Part II

Child-Centered Documentation
Treatment Plans and Progress Notes for Person-Centered Clinicians

Agenda: Assessing Progress
- Other models of assessing progress in play therapy
- CCD focus on Internal Growth
- Assessing Progress, 4 types: 'How' and 'What'
- Translating moments of internal growth into progress note language
- Each section of the Play Therapy Session Note
- "Ben Example"
- Practical Application: Create a Play Session Note
- Integration and implementation
- Tools and Resources
- Post-Test Scale, Projective Card Group Art

What do others say about assessing progress in CCPT?
- Findling, Bratton & Henson (2006) – Trauma Play Scale
- Dee Ray (2011) – Advanced Play Therapy
- Provides a CCPT Treatment Planning Manual
- Templates for progress notes and assessing progress
- Themes (See handout)

Play Therapy Progress Worksheet

Trauma Play Scale
- Intensity
- Repetition
- Play Disruption
- Avoidant Play Behavior
- Expression of Negative Affect

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Child-Centered Documentation: Treatment Plans and Assessing Progress

Stages in Play Therapy
Kevin O’Connor for APT

- Exploratory
- Negative Reaction
- Growing
- Integration


- Informal Survey – n57
  2. Play Themes/Observations
  4. Formal Instruments – i.e. BASC-3, CBCL etc.
- Multi-method Assessment

Practical Application

Consider themes and stages in play for Dana’s case

Assessing Progress, Haworth (1982)

“Compare present play behavior with that of earlier sessions.” p. 245

- Play patterns
- Interpersonal interactions
- Mastery in fears
- Frustration tolerance
- Fewer repetitive activities
- Reduction of guilt and/or aggression

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Indicators of Progress Towards GROWTH Objectives

- Small examples of movement towards internal growth can be observed in *almost* every session
- Thinking about GROWTH goals while writing the note can help you notice subtle changes towards internal growth

### Example in Playroom
- Child fits the small block into the container and proudly states "I did it!"

### Example Progress Note
- Progressing, AEB proudly stating "I did it."

<table>
<thead>
<tr>
<th>GROWTH GOAL</th>
<th>Example in Playroom</th>
<th>Example Progress Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase internal sense of self</td>
<td>Child fits the small block into the container and proudly states &quot;I did it!&quot;</td>
<td>Progressing, AEB increased frustration tolerance during block play.</td>
</tr>
<tr>
<td>Increase window of tolerance for negative emotions and frustration tolerance</td>
<td>Previously, child knock over all blocks when difficulty stacking. Today, child was observed trying again, carefully to stack the blocks.</td>
<td>Progressing, AEB increased frustration tolerance during block play.</td>
</tr>
<tr>
<td>Increase self-regulation</td>
<td>Child introverted readily gain attempting to balance on the toy bag after hitting the toy bag for a while.</td>
<td>Progressing, AEB mastery based play following aggressive play.</td>
</tr>
<tr>
<td>Increase self-control and impulse control</td>
<td>Child previously would hit therapist with sword, and today showed restraint in hitting therapist’s sword and not body.</td>
<td>Progressing, AEB not hitting therapist with sword.</td>
</tr>
<tr>
<td>Flexibility and Problem solving</td>
<td>Child, therapist sets a limit on decorating a toy, child chooses to make their own toy to decorate and take home.</td>
<td>Progressing, AEB creating a toy to decorate when limit set.</td>
</tr>
</tbody>
</table>

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Assessing Progress Towards Internal GROWTH:

**What to Look for:**

**More or Less...**

- Aggressive play behaviors
- Regressive play behaviors
- Therapist involvement
- Verbal expression
- Expression of feelings
- Symbolic/meaningful play
- Order/freedom (clean/messy)
- Integration of “gray” or “both”

**More or Less...**

- Mastery/constructive play
- Time spent doing _____
- Limits tested/response
- Reciprocity
- Frustration tolerance
- Sustained play
- Change in expressive mediums?
- Purposeful play


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**GROWTH GOAL**

<table>
<thead>
<tr>
<th>Increase internal sense of self</th>
<th>Example in Tele Play</th>
<th>Example Progress Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase window of tolerance for negative emotions and frustration tolerance</td>
<td>Child is directing therapist to put toys in the sand box, therapist misunderstands and client calms before client becomes upset and wants to place it.</td>
<td>Progressing, AEB ability to calmly direct therapist in play and tolerate missteps by therapist.</td>
</tr>
<tr>
<td>Increase self regulation</td>
<td>When therapist’s screen freezes, child takes a deep breath and breathes on the screen to revive the therapist.</td>
<td>Progressing, AEB initiating deep breathing when experiencing a tech failure.</td>
</tr>
<tr>
<td>Increase self control and impulse control</td>
<td>Child would run out of the room as soon as they think of toy they want, but today, child checked in with therapist about item they want before leaving the room.</td>
<td>Progressing, AEB initiating deep breathing when experiencing a tech failure.</td>
</tr>
<tr>
<td>Flexibility and Problem solving</td>
<td>When event doesn’t work, client decided to get paper and pens and drew and showed therapist art.</td>
<td>Progressing, AEB flexibility with art supplies.</td>
</tr>
</tbody>
</table>

