

## Shift/Daily Progress Note

Documentation links to specific goals in the IAP. Designed for use by programs that serve children (Residential, OASAS)

Data Field	Identifying Information Instruction
<b>Organization Name</b>	Enter your organization name
<b>Program Name</b>	Enter your program name
<b>Individual's Name</b>	Record the first name, middle initial, and last name of the Individual. Order of name is at agency discretion.
<b>Record #</b>	Record your agency's established identification number for the Individual.
<b>DOB</b>	Record the Individual's date of birth. <b>Example : mm/dd/yyyy</b>
Data Field	Type of Program, Time Period and Date Instruction
<b>Type of Program</b>	<p>Check type of program:</p> <ul style="list-style-type: none"> <li>• Crisis Stabilization Unit (CSU)</li> <li>• Respite Bed</li> <li>• Overnight Substance Use Program</li> <li>• Overnight Child/Adolescent Program</li> <li>• Other: Identify the program.</li> </ul>
<b>Shift Note Type</b>	<p>Depending upon the requirements of the program, check appropriate box to indicate what timeframe is being documented.</p> <p>If it is a Shift Note, check <i>Shift Note</i> and the appropriate shift box.</p> <p>If it is a Daily Note, check <i>Daily Note</i>.</p>

Data Field	New Issue(s), Functioning, Goals and Interventions Instruction
<p><b>New Issues/ Stressors/ Extraordinary Events Presented Today</b></p>	<p>It is important that the staff filling out this form be aware they should be looking for any changes in behavior, symptoms, side effects, significant events, and changes in mental status that might occur during the shift and document them in this section.</p> <p>There are three options available for staff using this section of the progress note (new Issues refers to all <b>new</b> issues/stressors/extraordinary events).</p> <ol style="list-style-type: none"> <li>1. If individual reports a new issue that was resolved during the note time period, check the "New Issue resolved, No Update Required" box. Briefly document the new issue in this section and then identify the interventions used in the Interventions/Methods section and indicate the resolution in the Response section of the progress note. If services are provided during the note period that have not been previously ordered in the Individualized Action Plan, then an explanation of the rationale for those services should be provided.</li> </ol> <p><b>Example of New Issue not needing CA/IAP update:</b> Jane became uncharacteristically angry with another individual during the shift and the two began arguing loudly. Staff intervened and assisted Jane with identifying what had triggered excessive anger today. She was able to recognize that the other individual reminded her of her abusive uncle (already addressed in IAP) and apologized to the other individual. Both participants agreed that the issue was resolved during shift.</p> <ol style="list-style-type: none"> <li>2. If individual presents any new issue(s) that represent a need that is not already being addressed in the IAP, check box indicating "New Issue, CA/IAP Update Required" and record notation that new issue has been recorded on a Comprehensive Assessment Update of the same date and write detailed narrative on the appropriate CA Update as instructed in this manual. Also, the newly assessed issue(s) may require a new goal, objective, intervention or service that will require use of the IAP Review/Revision form.</li> </ol> <p><b>Example of New Issue needing CA/IAP Update:</b> Jane reported new symptoms of nightmares, intrusive memories, and feeling unsafe, triggered by an event that reminded her of an incident when she was a victim of abuse at age 12. This has not been previously reported. Both parties agreed that a CA/IAP update was needed, and was recorded on the CA/IAP Update of this date.</p> <ol style="list-style-type: none"> <li>3. If no new issues presented mark "None Reported" and proceed to planned intervention/goals.</li> </ol>
<p><b>Goals/Objectives Addressed As Per Individualized Action Plan</b></p>	<p>Record the specific goals and objectives addressed during this shift/day by indicating the corresponding number(s) from the <i>Individualized Action Plan</i>. In an electronic record, the actual goals and objectives descriptions would appear in this field once the box is checked. However, when using this form as a paper form, list the number of the goals &amp; objectives that are being addressed during this shift/day.</p>

