

# Treatment Review Document

## - The Children's Study Home

| Treatment Plan Summary |                                    |                     |              |
|------------------------|------------------------------------|---------------------|--------------|
| <b>Name</b>            |                                    | <b>DOB</b>          |              |
| <b>Provider</b>        | The Children's Study Home          | <b>Actual Dates</b> | 11/27/2015 - |
| <b>Service</b>         | Family Networks/S&S/Parent Support |                     |              |

| Conference             |  |
|------------------------|--|
| <b>Conference Date</b> |  |

|                           |   |
|---------------------------|---|
| <b>Significant Events</b> | <p>-On November 6, 2015, Mr. [redacted] services transferred from Reunification to Parent Education.</p> <p>-On November 19, 2015, Mr. [redacted] engaged complete the Parent Education intake.</p> <p>-On December 7, 2015, Mr. [redacted] and his child successfully reunified.</p> <p>-On December 9, 2015, Mr. [redacted] son started at the YMCA after school program.</p> <p>-On December 10, 2015, during parent education [redacted] obtained information regarding how to help teens cope with emotions.</p> <p>-On December 17, 2015, the parent education meeting was schedule at [redacted] place of residence, where an In-home Safety Check was conducted with no issues.</p> <p>-On January 19, 2016, the child transferred form the YMCA after school program to the Dunbar Community Center after school program.</p> <p>-On January 21, 2016, during parent education [redacted] obtained a chore chart, making easier for the child to remember his responsibilities around the house.</p> <p>-On January 28, 2016, the parent education meeting was schedule at [redacted] place of residence, where an In-home Safety Check was conducted with no issues.</p> <p>-On February 4, 2016, during the parent education meeting Mr. [redacted] obtained information about tips on how to have a successful conversation with teens about sex education.</p> |
|---------------------------|---|

|                               |  |
|-------------------------------|--|
| <b>Treatment Plan Summary</b> | <p>-Mr. [redacted] will attend Parent Education once a week with CSH worker.</p> <p>-Mr. [redacted] will demonstrate understanding of age appropriate behaviors and intervene appropriately around child's behavior issues.</p> <p>-Mr. [redacted] will complete and demonstrate understanding of information on child safety, child development, positive parenting, and age-appropriate discipline.</p> <p>-Family Support Worker will provide family support to assist family meeting their goal of reunification.</p> <p>-Family will be monitored for consistency and engagement with services, follow through with DCF service plan tasks, and use of services to build on family strengths.</p> |
|-------------------------------|--|

Name:

Actual Dates:

|                                |  |
|--------------------------------|--|
| <b>Safety Plan for Child</b>   | Mr. _____ will ensure the safety and well being of child by enhancing his parenting skills through the information provided during the Parent Education visits. Parents will continue to follow all CSH and DCF service plan goals. Parents will maintain ongoing contact with CSH, DCF, and Family Networks regarding any safety concerns. Family support worker will continue to monitor and address any safety issues.  |
| <b>Progress Review Summary</b> | Mr. _____ was originally enrolled in reunification services through the Children's Study Home which began on September 9, 2015. However, on November 6, Mr. _____ services rolled over from reunification to parent aide services. The Family Support Worker and Mr. _____ agreed to met on Thursdays at 4pm at the Springfield site for one of the parent education visits. The second visit are dedicated to the child, which take place on Tuesdays at 4pm at The Dunbar Community Center. Mr. _____ only missed one parent education meeting on November 13 due to conflicts with his work schedule. During the parent education meetings that where held the Family Support Worker provided information on proper monitoring and disciplinary skills, as well as information pertaining to the parent-child relationship. Mr. _____ engaged well during parent education and show an understanding for the topics that where discussed. The Family Support Worker does not have any concerns pertaining to Mr. _____ ability to provided safety and positive partnering for his child. The Family Support Worker recommends the possible closing of services. |
| <b>Discharge Criteria</b>      | CSH will work in collaboration with DCF regarding progress towards goal of reunification. Achievement of discharge criteria will be determined by DCF and Family Networks.   |
| <b>Planned Discharge Date</b>  | 02/29/2016   |
| <b>Discharge Arrangements</b>  |  |

