

ADVANCED BEHAVIORAL HEALTH, INC

Community Support Program and Recovery Pathways

Skill Building

Goals, Objectives, Interventions and Skills

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The following are examples created to model some goals, objectives, interventions and skills in 12 DOMAINS. This guide was created to assist workers to think of ways to work from the goal to the actual skills.

Example of how to use these samples

Developed with client

Goal: " I want to get my GED?"

Things staff will do to assist Jane with

Treatment Goal: Jane will be able to organize her thoughts and apply her skills to be able to apply for and take her GED.

Objective 1: Jane will sign up for the GED by the end of December.

Intervention: Teach Jane how she will be able to sign up for the GED.

Example of how to teach the skill

Skills:

Develop a list with Jane of all the information she would need to complete GED application.

Jane's response to the intervention including progress in skill

- With minimal assistance Jane was able to list four items, including her ID, High School transcript, money order and social security number.

DOMAIN: PRE-VOCATIONAL

Goal: "I want to get a job."

Treatment Goal: Sam will be able to demonstrate appropriate skills to obtain employment.

Objective 1: Sam will develop healthy hygiene skills.

Interventions: Educate Sam on the appropriate hygiene procedures.

Skills:

Have Sam list what items are needed in his home so he could promote good hygiene.

- Sam could identify that soap and a towel needs to be in the bathroom.

Take Sam to the store to get hygiene items.

- Sam was able to pick out toothpaste, soap and shampoo that he liked.

Develop a daily routine for good hygiene (create a list with morning, afternoon and evening hygiene tasks with Sam).

- Sam followed a hygiene routine with minimum assistance by being prompted by staff.

Create a weekly chart for Sam to check off when he completed his hygiene routine.

- Sam was able to complete three days of his hygiene routine as evidenced by his checklist.

Objective 2: Sam will be able to complete a job application without assistance.

Interventions: Educate Sam on how to get and complete a job application.

Skills:

Identify for Sam all the material needed to complete job application.

- Sam was able to gather his birth cert, social security card and ID.

Assist Sam in practicing to be able to recite/write all of his personal information.

- Sam practiced on note cards writing his name, address, DOB and Social Security number with moderate assistance.

Ask Sam to name three people who he could ID as a reference.

- Sam was able to ID three people and write down their names and numbers.

Role play with Sam calling these people and asking if they would be a reference for him.

- Sam was able to practice and call two of the references with minimum assistance.

Assist Sam in creating a “Cheat Sheet” so he could complete his job application.

- Sam was able to write down all the relevant information on one sheet of paper he will use when filling out an application.

Sam will complete a job application.

- Sam was able to complete a sample job application using his cheat sheet with stand by assistance.

Role play with Sam how to ask for an application.

- Sam was able to engage in the role play with lots of prompting.

Objective 3: Sam will complete three job applications in the community.

Intervention: Sam will identify and apply at three specific places.

Skills:

Assist Sam to identify places he would like to work.

- Sam was able to name three types of places he would like to work (gas station, food store, pet shop) with minimum assistance.

Accompany Sam in the community to locate places to apply.

- Sam identified three places in his community in walking distance he would like to apply.

Prepare Sam to go to identified places and complete job applications.

- Sam was able to have cheat sheet ready and apply to the places he identified with stand by assistance.

DOMAIN: INDEPENDENT LIVING SKILLS

Goal: “I want to leave the group home and live in my own apartment.”

Treatment Goal: Sally will be able to gain skills in cooking and cleaning to be able to live independently.

Objective 1: Sally will be able to plan a week long menu of meals.

Intervention: Educate Sally on healthy meals and meal planning.

Skills:

Assist Sally in writing down a one day menu.

- Sally was able to, with moderate assistance, to create a list of three balanced meals.

Create a full week menu with Sally building off the one day menu.

- Sally made a full week’s menu with some cueing.

Provide assistance to Sally to develop a shopping list for her week menu.

- Sally wrote up a shopping list on a worksheet.

Educate Sally on the prices of food items on her shopping list.

- Sally needed maximum assistance in identifying the prices of foods.

Objective 2: Sally will be able to identify the household items she needs for an apartment.

Interventions

Sally will create a list of all the items she needs to live safely in an apartment.

Skills:

Create a list of the basic rooms in an apartment and have Sally list the items she needs.

- Sally was able to easily list the furniture needed but needed lots of prompting when listing the smaller items.

Assisted Sally in identifying the prices for these items.

- Sally was able to ID some of the prices on small items, but needed minimum assistance when marking the furniture items.

Assisted Sally in the community locating items she needs for an apartment and created a price list.

- Sally found lots of bargains at the Goodwill store and was able to focus on looking for items she would need.

