wellness
- Thinking for a Change

(ABC) Attachment and Bio-Behavioral Catch-Up - Infant

Action

126 Support caregiver to provide nurturance to the child through presentation of content play activities and in-the-moment commenting

- 10 Caregiver can talk about how their past experiences impact their current parenting
- 25 Child's development will fall within the normal range for their age.

127 Support caregiver to follow the child's lead with delight through presentation of content play activities and in-the-moment commenting

- 10 Caregiver can talk about how their past experiences impact their current parenting

128 Assist caregiver in recognizing and responding to both clear and unclear signals from the child.

- 10 Caregiver can talk about how their past experiences impact their current parenting
- 25 Child's development will fall within the normal range for their age.

130 Assist caregiver in recognizing and eliminating scary and/or intrusive behavior toward or in the presence of the child.

- 10 Caregiver can talk about how their past experiences impact their current parenting
- 395 Completed journal activity from previous session.
- 25 Child's development will fall within the normal range for their age.

131 Assist caregiver to identify voices from the past and their impact of parenting

- 10 Caregiver can talk about how their past experiences impact their current parenting
- 395 Completed journal activity from previous session.
- 270 Increased amount of times that caregiver is able to delight in the child.
- 268 Increased amount of times that caregiver is able to provide nurturance.
- 269 Increased amount of times that caregiver is able to follow the child's lead.
- Child's development will fall within the normal range for their age.

Contemplative

132 Orientation of caregiver to the ABC Infant Parenting Program.

- 390 Completion of introductory session to ABC

Maintenance

125 Administration of pre and or post play assessment

- 390 Completion of introductory session to ABC

126 Support caregiver to provide nurturance to the child through presentation of content play activities and in-the-moment commenting

- 10 Caregiver can talk about how their past experiences impact their current parenting
- 25 Child's development will fall within the normal range for their age.

127 Support caregiver to follow the child's lead with delight through presentation of content play activities and in-the-moment commenting

- 10 Caregiver can talk about how their past experiences impact their current parenting

128 Assist caregiver in recognizing and responding to both clear and unclear signals from the child.

- 10 Caregiver can talk about how their past experiences impact their current parenting
- 25 Child's development will fall within the normal range for their age.

130 Assist caregiver in recognizing and eliminating scary and/or intrusive behavior toward or in the presence of the child.

- 10 Caregiver can talk about how their past experiences impact their current parenting
- 395 Completed journal activity from previous session.
- 25 Child's development will fall within the normal range for their age.

131 Assist caregiver to identify voices from the past and their impact of parenting

- 10 Caregiver can talk about how their past experiences impact their current parenting
- 395 Completed journal activity from previous session.
- 270 Increased amount of times that caregiver is able to delight in the child.
- 268 Increased amount of times that caregiver is able to provide nurturance.
- 269 Increased amount of times that caregiver is able to follow the child's lead.
- 25 Child's development will fall within the normal range for their age.

Pre-contemplative

132 Orientation of caregiver to the ABC Infant Parenting Program.

- 390 Completion of introductory session to ABC

Preparation

125 Administration of pre and or post play assessment

- 390 Completion of introductory session to ABC

(BSFT) Brief Strategic Family Therapy

Action

403 Identify and track family maladaptive interactions and patterns

- 401 Completed homework from previous session
- 332 Family learned and applied communication and conflict resolution skills

405 Identify and track family strengths and weaknesses

- 401 Completed homework from previous session
- 331 Family learned and applied parenting skills

504 Restructure maladaptive family interactions by reducing risk factors and strengthening protective factors

- 401 Completed homework from previous session
- 326 Family learned and applied healthy boundaries for themselves or the entire family

288 Assist family in creating a family plan to create family competence

- 401 Completed homework from previous session
- 330 Family learned and practiced family plan element

Contemplative

500 Provide psychoeducation on BSFT modality discussing specific elements of the model

- 335 Family confirms understanding of BSFT model & commits to treatment.

Maintenance

504 Restructure maladaptive family interactions by reducing risk factors and strengthening protective factors

- 401 Completed homework from previous session
- 326 Family learned and applied healthy boundaries for themselves or the entire family

Pre-contemplative

500 Provide psychoeducation on BSFT modality discussing specific elements of the model

- 335 Family confirms understanding of BSFT model & commits to treatment.

Preparation

425 Join and create an alliance with the family

- 401 Completed homework from previous session
- 333 Family learned and applied behavior management skills
- 334 Family developed mutually supportive and effective relations and patterns.

Relapse

504 Restructure maladaptive family interactions by reducing risk factors and strengthening protective factors

- 401 Completed homework from previous session
- 326 Family learned and applied healthy boundaries for themselves or the entire family

(CAMS) Collaborative Assessment & Management of Suicidality

Action

91 Implement the Outcome/Final Session of CAMS

- 423 Client was able to report low risk and high management of suicidality

25 Assess client's overall suicide risk weekly

- 40 Client expressed low risk and high management of suicidality
- 86 Client reports using safety plan
- 69 Client participated in CAMS assessment of risk

100 Assist clt in completing detailed safety plan/stabilization plan which includes reducing access to lethal means and engagement of social supports

- 36 Client created a safety/stabilization plan with clinician

111 Provide psychoeducation to client about direct and indirect drivers of suicide

- 430 Client was able to identify their own drivers

22 Review Stabilization Plan from last session

- 87 Client reports using safety/stabilization plan between sessions
- 78 Client participated in safety/stabilization plan review
- 187 Safety/stabilization plan was updated

32 Assist client in identifying ways to cope differently when in suicidality related crisis

- 45 Client identified a way to cope with suicide crisis differently
- 84 Client reports coping differently with suicide crisis between sessions

Contemplative

- 52 Provide information regarding risk factors and safety planning.
- 90 Client restated a risk factor to show learning

70 Provide psychoeducation of what risk factors and protective factors are

- 90 Client restated a risk factor to show learning
- 89 Client restated a protective factor to show learning

Maintenance

22 Review Stabilization Plan from last session

- 87 Client reports using safety/stabilization plan between sessions
- 78 Client participated in safety/stabilization plan review
- 187 Safety/stabilization plan was updated

25 Assess client's overall suicide risk weekly

- 40 Client expressed low risk and high management of suicidality
- 86 Client reports using safety plan
- 69 Client participated in CAMS assessment of risk

Pre-contemplative

67 Educate client about CAMs modality using a collaborative approach

- 91 Client restated to reflect learning

Preparation

111 Provide psychoeducation to client about direct and indirect drivers of suicide

- 430 Client was able to identify their own drivers

Relapse

32 Assist client in identifying ways to cope differently when in suicidality related crisis

- 45 Client identified a way to cope with suicide crisis differently
- 84 Client reports coping differently with suicide crisis between sessions

(CBT) Cognitive Behavioral Therapy

Action

83 Help client create awareness of thoughts emotions, beliefs & behaviors

- 27 Client acknowledges there may be a connection between emotions, beliefs and behaviors

9 Assist client in identifying negative or inaccurate thinking

- 46 Client identified at least one negative thought

6 Assist client in restructuring negative or inaccurate thinking

- 98 Client successfully reframed an inaccurate thought

7 Assist client to identify and analyze core belief

- 437 Client was able to identify a core belief
- 442 Client was able to connect a core belief to the triggering event

Contemplative

2 Assist client in admitting their may be some work that needs to be done on their thinking patterns.

- 445 Client was able to agree that some work needs done to reduce negative thinking

Maintenance

106 Assist client in using restructured thinking and core belief

- 444 Client was able to apply restructured thinking to a life situation

106 Assist client in using restructured thinking and core belief

- 83 Client reports application of new core belief about others, themselves or how the work works

Pre-contemplative

88 Educate client on CBT Modality

- 336 Expressed understanding of plan for therapy

Preparation

62 Assist client in identifying and processing troubling situations in their life

- 62 Client identifies that there is at least one troubling situation

Relapse

223 Explore relapse in thinking or behavior

- 296 Identified relapse thinking or behavior
- 240 Named trigger of relapse in behavior
- 108 Worked through a set back or relapse
- 250 Listed a way to reduce risk of relapse

(CCBHC) Core Case Management

Over-Arching (works with any stage of change)

40 Provide linkage to needed resources

- 448 Client engaged with or obtained needed resource

53 Providing follow up to needed services and supports

- 449 Client engaged in or scheduled follow up service

84 Provided referrals to outside organizations or services

- 450 Client linked with service outside organization

109 Ensured client is aligned with a PCP

- 451 Client completed ROI for PCP
- 452 Client scheduled with PCP
- 453 Client participated in appointment with PCP

38 Monitored and followed up regarding attendance of scheduled appts both internal and external

- 454 Client is attending appointments as scheduled

(CCPT) Child-Centered Play Therapy

Over-Arching (works with any stage of change)

331 Educate client and family about CCPT.

- 82 Client reported understanding of modality
- 162 Participated in Safety Planning

431 Facilitated direct led play intentional therapeutic play activities using tracking, reflecting feelings, esteem-building, choice-giving & limit setting techniques.

- 455 Youth participated in play activities
- 387 Completion of homework from previous session
- 456 Showed signs of increased self-esteem
- 457 Showed signs of reduced anxiety
- 458 Increased expressive language skills.
- 177 Significant decrease in negative behaviors in home, daycare and/or school setting
- 459 Increased friendships and decreased social withdrawal.
- 460 Increased academic achievement.
- 461 Increase shown in social maturity
- 462 Showing return to developmentally appropriate trajectory for child

433 Facilitated non-direct led play intentional therapeutic play activities using tracking, reflecting feelings, esteem-building, choice-giving & limit setting techniques.

- 455 Youth participated in play activities
- 387 Completion of homework from previous session
- 456 Showed signs of increased self-esteem
- 457 Showed signs of reduced anxiety
- 458 Increased expressive language skills.
- 177 Significant decrease in negative behaviors in home, daycare and/or school setting
- 459 Increased friendships and decreased social withdrawal.
- 460 Increased academic achievement.
- 461 Increase shown in social maturity
- 462 Showing return to developmentally appropriate trajectory for child

(CET) Cognitive Enhancement Therapy

Action

136 Educate, model and encourage client to utilize appropriate problem solving skills

- 136 Used computer exercises to increase problem-solving skills
- 377 Develop midpoint treatment plans identifying problem, goal, and strategies
- 120 Utilized components of cognitive flexibility

141 Facilitate teamwork during partner work computer exercises

- 364 Developed partner work through computer group and group exercises
- 136 Used computer exercises to increase problem-solving skills
- 142 Used computer exercises to increase concentration skills
- 143 Used computer exercises to increase memory skills

142 Facilitate discussion with client during review of homework to encourage active thinking & communication

- 402 Completed homework and shared during homework review

143 Coach client pairs during group exercises in using teamwork

- 362 Developed social appropriateness through computer group and group exercises

144 Teach weekly homework topics

- 397 Completed homework with coach and shared during homework review

145 Educate, model and encourage client to utilize active thinking

- 347 Developed active thinking
- 128 Utilized active thinking

146 Educate, model and encourage client to utilize flexible thinking

- 366 Developed flexible thinking
- 117 Utilized flexible thinking

147 Educate, model and encourage client to utilize organized thinking

- 365 Developed organized thinking
- 115 Utilized organized thinking

137 Teach outline and writing skills for completing and reading speech

- 217 Prepared speech
- 216 Presented speech as part of homework for graduation from CET
- 312 Identified and discussed opportunities outside of CET group to increase community tenure and vocational goals

135 Educate, model and encourage client to utilize appropriate social cognition skills related to social interactions

- 315 Identified components of cognitive flexibility
- 135 Used computer exercises to increase social skills

- 308 Identified how stigma of mental illness has led to desocialization

134 Educate, model and encourage use of coping skills to regulate limbic system & frontal lobe

- 142 Used computer exercises to increase concentration skills
- 378 Develop initial treatment plans identifying problem, goal, and strategies

Contemplative

139 Coach client on the importance of regular attendance or participation

- 363 Discussed barrier to regular attendance or participation

Maintenance

144 Teach weekly homework topics

- 397 Completed homework with coach and shared during homework review

148 Meet with participant during individual coaching session to review homework questions

- 294 Identified thoughts and behaviors that increase social engagement
- 274 Implemented thoughts and behaviors that increase social engagement
- 206 Reflected developed improvement through assigned homework task

138 Facilitate CET Graduation

- 316 Graduate from CET
- 408 Complete post Reaction Time Test

139 Coach client on the importance of regular attendance or participation

- 363 Discussed barrier to regular attendance or participation

Over-Arching (works with any stage of change)

148 Meet with participant during individual coaching session to review homework questions

- 294 Identified thoughts and behaviors that increase social engagement
- 274 Implemented thoughts and behaviors that increase social engagement
- 206 Reflected developed improvement through assigned homework task

Pre-contemplative

140 Educate client on CET concepts

- 319 Giving and receiving critical feedback
- 382 Demonstrated a CET concept

Preparation

133 Create coaching plan for individual group member

- 396 Completed Initial Coaching Plan

- 393 Completed pre Reaction Time Test

Relapse

139 Coach client on the importance of regular attendance or participation

- 363 Discussed barrier to regular attendance or participation
-

(COSP) Circle of Security Parenting

Action

122 Provide caregivers with an engaging and coherent model of children's developmental needs and their role as caregiver

- 266 Increased caregiver awareness of their child's needs & their role as caregiver

123 Support caregivers to accurately observe children's needs going out and coming in on the Circle of Security

- 264 Increased caregiver empathy & positive attributions about their child
- 20 Caregivers accept responsibility as a secure base and safe haven for their child

