

CHOICE

Patty did not like what was offered for dinner. Staff encouraged her to make another choice and she opted to assist with making soup and a sandwich. She was recognized for her increased self-advocacy and independence.

INTERACTIONS

During a visit to return a library book, Jane was reluctant to interact with the staff there. This writer encouraged her to speak to the attendant regarding the book she was looking for, which she did. During the drive home, Jane stated she was proud of herself. This was recognized by the staff and building new relationships was discussed during the drive home.

DAILY INFORMATION

George came home from work hot and tired. He stated he wanted to take his shower before dinner and was encouraged to do so. He asked staff to help him reach his new shampoo and this writer and George discussed placing the shampoo in a location he had better access to. He thought this was a great idea. He showered independently.

EXPERIENCES

Jamie tried his first avocado today with his lunch. He loved it and felt like he has missed out on eating these his entire life. I suggested tomorrow we learn to make guacamole together. He was very excited about this.

Writing an Informative Progress Note



Use Verbs

Be Descriptive

Remain Objective

- Write Facts
- Discuss Choice
- Discuss Declines and Alternatives Offered
- Discuss Assistance and Increased Independence

Describe Actions

- Use Goals and Objectives as guides

Paint a Picture

Each outcome requires a progress note as identified in the plan (e.g. daily, weekly, monthly, etc.). In the note, describe progress, or lack of progress, steps taken to promote choice, provide more independence, coach, teach and/or mentor the person.

Emphasis is on what was learned, was choice made when it hadn't in the past? Did a person learn to choose a different food, clothing, time of day to do a desired activity? A note should include:

- The supports/encouragement provided
- The response of the person
- Progress/Data

Describe both technical, skill and emotional progress based on the person's outcomes. For example, did someone handle a disappointment better than that may have in the past? Did someone show pride with a new skill learned?

What new skills were offered to someone? What new experiences may they have had? How did they react? What were the barriers and the successes?

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