DOMAIN: PERSONAL CARE

Goal: I want to be able to manage my own hygiene.

Treatment Goal: Sue will be able to demonstrate skills in personal care independently.

Objective 1: Sue will learn to shower correctly.

Intervention: Assist Sue to develop a showering routine for Sue to follow.

Skills:

Sue will create a list of items she needs in the bathroom before showering.

- Sue was able to list all these items without assistance.

Create a daily three step procedure for Sue to follow each shower and post in the bathroom.

- Sue missed some basic steps but was able to assist in creating the routine with prompting.

Model for Sue the way the soap and wash cloth are used.

- Sue was able to model back the procedure with some prompting.

Objective 2: Sue will be able to take care of her hair in a healthy manner.

Intervention: Sue will get a new hair style that she can take care of easily.

Skills:

Ask Sue to cut out some pictures from magazines to identify hair styles she likes and provide feedback.

- Sue was able to identify three short styles she liked.

Assist Sue to call a local hair school and make an appointment for a \$10 haircut.

- Sue was able to find the number in phone book with standby assistance and make the appt.

Prepare Sue for the appointment by role playing questions she could ask about style and hair care.

- Sue liked the role play and felt prepared for the appt.

DOMAIN: SAFETY

Goal: “I want to feel safe in my apartment.”

Treatment Goal: Steve will be able to recognize safety cues and develop and follow a safety plan for his apartment.

Objective 1: Steve will develop a calling list of community resources.

Intervention: Steve will create a list of people he can call when he feels unsafe.

Skills:

Ask Steve to list three people, one, a natural support, he can call to help him feel safe.

- Steve was able to list three people, but needed assistance in finding and obtaining the correct numbers.

Create a list to post on the refrigerator and in his room by the phone.

- Steve wrote all the numbers down neatly with some assistance and placed them in places where he would remember.

Objective 2: Steve will create a fire escape plan to use in an emergency.

Intervention: Create a list and map of a fire plan.

Skills:

Ask Steve to identify the safe exits in his apartment and place red stickers on them.

- Steve was able to ID the door and the window with the fire escape with no assistance.

Assist Steve to list the three steps he would take if he thought there was fire.

- Steve needed education and moderate assistance when creating this list. Posted list by the door.

Develop a floor plan with red path to exit for fire escape.

- Steve needed help in drawing but was able to visually point out the paths. Posted by door.

Practice both fire escapes by role playing what to do if there was a fire.

- Steve got a little panicked but with constant cueing and support he was able to complete activity.

DOMAIN: MONEY MANAGEMENT

Goal: “ I want to have enough money to pay my bills.”

Treatment Goal: Sonia will be able to demonstrate the skills to be able to manage her money.

Objective 1: Sonia will be able to learn how to balance her budget.

Intervention: Teach Sonia how to track her expenses.

Skills:

Ask Sonia to list all her monthly expenses on a budget form.

- Sonia needed assistance in gathering all of her paperwork as she was disorganized. With moderate assistance she was able to complete form.

Assist Sonia in marking on a calendar to post when her bills are due including \$ and name.

- Sonia was able to fill in calendar with stand by assistance.

Teach Sonia how to make budget by having her weekly expenses that are not bills.

- Sonia needed cuing to help her think about all the expenses like food, newspaper, co-pay on meds.

Assist Sonia in completing the budget worksheet to balance her budget.

- Sonia needed help with math and organization, but was able to complete the task.

Objective 2: Sonia will be able to track her spending.

Intervention: Assist Sonia in creating tools that she can use to track how much money she spends.

Skills:

Create a box for Sonia to keep her receipts.

- Sonia was able to locate a box and label with stand by assistance.

Assist Sonia in putting her money in envelopes for each day to limit spending.

- Sonia labeled envelopes and with assistance was able to determine an amount she could spend each day.

Review envelopes and receipts at the end of the week to track spending.

- Sonia was able to follow routine but still needs minimum assistance with organization skills.

DOMAIN: TRANSPORTATION

Goal: “I need to get to my appointments without any help.”

Treatment Goals: Scott will be able to demonstrate the skills to use transportation in the community.

Objective 1: Scott will learn how to use the Medicaid medical transportation system.

Intervention: Teach Scott all the steps necessary to use Logisticare.

Skills:

Assist Scott in creating a list of Logisticare’s numbers and hours of operation.

- Scott was able to make a list with some direction. He posted on the wall by phone and put it in his cell phone.

Ask Scott to identify on Medical appt that he could use Logistic for transportation.

- Scott was able to ID an appt on December 3rd that he take Logisticare to.

Role play with Scott how to call and set up appt at Logisticare. Develop cards for reminders.

- Scott was able to follow with the role play with lots of cueing and use cards

Assist Scott in calling Logisticare to make transportation arrangements.