124 Offer a secure base/ safe-haven relationship with caregivers

- 267 Increased caregiver appreciation for how their past informs their caregiving
- 23 Child appropriately explores away from caregiver and returns to caregiver for support
- 21 Caregivers are more emotionally available to their child

149 Help caregivers talk about and reflect on what they are doing (and not yet doing) to meet their children's needs

- 258 Increased caregiver reflection on their own and their child's thoughts, feelings and impact on behavior
- 211 Promote caregivers' reflections on the coregulation of their children's emotions

150 Promote caregiver's reflection on how their experience of being cared for informs their caregiving

- 264 Increased caregiver empathy & positive attributions about their child
- 258 Increased caregiver reflection on their own and their child's thoughts, feelings and impact on behavior

129 Co-regulate caregivers' emotional experiences

- 265 Increased caregiver emotion regulation
- 21 Caregivers are more emotionally available to their child
- 388 Connected a thought, feeling or belief to a negative outcome

151 Promote caregivers' reflections on the coregulation of their children's emotions

- 264 Increased caregiver empathy & positive attributions about their child
- 21 Caregivers are more emotionally available to their child
- 384 Decreased caregiver negative attributions about self and child
- 388 Connected a thought, feeling or belief to a negative outcome
- 23 Child appropriately explores away from caregiver and returns to caregiver for support

Contemplative

124 Offer a secure base/ safe-haven relationship with caregivers

- 267 Increased caregiver appreciation for how their past informs their caregiving
- 23 Child appropriately explores away from caregiver and returns to caregiver for support
- 21 Caregivers are more emotionally available to their child

Maintenance

122 Provide caregivers with an engaging and coherent model of children's developmental needs and their role as caregiver

- 266 Increased caregiver awareness of their child's needs & their role as caregiver

123 Support caregivers to accurately observe children's needs going out and coming in on the Circle of Security

- 264 Increased caregiver empathy & positive attributions about their child
- 20 Caregivers accept responsibility as a secure base and safe haven for their child

124 Offer a secure base/ safe-haven relationship with caregivers

- 267 Increased caregiver appreciation for how their past informs their caregiving
- 23 Child appropriately explores away from caregiver and returns to caregiver for support
- 21 Caregivers are more emotionally available to their child

149 Help caregivers talk about and reflect on what they are doing (and not yet doing) to meet their children's needs

- 258 Increased caregiver reflection on their own and their child's thoughts, feelings and impact on behavior
- 211 Promote caregivers' reflections on the coregulation of their children's emotions

129 Co-regulate caregivers' emotional experiences

- 265 Increased caregiver emotion regulation
- 21 Caregivers are more emotionally available to their child
- 388 Connected a thought, feeling or belief to a negative outcome

Pre-contemplative

122 Provide caregivers with an engaging and coherent model of children's developmental needs and their role as caregiver

- 266 Increased caregiver awareness of their child's needs & their role as caregiver

Preparation

149 Help caregivers talk about and reflect on what they are doing (and not yet doing) to meet their children's needs

- 258 Increased caregiver reflection on their own and their child's thoughts, feelings and impact on behavior
- 211 Promote caregivers' reflections on the coregulation of their children's emotions

129 Co-regulate caregivers' emotional experiences

- 265 Increased caregiver emotion regulation
- 21 Caregivers are more emotionally available to their child
- 388 Connected a thought, feeling or belief to a negative outcome

Relapse

124 Offer a secure base/ safe-haven relationship with caregivers

- 267 Increased caregiver appreciation for how their past informs their caregiving
- 23 Child appropriately explores away from caregiver and returns to caregiver for support
- 21 Caregivers are more emotionally available to their child

(CPP) Child Parent Psychotherapy

Action

152 Assess caregiver perception of need(s) for treatment

- 280 Identify the meaning of behaviors with dyad
- 179 Shared the impact of trauma with dyad

153 Elicit caregiver description of family strengths circumstances and challenges

- 286 Identify additional relationship with other important caregivers
- 159 Support safety within the dyad
- 275 Implemented safety plan

154 Support and acknowledge protective actions and convey hope

- 3 Acknowledgement of the impact of trauma on the child and/or caregiver-child relationship(s)
- 337 Expressed stronger sense of hope within the dyad
- 236 Normalized the traumatic response with dyad

158 Provide rationale complete assessments related to child's trauma history symptoms and reminders

- 289 Identified differences between then and now with dyad

161 Provide rationale and complete assessments related to the caregiver's mood and functioning

- 168 Strengthened dyadic body-based regulation
- 169 Strengthened dyadic affect regulation capacities

162 Assess caregiver perception of child's trauma history

- 210 Provide benevolent explanation for any negative reactions or behaviors
- 342 Enhance the understanding that behavior has meaning

167 Assess child's development and functioning

- 15 Caregiver is able to support normal developmental behavior
- 190 Returned to a normal developmental trajectory for child

155 Assess risk for child emotional and physical safety

- 275 Implemented safety plan
- 3 Acknowledgement of the impact of trauma on the child and/or caregiver-child relationship(s)

159 Observe dyadic interaction between child and caregiver assessing for security within the relationship

- 179 Shared the impact of trauma with dyad

163 Co-construct triangle of explanation with caregiver and discuss use of play toys and talk in processing trauma with dyad

- 3 Acknowledgement of the impact of trauma on the child and/or caregiver-child relationship(s)

164 Support the dyad in the introduction to CPP and the triangle of explanation

- 280 Identify the meaning of behaviors with dyad
- 3 Acknowledgement of the impact of trauma on the child and/or caregiver-child relationship(s)

165 Assist dyad in coregulation

- 169 Strengthened dyadic affect regulation capacities
- 168 Strengthened dyadic body-based regulation

156 Provide benevolent explanation for any negative reactions or behaviors

- 236 Normalized the traumatic response with dyad
- 165 Strengthened Family Relationships to promote emotional reciprocity.

Action 157 Support safety within the dyad 337 Expressed stronger sense of hope within the dyad

157 Support safety within the dyad

- 275 Implemented safety plan
- 3 Acknowledgement of the impact of trauma on the child and/or caregiver-child relationship(s)

166 Support the caregiver and child as child processes traumatic events through interactive play and talk

- 3 Acknowledgement of the impact of trauma on the child and/or caregiver-child relationship(s)
- 289 Identified differences between then and now with dyad
- 166 Strengthened Family Relationships to promote emotional reciprocity
- 178 Shared the traumatic experience in perspective with dyad

168 Support child having a "good good-bye" in termination phase

- 15 Caregiver is able to support normal developmental behavior
- 170 Strengthened caregiver-child relationship(s)
- 165 Strengthened Family Relationships to promote emotional reciprocity.
- 169 Strengthened dyadic affect regulation capacities
- 337 Expressed stronger sense of hope within the dyad
- 289 Identified differences between then and now with dyad

Contemplative

153 Elicit caregiver description of family strengths circumstances and challenges

- 286 Identify additional relationship with other important caregivers
- 159 Support safety within the dyad
- 275 Implemented safety plan

Maintenance

153 Elicit caregiver description of family strengths circumstances and challenges

- 286 Identify additional relationship with other important caregivers
- 159 Support safety within the dyad
- 275 Implemented safety plan

Maintenance 154 Support and acknowledge protective actions and convey hope

- 3 Acknowledgement of the impact of trauma on the child and/or caregiver-child relationship(s)
- 337 Expressed stronger sense of hope within the dyad
- 236 Normalized the traumatic response with dyad

158 Provide rationale complete assessments related to child's trauma history symptoms and reminders

- 289 Identified differences between then and now with dyad

Maintenance

161 Provide rationale and complete assessments related to the caregiver's mood and functioning

- 168 Strengthened dyadic body-based regulation
- 169 Strengthened dyadic affect regulation capacities

162 Assess caregiver perception of child's trauma history

- 210 Provide benevolent explanation for any negative reactions or behaviors
- 342 Enhance the understanding that behavior has meaning

167 Assess child's development and functioning

- 15 Caregiver is able to support normal developmental behavior
- 190 Returned to a normal developmental trajectory for child

155 Assess risk for child emotional and physical safety

- 275 Implemented safety plan
- 3 Acknowledgement of the impact of trauma on the child and/or caregiver-child relationship(s)

159 Observe dyadic interaction between child and caregiver assessing for security within the relationship

- 179 Shared the impact of trauma with dyad

163 Co-construct triangle of explanation with caregiver and discuss use of play toys and talk in processing trauma with dyad

- 3 Acknowledgement of the impact of trauma on the child and/or caregiver-child relationship(s)

164 Support the dyad in the introduction to CPP and the triangle of explanation

- 280 Identify the meaning of behaviors with dyad
- 3 Acknowledgement of the impact of trauma on the child and/or caregiver-child relationship(s)

165 Assist dyad in coregulation

- 169 Strengthened dyadic affect regulation capacities
- 168 Strengthened dyadic body-based regulation

156 Provide benevolent explanation for any negative reactions or behaviors

- 236 Normalized the traumatic response with dyad
- 165 Strengthened Family Relationships to promote emotional reciprocity.

157 Support safety within the dyad

- 337 Expressed stronger sense of hope within the dyad
- 275 Implemented safety plan
- 3 Acknowledgement of the impact of trauma on the child and/or caregiver-child relationship(s)

166 Support the caregiver and child as child processes traumatic events through interactive play and talk

- 3 Acknowledgement of the impact of trauma on the child and/or caregiver-child relationship(s)
- 289 Identified differences between then and now with dyad
- 166 Strengthened Family Relationships to promote emotional reciprocity
- 178 Shared the traumatic experience in perspective with dyad

160 Enhance the understanding that behavior has meaning

- 236 Normalized the traumatic response with dyad

168 Support child having a "good good-bye" in termination phase

- 15 Caregiver is able to support normal developmental behavior
- 170 Strengthened caregiver-child relationship(s)
- 165 Strengthened Family Relationships to promote emotional reciprocity.
- 169 Strengthened dyadic affect regulation capacities
- 337 Expressed stronger sense of hope within the dyad
- 289 Identified differences between then and now with dyad

Pre-contemplative

152 Assess caregiver perception of need(s) for treatment

- 280 Identify the meaning of behaviors with dyad
- 179 Shared the impact of trauma with dyad

153 Elicit caregiver description of family strengths circumstances and challenges

- 286 Identify additional relationship with other important caregivers
- 159 Support safety within the dyad
- 275 Implemented safety plan

154 Support and acknowledge protective actions and convey hope

- 3 Acknowledgement of the impact of trauma on the child and/or caregiver-child relationship(s)
- 337 Expressed stronger sense of hope within the dyad
- 236 Normalized the traumatic response with dyad

155 Assess risk for child emotional and physical safety

- 275 Implemented safety plan
- 3 Acknowledgement of the impact of trauma on the child and/or caregiver-child relationship(s)

156 Provide benevolent explanation for any negative reactions or behaviors

- 236 Normalized the traumatic response with dyad
- 165 Strengthened Family Relationships to promote emotional reciprocity.

157 Support safety within the dyad

- 337 Expressed stronger sense of hope within the dyad
- 275 Implemented safety plan
- 3 Acknowledgement of the impact of trauma on the child and/or caregiver-child relationship(s)

Preparation

154 Support and acknowledge protective actions and convey hope

- 3 Acknowledgement of the impact of trauma on the child and/or caregiver-child relationship(s)
- 337 Expressed stronger sense of hope within the dyad
- 236 Normalized the traumatic response with dyad

158 Provide rationale complete assessments related to child's trauma history symptoms and reminders

- 289 Identified differences between then and now with dyad

161 Provide rationale and complete assessments related to the caregiver's mood and functioning

- 168 Strengthened dyadic body-based regulation
- 169 Strengthened dyadic affect regulation capacities

162 Assess caregiver perception of child's trauma history

- 210 Provide benevolent explanation for any negative reactions or behaviors
- 342 Enhance the understanding that behavior has meaning

155 Assess risk for child emotional and physical safety

- 275 Implemented safety plan
- 3 Acknowledgement of the impact of trauma on the child and/or caregiver-child relationship(s)

159 Observe dyadic interaction between child and caregiver assessing for security within the relationship

- 179 Shared the impact of trauma with dyad

163 Co-construct triangle of explanation with caregiver and discuss use of play toys and talk in processing trauma with dyad

- 3 Acknowledgement of the impact of trauma on the child and/or caregiver-child relationship(s)

164 Support the dyad in the introduction to CPP and the triangle of explanation

- 280 Identify the meaning of behaviors with dyad
- 3 Acknowledgement of the impact of trauma on the child and/or caregiver-child relationship(s)

156 Provide benevolent explanation for any negative reactions or behaviors

- 236 Normalized the traumatic response with dyad
- 165 Strengthened Family Relationships to promote emotional reciprocity.

157 Support safety within the dyad

- 337 Expressed stronger sense of hope within the dyad
- 275 Implemented safety plan
- 3 Acknowledgement of the impact of trauma on the child and/or caregiver-child relationship(s)

160 Enhance the understanding that behavior has meaning

- 236 Normalized the traumatic response with dyad

Relapse

165 Assist dyad in coregulation

- 169 Strengthened dyadic affect regulation capacities
- 168 Strengthened dyadic body-based regulation

(CPRT) Child Parent Relationship Therapy

Action

291 Assist to learn basic limit setting

- 12 Caregiver is able to communicate limits and target an alternative behavior

294 Assist to learn use of reflective responding

- 8 Caregiver and client are able to acknowledge feelings

293 Assist to learn choice giving to avoid potential problem behavior and power struggle

- 12 Caregiver is able to communicate limits and target an alternative behavior
- 275 Implemented safety plan

409 Assist in learning the difference between praise and encouragement and use in session

- 544 Caregiver was able to identify a difference between praise and encouragement

Contemplative

570 Discussion with caregiver on possible behavioral, emotional, social, and attachment challenges

- 542 Caregiver was able to identify challenges to address

Maintenance

547 Assist in guiding use of reflective responding

- 8 Caregiver and client are able to acknowledge feelings

548 Assist in guiding use of basic limit setting

- 12 Caregiver is able to communicate limits and target an alternative behavior

549 Assist in guiding choice giving

- 12 Caregiver is able to communicate limits and target an alternative behavior
- 275 Implemented safety plan

550 Assist in guiding use of praise and encouragement

- 545 Caregiver successfully used praise and encouragement

Pre-contemplative

366 Explain CPRT modality

- 416 Caregiver is able to communicate benefits of CPRT.