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**Assessing Progress in Play Therapy**

**“Firsts”**

- Changes from session to session
  - Play Sequence
  - Changes in the order of play behaviors
  - Length of Time
  - Changes in the amount of time
  - Quality of Play
  - Changes in the intensity of play
  - Content/Symbolism
  - Changes in play themes; stages of play

**How** they **do** **what** **they do**

- Intensity
- Order
- Amount of time
- Relational engagement

**What** they **do**

- Content
- Symbolism
- Themes
- Stages of play


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**Play Sequence**

- Order of playing
- Play disruptions
- Transitions to and from playroom to and from activity

**VIDEO EXAMPLE:** After an imaginary play/hiding scene with the tent, the child shifts to a power/control play theme (school), and later in treatment shifts to the dollhouse immediately after this scene.

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Progress towards GROWTH GOALS

<table>
<thead>
<tr>
<th>Increase sense of self</th>
<th>Progressing AEB ability to direct play to gain mastery of world</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process and integrate parents' recent divorce</td>
<td>Progressing AEB use of symbolic play to process themes of helplessness/control/mastery</td>
</tr>
<tr>
<td>Increase self-regulation and ability to self-soothe</td>
<td>Progressing AEB increased mastery-based play (teacher)</td>
</tr>
</tbody>
</table>

Length of Time

- Length of time playing with a particular item
- Increase or decrease

**EXAMPLE**

Previously the child spent most of the session hitting the bop bag, and this session, the child spent more than half the time in the dollhouse.

Increase sense of self

- Progressing AEB decreased time with bop bag and increased sustained imaginary play

Length of Time

- Progressing AEB ability to engage in sustained play and deciding set up was good "enough."

**EXAMPLE**

Previously a child spent most of the session "setting up" and today the child decided it was "set up enough" and decided to pretend it was set up.

Increase flexibility and problem solving

- Progressing AEB ability to engage in sustained play and deciding set up was good "enough."

Quality of Play

- Play Skills (Onlooker Play, Parallel Play, Associative Play, Reciprocal Play, Collaborative Play)
- How they interact with toys (intensity, level of interaction, etc.)
- How they interact with you (intensity, level of interaction, limit testing, etc.)

**EXAMPLE**

Child used to test limits with therapist, then moved to toys and finally stopped testing limits

Increase self-regulation

- Progressing AEB decreased intensity of limit testing

Quality of Play

- Progressing AEB engaged which in "war game" i.e. less materials needed on client's side.

**EXAMPLE**

Child involved therapist in play, where previously child did not interact with therapist

Increase sense of self

- Progressing AEB ability to connect and check-in with therapist throughout play

Increase social reciprocity of play

- Progressing AEB ability to connect and check-in with therapist throughout play

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Content/Symbolism

The symbolic content changing and emerging.

Example

Video and image examples to follow

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Practical Application

Consider examples of progress towards GROWTH objectives for Dana.

What examples of internal growth have you observed in your practice?
## Assessing Progress Towards Growth

<table>
<thead>
<tr>
<th>Increase sense of self</th>
<th>Increased ability to lead play and make decisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased WOT of negative emotion</td>
<td>Named feeling, increased verbalization of &quot;anger&quot;</td>
</tr>
<tr>
<td>Increase self-control</td>
<td>Pointed nerf gun at therapist and not shooting</td>
</tr>
<tr>
<td>Increase flexibility and problem solving</td>
<td>Allowed pretend play alternative to shooting therapist</td>
</tr>
<tr>
<td>Increase social awareness, social reciprocity and boundaries</td>
<td>Increased ability to lead play and make decisions</td>
</tr>
<tr>
<td>Increase self-regulation</td>
<td>Used mastery play after verbalizing to anger</td>
</tr>
</tbody>
</table>

## Play Therapy Session Note Template

- Based on a DAP note
- Description—what the child did
- Assessment—how the child played (play themes/progress)
- Progress towards goals
  - SYMPTOM
  - GROWTH
- Intervention
- Plan/Frequency