- Scott was able to call and use his cards we scripted to make appt., although he was frustrated when he was put on hold.

Make a safety plan for Scott to follow when using transportation for the first time.

- Scott was able to talk about what would make him feel safe. He determined where he could wait and who he would call if he felt anxious.

Role play with Scott how the ride would go.

- Scott was able to get in car and follow through with the role play of the ride.

Objective 2: Scott will learn how to take cab to grocery store across town.

Intervention: Break down all the necessary steps for Scott to take cab.

Skills

Assist Scott in locating two cab companies in his area.

- Scott was able to use the phone book and locate two companies and write down their name and numbers.

Make a list of information (questions) that would be needed to call for the cab.

- Scott was able to make the list with standby assistance of date, time, and location.

Assist Scott in calling the cab company by modeling the phone conversation.

- Scott was able to learn how to have the conversation to call the cab.

Make a safety plan for taking the cab.

- Scott was able to list three things that would make him feel safe and could id how to put them in place.

Assist Scott in feeling safe by using the cab.

- Scott felt safe as I followed him in the cab to the grocery store.

DOMAIN: INTERPERSONAL COMMUNICATION

Goal: “I would like to socialize more.”

Treatment Goal: Sarah will be able to develop acceptable social skills to use to engage in social activities.

Objective 1: Sarah will attend one social event a month.

Intervention: Sarah will learn how to make new friends.

Skills:

Help Sarah make a list of five things to say to someone when you first greet them.

- Sarah needed minimum assistance when creating the list.

Role play with Sarah how to say those greetings using correct body language.

- Sarah initially struggled and needed lots of cueing. She was able to learn to look up and speak clearly after several tries.

Assist Sarah in creating a list of appropriate topics she would like to talk about.

- Sarah was able to think of some topics and needed assistance when adding substance to them.

Model and role play with Sarah the conversations.

- Sarah enjoyed the roles plays and with some prompting could have conversations with ease.

Accompany Sarah to a coffee shop and provide support when she greets the cashier and others in the shop.

- Sarah was able to greet the cashier and felt shy as she said hi to others.

Encourage Sarah to think of 3 places she could make friends.

Sarah was able to think of two ideas and needed guidance with one more.

Objective 2: Sarah will attend one community outing.

Intervention: Teach Sarah how to choose appropriate places and cue her to use appropriate conversation skills to make friends.

Skills:

Assist Sarah to visit social places in her community by coaching her during the visits.

- Sarah was able to attend a book talk at the library. She was able to smile and ask appropriate questions.

Create a plan for Sarah to visit the same coffee shop everyday and engage in conversation.

- Sarah was able to choose a coffee shop she felt comfortable in to visit with coaching from staff.

Make a plan for Sarah to meet staff at coffee shop independently.

- Sarah was able to meet staff on time at coffee shop and she greeted several people.

DOMAIN: HEALTH AWARENESS

Goal: “I want to be able to lose weight.”

Treatment Goal: Shaun will gain skills in healthy habits in eating and exercise.

Objective: Shaun will learn how to create a healthy weight loss plan.

Intervention: Educate Shaun on healthy eating plan and weight loss plan.

Skills:

Create a list of ideas that will help in losing weight and barriers.

- Shaun was able to list healthy diet ideas, exercise ideas and barriers relating to this with minimal prompting.

Review healthy meals plan brochure with Shaun and make a list of foods he likes.

- Shaun needed minimal assistance and had fun making a list of foods he likes and foods he does not like.

Create a goal and weigh in sheet for Shaun.

- Shaun liked the sheet and thought it would keep him on track.

Make a list of rewards (not food related) for weight loss.

- With assistance Shaun listed five things he could do to reward himself for every three pounds he loses.

Objective 2: Shaun will implement a simple exercise plan.

Intervention: Educate Shaun on simple exercises he could do every day in his home and community.

Skills:

Create a list of places Shaun could walk every day.

- With some prompting Shaun was able to think of the walk to his mail box, the walk to the Dunkin Donuts and a walk around the building.

Practice the planned walking routes with Shaun.

- Shaun was able to time the walk as staff assisted him taking the safest route to the Dunkin Donuts.

Create a chart with Shaun to check off as he completes the walks.

- Shaun was able to independently create a list on his computer. He liked this idea.

Review Shaun's walking progress at the end of the week.

- Shaun, with small reminders, was able to complete a week's worth of walks. He felt proud of himself.

DOMAIN: COPING STRESS, MANAGEMENT, IMPULSE CONTROL

Goal: “ I want to learn to control my anger.”

Treatment Goal: Sergio will be able to demonstrate capacity to decrease his verbal outburst with people.

Objective: Sergio will learn what triggers his anger.