Preparation

506 Teach non-direct intentional therapeutic play activities and skills to caregiver

- 14 Caregiver is able to communicate understanding of play to the child
- 13 Caregiver is able to communicate the experience of play through child's eyes

480 Teach direct intentional therapeutic play activities and skills to caregiver

- 14 Caregiver is able to communicate understanding of play to the child
- 13 Caregiver is able to communicate the experience of play through child's eyes

Relapse

546 Process lapse and review skills learned

- 543 Caregiver was able to identify skills to apply

(CPS) Collaborative Proactive Solutions

Action

311 Define the problem - Invitation step

- 525 Identified frequency of behavior
- 526 Broke problem down into parts
- 527 Identified and summarized solution to implement

388 Identify and analyze if solution to problem worked

- 523 Identified what is working
- 524 Identified new difficulties related to unsolved problem

Contemplative

307 Complete an ALSUP (Assessment of Lagging skills and Unsolved Problems)

- 521 Identify lagging skills

Maintenance

388 Identify and analyze if solution to problem worked

- 523 Identified what is working
- 524 Identified new difficulties related to unsolved problem

Pre-contemplative

342 Educate client/ teacher/ family about CPS modality

- 82 Client reported understanding of modality

Preparation

355 Empathy Step with client and teacher/or family

- 522 Teacher/ Adult define their concerns about the problem to the client.

Relapse

388 Identify and analyze if solution to problem worked

- 523 Identified what is working
- 524 Identified new difficulties related to unsolved problem

(CPT) Cognitive Processing Therapy

Action

78 Helping client explore how traumatic events have affected their lives

- 440 Client was able to explore relapse in behaviors/thinking related to traumatic event

101 Assist with processing and experiencing the emotions associated with a traumatic event

- 409 Client processed emotions associated with traumatic event

112 Use of Socratic dialogue in processing thoughts surrounding traumatic event

- 436 Client was able to identify a thought surrounding the traumatic event

119 Helping patients increase their understanding of unhelpful thinking patterns

- 42 Client expressed understanding of unhelpful thoughts
- 438 Client was able to express understanding of one of their unhelpful thoughts
- 435 Client was able to identify an unhelpful thinking pattern

77 Facilitating exploration of core themes have been affected by their traumatic experiences

- 39 Client explored a core theme affecting them

43 Assist with challenging problematic beliefs caused by trauma event

- 443 Client was able to challenge a problematic belief

26 Facilitate session to assist client in Processing Activating event Belief and Consequence

- 426 Client was able to process activating event belief
- 425 Client was able to process consequence of activating event belief

Contemplative

48 Educating client on the nature of their symptoms

- 161 Successfully identified a symptom of their trauma.

66 Discuss posttraumatic reactions that lead to PTSD

- 91 Client restated to reflect learning

Maintenance

26 Facilitate session to assist client in Processing Activating event Belief and Consequence

- 426 Client was able to process activating event belief
- 425 Client was able to process consequence of activating event belief

Pre-contemplative

95 Educating client about CPT and trauma.

- 44 Client expresses understanding of therapy approach and trauma basics.
- 254 Reported learning about connections between trauma-related thoughts, feelings, and behaviors

Preparation

80 Assist client with remembering the traumatic event

429 Client was able to name a traumatic event

119 Helping patients increase their understanding of unhelpful thinking patterns

- 42 Client expressed understanding of unhelpful thoughts
- 438 Client was able to express understanding of one of their unhelpful thoughts
- 435 Client was able to identify an unhelpful thinking pattern

Relapse

78 Helping client explore how traumatic events have affected their lives

- 440 Client was able to explore relapse in behaviors/thinking related to traumatic event

(CRA) Community Reinforcement Approach/Adolescent - Community Reinforcement Approach

Action

174 Assist client in identifying internal and external substance use triggers clarify client using behaviors and outline positive and negative consequences of substance use behaviors.

- 234 Participates in homework activities and reviews homework with therapist.

175 Assist client in identifying pro-social behaviors not related with substance use to enhance client's sober social connections.

- 311 Identified appropriate recreation/leisure activities not related with substance use.

176 Assist client to identify relapse triggers discuss behavior chain of events leading to a relapse and generate new responses to the events.

- 219 Practiced relapse prevention skills.

177 Assist client with medication adherence encouraging client to identify an accountability partner.

- 234 Participates in homework activities and reviews homework with therapist.
- 111 Verbalized understanding of medication adherence and identifies safe sober medication monitoring partner.

Contemplative

170 Engage client in practicing effective communication skills.

- 119 Utilized effective communication skills.

Maintenance

175 Assist client in identifying pro-social behaviors not related with substance use to enhance client's sober social connections.

- 311 Identified appropriate recreation/leisure activities not related with substance use.

Over-Arching (works with any stage of change)

178 Encourage client to identify and practice effective coping skills in vivo and will review progress with client.

- 118 Utilized effective problem-solving skills.
- 221 Practiced coping skills with a family member or sober social support person.
- 213 Processed feelings coping skills with a family member or sober social support person.

120 Assist client with effective and appropriate job finding skills.

- 118 Utilized effective problem-solving skills.
- 237 Participated in job finding skills.

179 Encourage client to identify and practice effective anger management skills.

- 118 Utilized effective problem-solving skills.
- 126 Utilized appropriate and effective anger management skills.

Preparation

172 Encourage client to identify and practice satisfying social activities not related to substance use.

- 288 Identifies sober social supports and activities not related to substance use.
- 225 Practiced appropriate recreation/leisure activities not related with substance use.
- 311 Identified appropriate recreation/leisure activities not related with substance use.

Relapse

176 Assist client to identify relapse triggers discuss behavior chain of events leading to a relapse and generate new responses to the events.

- 219 Practiced relapse prevention skills.

(EMDR) Eye Movement Desensitization and Reprocessing

Action

185 Equip client with necessary tools to appropriately manage cognitive disturbances caused by trauma

- 307 Identified new symptoms that occurred since previous session

181 Desensitize client to identified targets

- 259 Install resources for handling difficult emotions related to identified targets

186 Identify and practice self-calming activities using resourcing

- 5 Adopt and utilize self calming activities

187 Reprocess identified targets with preferred positive cognitions

- 231 Positive cognitions yield an increase (VOC)

Contemplative

182 Collaborate with client to identify targets for treatment

- 218 Prepared for future events identifying alternative responses to trauma triggers

Maintenance

426 Maintain self-calming activities and positive cognitions

- 255 Learned to utilize self-calming activities and positive cognitions

Over-Arching (works with any stage of change)

189 Guide client through negative thoughts and eye movements to reduce maladaptive emotional reactions

- 215 Processed and replaced hurtful thoughts with positive ones

184 Use (VOC) to measure the felt confidence in the positive cognition

- 79 Client participated in VOC

183 Gauge clients level of subjective unit of distress using (SUD).

- 372 Described current incidents that elicit distress
- 282 Identify noticeable improvements in session with a reduced SUDs score

Pre-contemplative

180 Educate client on EMDR method

- 41 Client expressed understanding of EMDR approach

Preparation

183 Gauge clients level of subjective unit of distress using (SUD).

- 372 Described current incidents that elicit distress
- 282 Identify noticeable improvements in session with a reduced SUDs score

182 Collaborate with client to identify targets for treatment

- 218 Prepared for future events identifying alternative responses to trauma triggers

188 Gather information and specifics about clients trauma history

- 293 Identified trauma events across lifespan and process impact on wellbeing

Relapse

182 Collaborate with client to identify targets for treatment

- 218 Prepared for future events identifying alternative responses to trauma triggers

(HRA) Health Risk Assessment

Over-Arching (works with any stage of change)

85 RN will complete health risk assessment with client

- 72 Client participated in health risk assessment

(IMR) Illness Management and Recovery

Action

515 Teach client strategies for recovery

- 496 Modeled steps to take to reduce the biological and stress factors that make symptoms worse

481 Teach client Stress-Vulnerability Model and practice in session

- 495 Demonstrated understanding of how stress and vulnerability contribute to the onset of mental health symptoms

514 Teach client strategies to build a social support network

- 494 Restated ways social support can help in recovery
- 492 Identified and practiced strategies for connecting with people
- 493 Identified and practiced strategies for developing closer relationships with people

340 Educate client regarding medication and how to utilize effectively

- 497 Restated accurate information about medications for mental illness, including advantages and disadvantages
- 498 Talked openly about their beliefs about medication and experience taking medications
- 499 Weighed advantaged and disadvantages of taking medications
- 500 Developed strategies for taking medication regularly and effectively

474 Teach client about how substance use impacts mental health recovery

- 501 Demonstrated understanding about interactions between substance use and mental illness
- 502 Talked openly about positive and negative experiences of using substances
- 503 Weighed advantages and disadvantages of using substances
- 504 Made decision to stop using substances
- 505 Developed a personal sobriety plan that includes involvement of one family member or support person

513 Teach client ways to reduce relapse potential and practice in session

- 506 Learned ways to reduce the change of experiencing a relapse
- 507 Identified specific triggers of relapse based on past experience
- 508 Identified early signs of relapse
- 509 Identified steps for responding to the early earning signs of relapse

519 Teach and model coping skills for stress

- 510 Learned how to reduce stress and improve coping skills
- 511 Identified life events and daily hassles that cause stress
- 512 Identified and practiced strategies for preventing stress
- 513 Identified and practiced coping strategies for reducing the effects of stress
- 514 Involved family members or other supporters in plans for coping with stress

446 Provide education about ways to cope with problems and persistent symptoms

- 515 Identified common problems and persistent symptoms that cause distress.
- 516 Learned to use a step-by-step method of solving problems to manage identified problems and persistent symptoms
- 517 Developed coping strategies to manage specific problems and persistent symptoms
- 518 Developed a plan to cope with personal persistent symptoms

460 Teach and model advocacy methods for client for client to role play getting needs met by the mental health system

- 519 Learned information about mental health services and benefits that will help in participation in decisions related to treatment

- 497 Restated different treatment options and decided which would help them achieve their personal goals
- 520 Restated strategies for effective advocacy

Contemplative

341 Educate client regarding practical facts about mental illness

- 308 Identified how stigma of mental illness has led to desocialization
- 485 Stated understanding of origins of mental illnesses, their course, and how they are diagnosed
- 486 Discussed symptoms and myths about mental illnesses
- 487 Became familiar with examples of people who have mental illnesses and who lead productive, meaningful lives

Maintenance

446 Provide education about ways to cope with problems and persistent symptoms

- 515 Identified common problems and persistent symptoms that cause distress.
- 516 Learned to use a step-by-step method of solving problems to manage identified problems and persistent symptoms
- 517 Developed coping strategies to manage specific problems and persistent symptoms
- 518 Developed a plan to cope with personal persistent symptoms

Pre-contemplative

485 Provided information about Illness Management and Recovery curriculum its structure and expectations for participation

- 489 Reports understanding of structure and content of IMR program
- 490 Understand role in participating in IMR
- 491 Defined common expectations of IMR participation

Preparation

515 Teach client strategies for recovery

- 496 Modeled steps to take to reduce the biological and stress factors that make symptoms worse

474 Teach client about how substance use impacts mental health recovery

- 501 Demonstrated understanding about interactions between substance use and mental illness
- 502 Talked openly about positive and negative experiences of using substances
- 503 Weighed advantages and disadvantages of using substances
- 504 Made decision to stop using substances
- 505 Developed a personal sobriety plan that includes involvement of one family member or support person

Relapse

513 Teach client ways to reduce relapse potential and practice in session

- 506 Learned ways to reduce the change of experiencing a relapse
- 507 Identified specific triggers of relapse based on past experience
- 508 Identified early signs of relapse
- 509 Identified steps for responding to the early warning signs of relapse

223 Explore relapse in thinking or behavior

- 296 Identified relapse thinking or behavior
- 240 Named trigger of relapse in behavior
- 108 Worked through a set back or relapse
- 250 Listed a way to reduce risk of relapse

(IPS) Individual Placement & Supports

Over-Arching (works with any stage of change)

103 ES will provide Pre Vocational Services

31 Client completed Career Profile

49 ES will provide Vocational Services

60 Client identified supports

49 ES will provide Vocational Services

- 94 Client secured employment
- 92 Client retained employment for 90 days
- 95 Client started training program
- 33 Client completed training program
- 67 Client obtained diploma/certificate/license
- 66 Client learned how income will impact benefits

68 ES will provide Employment Training

- 60 Client identified supports
- 94 Client secured employment
- 71 Client participated in education for 90 days
- 95 Client started training program
- 33 Client completed training program
- 67 Client obtained diploma/certificate/license
- 66 Client learned how income will impact benefits

82 ES will provide Job Retention Support

- 92 Client retained employment for 90 days

87 CWIC will provide Customer Advocacy

- 417 Client will understand how employment impacts benefits.

87 CWIC will provide Customer Advocacy

- 419 Client will state understanding of work incentives programs.

