

*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>	Patient will be willing to end unhealthy relationships and to expect positive treatment from others. Patient will gain insight into issues that may be the source of problems in his or her relationships.
<i>Short Term</i>	Patient will be able to identify positive traits that they expect in a partner at least one time per month. Patient will be able to verbalize their feelings/thoughts related to relationships at least one time per session. Patient will be able to role-play solutions to problems in relationships each session. Patient will engage in healthy and safe dating practices and be able to verbalize them once per month. Patient will participate in a supportive group session twice a month with peers.
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>	Patient will show an increase in self esteem. Patient will no longer make negative comments about self and will be more accepting of strengths and weaknesses.
<i>Short Term</i>	Patient will make two positive self-statements each session. Patient will identify and discuss personal strengths each month in session. Patient will increase the times he/she makes self-affirming statements from ___ time(s) to ___ times per session. Patient will show improvement on a standardized self-esteem measure during the course of the year from a score of ____ to ____.
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.

	<p>Patient will be able to verbalize thoughts and feelings related to the abuse and to move forward in own recovery.</p>
<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	<p>Patient will no longer abuse substances.</p>
<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	<p>Patient will no longer exhibit any tantrums.</p>
<i>Long Term</i>	<p>Patient will be able to express upset in a healthier manner and will develop positive coping skills.</p>

<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>