| <b>Goal: To develop good monitoring and discipline skills</b> |   |  |             |  |                                 |   |                       |  |                    |
|---|---|--|-------------|--|---------------------------------|---|-----------------------|--|--------------------|
| <b>Goal Comment</b>   | <p>Mr. _____ will demonstrate understanding of age-appropriate behaviors and intervene appropriately around childs behavior issues.</p> <p>Mr. _____ will complete and demonstrate understanding of information on child safety, child development, positive parenting, and age-appropriate discipline.</p>   |  |             |  |                                 |   |                       |  |                    |
| <b>Goal Activity Formulation</b>                              | <p>Family Support Worker will provide information, guidance and support to Mr. _____ around child development, safety, age-appropriate behaviors, and development of child-specific discipline strategies.</p> <p>Family Support Worker will provide guidance and support to Mr. _____ in maintaining contact with childs providers, ensuring follow through with appointments/recommendations, and strengthening parents advocacy skills.</p> <p>Family Support Worker will address parent/child roles, and age-appropriate expectations and guidelines around personal space and boundaries, family activities, parent/child interactions, appropriate topics for conversation, and communication.</p> <p>Family Support Worker will provide information, guidance, and support to parents in understanding age-appropriate supervision, selecting safe, appropriate caregivers, and developing safety guidelines for supervision specific to the family's needs.</p> |  |             |  |                                 |   |                       |  |                    |
| <b>Goal Rating</b>  | <table border="1"> <tr> <td data-bbox="527 1558 581 1593"></td> <td data-bbox="581 1558 1511 1593">No Progress</td> </tr> <tr> <td data-bbox="527 1593 581 1629"></td> <td data-bbox="581 1593 1511 1629">Less Than Satisfactory Progress</td> </tr> <tr> <td data-bbox="527 1629 581 1665">√</td> <td data-bbox="581 1629 1511 1665">Satisfactory Progress</td> </tr> <tr> <td data-bbox="527 1665 581 1701"></td> <td data-bbox="581 1665 1511 1701">Excellent Progress</td> </tr> </table>   |  | No Progress |  | Less Than Satisfactory Progress | √ | Satisfactory Progress |  | Excellent Progress |
|   | No Progress   |  |             |  |                                 |   |                       |  |                    |
|   | Less Than Satisfactory Progress   |  |             |  |                                 |   |                       |  |                    |
| √   | Satisfactory Progress   |  |             |  |                                 |   |                       |  |                    |
|   | Excellent Progress  |  |             |  |                                 |   |                       |  |                    |
| <b>Goal Progress Comment</b>                                  | <p>During parent education meetings the Family Support Worker provided Mr. _____ with a number of information about good monitoring and discipline skills. At this moment the Family support worker does not have any concerns pertaining to this goal. Mr. _____ has showed ongoing growth in both monitoring and discipline.</p> <p>On December 10, 2105, the Family Support Worker supplied Mr. _____ with techniques on how to help teens cope with emotions. Within this topic the Family Support worker provided information about managing feelings, becoming familiar with your feelings, and other ways to cope.</p>   |  |             |  |                                 |   |                       |  |                    |

Name:

Actual Dates:

| <p>On January 14, 2016, the Family Support Worker provided Mr. _____ with Six Tips for Dealing with Teens in Crisis which included; staying calm, know where you stand, communication, actively listen, make sure the "punishment" fits the crime, and do not neglect the love.</p> <p>On January 21, 2016, the Family Support Worker provided Mr. _____ about praise, encouragement, and reward. The Family Support Worker explained the importance of praising good behavior, because research shows that praising good behavior is more likely to change behavior than punishing bad behavior.</p> |                                     |                    |   |
|---|-------------------------------------|--------------------|---|
| Activities  |                                     |                    |   |
| Activity Name   | Activity Efficacy Rating            | Activity Comment   |   |
| Parent Aide Services  | <input type="checkbox"/>            | Not Effective      | During parent education the Family Support Worker provided Mr. _____ with a number of information about disciplinary alternatives and positive parenting. |
|   | <input type="checkbox"/>            | Somewhat Effective |   |
|   | <input checked="" type="checkbox"/> | Effective          |   |
|   | <input type="checkbox"/>            | Never Utilized     |   |