(MI) Motivational Interviewing

Action

31 Assist client in identifying the discrepancy between the client's current behaviors and desired goals

- 420 Client will be able to process and discuss the cost vs reward of their current behavior

102 Develop a plan with staff member to achieve desired goals

- 63 Client is able to develop a plan based on current goal/s

108 Elicit commitment take action to resolve problematic thinking and behavior

- 156 Takes action to resolve problematic thinking and behavior

Contemplative

69 Explore client's ambivalence by using a collaborative approach

- 424 Client was able to process the area of ambivalence.

Maintenance

118 Help client create awareness regarding their current readiness for change

- 421 Client will be able to identify where they are on a scale of 1-10, 1 being they have no desire to change behavior to 10 they are making a change today

Over-Arching (works with any stage of change)

46 Express empathy by utilizing reflective listening skills [Remember the OARS. Open-ended questions Reflective listening Summary Reflection]

- 88 Client responds to open ended questions and/or maintains conversation.

61 Uses a client centered non-confrontational approach

- 38 Client engages in conversation and interacts openly.

Pre-contemplative

46 Express empathy by utilizing reflective listening skills [Remember the OARS. Open-ended questions Reflective listening Summary Reflection]

- 88 Client responds to open ended questions and/or maintains conversation.

61 Uses a client centered non-confrontational approach

- 38 Client engages in conversation and interacts openly.

Preparation

118 Help client create awareness regarding their current readiness for change

- 421 Client will be able to identify where they are on a scale of 1-10, 1 being they have no desire to change behavior to 10 they are making a change today

90 Help client evaluate how much of a problem their behavior is for them currently in relation to other issues in their life

- 385 Decides to make a change in behavior

Relapse

31 Assist client in identifying the discrepancy between the client's current behaviors and desired goals

- 420 Client will be able to process and discuss the cost vs reward of their current behavior

(MRT) Moral Reconciliation Therapy

Action

191 Identify and process how disloyalty has impacted life and the importance of honesty

- 57 Client identified one way disloyalty has negatively impacted their life or lives of others
- 427 Client was able to name one way honesty is important

193 Identifying and processing effects of personal attitudes, beliefs, and habits while also learning skills of acceptance

- 53 Client identified one personal attitude or belief they hold and how it effects their life
- 52 Client identified one habit they have and how it impacts their life
- 439 Client was able to express self acceptance

196 Identify and process ways to become a positive force, rather than negative, through helping others

- 58 Client identified one way to be a positive force in helping others

196 Identify and process ways to become a positive force, rather than negative, through helping others

- 47 Client identified how to change a negative impact to others to a positive impact to others

198 Identify and process skills for the commitment to change including 10 hours of helping others, one-on-one discussion with group facilitatory, and Action Plan review.

- 85 Client reports hour(s) of helping others completed

198 Identify and process skills for the commitment to change including 10 hours of helping others, one-on-one discussion with group facilitatory, and Action Plan review.

- 93 Client reviewed Action Plan
- 74 Client participated in one-on-one discussion

202 Identify and process relationship between inner self and personality.

- 434 Client was able to identify one aspect of the relationship between inner self and their personality

195 Identify and process how honesty ,trust, acceptance, and awareness impacts relationships and identify actions to work on healing relationships

- 432 Client was able to identify one way honesty impacts relationships
- 48 Client identified one action to work on
- 59 Client identified one way trust impacts relationships
- 55 Client identified one way acceptance impacts relationships
- 56 Client identified one way awareness impacts relationships

200 Identify and process personal roles in relationships and areas within ones control.

- 54 Client identified one personal role in relationships

200 Identify and process personal roles in relationships and areas within ones control.

- 49 Client identified one area within their own control

Contemplative

192 Identify and process positive aspects of self while demonstrating trust in the program and self

- 441 Client was able to consider some positive aspect of self
- 446 Client was able to acknowledge the program may help

Maintenance

199 Identify and process how personal beliefs and habits have developed or changed over time reflecting on perceived changes and growth.

- 50 Client identified one belief
- 51 Client identified one habit

Pre-contemplative

190 Provided psychoeducation on the MRT model and importance of fidelity of the workbook.

- 43 Client expressed understanding that they will identify and process relationship between inner self and personality.
- 34 Client comprehends and understands the importance of following workbook instructions.

Preparation

194 Identifying and processing awareness of aspects that make up consumer's life

- 428 Client was able to name one or more aspects that make up their life

197 Identify and process skills related to Goal Setting and Identify Formation

- 139 Client was able to identify one skill related to goal setting
- 433 Client was able to identify one skill related to identity formation

201 Developing a master goal plan to ensure success beyond treatment.

- 37 Client created master goal plan with clinician

Relapse

176 Assist client to identify relapse triggers discuss behavior chain of events leading to a relapse and generate new responses to the events.

- 219 Practiced relapse prevention skills.

(OT) Occupational Therapy

Over-Arching (works with any stage of change)

OT will complete Occupational Therapy Assessment/Re-Assessment with client.

- Verbalized improved understanding of Occupational Therapy recommendations

OT staff will provide Occupational Therapy intervention/education to client to increase independence

- Increased independence with functional activities of daily living skills reported by client of caregiver
- Will utilize adaptive equipment recommendation for increasing independence.
- Increased independence in instrumental activities of daily living skills reported by client of caregiver

OT staff will provide Occupational Therapy intervention/education to client to increase gross motor skills

- Will improve to age appropriate gross motor skills: strength, endurance, ball skills, balance and mobility exercises

OT staff will provide Occupational Therapy intervention/education to client to improve fine motor skills

- Will improve to age appropriate fine motor coordination, upper-limb and handwriting exercises

OT staff will provide Occupational Therapy intervention/education to client to increase exercise activity

- Reports increased exercise activity and endurance for daily activities
- Begin/maintain exercise log of home exercise program

OT staff will provide Occupational Therapy intervention/education to client for sensory processing

- Strategies for sensory processing will be implemented by client and/or family members

OT staff will provide Occupational Therapy intervention/education to client to educate client and family on various skills

- Client and family learned self-regulation, coping skills, self-esteem and confidence strategies

OT staff will provide Occupational Therapy intervention/education to client for organizational & time management skills

- Learned and implements organizational and/or time management skill at work, school, or home

OT staff will provide Occupational Therapy intervention/education to client

- Will implement cognitive and memory strategies for daily activities

(PCIT) Parent-Child Interaction Therapy

Action

203 Assess the parent-child relationship using the Dyadic Parent Interaction Coding System (DPICS)

26 Child's minding and listening to caregiver(s) shows significant improvement

204 Assess problematic behavior of the child and parents perception of problematic behavior using the Eyeberg Child Behavior Inventory (ECBI)

- 279 Identified unhealthy coping strategies or behaviors
- 22 Caregiver(s) can identify potential reasons for an increase in negative behaviors from the child
- 18 Caregiver(s) can identify and overcome barriers to successful implementation of special time
- 19 Caregiver(s) significantly decreases their use of negative talk, questions, and indirect commands with child
- 26 Child's minding and listening to caregiver(s) shows significant improvement
- 154 The quality of the parent-child relationship improves by a greater connectedness in parent-child interactions
- 177 Significant decrease in negative behaviors in home, daycare and/or school setting

205 Complete the teaching session with the caregiver(s) on the Child Directed Interaction (CDI) phase of treatment.

- 406 Complete the teaching session with the caregiver(s) on the Child Directed Interaction (CDI) phase of treatment.

- 18 Caregiver(s) can identify and overcome barriers to successful implementation of special time
- 19 Caregiver(s) significantly decreases their use of negative talk, questions, and indirect commands with child

206 Coach and code caregiver(s) in session on their utilization of the PRIDE skills

- 404 Complete weekly special time homework
- 154 The quality of the parent-child relationship improves by a greater connectedness in parent-child interactions
- 19 Caregiver(s) significantly decreases their use of negative talk, questions, and indirect commands with child
- 26 Child's minding and listening to caregiver(s) shows significant improvement
- 321 Generalization of the PRIDE skills in everyday life

208 Coach caregiver(s) on their use of active ignoring in session

- 404 Complete weekly special time homework
- 318 Generalization of the active ignoring skill in everyday life
- 321 Generalization of the PRIDE skills in everyday life

209 Review weekly "Special Time" homework of 5 minutes per day

- 318 Generalization of the active ignoring skill in everyday life
- 404 Complete weekly special time homework
- 154 The quality of the parent-child relationship improves by a greater connectedness in parent-child interactions
- 22 Caregivers(s) can identify potential reasons for an increase in negative behaviors from the child
- 18 Caregiver(s) can identify and overcome barriers to successful implementation of special time
- 177 Significant decrease in negative behaviors in home, daycare and/or school setting
- 321 Generalization of the PRIDE skills in everyday life

210 Complete the teaching session with the caregiver(s) on the Parent Directed Interaction (PDI) phase of treatment

- 404 Complete weekly special time homework
- 321 Generalization of the PRIDE skills in everyday life

211 Coach and code caregiver(s) in session on their use of the PRIDE skills in conjunction following with the time out procedure.

- 404 Complete weekly special time homework
- 22 Caregivers(s) can identify potential reasons for an increase in negative behaviors from the child
- 321 Generalization of the PRIDE skills in everyday life
- 318 Generalization of the active ignoring skill in everyday life
- 26 Child's minding and listening to caregiver(s) shows significant improvement

- 19 Caregiver(s) significantly decreases their use of negative talk, questions, and indirect commands with child

212 Coach caregiver(s) in session on giving direct commands to the child.

- 404 Complete weekly special time homework
- 318 Generalization of the active ignoring skill in everyday life
- 321 Generalization of the PRIDE skills in everyday life
- 22 Caregivers(s) can identify potential reasons for an increase in negative behaviors from the child
- 26 Child's minding and listening to caregiver(s) shows significant improvement

213 Assist caregiver(s) through discussion and feedback on the implementation and child response to utilizing the time out procedure at home.

- 26 Child's minding and listening to caregiver(s) shows significant improvement
- 22 Caregivers(s) can identify potential reasons for an increase in negative behaviors from the child
- 404 Complete weekly special time homework

214 Assist caregiver(s) through discussion and feedback on the development and implementation of "house rules"

- 26 Child's minding and listening to caregiver(s) shows significant improvement
- 17 Caregiver is competent in use of both CDI and PDI
- 22 Caregivers(s) can identify potential reasons for an increase in negative behaviors from the child
- 404 Complete weekly special time homework

215 Assist caregiver(s) through discussion and feedback on the implementation of utilizing the time out procedure in a public outing

- 22 Caregivers(s) can identify potential reasons for an increase in negative behaviors from the child
- 404 Complete weekly special time homework
- 26 Child's minding and listening to caregiver(s) shows significant improvement
- 7 Caregiver is competent in use of both CDI and PDI
- 177 Significant decrease in negative behaviors in home, daycare and/or school setting

216 Assist caregiver(s) through discussion and feedback on continuing skills learned and practiced in PCIT following graduation.

- 279 Identified unhealthy coping strategies or behaviors
- 22 Caregivers(s) can identify potential reasons for an increase in negative behaviors from the child
- 404 Complete weekly special time homework
- 17 Caregiver is competent in use of both CDI and PDI
- 26 Child's minding and listening to caregiver(s) shows significant improvement

- 177 Significant decrease in negative behaviors in home, daycare and/or school setting

Contemplative

203 Assess the parent-child relationship using the Dyadic Parent Interaction Coding System (DPICS)

- 26 Child's minding and listening to caregiver(s) shows significant improvement

204 Assess problematic behavior of the child and parents perception of problematic behavior using the Eyeberg Child Behavior Inventory (ECBI)

- 279 Identified unhealthy coping strategies or behaviors
- 22 Caregiver(s) can identify potential reasons for an increase in negative behaviors from the child
- 18 Caregiver(s) can identify and overcome barriers to successful implementation of special time
- 19 Caregiver(s) significantly decreases their use of negative talk, questions, and indirect commands with child
- 26 Child's minding and listening to caregiver(s) shows significant improvement
- 154 The quality of the parent-child relationship improves by a greater connectedness in parent-child interactions
- 177 Significant decrease in negative behaviors in home, daycare and/or school setting

Maintenance

206 Coach and code caregiver(s) in session on their utilization of the PRIDE skills

- 404 Complete weekly special time homework
- 154 The quality of the parent-child relationship improves by a greater connectedness in parent-child interactions
- 19 Caregiver(s) significantly decreases their use of negative talk, questions, and indirect commands with child
- 26 Child's minding and listening to caregiver(s) shows significant improvement
- 321 Generalization of the PRIDE skills in everyday life

208 Coach caregiver(s) on their use of active ignoring in session

- 404 Complete weekly special time homework
- 318 Generalization of the active ignoring skill in everyday life
- 321 Generalization of the PRIDE skills in everyday life

209 Review weekly "Special Time" homework of 5 minutes per day

- 318 Generalization of the active ignoring skill in everyday life
- 404 Complete weekly special time homework
- 154 The quality of the parent-child relationship improves by a greater connectedness in parent-child interactions
- 22 Caregiver(s) can identify potential reasons for an increase in negative behaviors from the child
- 18 Caregiver(s) can identify and overcome barriers to successful implementation of special time

- 177 Significant decrease in negative behaviors in home, daycare and/or school setting
- 321 Generalization of the PRIDE skills in everyday life

211 Coach and code caregiver(s) in session on their use of the PRIDE skills in conjunction following with the time out procedure.

