

*Treatment Planning for Children and Adolescents
 Long and Short Term Treatment Goals
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Problem

Treatment Goals

Academic Issues	<p>Patient will be promoted to the next grade level by end of school year.</p> <p>Patient will be appropriately evaluated and placed in special education if indicated.</p> <p>Patient will attend school 90% of the time (current level _____%).</p> <p>Patient will increase time spent in class learning.</p>
<i>Long Term</i>	
<i>Short Term</i>	<p>Patient will increase grades from a ____ (e.g. "c") average to a ____ (e.g., "b") average in all classes (or in specific class).</p> <p>Patient will increase grades from passing 2 out of 4 classes to passing 4 out of 4 classes at next report card/end of year.</p> <p>Family will consent to referral to child study team.</p> <p>Patient will increase the times he/she attends coach classes/tutoring from ____ times per week to ____ times per week.</p> <p>Patient will increase the times he/she turns in homework from ____ times per week to ____ times per week.</p> <p>Teacher reports of student effort will show improvement from current level of _____ to _____ (using academic feedback chart/form).</p>
Aggression	<p>Patient will decrease suspensions and expulsions during the academic school year.</p> <p>Patient will decrease the times he/she has a negative encounter with the police.</p> <p>Patient will significantly reduce the intensity and frequency of verbal and physical aggression.</p> <p>Patient will resolve the core issues that are the source of aggression.</p> <p>Patient will improve ability to express anger in a healthy manner.</p>
<i>Long Term</i>	

<p style="text-align: center;"><i>Short Term</i></p>	<p>Patient will reduce frequency of physical fights from ____ to ____ times per week.</p> <p>Patient will decrease office referrals from ____ per month to ____ per month.</p> <p>Patient will increase the time he/she demonstrates skills to walk away from and/or avoid conflict from ____ times per week to ____ times per week (using behavior chart).</p> <p>Patient will increase the times he/she demonstrates positive coping skills from ____ times per week to ____ times per week when frustrated in classroom (using behavior chart).</p> <p>Patient will role-play conflict resolution skills at least one time per session.</p> <p>Patient will role-play how to use words instead of actions in a conflictual situation in session two times per month.</p>
<p>Attendance</p> <p style="text-align: center;"><i>Long Term</i></p>	<p>Patient will attend school 80% of the time (current level ____%).</p> <p>Patient will be on time for school 90% of the time (current level ____%).</p> <p>Patient will not be truant from any classes for the remainder of the school year.</p>
<p style="text-align: center;"><i>Short Term</i></p>	<p>Patient will increase attendance from _____% to _____%.</p> <p>Patient will decrease lateness from ____ days a week to ____ day(s) a week by the end of the semester.</p> <p>Patient will follow an attendance contract to be maintained by _____.</p> <p>Patient will identify reasons behind attendance issues and will problem solve about how to resolve at least one time per session.</p> <p>Patient will increase class attendance from attending ____ classes to ____ classes per week.</p> <p>Patient will attend at least ____ out of ____ therapy appointments per month.</p>
<p>Anxiety</p>	<p>Patient will identify and resolve issues that are the source of anxiety.</p> <p>Patient will no longer exhibit a particular phobia.</p>

<i>Long Term</i>	<p>Patient's anxiety will no longer be at a clinical level and will demonstrate improved functioning.</p> <p>Patient will show a reduction of anxiety on the _____ scale from current level of _____ to _____ by the end of the school year.</p>
<i>Short Term</i>	<p>Patient will verbally identify fears, concerns, and anxiety at least one time per session.</p> <p>Patient will show a decrease in anxiety from ____ to ____ on an anxiety measure over school year.</p> <p>Patient will demonstrate positive self-talk at least one time per session.</p> <p>Patient will increase engagement in relaxation techniques from ____ times to ____ times per week (recorded on chart/in journal).</p> <p>Patient will be able to identify precipitants/triggers to anxiety one time per session.</p> <p>Patient will use thought-stopping techniques one time per week (recorded on chart/in journal).</p>
Body Image <i>Long Term</i>	<p>Patient will eat in a healthy manner and will have a realistic view of his or her body size.</p> <p>Patient will not engage in any binges or purging.</p> <p>Patient will be able to gain insight into issues behind his or her disorted body image.</p> <p>Patient will improve self esteem and become more forgiving and accepting of his or her body.</p>
<i>Short Term</i>	<p>Patient will identify two positive physical attributes at least one time per session.</p> <p>Patient will discuss eating habits and healthy eating at least one time per session.</p> <p>Patient will express thoughts/feelings related to body image at least one time per session.</p>
Depression <i>Long Term</i>	<p>Patient will decrease depressive symptoms.</p> <p>Patient will not exhibit any suicidal actions or gestures.</p> <p>Patient's depression will no longer be at a clinical level and he or she will demonstrate improved functioning.</p>

