

CSP/RP ENCOUNTER NOTE

Client Name: (First, Middle, Last): **Quentin Blake**

MPI/Client Number:

DDaP/AVATAR Program Code:							
Location: Community	x	Office	Type of Service: Ind		Group	X	
Goal(s) Number:	1. Money		Objective(s) Number:	1. Budgeting weekly			
Present at Session <input checked="" type="checkbox"/> Client Present (If others, please identify name(s) and relationship(s) to client):							
Interventions Provided <small>(Please continue on back if necessary)</small>	Demonstrated to Mr. Blake how to identify and list categories for types of expenses. Coached Mr. Blake in thinking through his weekly needs by talking through all of his expenditures from the last week. Provided Mr. Blake with a worksheet so that he can continue this work at home.						
Client Response to the Intervention/ Plan and Next Steps	Mr. Blake was excited to get started on his budgeting, but had trouble concentrating and required redirection several times, as he easily became distracted by his strong feelings about not already being allowed to budget his money. He was able to refocus on the task, and was pleased that he was able to identify a number of his expenses in group. Mr. Blake agreed that he would work with his cousin over the next several days to more thoroughly identify his expenses. At our next session on 1/24/11 at 10:00 we will go over the worksheet that I gave him for homework.						
*Level of Assistance (please circle one) 5 Maximum XX4 Moderate 3 Minimum 2 Standby 1 Independent 0 Unable							
Signature and Credentials of Staff	Date of Signature	Date of Service	Start Time	Stop Time	Total Minutes		
<i>Mary Tomason, BA</i>	1/17/11	1/17/11	11am	11:35	35		

DDaP/AVATAR Program Code:							
Location: Community	X	Office	Type of Service: Ind		Group	X	
Goal(s) Number:	2. Medication		Objective(s) Number:	1. Self-administering morning dose			
Present at Session <input checked="" type="checkbox"/> Client Present (If others, please identify name(s) and relationship(s) to client):							
Interventions Provided <small>(Please continue on back if necessary)</small>	Met with Mr. Blake in his apartment to review his medication doses. Educated Mr. Blake about each pill, and coached Mr. Blake in making a list of his medications, including writing down the color and shape to aid with identification. Cued Mr. Blake on where to find dosage listings on his medication bottles as Mr. Blake could not initially do so on his own.						
Client Response to the Intervention/ Plan and Next Steps	Mr. Blake was frustrated at first when going over his list of meds, stating that he already knew how to do this, although he was unable to make a list on his own at his first attempt. Upon completing his list, Mr. Blake expressed satisfaction and seemed proud to have his list, which he decided to post next to his calendar to make it accessible. Discussed with Mr. Blake that he would review his list with his visiting nurse to show his progress, and that we would plan on discussing strategies for morning reminders at our next visit.						
*Level of Assistance (please circle one) 5 Maximum XX4 Moderate 3 Minimum 2 Standby 1 Independent 0 Unable							
Signature and Credentials of Staff	Date of Signature	Date of Service	Start Time	Stop Time	Total Minutes		
<i>Rashida Waters, BA</i>	1/18/11	1/18/11	1:15pm	1:50pm	35		

DDaP/AVATAR Program Code:							
Location: Community		Office	X	Type of Service: Ind		Group	X
Goal(s) Number:	3. Social Skills			Objective(s) Number:	1. Social activities		
Present at Session <input checked="" type="checkbox"/> Client Present (If others, please identify name(s) and relationship(s) to client):							
Interventions Provided (Please continue on back if necessary)	Mr. Blake was 10 minutes late to group and did not greet group members when he arrived. Prompted Mr. Blake to greet others. Led Mr. Blake through a role-play on meeting a new person in a community setting. Provided coaching to Mr. Blake on making small talk about the weather.						
Client Response to the Intervention/ Plan and Next Steps	Mr. Blake was initially reluctant to participate in a role-play, but with encouragement from his fellow group members he did so. He needed specific cueing around asking questions to start conversations, but was able to independently and successfully end the role-played conversation. He had very good eye contact and he was open to the positive feedback from other members. For next steps, Mr. Blake could use further assistance with greeting others when he arrives into new situations. We will practice this at our next session on 1/26 at 11:00.						
*Level of Assistance (please circle one) 5 Maximum XX4 Moderate 3 Minimum 2 Standby 1 Independent 0 Unable							
Signature and Credentials of Staff	Date of Signature	Date of Service	Start Time	Stop Time	Total Minutes		
<i>Jerry Angelica, B.A.</i>	1/19/11	1/19/11	12:10	12:45	35		
<p>*Level of Assistance</p> <p>5 - MAXIMUM ASSISTANCE – Cues – Step by step <u>physical gestures, pointing and demonstrations</u>. Prompts/Coaching - Step by step <u>physical demonstrations with visual and verbal directions</u> that prompt the participant to perform the skills and/or tasks.</p> <p>4 - MODERATE ASSISTANCE – Cues – Step by step <u>verbal & written directions/hints</u> to help organize thoughts. Prompts/Coaching – Step by step <u>verbal directions</u>.</p> <p>3 - MINIMUM ASSISTANCE – Cues - <u>Verbal & written hints</u> related to the task. Prompts/Coaching – <u>Written and/or verbal directions</u>.</p> <p>2 - STANDBY ASSISTANCE – Cues – <u>Visual demonstrations</u> related to the task. Prompts/Coaching – <u>Visual and physical directions</u> that prompt the participant to perform the skills and/or tasks.</p> <p>1 - INDEPENDENT – No physical or cognitive assistance needed to perform activities or tasks.</p> <p>0 - UNABLE TO ASSESS OR INDIVIDUAL REFUSES TO BE ASSESSED.</p>							

9/30/10 revised format