- 404 Complete weekly special time homework
- 22 Caregivers(s) can identify potential reasons for an increase in negative behaviors from the child
- 321 Generalization of the PRIDE skills in everyday life
- 318 Generalization of the active ignoring skill in everyday life
- 26 Child's minding and listening to caregiver(s) shows significant improvement
- 19 Caregiver(s) significantly decreases their use of negative talk, questions, and indirect commands with child

212 Coach caregiver(s) in session on giving direct commands to the child.

- 404 Complete weekly special time homework
- 318 Generalization of the active ignoring skill in everyday life
- 321 Generalization of the PRIDE skills in everyday life
- 22 Caregivers(s) can identify potential reasons for an increase in negative behaviors from the child
- 26 Child's minding and listening to caregiver(s) shows significant improvement

213 Assist caregiver(s) through discussion and feedback on the implementation and child response to utilizing the time out procedure at home.

- 26 Child's minding and listening to caregiver(s) shows significant improvement
- 22 Caregivers(s) can identify potential reasons for an increase in negative behaviors from the child
- 404 Complete weekly special time homework

214 Assist caregiver(s) through discussion and feedback on the development and implementation of "house rules"

- 26 Child's minding and listening to caregiver(s) shows significant improvement
- 17 Caregiver is competent in use of both CDI and PDI
- 22 Caregivers(s) can identify potential reasons for an increase in negative behaviors from the child
- 404 Complete weekly special time homework

215 Assist caregiver(s) through discussion and feedback on the implementation of utilizing the time out procedure in a public outing

- 22 Caregivers(s) can identify potential reasons for an increase in negative behaviors from the child
- 404 Complete weekly special time homework
- 26 Child's minding and listening to caregiver(s) shows significant improvement

- 17 Caregiver is competent in use of both CDI and PDI
- 177 Significant decrease in negative behaviors in home, daycare and/or school setting

216 Assist caregiver(s) through discussion and feedback on continuing skills learned and practiced in PCIT following graduation.

- 279 Identified unhealthy coping strategies or behaviors
- 22 Caregivers(s) can identify potential reasons for an increase in negative behaviors from the child
- 404 Complete weekly special time homework
- 17 Caregiver is competent in use of both CDI and PDI
- 26 Child's minding and listening to caregiver(s) shows significant improvement
- 177 Significant decrease in negative behaviors in home, daycare and/or school setting

Pre-contemplative

572 Educate caregiver and youth on PCIT modality

- 82 Client reported understanding of modality

Preparation

205 Complete the teaching session with the caregiver(s) on the Child Directed Interaction (CDI) phase of treatment.

- 406 Complete the teaching session with the caregiver(s) on the Child Directed Interaction (CDI) phase of treatment.
- 18 Caregiver(s) can identify and overcome barriers to successful implementation of special time
- 19 Caregiver(s) significantly decreases their use of negative talk, questions, and indirect commands with child

Relapse

216 Assist caregiver(s) through discussion and feedback on continuing skills learned and practiced in PCIT following graduation.

- 279 Identified unhealthy coping strategies or behaviors
- 22 Caregivers(s) can identify potential reasons for an increase in negative behaviors from the child
- 404 Complete weekly special time homework
- 17 Caregiver is competent in use of both CDI and PDI
- 26 Child's minding and listening to caregiver(s) shows significant improvement
- 177 Significant decrease in negative behaviors in home, daycare and/or school setting

(REBT) Rational Emotive Behavior Therapy

Action

219 Help client process the “ABC’s” (Activating event; Belief of the event; Consequences of emotional response) of irrational thinking and develop skills to dispute irrational beliefs.

- 295 Identified the “ABC’s” of irrational thinking.
- 112 Verbalized realistic statements that challenge irrational beliefs.

220 Assist client to develop effective and appropriate coping skills.

- 125 Utilized appropriate and effective coping skills such as relaxation, meditation, breathing exercises and mindfulness.

221 Assist client with employing problem-solving techniques.

- 113 Utilized problem-solving techniques.
- 114 Utilized problem solving skills such as assertiveness and conflict resolution.

222 Assist client with identifying irrational beliefs that negatively impact behaviors.

- 284 Identified irrational beliefs and utilize reality-based evidence to dispute these beliefs.

Contemplative

218 Explore potential of that there is a problem to be worked on.

- 70 Client participated in discussion

Maintenance

219 Help client process the “ABC’s” (Activating event; Belief of the event; Consequences of emotional response) of irrational thinking and develop skills to dispute irrational beliefs.

- 295 Identified the “ABC’s” of irrational thinking.
- 112 Verbalized realistic statements that challenge irrational beliefs.

220 Assist client to develop effective and appropriate coping skills.

- 125 Utilized appropriate and effective coping skills such as relaxation, meditation, breathing exercises and mindfulness.

221 Assist client with employing problem-solving techniques.

- 113 Utilized problem-solving techniques.
- 114 Utilized problem solving skills such as assertiveness and conflict resolution.

Over-Arching (works with any stage of change)

224 Encourage client participation in homework activities to enhance client skill development.

- 313 Identified and discuss cognitive distortions and practice disputing these distortions.
- 127 Utilized and practiced assigned problem-solving techniques.

225 Utilize cognitive restructuring techniques with client to reframe irrational beliefs.

- 122 Utilized cognitive restructuring such as reframing to challenge irrational beliefs.
- 121 Utilized cognitive restructuring such as visualization to challenge irrational beliefs.
- 123 Utilized cognitive restructuring such as logic to challenge irrational beliefs.
- 124 Utilized cognitive restructuring such as humor to challenge irrational beliefs.

Pre-contemplative

217 Educate client on REBT treatment approach

- 81 Client reported understanding of approach to be used

Preparation

219 Help client process the “ABC’s” (Activating event; Belief of the event; Consequences of emotional response) of irrational thinking and develop skills to dispute irrational beliefs.

- 295 Identified the “ABC’s” of irrational thinking.
- 112 Verbalized realistic statements that challenge irrational beliefs.

220 Assist client to develop effective and appropriate coping skills.

- 125 Utilized appropriate and effective coping skills such as relaxation, meditation, breathing exercises and mindfulness.

221 Assist client with employing problem-solving techniques.

- 113 Utilized problem-solving techniques.
- 114 Utilized problem solving skills such as assertiveness and conflict resolution.

222 Assist client with identifying irrational beliefs that negatively impact behaviors.

- 284 Identified irrational beliefs and utilize reality-based evidence to dispute these beliefs.

Relapse

223 Explore relapse in thinking or behavior

- 296 Identified relapse thinking or behavior
- 240 Named trigger of relapse in behavior
- 108 Worked through a set back or relapse
- 250 Listed a way to reduce risk of relapse

(RSS) Peer Support

Action

114 Assisted client in learning recovery oriented skills

- 327 Discussed successful implementation or recovery skill

- 233 Performed activity to enhance recovery skills

Action 59 Provide support and encouragement in recovery 133 Used problem solving skill

59 Provide support and encouragement in recovery

- 134 Used positive behavior skill in stressful situation
- 351 Discussed successful implementation of recovery skill

Contemplative

64 Assisted client in goal setting

- 182 Set goal for recovery

Contemplative

59 Provide support and encouragement in recovery

- 133 Used problem solving skill
- 134 Used positive behavior skill in stressful situation
- 351 Discussed successful implementation of recovery skill

Maintenance

114 Assisted client in learning recovery oriented skills

- 327 Discussed successful implementation or recovery skill
- 233 Performed activity to enhance recovery skills

59 Provide support and encouragement in recovery

- 133 Used problem solving skill
- 134 Used positive behavior skill in stressful situation
- 351 Discussed successful implementation of recovery skill

Pre-contemplative

47 Assisted client in problem identification

- 298 Identified problem area

59 Provide support and encouragement in recovery

- 133 Used problem solving skill
- 134 Used positive behavior skill in stressful situation
- 351 Discussed successful implementation of recovery skill

Preparation

94 Provide recovery supportive resource information

- 350 Discussed triggers, craving, or setbacks

- 386 Created Wellness Recovery Action Plan

59 Provide support and encouragement in recovery

- 133 Used problem solving skill
- 134 Used positive behavior skill in stressful situation
- 351 Discussed successful implementation of recovery skill

Relapse

94 Provide recovery supportive resource information

- 350 Discussed triggers, craving, or setbacks
- 386 Created Wellness Recovery Action Plan

59 Provide support and encouragement in recovery

- 133 Used problem solving skill
- 134 Used positive behavior skill in stressful situation
- 351 Discussed successful implementation of recovery skill

(SFBT) Solution-Focused Brief Therapy

Action

233 Help client discover potential solution ingredients

- 285 Identify element/s of a possible solution/s

234 Assist with processing partial exceptions

- 214 Processed exception/s to problem/s

235 Client will identify and explore previous exceptions

- 61 Client identifies exceptions to problem.

236 Use of scaled question to assist with progress in the direction of clients goal

- 212 Processed further positive movement in the direction of identified goal

237 Co-Construct a practical and sustainable solution 3

- 46 Developed satisfying solutions

Contemplative

229 Assist with processing how clients life will be different when problem is gone

- 320 Generated a detailed description of what life will be like when the goal has been achieved

226 Validating what clients are already doing well and acknowledging how difficult their problems are

- 65 Client is focused on what is already working.

Maintenance

238 Assist with processing how when and where things became better and how this might continue

- 212 Processed further positive movement in the direction of identified goal

Over-Arching (works with any stage of change)

232 Gradually lead towards a viable solution with the miracle question

- 287 Identifies solution/s to their identified problem/s

Pre-contemplative

573 Educate client on modality

- 82 Client reported understanding of modality

Preparation

231 Educate client on formulating goals

- 398 Clt voiced understanding of how to create a personal goal.

227 Carefully search through the clients life experience and behavioral repertoire

- 344 Displayed an understanding of life experience and/ or behavioral repertoire

228 Educate client on focusing on the present or the future

- 99 Client understands how to focus on present factors or future factors.

230 Collaborate in identifying goals reflective of clients' best hopes

- 317 Goals identified reflecting clients hopes for treatment

Relapse

226 Validating what clients are already doing well and acknowledging how difficult their problems are

- 65 Client is focused on what is already working.

229 Assist with processing how clients life will be different when problem is gone

- 320 Generated a detailed description of what life will be like when the goal has been achieved

(TBRI) Trust-Based Relational Intervention

Action

511 Teach connection strategies to client and family

- 540 Expressed learning of a connection strategy

435 Practice connection strategies at home

- 528 Use of connection strategy skills in the home

510 Teach ways to build and solidify felt-safety

- 529 Successfully creating felt-safety in the home and parent-child relationship

272 Assist client and caregiver in learning and practicing engagement strategies

- 535 Shared engagement between caregiver and child

273 Assist client and caregiver in learning and practicing nurturing activities

- 536 Reliable and appropriate nurturance of child

524 Support caregiver in having mindful interactions with child

- 537 Demonstration of mindfully interacting with child.

274 Assist client and caregiver to identify and process ways to implement transitions in a trauma-informed manner

- 538 Caregiver using a trauma-informed approach when responding to the child

523 Support caregiver to identify and process ways to meet the child's physiological needs

- 539 Identified a way to meet child's physiological needs

461 Teach and support implementation of caregiver and child utilizing proactive strategies to prevent dysregulation

- 533 Successful use of self-regulation and/or co-regulation strategies

271 Assist child in learning and practicing self-regulation strategies

- 533 Successful use of self-regulation and/or co-regulation strategies

517 Teach child and family calming strategies to use when dysregulated

- 534 Expressed understanding of calming strategy

518 Teach and process TBRI Life Value Terms with child

- 532 Awareness and utilization of the TBRI Life Value Terms

521 Teach "IDEAL" approach to caregivers for correcting child behavior

- 530 Utilization of the "IDEAL" approach with child.

270 Assist caregiver in learning and practicing the 4 TBRI Levels of Response with child through role play activities

- 531 Successful use of the 4 TBRI Levels of Response between caregiver and child

Contemplative

275 Assist client and/or family to identify and process concepts about trauma and attachment

- 541 Identified a concept about trauma and attachment

Maintenance

272 Assist client and caregiver in learning and practicing engagement strategies

- 535 Shared engagement between caregiver and child

273 Assist client and caregiver in learning and practicing nurturing activities

- 536 Reliable and appropriate nurturance of child

524 Support caregiver in having mindful interactions with child

- 537 Demonstration of mindfully interacting with child.

461 Teach and support implementation of caregiver and child utilizing proactive strategies to prevent dysregulation

- 533 Successful use of self-regulation and/or co-regulation strategies

435 Practice connection strategies at home

- 528 Use of connection strategy skills in the home

Pre-contemplative

573 Educate client on modality

- 82 Client reported understanding of modality

Preparation

523 Support caregiver to identify and process ways to meet the child's physiological needs

- 539 Identified a way to meet child's physiological needs

Relapse

435 Practice connection strategies at home

- 528 Use of connection strategy skills in the home

(TF-CBT) Trauma Focused Cognitive Behavioral Therapy

Action

267 Teach Specific skills for calming/reducing stress in the moment (Cognitive Coping).

- 148 Use of skills to calm/reduce distress in the moment.
- 277 Identify various feelings.
- 140 Aware of intensity level of feelings.
- 1 Able to identify physical reactions to trauma.

239 Teach safety skills for use in risky situations that may arise in the future.

- 148 Use of skills to calm/reduce distress in the moment.
- 162 Participated in Safety Planning

242 Assist to identify and scale a range of feelings, have a feelings vocabulary, and link to appropriate expression.

- 277 Identify various feelings.
- 6 Aware of intensity level of feelings
- 283 Identify difference between thoughts, feelings, and actions.

264 Teach the Cognitive Triangle (relationship between thoughts feelings and behaviors).

- 163 Successfully express and be aware of others expression of feelings.
- 283 Identify difference between thoughts, feelings, and actions.

243 Assist Youth to identify automatic unhelpful or inaccurate thoughts related to the trauma that they may not be immediately aware of but are causing distress.