Intervention: Assist Sergio to identify what makes him really mad.

Skills:

Ask Sergio to talk about three times he can remember being really angry which has got him in trouble.

- Sergio was able to talk about the situations but needed support in identifying what triggered his anger.

Encourage Sergio to identify three times when someone did not control his anger with him.

- Sergio could easily ID these situations and needed prompting to talk about how it made him feel.

Develop cards that help Sergio identify his triggers (person, situation, place, feelings).

- With moderate assistance Sergio wrote down three triggers.

Create a log with Sergio so he could write down when he thinks he “lost control of his anger.”

- Sergio liked the idea of the log and with a daily reminder was able to write in it.

Objective 2:

Intervention: Develop methods for Sergio to use to calm his angry feelings.

Skills:

Assist Sergio in writing down three things that may calm him.

- Sergio, with minimum assistance, could think of three things that calmed him.

Practice the three things with Sergio.

- Sergio, with lots of coaching, was able to practice his calming techniques.

Role play with Sergio a situation that would trigger his anger and work it out.

- Sergio had some trouble with the role playing as he felt that he could not get angry spontaneously.

Review Sergio's log to help him understand if there is a pattern and look at progress.

- With moderate cueing Sergio was able to recognize that he tends to feel most angry in the morning.

DOMAIN: COGNITIVE FUNCTIONING

Goal: “I want to learn not to lose my stuff all the time.”

Treatment Goal: Sondra will develop skills in organization.

Objective: Sondra will learn organization skills.

Intervention: Assist Sondra to set a system to organize her mail, keys and other important items.

Skills:

Make a list with Sondra about what things she loses most.

- Sondra was able to create a list that included her keys, important papers and money.

Assist Sondra to gather all her important papers in one place and separate by subject.

- With moderate assistance Sondra found her paperwork around the apartment. She needed moderate assistance and lots of coaching to place the paperwork in similar subjects.

Label folders and place papers in corresponding folders.

- Sondra needed moderate assistance with this task as she kept getting distracted by the importance and content of the papers.

Assist creating a “TO DO” folder for Sondra so she can place papers she needs to work on right away.

- Sondra felt calmed by the “TO DO” folder and put some of her bills that were due soon in this folder.

Help Sondra identify a place where she could place her keys every day.

- Sondra independently picked a bowl by the TV to put her keys.

Model and then practice with Sondra what to do when she comes in with her keys and mail.

- Sondra was able to walk through her routine many times with some cueing from staff. Asked Sondra to practice this routine daily.

DOMAIN: LEISURE

Goal: "I want to join a knitting group."

Treatment Goal: Sydney will increase her social skills to be able to participate in a community activity.

Objective: Sydney will attend a knitting group in her community by December 2010.

Interventions: Teach Sydney the skills to locate and join a knitting club.

Skills:

Develop a list of all the things Sydney would need to be part of a knitting club.

- Sydney was able to recognize that she would need some more yarn and matching needles to be able to knit.

Assist Sydney to locate two local knitting groups.

- With minimum assistance and some modeling Sydney was able to call the local social club and library to inquire about the activities. Sydney felt disappointed when they did not have knitting.

Accompany Sydney to local craft store to purchase materials.

- Sydney was very prepared for the outing and was able to purchase material with standby cues.

Meet Sydney at the office to go on computer to search for knitting groups.

- With some modeling and practicing Sydney was able to search for knitting groups. She was happy to locate one at a local church.

Review with Sydney her plan to attend the first knitting group on Wed.

- Sydney felt prepared and was able to name the material she would need and arranged a ride by her sister.

DOMAIN: RIGHTS

Goal: “I want to get rid of my Conservator.”

Treatment Goal: Sal will develop advocacy skills in order to gain independent functioning in his life.

Objective: Sal will be able to initiate the process to remove/change his conservator.

Intervention: Educate Sal on the legal process involved.

Skills:

Ask Sal to make a list of all the reasons he would like to remove his conservator.

- Sal was able to immediately list one reason; with some prompting he was able to list three other reasons.

Educate Sal by reviewing the brochure on Conservators.

- Sal was able to recognize the role of Conservator and decide he would still like to change his.

Role play a phone call Sal would make to his Conservator and the court to start the procedure.

- Sal was nervous about talking to his Conservator and the court but was able to follow through in the role plays.

Coach Sal as he calls the local court to ask for the appropriate paperwork.

- Sal was able to complete the call with stand by prompting by staff.

Provide assistance in completing court paperwork with Sal.

- Sal was able to answer most of the questions with guidance, but felt overwhelmed by all the forms.

Review completed paperwork with Sal and assist him in making copies and mail to post office.

- Sal felt proud about completing process and was able to make copies and mail with little assistance.