| Goal: To strengthen parent/child relationship |  |                          |             |                          |                                 |                                     |                       |                          |                    |
|---|--|--------------------------|-------------|--------------------------|---------------------------------|-------------------------------------|-----------------------|--------------------------|--------------------|
| <b>Goal Comment</b>                           | <p>Mr. _____ will engage in strategies and activities that strengthen the bond/relationship with his child.</p> <p>Mr. _____ will demonstrate understanding of age-appropriate parent/child roles and maintain age-appropriate communication, interactions and conversations.</p> <p>Mr. _____ will communicate affection, caring, and support to his child and discuss issues in a supportive manner, will show interest and support for his child's interests, activities, school work, and relationships</p> <p>Mr. _____ will support his child's positive self-esteem by recognizing strengths and use of positive reinforcement</p>  |                          |             |                          |                                 |                                     |                       |                          |                    |
| <b>Goal Activity Formulation</b>              | <p>Family Support Worker will provide information and support around parent/child relationships and emotional needs of children, including emotional development, parent/child roles, effective communication, self-esteem, problem-solving conflict resolution, and positive parenting,</p> <p>Family Support Worker will provide information, guidance and support to parent around promoting positive self-esteem, age-appropriate activities, safety, and strategies for strengthening parent role and positive parent/child relationships.</p> <p>Family Support Worker will monitor and address parent/child relationship during supervised parent child visits.</p>   |                          |             |                          |                                 |                                     |                       |                          |                    |
| <b>Goal Rating</b>                            | <table border="1"> <tr> <td><input type="checkbox"/></td> <td>No Progress</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Less Than Satisfactory Progress</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>Satisfactory Progress</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Excellent Progress</td> </tr> </table>  | <input type="checkbox"/> | No Progress | <input type="checkbox"/> | Less Than Satisfactory Progress | <input checked="" type="checkbox"/> | Satisfactory Progress | <input type="checkbox"/> | Excellent Progress |
| <input type="checkbox"/>                      | No Progress  |                          |             |                          |                                 |                                     |                       |                          |                    |
| <input type="checkbox"/>                      | Less Than Satisfactory Progress  |                          |             |                          |                                 |                                     |                       |                          |                    |
| <input checked="" type="checkbox"/>           | Satisfactory Progress  |                          |             |                          |                                 |                                     |                       |                          |                    |
| <input type="checkbox"/>                      | Excellent Progress   |                          |             |                          |                                 |                                     |                       |                          |                    |
| <b>Goal Progress Comment</b>                  | <p>During parent education meetings the Family Support Worker provided Mr. _____ with a number of information about strengthen his relationship with his son. At this moment the Family support worker does not have any concerns pertaining to this goal. Mr. _____ has showed ongoing growth in strengthening his relationship with the child.</p> <p>On December 7, 2015, the Family Support Worker provided Mr. _____ with information pertaining to being a successful single parent. Within this topic we discussed the importance of self-care, remaining positive in difficult situations, and maintain traditions and relationships.</p> <p>On December 24, 2015, the Family Support Worker provided information to Mr. _____ about the importance of a father in a child's life. The Family Support Worker explained the importance of a man in a young teenagers life, and it is possible to be a single father.</p> <p>On January 7, 2016, the family support worker provided Mr. _____ with information about characteristics of a healthy adult-child relationship which discussed; positivity, boundaries, elimination double standards, and self-care.</p> <p>On February 4, 2016, the Family Support Worker provided information and support to Mr. _____ about sex education and techniques pertaining to how to have a successful discussion about sex education with a teenager. The Family Support Worker supplied information about proper communication skills, the ways that children usually react, tips to start the conversation, and how to properly prepare yourself.</p> |                          |             |                          |                                 |                                     |                       |                          |                    |

Name:

Actual Dates:

| Activities   |                          |                    |
|--|--------------------------|--------------------|
| Activity Name  | Activity Efficacy Rating | Activity Comment   |
| Parent Aide Services   |                          | Not Effective      |
|  |                          | Somewhat Effective |
|  | √                        | Effective          |
|  |                          | Never Utilized     |
| The Family Support Worker provided Mr. with information about strengthening his parent-child relationship. |                          |                    |

| Goal: To maintain a home free of violence and aggression                  |  |
|---|--|
| <b>Goal Comment</b>   | Mr. will avoid exposing children to verbal/physical aggression and will maintain an environment free of violence, and promote a culture free of aggression.  |
| <b>Goal Activity Formulation</b>  | Family Support Worker will monitor parent relationships and provide information and support around decision-making, safety planning, accessing community resources, and strategies for maintaining a home free of violence.  |
| <b>Goal Rating</b>  |  |
|   | No Progress  |
|   | Less Than Satisfactory Progress  |
|   | √ Satisfactory Progress  |
|   | Excellent Progress   |
| <b>Goal Progress Comment</b>  | During the second parent education meeting of the week the Family Support Worker monitored the child to observe his physical well-being. During these meetings the Family Support Worker asked the child about any concerns about his overall well-being. The child responded that he has had no issues at home. At this moment the Family Support Worker does not have any concerns pertaining to this goal. The child does not show any visually signs of aggression or physical harm. |
| Activities  |  |
| Activity Name   | Activity Efficacy Rating   |
| Parent Aide Services  |  |
|   | Not Effective  |
|   | Somewhat Effective   |
|   | √ Effective  |
|   | Never Utilized   |
| The Family Support Worker monitored the physical well-being of the child. |  |

| Systemic Barriers                              |  |
|--|--|
| √  | No Systemic Barrier                      |
|  | Geographical Location Inhibits Treatment |
|  | Lack of Transportation                   |
|  | Language Barriers                        |
|  | Planned Services Not Available           |
|  | Unforeseen Events                        |
|  | Other                                    |
| <b>Systemic Barrier Comment</b>                |  |
| <b>Child's ESP Crisis Plan Utilized</b>        |  |
| <b>Utilization of ESP Crisis Plan Comments</b> |  |

| Approval                |         |
|-------------------------|---------|
| <b>Review Status</b>    | Pending |
| <b>Approved By</b>      |         |
| <b>Date Of Approval</b> |         |

| Signatures |  |
|------------|--|
|------------|--|