- 283 Identify difference between thoughts, feelings, and actions.
- 278 Identify unhelpful or inaccurate thoughts.
- 400 Completed homework from previous session.
- 201 Reduce avoidance that interferes with daily functioning.

Contemplative

240 Create awareness of capacity to change from state of tense/distressed to state of relaxation.

- 277 Identify various feelings.
- 140 Aware of intensity level of feelings.
- 1 Able to identify physical reactions to trauma.

Maintenance

264 Teach the Cognitive Triangle (relationship between thoughts feelings and behaviors).

283 Identify difference between thoughts, feelings, and actions.

243 Assist Youth to identify automatic unhelpful or inaccurate thoughts related to the trauma that they may not be immediately aware of but are causing distress.

- 283 Identify difference between thoughts, feelings, and actions.
- 278 Identify unhelpful or inaccurate thoughts.
- 400 Completed homework from previous session.
- 201 Reduce avoidance that interferes with daily functioning.

263 Support Youth in identifying post-traumatic growth.

- 16 Caregiver is able to support the Youth sharing their traumatic experiences.
- 9 Caregiver and/or youth have understanding of the impact of trauma.
- 180 Share trauma perspective with a trusted adult.
- 100 Youth will identify benefits of post-traumatic growth.

Over-Arching (works with any stage of change)

261 Educate youth and/or caregiver on the various types of trauma and its impacts on the body and the brain.

- 9 Caregiver and/or youth have understanding of the impact of trauma.
- 16 Caregiver is able to support the Youth sharing their traumatic experiences.

248 Educate Youth and caregiver about TFCBT modality.

- 9 Caregiver and/or youth have understanding of the impact of trauma.

249 Assist Youth to be able to think talk and write about trauma experiences.

- 201 Reduce avoidance that interferes with daily functioning.

249 Assist Youth to be able to think talk and write about trauma experiences.

- 1 Able to identify physical reactions to trauma.
- 140 Aware of intensity level of feelings.
- 239 Normalize exposure to Trauma, PTSD symptoms and avoidance.

258 Assist Youth to separate conditioned fear responses from danger.

- 201 Reduce avoidance that interferes with daily functioning.
- 163 Successfully express and be aware of others expression of feelings.
- 226 Identify conditioned fear versus responses from danger.

257 Support Youth and caregiver to share child's perspective of trauma.

- 16 Caregiver is able to support the Youth sharing their traumatic experiences.
- 9 Caregiver and/or youth have understanding of the impact of trauma.
- 405 Complete the trauma story and shared it with caregiver.
- 273 Improve caregiver-child relationship through closeness, warmth, and support.

252 Assist Youth in integration of thoughts and feelings while processing trauma narrative.

- 405 Complete the trauma story and shared it with caregiver.
- 163 Successfully express and be aware of others expression of feelings.
- 400 Completed homework from previous session.

253 Assist Youth in the completion of trauma narrative and support sharing the trauma narrative with the care giver.

- 16 Caregiver is able to support the Youth sharing their traumatic experiences.
- 405 Complete the trauma story and shared it with caregiver.
- 273 Improve caregiver-child relationship through closeness, warmth, and support.

Pre-contemplative

248 Educate Youth and caregiver about TFCBT modality.

- 9 Caregiver and/or youth have understanding of the impact of trauma.

Preparation

240 Create awareness of capacity to change from state of tense/distressed to state of relaxation.

- 277 Identify various feelings.
- 140 Aware of intensity level of feelings.
- 1 Able to identify physical reactions to trauma.

267 Teach Specific skills for calming/reducing stress in the moment (Cognitive Coping).

- 148 Use of skills to calm/reduce distress in the moment.
- 277 Identify various feelings.
- 140 Aware of intensity level of feelings.
- 1 Able to identify physical reactions to trauma.

242 Assist to identify and scale a range of feelings, have a feelings vocabulary, and link to appropriate expression.

- 277 Identify various feelings.
- 6 Aware of intensity level of feelings
- 283 Identify difference between thoughts, feelings, and actions.

243 Assist Youth to identify automatic unhelpful or inaccurate thoughts related to the trauma that they may not be immediately aware of but are causing distress.

- 283 Identify difference between thoughts, feelings, and actions.
- 278 Identify unhelpful or inaccurate thoughts.
- 400 Completed homework from previous session.
- 201 Reduce avoidance that interferes with daily functioning.

Relapse

262 Support youth in identifying resurgence of negative cognitions related to trauma.

- 281 Identify resurgence of unhelpful or inaccurate thoughts.
- 164 Successfully express and address any avoidance of various trauma related feelings.

(WB) Well Body - Nicotine Cessation

Action

86 Will assist clt in identifying triggers that lead to tobacco/nicotine usage.

- 110 Will identify triggers that lead to tobacco/nicotine usage.

93 Will assist clt in learning and practice 3 coping skills to deal with stress caused by nicotine/tobacco reduction.

- 243 Named a coping skill to express learning
- 223 Practiced coping skill in session

8 Assist client in learn and practice 3 coping skills to deal with nicotine/tobacco craving.

- 205 Rehearsed using a coping skill
- 196 Restated a coping skill in detail to reflect learning

Contemplative

72 Assist clt in learning 3 benefits of quitting/reducing nicotine/tobacco usage.

- 197 Restate benefit of quitting/reduction to reflect learning

Maintenance

105 Will facilitate a wellness activity related to smoking cessation.

- 235 Participated in wellness activity related to smoking cessation

Pre-contemplative

56 Will assist clt in learning 3 dangers of second hand smoke.

- 242 Named a danger of second hand smoke

Preparation

72 Assist clt in learning 3 benefits of quitting/reducing nicotine/tobacco usage.

- 197 Restate benefit of quitting/reduction to reflect learning

Relapse

8 Assist client in learn and practice 3 coping skills to deal with nicotine/tobacco craving.

- 205 Rehearsed using a coping skill
- 196 Restated a coping skill in detail to reflect learning

(WB) Well Body – Wellness

Action

110 Facilitate a wellness session with client related to physical health

- 75 Client participated in physical health activity

116 Facilitate session for client to participate in enhancing their 8 dimensions of wellness

- 411 Client worked on social wellness
- 412 Client worked on occupational wellness
- 410 Client worked on spiritual wellness
- 414 Client worked on financial wellness
- 413 Client worked on intellectual wellness
- 137 Client worked on environmental wellness
- 415 Client worked on emotional wellness

Contemplative

65 Conduct motivational interviewing to raise awareness of client's readiness to change.

- 28 Client admits they may need to work on their wellness

Maintenance

110 Facilitate a wellness session with client related to physical health

- 75 Client participated in physical health activity

116 Facilitate session for client to participate in enhancing their 8 dimensions of wellness

- 411 Client worked on social wellness
- 412 Client worked on occupational wellness
- 410 Client worked on spiritual wellness
- 414 Client worked on financial wellness
- 413 Client worked on intellectual wellness
- 137 Client worked on environmental wellness
- 415 Client worked on emotional wellness

Pre-contemplative

81 Educate client about Well Body modality (Raising awareness of the importance of maintaining a healthy lifestyle)

- 64 Client is able to restate to reflect learning

65 Conduct motivational interviewing to raise awareness of client's readiness to change.

- 28 Client admits they may need to work on their wellness

Preparation

4 Assist client with creating obtainable and measurable goals. Goals can include physical activity, sleep, nutrition, social support and stress.

- 422 Client was able to set goals to work on related to wellness

Relapse

110 Facilitate a wellness session with client related to physical health

- 75 Client participated in physical health activity

Celebrating Families

Maintenance

595 Provide family with plan for continued recovery through daily practice using skills developed in Celebrating Families.

- 581 Family will celebrate and appreciate their progress.
- 580 Family will graduate from Celebrating Families.

Over-Arching (works with any stage of change)

580 Provide information regarding risk factors and safety planning.

- 600 Family is able to identify various risk factors, behaviors, and stressors.
- 605 Family is able to develop and utilize various protective factors and safety planning.

581 Provide information on appropriate nutrition and nutrition planning.

- 593 Family is able to understand nutrition and develop healthy meal plans while avoiding unhealthy eating habits.

583 Provide family with tools for effective communication.

- 596 Family is able to role play and practice positive communication skills, tools, and styles to improve family communication.

584 Provide family with information on identifying, accepting, sharing, and expressing feelings.

- 604 Family is able to identify and understand specific feelings, recognize triggers and responses, and avoid defensive behaviors.

585 Provide family with anger management strategies.

- 598 Family is able to learn cues, develop a plan, and practice using reducers and anger management skills.

586 Provide family with information regarding myths and facts on the effects of alcohol, tobacco, and other substances.

- 594 Family is able to understand and identify accurate information for the risks, impacts, and effects of substance use.

587 Provide family with the basics of a healthy lifestyle.

- 607 Family is able learn and practice basics of a healthy lifestyle.

588 Provide family with information on the circle of addiction.

- 592 Family is able to understands the risks factors and symptoms of addiction as a disease, developing habits to maintain and model sobriety.
- 578 Family will learn and identify the various roles within a chemical dependent family.

589 Provide family with information regarding the facets of recovery.

- 606 Family is able to communicate information regarding alcohol and other substances in a factual and responsible manner.

590 Provide family with information on problem solving skills.

- 589 Family is able to use problem solving skills, identify positive and negative consequences, and making appropriate decisions.

591 Provide family with information on limit setting.

- 570 Family will learn to set age appropriate limits, follow through, and strengthen bonds.

592 Provide family with information on healthy and unhealthy boundaries

- 579 Family will learn and distinguish between healthy and unhealthy boundaries to improve body autonomy.

593 Provide family with information on healthy and unhealthy relationships.

- 577 Family will learn and practice healthy relationship boundaries, and identify the difference between healthy and unhealthy relationships.
- 575 Family will learn how to nurture and support their children.

594 Provide family with information on learning differences, strategies, and techniques.

- 573 Provide family with information on learning differences, strategies, and techniques.

579 Provide introductions to Celebrating Families and Group Building

- 569 Client/Family participated
- 585 Family understands confidentiality, attendance policy, course content, duty to report, and creating goals for change, as well as the expectation that all members will arrive sober.

580 Provide information regarding risk factors and safety planning.

- 600 Family is able to identify various risk factors, behaviors, and stressors.
- 605 Family is able to develop and utilize various protective factors and safety planning.

Employment Assistance (Non-IPS)

Over-Arching (works with any stage of change)

120 Assist client with effective and appropriate job finding skills.

- 118 Utilized effective problem-solving skills.
- 237 Participated in job finding skills.

Full Wraparound

Action

563 CC/FSP assist caregiver and youth in determining which supports to invite to the family team meeting based on the priority need.

- 550 The family has at least one priority need for the initial family team meeting

564 CC/FSP prep invited team members for the family team meeting.

- 563 Created a list of formal and natural supports has been made and invited to the family team meeting.

575 CC/FSP will meet with formal supports to update progress on action steps.

- 547 Appointment with formal support completed

567 CC/FSP will update Functional Assessment/Crisis plan as needed.

- 562 FACP updated

568 CC/FSP will review and update Strength, Needs, Culture Discovery.

- 551 SNCD updated

569 CC/FSP will observe and monitor implementation of the team plan to ensure steps of action are completed.

- 556 Observed plan implementation

565 CC/FSP facilitate a family team meeting with formal and informal supports present while concurrently completing a WRAP plan.

- 565 CC/FSP has completed a prep sheet for each member of the family team meeting

578 CC/FSP will meet with informal supports to update progress on action steps.

- 549 Appointment with informal support completed

Contemplative

297 CC and/or FSP will assist family with completing enrollment forms and providing a description of SOC services.

- 325 Family will participate in appt

Maintenance

551 CC/FSP will observe and assist rehearsal meetings (SNCD; FA/CP; Care plans).

- 558 Family will be able to address crisis behaviors through development of FA/CP including prevention and intervention steps.

554 CC/FSP will assist family with scheduling graduation to celebrate successes.

- 559 Family will be able to acknowledge their accomplishments during graduation celebration.

555 CC/FSP will assist the family in identifying needs, services, and supports after graduation.

- 560 Family will access and utilize their supports after graduation to meet their needs.

577 CC/FSP will support family as they run a family team meeting

- 568 Family successfully led a family team meeting

567 CC/FSP will update Functional Assessment/Crisis plan as needed.

- 562 FACP updated

568 CC/FSP will review and update Strength, Needs, Culture Discovery.

- 551 SNCD updated

Over-Arching (works with any stage of change)

561 Assisted in engaging formal, informal, engage community supports to gather input and perspective.

- 555 Participated in communication with formal or informal support

559 Utilize and monitor OHIO assessments to determine impairment in problem and functioning areas.

- 553 Participated in completion of OHIO

564 CC/FSP prep invited team members for the family team meeting.

- 563 Created a list of formal and natural supports has been made and invited to the family team meeting.

530 Provided or discussed examples of positive social reinforcement

- 133 Used problem solving skill
- 134 Used positive behavior skill in stressful situation

531 Provided or discussed examples of positive reinforcement and problem-solving

- 133 Used problem solving skill

- 134 Used positive behavior skill in stressful situation

Pre-contemplative

297 CC and/or FSP will assist family with completing enrollment forms and providing a description of SOC services.

- 325 Family will participate in appt

Preparation

386 Help brainstorm potential formal and informal supports.

- 328 Family will identify a formal support

556 Care coordinator and/or Family support provider will assess urgent or immediate needs.

- 564 Client reported needs

562 CC/FSP support caregiver and youth in determining the priority need(s) for the Family Team Meeting.

- 561 Family participated in determining need

558 (SNCD) Discovering the strengths and needs within the family and incorporating their unique cultural values.

- 552 Reported a strength or need

563 CC/FSP assist caregiver and youth in determining which supports to invite to the family team meeting based on the priority need.