	<p>Patient will identify and gain insight into sources contributing to the depression and will demonstrate improved mood .</p>
<i>Short Term</i>	<p>Patients CDI scores will decrease from baseline of ___ to ___.</p> <p>Patient will be able to identify negative self-talk at least one time per session.</p> <p>Patient will be able to report that he or she was able to verbalize sadness to family or peer at least one time per week (record in journal).</p> <p>Patient will increase number of positive self-statements/affirmations in session from current level of _____ to _____.</p> <p>Increase involvement in activities with peers from ___ times to ___ times per week.</p>
Disruptive Classroom Behavior <i>Long Term</i>	<p>Patient will decrease disruptive behavior in the classroom.</p> <p>Patient will follow teacher directions in the classroom.</p>
<i>Short Term</i>	<p>Patient will increase the times he/she is in seat when expected to be (tracked on behavior chart – 3 warnings per day).</p> <p>Patient will say at least 1 nice thing to a classmate per day in the classroom (tracked on behavior chart).</p> <p>Patient will raise hand appropriately at least one time per day in class (tracked on behavior chart).</p> <p>Patient will have appropriate materials on desk at least 2 times during the school day (tracked on behavior chart).</p> <p>Patient will remain quiet unless otherwise directed with two reminder per class.</p> <p>Clinician will observe student in classroom setting and see a decrease in _____ from _____ to _____.</p>
Family Conflict <i>Long Term</i>	<p>The family will demonstrate improved communication skills and problem solving skills with one another.</p> <p>The family will handle upsets without resorting to violence or verbal aggression.</p> <p>The family will learn to respect each other’s strengths and to work together to deal with problems.</p>
	<p>Patient will verbalize feelings related to family conflicts at least two times per month.</p>

<p><i>Short Term</i></p>	<p>Patient will express willingness to involve family in family sessions at least one time per month.</p> <p>Patient will participate at least two times per family session.</p> <p>Patient will expressing feelings/thoughts by using “I” statements at least one time per family session.</p> <p>Patient will accept responsibility for own role in conflicts at least one time per session.</p> <p>Family will attend family sessions at least one time per month.</p> <p>Family will have family meetings ___ time(s) per week and report on each meeting during family session.</p> <p>Patient will increase family engagement from ___ positive activity/ies to ___ positive activities per week.</p>
<p>Impulsivity</p> <p><i>Long Term</i></p>	<p>Patient will be able to regularly maintain patience and process thoughts and feelings before acting.</p> <p>Patient will learn necessary skills to problem-solve before acting on first impulse.</p>
<p><i>Short Term</i></p>	<p>Patient will identify two triggers for impulsivity each session.</p> <p>Patient will identify consequences of impulsivity each session.</p> <p>Patient will be able to appropriately wait for his or her turn in an activity at least one time during session each week.</p> <p>Patient will increasethe time he/she raises his/her hand during group sessions from ___ times per group to ___ times per group.</p>
<p>Lying</p> <p><i>Long Term</i></p>	<p>Patient will reduce lying and be able to discuss consequences of lying.</p> <p>Patient will gain insight into the consequences of lying and will resolve sources behind his or her lying.</p>
<p><i>Short Term</i></p>	<p>Patient will reduce lying from ___times per day to ___times (recorded on behavior chart).</p> <p>Patient will be able to verbalize the negative impacts of lying once per month.</p> <p>Patient will reduce lying to less than once per session.</p> <p>Parent/Teacher reports of lying will decrease from ___ times per</p>

	<p>week to ___ times per week (recorded on behavior chart).</p> <p>Patient will take responsibility and ownership for lying when confronted.</p>
<p>Oppositionality</p> <p><i>Long Term</i></p>	<p>Patient will show a reduction of negative interactions with adults/authority figures.</p> <p>Patient will increasingly comply with rules in classroom.</p> <p>Patient will gain insight into anger behind oppositionality and will resolve source of this upset.</p> <p>Patient will show an increase in positive interactions with adult authority figures and will gain some level of respect and consideration for them.</p>
<p><i>Short Term</i></p>	<p>Patient will decrease suspensions from ___ times per month/quarter to ___ times per month/quarter.</p> <p>Patient will decrease office referrals from ___ times per week/month to ___ times per week/month.</p> <p>Patient will engage in at least one positive interactions with a teacher or administrator each day (recorded on behavior chart).</p> <p>Patient will say at least one nice thing to another group member during each session.</p>
<p>Poor Social Skills</p> <p><i>Long Term</i></p>	<p>Patient will be able to establish and maintain a friendship with another peer.</p> <p>Patient will be able to interact with peers at an age appropriate level.</p> <p>Patient will be accepted by peers and will have the necessary skills to handle common social situations.</p>
<p><i>Short Term</i></p>	<p>Patient will engage in social skillbuilding sessions in school once per week.</p> <p>Patient will initiate at least 1 positive social interaction with peers in group session each week.</p> <p>Patient will increase positive social interactions in class from ___ positive social interactions to ___ positive social interactions.</p> <p>Patient will verbalize how their behavior impacts others at least one time per session.</p> <p>Patient will be able to verbalize connections between</p>

