Therapy Goals & Service Delivery Checklist and Key Questions / Considerations

Current Performance Level

- ❏ Does the **current performance level** include baseline data relevant to the outcomes the service will seek to achieve?
- ❏ Does the **current performance level** include student strengths and a specific description of what the presenting problem looks like for the student?

Is it clear what the student's presenting problem is? If not, what data exists to identify what the presenting problem is or if one even exists?

Measurable Annual Goal and Benchmarks

- ❏ Does the **measurable annual goal** match the expected outcomes of the service being provided (decrease in symptom presentation and increase in emotional regulation; decrease in behavioral reports; increase in engagement, etc.)?
- ❏ Does each **benchmark** relate to the outcome of the service outlined in the measurable annual goal?
- ❏ If you indicate that a **benchmark** has been met, is this an indication that you have made progress toward the intended outcome of the service or that you have simply offered the service?
- ❏ Can you actually measure with fidelity the intended outcomes outlined in the **measurable annual goal and the benchmarks**?

Supporting students in learning coping skills, identifying emotions, engaging in the therapeutic process, etc. are critically important process outcomes, however the intended outcome of therapy is a decrease in symptom presentation and an increase in emotional regulation.

Each case is different, however when considering the concept of emotional regulation, please consider:

1. *A decrease in symptom presentation to an average or low score range*
2. *Maintenance of symptom presentation in the average or low range over several weeks (6-8)*
3. *Maintenance of symptom presentation while services are faded*

<u>Service Delivery</u>

- ❏ Does the **service** match with the presenting problem?
- ❏ Is the **service** being offered an evidence-based practice (EBP)?
- ❏ Has **service delivery** been drafted that will allow for adjustments to practice to take place (Up to x minutes of service per week; minimum of x minutes per month)?
- ❏ Will you be able to fade the **service delivery** after reviewing progress data?

Considering the details of each case and drawing upon available research will help to guide decision-making regarding the length of treatment. Cognitive Behavioral Therapy (CBT) has been shown to be effective after approximately 3-6 months. When determining the appropriate length of service, consider the entire case history, including the length of time since the onset of symptoms, the severity of symptom presentation, and the protective and risk factors that the student will contend with. Planning for a lengthier course of treatment and then proposing an amendment if the treatment is successful in a shorter period of time may be a more conservative approach to planning service delivery.

<u>Progress Monitoring</u>

- ❏ Does your **progress monitoring** plan include high frequency collection of data?
- ❏ Does your **progress monitoring** plan incorporate multiple measures to track student growth, including at least one primary measure used to gauge symptom presentation (for therapeutic service delivery)?

It is important to consider whether you are using measures that are directly related to the presenting problem. Secondary measures that speak to the impact of the decrease in symptom presentation and the increase in emotional regulation (student engagement, attendance, prosocial measures, etc.) will strengthen the justification to adjust practice and, eventually, to terminate services.

<u>Adjustments to Practice</u>

- ❏ Has data been regularly reviewed to identify potential opportunities to adjust practice?
- ❏ If my data has flatlined, how does this inform my approach?
- ❏ Have I sought out consultation to inform my practice?

As services are delivered, adjustments to practice may include:

- ● *A decision to implement a different EBP*

- *Increase in service delivery*
- *Decrease in service delivery*
- *Shifting focus to a different presenting problem*
- *Addition of progress monitoring measure to capture growth in a different area*