- 550 The family has at least one priority need for the initial family team meeting

Relapse

310 Crisis Diversion/De-Escalation-De-escalation is the urgent response to children experiencing mental health crises and their families

- 133 Used problem solving skill
- 134 Used positive behavior skill in stressful situation

Housing First

Over-Arching (works with any stage of change)

1 Assist client in locating emergency housing

- 141 Client was able to be housed from homelessness

50 Help client create a housing stability plan

- 76 Client participated in plan creation
- 32 Client completed step in housing stability plan
- 244 Moved into permanent housing
- 246 Maintained permanent housing for 6 months
- 245 Maintained permanent housing for one year

3 Advocate, link and refer client to housing options

- 29 Client applied for housing

79 Assist client with landlords and barriers to housing

- 431 Client was able to identify barrier
- 30 Client communicated with landlord
- 80 Client problem solved through barrier

5 Assist client in creating a budget

- 391 Created a budget
- 158 Successfully managed monthly financial obligation(s)

Infant Massage

Over-Arching (works with any stage of change)

312 Demonstration of infant massage on demonstration doll.

- 174 Set up a routine for infant massage.

333 Educate client on infant massage research and benefits.

- 193 Restated to show learning of the benefits and research of infant massage regarding behavioral state, reflexes and cues.

343 Educate family on asking for permission from child to do infant massage.

- 271 Incorporated a routine for infant massage.

476 Teach infant massage skills and techniques to caregiver/s.

- 194 Restated to show learning in differences between physical and emotional cries.

314 Describe relaxation techniques for caregiver/s and child.

- 191 Restated to show learning in the differences between colic, gas, and “evening fussy”.

313 Describe and demonstrate stroke variations for the older child.

- 263 Increased confidence in caregiver through identification and reaction to child’s cue’s.
- 341 Enhanced bonding for child and caregiver.

Matrix

Action

442 Promote understanding of how the recovery process can affect relationship in the present and future.

- 262 Increased recovery support system outside of the treatment center
- 181 Set limits in relationships

359 Encourage open discussion of sensitive topics in recovery

- 203 Reports abstinence from a psychoactive chemical
- 202 Reports abstinence from a problematic behavior
- 354 Discussed impact of trauma on recovery

361 Encouraged individual responsibility for recovery

- 160 Successfully identify a core belief about addiction
- 2 Able to identify what stage of recovery and/or change they are in
- 300 Identified personal responsibility in both negative and positive outcomes of behavior
- 7 Can identify irrational behavior

350 Educate on early recovery skills

- 309 Identified emotions related to use
- 305 Identified healthy coping strategies

360 Encourage, facilitated, rehearsed discussion of powerful emotions

- 352 Discussed rules for feelings, anger, sorrow, and other powerful emotions.
- 360 Discussed emotions and behaviors that fostered addiction

358 Encourage healthy recovery life skills such as hobbies, recreation, and interests

- 224 Practiced avoidance of past persons, places or things
- 199 Reports finding new ways to enrich life without substance

520 Teach a new thought stopping skill

- 291 Identified ways they controlled their behaviors in times of experiencing strong emotions
- 157 Successfully utilized thought stopping skill

376 Explored discrepancy between social acceptance of a drug and recovery

- 297 Identified problem interactions

443 Promote understanding of neurobiological and physical impact of substance use

- 345 Discussed benefit of abstinence from a psychoactive chemical

- 361 Discussed benefit of abstinence from a problematic behavior

Contemplative

424 Instill hope that recovery is possible

- 208 Received support on decision to protect sobriety
- 353 Discussed realistic timetable for achieving goals

Maintenance

360 Encourage, facilitated, rehearsed discussion of powerful emotions

- 352 Discussed rules for feelings, anger, sorrow, and other powerful emotions.
- 360 Discussed emotions and behaviors that fostered addiction

441 Promote positive behaviors needed post completion of Matrix Model curriculum

- 394 Completed Matrix curriculum

Over-Arching (works with any stage of change)

289 Assist in creating relapse prevention plan

- 339 Established safety plan
- 389 Created relapse prevention plan
- 290 Identifies relapse justifications

Pre-contemplative

573 Educate client on modality

- 82 Client reported understanding of modality

Preparation

334 Educate client on negative impact of substance use

- 310 Identified emotions and feelings related to use
- 306 Identified irrational behavior

337 Educate client on relapse prevention

- 292 Identified triggers of use
- 291 Identified ways they controlled their behaviors in times of experiencing strong emotions
- 167 Successfully analyzed the impact of core belief
- 301 Identified personal predictors of relapse

357 Encourage family involvement in recovery process

- 181 Set limits in relationships
- 262 Increased recovery support system outside of the treatment center

281 Will provide, encouragement, compassion, and support to cultivate change

- 185 Set a healthy limit in an area of their life
- 276 Implemented a healthy coping strategy

Relapse

478 Will help client openly discuss any relapse

- 338 Explored the benefits of recovery
- 4 Adjusted relapse prevention plan
- 301 Identified personal predictors of relapse

Medication Management – Nurse

Over-Arching (works with any stage of change)

51 Nurse will take vitals and review medications, compliance and any sides effects to medications.

- 109 Will report to nurse their response to their medications, compliance with their medications regimen and report any medication side effects.
- 418 Client will comply with vital signs being taking including pulse, blood pressure and respiration.

Medication Management – Provider

Over-Arching (works with any stage of change)

74 Will see physician for medication management

- 198 Reports taking medications as prescribed

Non- CCBHC Case Mgmt.

Over-Arching (works with any stage of change)

40 Provide linkage to needed resources

- 448 Client engaged with or obtained needed resource

53 Providing follow up to needed services and supports

- 449 Client engaged in or scheduled follow up service

84 Provided referrals to outside organizations or services

- 450 Client linked with service outside organization

Nutrition

Maintenance

503 Provide nutrition intervention / education to client

- 73 Client participated in nutrition session

Seeking Safety

Action

300 Check in with client on any recent unsafe incidents/substance use to be prioritized.

- 463 Identified and processed the unsafe incident
- 464 Identified and processed triggers that led to substance use.
- 465 Identified and processed triggers that led to unsafe incident.
- 466 Identified and processed triggers that led to substance use.
- 467 Identified the coping strategy that was unsafe/unhealthy.
- 276 Implemented a healthy coping strategy
- 86 Client reports using safety plan

302 Choose a quotation to begin session and ask the client “What is the main point of the quotation?”

- 470 Processed the meaning/main point of the session quotation.

276 Assist client in brainstorming ways to involve safe family/friends.

- 475 Brainstormed safe family members/friends with staff member.
- 476 Role-played with staff member ways to involve safe family members/friends.

299 Check if client has completed their commitment from the prior week/session.

- 468 Client reports following through with last sessions commitment
- 469 Identified barrier(s) to completing their commitment/homework, and will process ways to overcome barrier(s).
- 483 Ask client to come up with a new commitment to be completed between now and next session.

421 Facilitate a cognitive topic having client say aloud how they would rethink an issue.

- 482 Identified and processed different ways to think about the cognitive issue.
- 480 Brainstormed healthy ways of thinking with staff member in session.
- 481 Identified and processed a healthy coping skill to deal with problematic thinking.

422 Facilitate an interpersonal topic having client role-play out loud how they would address an interpersonal problem.

- 479 Identified and processed an interpersonal problem.
- 478 Identified a good coping skill for dealing with an interpersonal problem.
- 477 Role-played a solution to an interpersonal problem.

420 Facilitate behavioral topic having client do a walk-through stating out loud exactly what actions they would take to solve a behavioral problem.

- 471 Identified and processed a behavioral problem in their life.
- 472 Identified and processed a good coping skill for dealing with a behavioral problem.
- 473 Demonstrated a good coping skill for dealing with a behavioral problem.
- 474 Demonstrated/problem solved ways they would resolve a behavioral problem.

457 Psychoeducation provided to client about PTSD and SUD if applicable (symptoms, statistics, co-occurring).

- 254 Reported learning about connections between trauma-related thoughts, feelings, and behaviors

300 Check in with client on any recent unsafe incidents/substance use to be prioritized.

- 463 Identified and processed the unsafe incident
- 464 Identified and processed triggers that led to substance use.
- 465 Identified and processed triggers that led to unsafe incident.
- 466 Identified and processed triggers that led to substance use.
- 467 Identified the coping strategy that was unsafe/unhealthy.
- 276 Implemented a healthy coping strategy
- 86 Client reports using safety plan

299 Check if client has completed their commitment from the prior week/session.

- 468 Client reports following through with last sessions commitment
- 469 Identified barrier(s) to completing their commitment/homework, and will process ways to overcome barrier(s).
- 483 Ask client to come up with a new commitment to be completed between now and next session.

329 Educate client about Seeking Safety Model.

- 82 Client reported understanding of modality

339 Educate client on the difference between cognitive, interpersonal, and behavioral problems.

- 484 Client was able to identify a difference between cognitive, interpersonal and/or behavioral problems.

276 Assist client in brainstorming ways to involve safe family/friends.

- 475 Brainstormed safe family members/friends with staff member.
- 476 Role-played with staff member ways to involve safe family members/friends.

300 Check in with client on any recent unsafe incidents/substance use to be prioritized.

- 463 Identified and processed the unsafe incident
- 464 Identified and processed triggers that led to substance use.
- 465 Identified and processed triggers that led to unsafe incident.
- 466 Identified and processed triggers that led to substance use.
- 467 Identified the coping strategy that was unsafe/unhealthy.
- 276 Implemented a healthy coping strategy
- 86 Client reports using safety plan

Service Coordination

Action

578 CC/FSP will meet with informal supports to update progress on action steps.

- 549 Appointment with informal support completed

575 CC/FSP will meet with formal supports to update progress on action steps.

- 547 Appointment with formal support completed

567 CC/FSP will update Functional Assessment/Crisis plan as needed.

- 562 FACP updated

568 CC/FSP will review and update Strength, Needs, Culture Discovery.

- 551 SNCD updated

569 CC/FSP will observe and monitor implementation of the team plan to ensure steps of action are completed.

- 556 Observed plan implementation

576 CC will assist client in completing a Monthly Plan Worksheet

- 567 Client participated in creation of monthly plan

Contemplative

297 CC and/or FSP will assist family with completing enrollment forms and providing a description of SOC services.

- 325 Family will participate in appt

Maintenance

555 CC/FSP will assist the family in identifying needs, services, and supports after graduation.

- 560 Family will access and utilize their supports after graduation to meet their needs.

567 CC/FSP will update Functional Assessment/Crisis plan as needed.

- 562 FACP updated

568 CC/FSP will review and update Strength, Needs, Culture Discovery.

- 551 SNCD updated

569 CC/FSP will observe and monitor implementation of the team plan to ensure steps of action are completed.

- 556 Observed plan implementation

576 CC will assist client in completing a Monthly Plan Worksheet

- 567 Client participated in creation of monthly plan

Over-Arching (works with any stage of change)

561 Assisted in engaging formal, informal, engage community supports to gather input and perspective.

- 555 Participated in communication with formal or informal support

559 Utilize and monitor OHIO assessments to determine impairment in problem and functioning areas.

- 553 Participated in completion of OHIO

531 Provided or discussed examples of positive reinforcement and problem-solving

- 133 Used problem solving skill
- 134 Used positive behavior skill in stressful situation

530 Provided or discussed examples of positive social reinforcement

- 133 Used problem solving skill
- 134 Used positive behavior skill in stressful situation

Pre-contemplative

297 CC and/or FSP will assist family with completing enrollment forms and providing a description of SOC services.

- 325 Family will participate in appt

Preparation

502 Restore rehabilitate and support the client's emotional and social development and learning

- 133 Used problem solving skill
- 134 Used positive behavior skill in stressful situation

556 Care coordinator and/or Family support provider will assess urgent or immediate needs.

- 564 Client reported needs

557 (CC & FSP) brainstorming prevention steps around crisis behavior (FACP).

- 557 Identified prevention step

558 (SNCD) Discovering the strengths and needs within the family and incorporating their unique cultural values.

- 552 Reported a strength or need

Relapse

310 Crisis Diversion/De-Escalation-De-escalation is the urgent response to children experiencing mental health crises and their families

- 133 Used problem solving skill
- 134 Used positive behavior skill in stressful situation

Strengthening Families

Contemplative

596 Provide introductions to Strengthening Families and Group Building

- 584 Family understands confidentiality, attendance policy, course content, duty to report, and creating goals for change.
- 597 Family is able to make introductions, identify strengths, identify behaviors, and understanding what behaviors are age appropriate.

Maintenance

602 Provide family with a plan for consistency in their everyday life post Strengthening Families.

- 571 Strengthening Families Graduation

Over-Arching (works with any stage of change)

601 Provide information on how to manage peer pressure.

- 583 Family was able to identify one way to manage peer pressure

600 Provide family with tools for effective communication.

- 588 Family is able to utilize positive communication skills and tools, and how to avoid communication roadblocks.

599 Provide information on setting family goals.

- 595 Family is able to set goals using SMART format.
- 603 Family is able to identify importance of family team meetings, develop FTM agenda, identify formal and informal family supports, and facilitate their own FTM.

598 Provide information on rewarding positive behaviors

- 582 Family will be able to practice reinforcing positive behavior while noticing and ignoring negative behaviors.
- 586 Family members are able to identify appropriate roles within the house.

597 Provide information on how to manage stress.

- 601 Family is able to identify stressors and triggers, responses to stress, and utilize appropriate coping skills.
- 599 Family is able to learn and practice parenting skills in the home.