	thoughts/feelings and behavior at least one time per session.
Relationships	Patient will be able to form a healthy relationship with another person.
<i>Long Term</i>	<p>Patient will be willing to end unhealthy relationships and to expect positive treatment from others.</p> <p>Patient will gain insight into issues that may be the source of problems in his or her relationships.</p>
<i>Short Term</i>	<p>Patient will be able to identify positive traits that they expect in a partner at least one time per month.</p> <p>Patient will be able to verbalize their feelings/thoughts related to relationships at least one time per session.</p> <p>Patient will be able to role-play solutions to problems in relationships each session.</p> <p>Patient will engage in healthy and safe dating practices and be able to verbalize them once per month.</p> <p>Patient will participate in a supportive group session twice a month with peers.</p>
Self-Esteem	Patient will gain an improved sense of self and the confidence needed to function well at home and school.
<i>Long Term</i>	<p>Patient will show an increase in self esteem.</p> <p>Patient will no longer make negative comments about self and will be more accepting of strengths and weaknesses.</p>
<i>Short Term</i>	<p>Patient will make two positive self-statements each session.</p> <p>Patient will identify and discuss personal strengths each month in session.</p> <p>Patient will increase the times he/she makes self-affirming statements from ___ time(s) to ___ times per session.</p> <p>Patient will show improvement on a standardized self-esteem measure during the course of the year from a score of ____ to ____.</p>
Sexual/Physical Abuse	Patient will be able to verbalize thoughts and feelings related to the abuse and to establish healthy relationships with others.
<i>Long Term</i>	Patient will be able to create appropriate boundaries with others and to create and follow a safety plan.

	Patient will be able to verbalize thoughts and feelings related to the abuse and to move forward in own recovery.
<i>Short Term</i>	<p>Patient will be able to verbalize his/her feelings and thoughts connected to the abuse at least one time per month.</p> <p>Patient will identify triggers that are connected to memories of the abuse and discuss at least one time per month.</p> <p>Patient will develop a safety plan with therapist.</p> <p>Patient will reduce nightmares from ____ to ____ times each week.</p> <p>Patient will show a reduction in trauma related symptoms including _____ from ____ times to ____ per month.</p>
Substance Use/Abuse	Patient will no longer abuse substances.
<i>Long Term</i>	<p>Patient will be able to gain insight into his or her addiction and will recognize patterns that lead to abuse.</p> <p>Patient will develop friendships and relationships that support sobriety.</p> <p>Patient will develop and enhance problem solving and coping skills necessary to maintain a drug-free existence.</p>
<i>Short Term</i>	<p>Patient will be able to verbalize that substance abuse is a concern in his or her life.</p> <p>Patient will demonstrate a reduction in reported substance usage from ____ times to ____ times per week.</p> <p>Patient will identify and role-play positive coping skills at least one time per session.</p> <p>Patient will identify precipitants to drug usage and discuss in session at least once per month.</p> <p>Patient will attend drug treatment or support groups one time per week.</p> <p>Patient will identify negative consequences of usage once per month.</p>
Tantrums	Patient will no longer exhibit any tantrums.
<i>Long Term</i>	Patient will be able to express upset in a healthier manner and will develop positive coping skills.

<p><i>Short Term</i></p>	<p>Patient will practice deescalating techniques at least one time per session.</p> <p>Patient will reduce number of tantrums in classroom from ____ to ____ per week.</p> <p>Patient will reduce time spent in tantrums from ____ to ____ per week.</p> <p>Patient will be able to identify precipitants to tantrums in session each week.</p> <p>Patient will be able to role play positive coping skills in session twice per month.</p>
<p>Withdrawal</p> <p><i>Long Term</i></p>	<p>Patient will form positive connections with two peers by the end of the school year.</p> <p>Patient will increase connections with family, school staff and peers and will discuss thoughts and feelings with them.</p> <p>Patient will not avoid others and will engage in social activities on a regular basis.</p>
<p><i>Short Term</i></p>	<p>Patient will actively participate in group counseling two times per month.</p> <p>Patient will raise hand in class once each day (track on behavior chart).</p> <p>Patient will join one afterschool activity by the end of the quarter.</p> <p>Patient will verbalize thoughts and feelings related to withdrawal from others at least one time per session.</p>
<p>Medication Management</p> <p><i>Long Term</i></p>	<p>Patient will take medication consistently.</p> <p>Patient will agree to taking medication at health suite every day.</p>
<p><i>Short Term</i></p>	<p>Patient will increase consistency of taking medication from ____ times to ____ times per week.</p> <p>Patient will remember to go to health suite to take medication before the nurse needs to remind him/her at least ____ times per week.</p>