<p><b>Functioning (observed or reported)</b></p>	<p>Record all pertinent observations of the Individual's functioning and interactions during the time period of the progress note that impact his/her placement in this program. <i><b>The information can be as reported by the Individual receiving services or by others who have observed or interacted with the Individual, as well.</b></i></p> <p><b>Example:</b> John raised his voice and left dinner abruptly when another resident asked him to keep his voice down during dinner.</p> <p><i><b>Example:</b> In the afternoon, John attempted to watch TV and then to play video games but was constantly distracted, had difficulty focusing, paced the floor and eventually sat down in a chair and fell asleep.</i></p> <p>If documenting 3<sup>rd</sup> shift and the Individual slept throughout, make note of that.</p>
<p><b>Intervention(s) / Method(s) Provided</b></p>	<p>Describe the specific interventions used during this time period to assist the Individual in realizing the goals and objectives listed above.</p> <p><b>1--Example:</b> Angela had difficulty sleeping during this shift. She got up frequently and was agitated when talking about recent events in her life. Staff listened reflectively, encouraged her to do deep breathing exercises and redirected her.</p> <p><b>2--Example:</b> Monitored Angela through the night and she appeared to sleep soundly and without interruption.</p> <p><b>3--Example:</b> Staff intervened with verbal redirection to defuse a volatile situation between Angela and another resident.</p> <p><b>4--Example:</b> John went to the daily community meeting and met with this staff afterwards to discuss his strong reactions to other individuals in the meeting.</p> <p><b>5--Example:</b> Gave John feedback on how he reacted negatively to another resident and helped him identify alternate responses.</p> <p><b>6--Example:</b> Taught the John how to use a calendar to track his medication refills.</p>

Data Field	Response to Intervention
<b>Response to Intervention/ Progress Toward Goals and Objectives</b>	<p>This section should address <b>BOTH</b>:</p> <ul style="list-style-type: none"> <li><i>The Individual's response to the intervention –</i></li> </ul> <p><b>Example: John took redirection and a five minute break and was able to come back and talk about his angry feelings. (Responses may not be to a specific meeting described here, but to the interventions provided throughout the day by various staff).</b></p> <ul style="list-style-type: none"> <li><i>Progress toward goals and objectives - Include an assessment of how the intervention has moved the Individual closer, further away, or had no discernable impact on meeting the Individual's identified goal(s) and objective(s).</i></li> </ul> <p><b>1--Example: Angela was able to take redirection and to use some breathing exercises to help calm herself and eventually to go to sleep. She did not threaten to harm herself as she had been doing earlier. She agreed to contact staff if she felt unsafe.</b></p> <p><b>2--Example: Angela expressed thanks to provider for listening to her and made a good effort to practice deep breathing.</b></p> <p><b>3--Example: Angela slept through the night.</b></p> <p><b>4--Example: John took the redirection given by staff and kept his distance from the other resident involved for the rest of the shift.</b></p> <p><b>5--Example: John was absent from the unit during this shift as he planned to attend Day Treatment and the Clubhouse.</b></p> <p><b>6--Example: John did not want to engage in a conversation that focused on his feelings and minimized the impact of his strong feelings toward others in the house.</b></p> <p><b>7--Example: John was able to listen to the feedback about his negative reactions. He then talked about ways he could respond differently the next time he begins to feel negatively about others.</b></p> <p><b>8--Example: John liked the idea of using a medication calendar to track refills but worried he would lose the calendar. He then identified a consistent place to keep his calendar.</b></p> <ul style="list-style-type: none"> <li>If no progress is made over time, this section should also include a discussion of how the staff intends to change his/her strategy.</li> </ul>

<b>Plan/Additional Information</b>	<p>If applicable the staff should document steps or actions planned with the Individual for the next shift.</p> <p><b>Example: John agreed to practice using the skills he learned this shift with regards to using a medication calendar.</b></p> <p><b>Example: John agreed to write a list of qualities he is looking for in a sponsor for us to review tomorrow.</b></p> <p>Document additional pertinent information that is not appropriate to document elsewhere.</p> <p><b>Example: John received a call from his wife and they discussed whether she should bring their children to her next visit.</b></p>
<b>Data Field</b>	<b>Signature Instruction</b>
<b>Print Staff Name</b>	Print staff name, credentials (degree/license), and title.
<b>Staff Signature</b>	Legible signature.
<b>Date</b>	Record the date of signature, including the month, day and year. <b>Example : mm/dd/yyyy</b>
<b>Print Supervisor Name Signature/ Credentials/Title</b>	Print the supervisor's name, credentials (degree/license) and title of supervisor, if needed.
<b>Date</b>	Indicate the date of the signature. <b>Example : Mm/dd/yyyy</b>