

Documentation...

Exemplary Examples - SSW

Provide Lots of Detail!

Example 1:

[Psychotherapy, 16-37 minutes with student and/or family member 90832](#)

School social worker observed student interact with others and participate in circle time. Student was easily distracted and unable to remain seated with his peers throughout the activity. School social worker modeled appropriate play with student during free time. Student did not respond positively to prompts of sharing or taking turns with peers. Student preferred to play independently. Direct therapy will continue.

[Psychotherapy, 16-37 minutes with student and/or family member 90832](#)

School social worker observed and directed appropriate behavior during table time with Student. Student showed behavior overreactions when he became fixated on being able to complete a task twice before moving to the next task. Student was not able to calm himself until he completed the duplication. Student needed direction to stay at the table throughout the activity. During choice time, School social worker modeled sharing and directed student to share his train with a friend. Student was able to give one of his trains to a peer and comply with the direction. Direct therapy will continue.

[Monthly Progress Note](#)

Student is showing some progress in reducing the frequency of behavioral outbursts in the classroom. He continues to show difficulties in communicating his wants/needs which causes him frustration. He is showing improvements in following classroom routine with less adult support. Student is observed having rigid thoughts and compulsions such as having to repeat a task twice before being able to move on. Direct therapy will continue.

Example 2:

[Psychotherapy, 16-37 minutes with student and/or family member 90832](#)

School social worker modeled and practiced sharing and taking turns with a toy. Student was willing to share a toy for only one exchange during the interaction. Student was encouraged to share with a peer, but he did not comply with the request. Direct therapy will continue.

[Psychotherapy, 16-37 minutes with student and/or family member 90832](#)

School social worker modeled and directed student to engage in appropriate play with peers. Student showed difficulties following directions 3 of 4 observations and would walk around the room whining, screaming, or crying without trying to play with peers. Direct therapy will continue.

[Monthly Progress Note](#)

Student continues to require substantial adult support to assist with behavior difficulties throughout the day. He requires more accommodations than his peers, is very possessive of toys, and is quick to react with physical aggression when things do not go his way. Student's tantrums are becoming less severe and frequent as the staff continue to stay consistent with his expectations in the classroom. Direct therapy will continue to address behavior expectations.

Example 3:

[Group therapy 2-8 students 90853](#)

Student participated in a social skills group with peers during center time in the classroom. Student identified feelings cards (4/4 attempts) and utilized the visuals for Feelings Bingo game. Student practiced identifying various feelings and talking about situations when they could experience that emotion. Student was not always engaged in the game as he would fixate on unrelated topics (off topic 3/5 times).

Group therapy 2-8 students 90853

Student participated in a social skills group with peers in the classroom. Student played a game and practiced using positive social skills such as accepting a loss, using encouraging words, and following directions. Student wanted to play a different game but was able to move past his disappointment and participate successfully for 20 minutes. Therapy will continue to address social skills.

Monthly Progress Note

Student is participating in social skills groups and showing progress in his ability to follow directions. Student continues to show difficulties in managing his emotions appropriately. He also is working on his communication/listening skills. Therapy will continue to address these skills.

Example 4:

Psychotherapy (30 min) 90832

Individual session, talked about ways to share feelings. Student did a nice job with playing with sw today. Was able to process information and give positive responses to questions, read a book and asked for ways to solve the situation. Was able to respond appropriately in the setting 100% of the time with sw.

Psychotherapy (45 min) 90834

Visual plan designed for student to help with adhd concerns. Talked about ways to deal with frustration and ways to stay calm. Able to verbally tell me the ways to deal with frustration, listed 4/5 steps in the visual plan.

Psychotherapy (30 min) 90832

Met with student, discussing frustration/anger and how we need to continue to deal with the issues when they come up in a setting. Practiced different situations, did well and able to give options for the situations given to student 4/5 times.

Monthly Progress Note

Monthly progress, 3 sessions this month-discussed anger, frustration, working on feelings and doing behaviors, and on-task behaviors. Student struggling with on task behaviors and getting frustrated when academics are too difficult. Work on making good choices and decision, and staying in required area with hands/feet to self. Social story about our hands being safe, talked with grandmother and parent and student going to the doctor on Thursday. Therapy will continue.

Example 5:

Group therapy 2-8 students 90853

Modality: Small group for Skillstreaming Lesson 26: Knowing how your body feels. IEP progress: Student participated in group, but was quiet and did not volunteer to answer questions or be in a role play. He earned five points. Next steps: follow-up in a small group (with partner) on the lesson.

Group therapy 2-8 students 90853

Modality: Small group with similar peer (with similar IEP goals). Skillstreaming lesson 46 - "Knowing how you feel." IEP progress: Student presented as cooperative in group. He identified himself as "happy" to be in session. Next steps: Follow up with student on his Skillstreaming "homework". His goal was to use the skill on recess today.

Monthly Progress Note

Per teacher report, student has had an excellent month with his behavior. This school year has only resulted in one explosive episode. Upon questioning, student could not identify reasons that made this year different or better than last year. Therapy will continue to support behavior and social interactions.

Example 6:

Group therapy 2-8 students 90853

Student participated in anger management group. We had to address issues of personal space and tone of voice during the group as well. The activity was a game called Angry Dragon, which she was able to play with taking turns, following directions, etc. She was able to share coping skills and answer questions about happy versus unhappy people 4/5 times.

Group therapy 2-8 students 90853

Student participated in a group where the focus on the session was a social skill regarding losing a game. The

story was read and discussed and the group played a game. She was agitated by other students being loud and not focusing, so social worker took her into the hallway, processed through the issue, helped her practice her coping skills and brought her back. She then participated in the game and was able to handle losing the game with some support to remain positive and focus on what the social story said about losing for 5 minutes (goal is 15).

[Group therapy 2-8 students 90853](#)

Social group consisted of reviewing a social story about playing a game, losing the game and sportsmanship. Student participated in the story and played Halloween Bingo. She did not win the game and was frustrated, but she was able to use learned coping skills to remain calm, tell the winner "good game" and move on to the next activity. Student was engaged in the game for 7 minutes. Therapy will continue to work toward goal of 10 minutes engaged participation.

[Monthly Progress Note](#)

Student has worked with the social worker at the scheduled times and been cooperative. Student was able to demonstrate coping skills in 3/3 sessions this month. Per teacher report, she has decreased her behavioral over-reactions within the classroom and maintains participation for an average of 9 minutes. Therapy will continue to address social skills and active group engagement.