603 Provide family information on behavior contracts and programs.

- 591 Family is able to make and use behavior change plans, practice empathy, rehearse and role play, implement the plan, and maintain consistency.
- 587 Family is able to utilize family protective strategies such as FTM, delegating household responsibilities, setting dreams and goals, and keeping supports.

604 Provide family information on identifying family culture.

- 602 Family is able to identify needs, family values, attitudes, and customs.

605 Provide information on limit setting.

- 590 Family is able to use behavior cues and incorporate various parenting tactics for positive discipline practices.

606 Provide information on problem solving skills.

- 589 Family is able to use problem solving skills, identify positive and negative consequences, and making appropriate decisions.
- 574 Family will understand the importance of modeling desired behaviors for children to imitate.

607 Provide information on alcohol, tobacco, and drugs.

- 576 Family will understand prevention, vulnerable and high risk, influences, and the parents role in protecting their children from alcohol, tobacco, and drug usage.

Pre-contemplative

596 Provide introductions to Strengthening Families and Group Building

- 584 Family understands confidentiality, attendance policy, course content, duty to report, and creating goals for change.
- 597 Family is able to make introductions, identify strengths, identify behaviors, and understanding what behaviors are age appropriate.

T.E.A.C.H (Child & Adolescent)

Action

522 Taught client one topic or skill

- 96 Client stated learning of one coping skill

427 Modeled application of one coping skill

- 97 Client stated observance of coping skill application

436 Practiced one coping skill with client

- 68 Client participated in applying one coping strategy in mock situation

526 Role-played one scenario with client in which to use coping skill

- 77 Client participated in role-play of application of coping skill

Contemplative

325 Discussed client perception of healthy coping skills

- 35 Client considered they may be able to improve coping strategies

Maintenance

322 Discussed application of one coping strategy to apply in day to day life.

- 241 Named coping strategy used

Pre-contemplative

349 Educated on rehab services to encourage use of coping skills to regulate limbic system & frontal lobe

- 546 Voiced understanding of rehab services

Relapse

324 Discussed at least one trigger for relapse of behaviors

- 240 Named trigger of relapse in behavior

Team Solutions for Wellness

Action

33 Assist client with managing stress and problems

- 220 Practiced positive self talk
- 348 Discussed ways that strong emotional reactions can interfere with reaching goals
- 144 Used an anger management skill
- 145 Used a problem solving skill
- 227 Practiced an activity to balance body, mind, and spirit

- 367 Developed and practiced ways to cope with everyday problems
- 371 Developed and followed a plan to use a resource
- 238 Learned and practiced a physical activity
- 130 Utilized a tool for monitoring physical activity and made a plan for physical activity

24 Assist client with making healthy choices on substances and self

- 172 Spent time with people who live a sober lifestyle
- 375 Developed a plan for living a sober lifestyle
- 247 Made a healthier lifestyle choice
- 374 Developed a supportive network of peers and family
- 343 Displayed positive choices towards employment

57 Practice skill with client

- 302 Displayed a skill necessary to meet personal needs and goals
- 144 Used an anger management skill
- 145 Used a problem solving skill
- 138 Developed and practiced an effective skill for responding to warning signs, crisis, and emergency situations
- 369 Developed and practiced a health and wellness goal
- 147 Used a community resource or personal support to attain and maintain a health goal
- 146 Used a personal support to attain and maintain a health goal
- 222 Practiced coping skill or life skill
- 184 Set boundary with a relationship
- 371 Developed and followed a plan to use a resource

58 Role-play scenario with client

- 229 Practiced a way to improve communication
- 368 Developed and practiced a way to have fun and reward self, increase independence and/or increase hope
- 314 Identified a personal strength and how to use this strength to plan ahead
- 367 Developed and practiced ways to cope with everyday problems
- 04 Displayed an understanding for the importance of taking personal responsibility

27 Facilitate discussion on session topic

- 251 Listed a way to have a meaningful role in life
- 195 Restated objective learned during session
- 357 Discussed how topic relates to self
- 175 Stated session objectives
- 257 Learned a new skill or topic related to effective coping or life skills

29 Assist client with achieving life goals

- 302 Displayed a skill necessary to meet personal needs and goals
- 304 Displayed an understanding for the importance of taking personal responsibility

- 370 Developed and followed a step of the individualized recovery plan including a holistic recovery approach
- 147 Used a community resource or personal support to attain and maintain a health goal
- 146 Used a personal support to attain and maintain a health goal
- 403 Completed a role or functional recovery goal
- 249 Listed a way to stay well

23 Use positive feedback to reinforce sharing and support group participation

- 195 Restated objective learned during session
- 229 Practiced a way to improve communication
- 368 Developed and practiced a way to have fun and reward self, increase independence and/or increase hope

76 Model application of skill

- 355 Discussed personal practice options
- 229 Practiced a way to improve communication
- 227 Practiced an activity to balance body, mind, and spirit

97 Use creative and interactive exercise to motivate and engage

- 357 Discussed how topic relates to self
- 209 Read, discussed, and completed participant handout
- 152 Turned in post topic assessment
- 189 Review main learning points

117 Give emphasis to main learning points

- 188 Reviewed main learning points
- 175 Stated session objectives
- 195 Restated objective learned during session

28 Use the TRIMM approach for motivation and encouragement strategies

- 175 Stated session objectives
- 209 Read, discussed, and completed participant handout
- 176 Stated a life goal or dream

39 Assist client with getting the best results from their medicine

- 171 Stated the role medication plays in treatment
- 357 Discussed how topic relates to self
- 209 Read, discussed, and completed participant handout
- 257 Learned a new skill or topic related to effective coping or life skills
- 253 Listed a reason for taking medication
- 151 Understands the importance of taking medication as prescribed

44 Teach client topic or skill

- 209 Read, discussed, and completed participant handout
- 195 Restated objective learned during session
- 228 Practiced an activity for living a balanced life
- 340 Enhanced personal support system
- 250 Listed a way to reduce risk of relapse

54 Apply multimodal learning

- 357 Discussed how topic relates to self
- 209 Read, discussed, and completed participant handout
- 152 Turned in post topic assessment
- 257 Learned a new skill or topic related to effective coping or life skills

55 Use concrete relevant examples that apply to real life situations

- 357 Discussed how topic relates to self
- 195 Restated objective learned during session
- 176 Stated a life goal or dream

45 Discuss positive/negative impact of behaviors

- 358 Discussed how topic related to self
- 209 Read, discussed, and completed participant handout
- 359 Discussed essentials for getting needs met
- 149 Understands the personal cost of relapse
- 356 Discussed obesity and physical inactivity as risk factors for increased health problems
- 153 Understands how substance use effects people, goals, and illness

Contemplative

98 Assist client to understand their illness

- 230 Practiced a symptom monitoring tool
- 256 Learned the signs and symptoms of relapse
- 189 Review main learning points
- 175 Stated session objectives

113 Assist client to recognize individual stages of change

- 357 Discussed how topic relates to self
- 175 Stated session objectives
- 209 Read, discussed, and completed participant handout
- 195 Restated objective learned during session

28 Use the TRIMM approach for motivation and encouragement strategies

- 175 Stated session objectives

28 Use the TRIMM approach for motivation and encouragement strategies

- 209 Read, discussed, and completed participant handout

28 Use the TRIMM approach for motivation and encouragement strategies

- 176 Stated a life goal or dream

35 Emphasize strengths and encourage hope

- 220 Practiced positive self talk
- 252 Listed a way to have a meaningful role in life
- 340 Enhanced personal support system

Maintenance

29 Assist client with achieving life goals

- 302 Displayed a skill necessary to meet personal needs and goals
- 304 Displayed an understanding for the importance of taking personal responsibility
- 370 Developed and followed a step of the individualized recovery plan including a holistic recovery approach
- 147 Used a community resource or personal support to attain and maintain a health goal
- 146 Used a personal support to attain and maintain a health goal
- 403 Completed a role or functional recovery goal
- 249 Listed a way to stay well

30 Respond constructively to sharing during lesson

- 355 Discussed personal practice options
- 357 Discussed how topic relates to self
- 348 Discussed ways that strong emotional reactions can interfere with reaching goals

35 Emphasize strengths and encourage hope

- 220 Practiced positive self talk
- 252 Listed a way to have a meaningful role in life
- 340 Enhanced personal support system

33 Assist client with managing stress and problems

- 220 Practiced positive self talk
- 348 Discussed ways that strong emotional reactions can interfere with reaching goals
- 144 Used an anger management skill
- 145 Used a problem solving skill
- 227 Practiced an activity to balance body, mind, and spirit
- 367 Developed and practiced ways to cope with everyday problems
- 371 Developed and followed a plan to use a resource
- 238 Learned and practiced a physical activity
- 130 Utilized a tool for monitoring physical activity and made a plan for physical activity

Pre-contemplative

63 Assist client with partnering with treatment team

- 349 Displayed ability to schedule an appointment
- 355 Discussed personal practice options
- 150 Understands the importance of their treatment team

Pre-contemplative

107 Assist client to understand their treatment

- 355 Discussed personal practice options
- 195 Restated objective learned during session
- 150 Understands the importance of their treatment team
- 171 Stated the role medication plays in treatment

Preparation

41 Assist client with understanding recovery process

- 359 Discussed essentials for getting needs met
- 348 Discussed ways that strong emotional reactions can interfere with reaching goals
- 248 Listed ways to promote recovery
- 370 Developed and followed a step of the individualized recovery plan including a holistic recovery approach
- 250 Listed a way to reduce risk of relapse

21 Express expectations for participation in sessions including regular attendance

- 150 Understands the importance of their treatment team
- 349 Displayed ability to schedule an appointment
- 314 Identified a personal strength and how to use this strength to plan ahead

Relapse

33 Assist client with managing stress and problems

- 220 Practiced positive self talk
- 348 Discussed ways that strong emotional reactions can interfere with reaching goals
- 144 Used an anger management skill
- 145 Used a problem solving skill
- 227 Practiced an activity to balance body, mind, and spirit
- 367 Developed and practiced ways to cope with everyday problems
- 371 Developed and followed a plan to use a resource
- 238 Learned and practiced a physical activity
- 130 Utilized a tool for monitoring physical activity and made a plan for physical activity

34 Assist client with recognizing and responding to relapse

- 357 Discussed how topic relates to self
- 195 Restated objective learned during session
- 256 Learned the signs and symptoms of relapse
- 149 Understands the personal cost of relapse
- 108 Worked through a set back or relapse

35 Emphasize strengths and encourage hope

- 220 Practiced positive self talk
- 252 Listed a way to have a meaningful role in life
- 340 Enhanced personal support system

36 Assist client with managing crisis

- 220 Practiced positive self talk
- 144 Used an anger management skill
- 227 Practiced an activity to balance body, mind, and spirit
- 247 Made a healthier lifestyle choice
- 153 Understands how substance use effects people, goals, and illness
- 108 Worked through a set back or relapse

Thinking for a Change

Action

533 Provide overview for lesson oriented skills.

- 399 Completed homework from previous week.

406 Identify appropriate positive behavioral reinforcers for social skills.

- 381 Demonstrated ability to implement skills in role play scenario.
- 399 Completed homework from previous week.

458 Provide skills to correctly identify feelings.

- 392 Correctly identified feelings.
- 399 Completed homework from previous week.

416 Identifying how to correct or replace maladaptive thinking.

- 145 Used an objective description of an event, stating what happened, who was involved and what was said and done.
- 204 Replaced a maladaptive thought.
- 399 Completed homework from previous week.

415 Identifying how to address conflict and conflict resolution.

- 200 Practiced asking questions and giving feedback.

- 183 Set a goal for conflict resolution.
- 392 Correctly identified feelings.
- 399 Completed homework from previous week.

414 Identifying and understanding the feelings of others.

- 380 Described the importance of active listening.
- 232 Performed the steps of active listening in the session.
- 129 Utilized active listening in a real life situation.
- 399 Completed homework from previous week.

417 Identifying how to respond rather than react to situations.

- 173 Stated a problem objectively through information gathering process.
- 116 Utilized information gathering process in a real life situation.
- 200 Practiced asking questions and giving feedback.
- 399 Completed homework from previous week.

419 Identifying the warning signs of risk behaviors.

- 299 Identified physical reactions, risk thoughts, risk feelings, and consequences of risk behaviors.
- 399 Completed homework from previous week.

418 Identifying how to set positive and realistic goals.

- 373 Developed a positive and realistic goals statement.
- 399 Completed homework from previous week.

528 Recognizing problem solving and consequences.

- 399 Completed homework from previous week.
- 303 Identified key skills in how to problem solve through "stop and think."
- 131 Utilized 'stop and think' in a real life situation.

Maintenance

415 Identifying how to address conflict and conflict resolution.

- 200 Practiced asking questions and giving feedback.
- 183 Set a goal for conflict resolution.
- 392 Correctly identified feelings.
- 399 Completed homework from previous week.

Maintenance

528 Recognizing problem solving and consequences.

- 399 Completed homework from previous week.
- 303 Identified key skills in how to problem solve through "stop and think."

- 131 Utilized 'stop and think' in a real life situation.

Pre-contemplative

536 Provide Introduction to Thinking for a Change.

- 379 Described the key parts, expectations, and group rules and norms of Thinking for a Change.

Preparation

501 Recognizing how thoughts influence behaviors.

- 376 Developed a personal plan for making the skills they have learned part of their everyday life.
- 399 Completed homework from previous week.

Relapse

419 Identifying the warning signs of risk behaviors.

- 299 Identified physical reactions, risk thoughts, risk feelings, and consequences of risk behaviors.
- 399 Completed homework from previous week.

223 Explore relapse in thinking or behavior

- 296 Identified relapse thinking or behavior
- 240 Named trigger of relapse in behavior
- 108 Worked through a set back or relapse
- 250 Listed a way to reduce risk of relapse