## Session Content

- "Description" portion of the DAP note
- Describe what happened, and how the child interacted with the materials and therapist
  - Intensity
  - Order
  - Amount of time
  - Relational engagement
  - Include play materials

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Assessment

- Play Themes
- Stages in Play
- Cautions
  - Developmental, Cultural, Historical, Familial context
- Hold multiple hypotheses

- Mastery
- Relationship
- Protection
- Power/control
- Chaos/instability
- Abandonment
- Separation
- Powerlessness
- Helplessness

- Dependency
- Aggression
- Revenge
- Nurturing
- Integration
- Repair
- Resiliency

Handout 2: Themes

Bridget, S et al (2021), pg. 257 - 267
Van Fleet, R. et al (2010), pg. 97 - 100

Assessment

Theme(s) observed:
- Relationship
- Power/Control
- Aggression

Treatment Goal (Long Term)

- Overall Treatment Goal
- Copy and paste from Treatment Plan

TREATMENT GOALS

- Improve peer relationships and ability to stay in the classroom.
- Improve use of transitions and compliance at home

Symptom Objective/Goal

- Assessed in Caregiver sessions
- Can use Likert scales, standardized measures or caregiver/teacher report
- Progress towards symptoms goals is always happening even if the symptom goal is not directly addressed (see theory of change).

Growth Objective/Goal

- Describe small moments towards internal growth to show progress towards GROWTH objectives

PROGRESS TOWARDS GROWTH OBJECTIVES
- Increased WMT for negative emotions
- AEB verbalizing anger
- Increased self-control
- ABL not showing therapist with short gut
- Increased self-regulation
- AEB working hard say after verification of anger
- Increased social reciprocity
- AEB relational game of canal register

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Interventions

- Primary Intervention:
  - Child Centered Play Therapy
- Secondary Intervention:
  - Indicate which play therapy skills were utilized.

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Interventions

- Facilitated Decision Making
- Facilitated Executive Function Skills
- Facilitated Independence
- Limits Set to Facilitate Safety/Structure
- Provided Containment
- Provided Encouragement and Sense of Self-Building Statements
- Provided Perspective Taking
- Provided Safety for Client to Process Feelings Through Play/Expressive Medium/Symbolism
- Provided Structure
- Reflected Feelings
- Returned Responsibility
- Role Play
- Structured Problem Solving

Example: “Ben”

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Plan/Frequency

- Plan for follow up
- Frequency of plan

Continue with weekly 1:1 and group sessions every 6-4 weeks to assess progress towards IEP goals.

Weekly

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General Documentation Guidelines

Who is the chart for?

Ethics
Law/Court
Guardian
Clinician

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General Documentation Guidelines, Cont.

** How will what I write be interpreted by the various systems.

- Write “just enough” (enough to help you remember what happened, but not too much detail). “Avoid writing something that you may be uncomfortable explaining later” (p. 309).
- Don’t Speculate (avoid assigning meaning to play).
- Note safety issues
- Indicate progress

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Play Therapy Session Note

- Client: Ben Example
- DSM-5 Example Date: 1/1/20
- Time: 30 min
- OMT: 053A
- Diagnosis: OMT 312.8
- Credentialed: Rosie Newman, LMHC
- Participants: Client only
- Description: Client is adjusting to new school and is experiencing distress with aggressive symptoms with peers and at home.

I declare that these services are medically necessary and appropriate to the recipient’s diagnosis and clinical needs.

PRETENANT SIGNATURE: ______________________ DATE: __________

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Practical Application

Complete a Play Therapy Session Note for Dana (or your practice client) using the TEMPLATE or the Electronic Form Filler

Recall your GROWTH objectives identified in Dana’s Treatment Plan

Focus on examples of progress towards GROWTH objectives

Tools and Resources

• Electronic Health Record Systems (EHR)
  - Intake Q – Customizable treatment plan templates and progress notes
  - Therapy Notes use the promo code SUCCESS20 to receive 2 months free
  - Simple Practice – Create an “assessment” Template
  - Using the template generator with G-Suite
  - Need a BAA with Google to be HIPAA compliant
  - Need to purchase Form Publisher
  - Contact SPT to discuss customizing the Template provided for on-going use in your practice
  - Open to Feedback

Integration and Implementation

• How might looking at progress towards GROWTH objectives change how you think about (or communicate about) progress in play therapy?
• How might you integrate this framework into your practice?
• What barriers can you see to implementation?
• How might you personalize this approach to better suit your needs?

References

• Association for Play Therapy Website. Stages of Play. [Online]. Available: https://www.a4pt.org/page/ParentsStagesofThera

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### Prompts for Assessing Progress (Haworth, 1982)

- Is there less dependence on therapist? Less concern about other children using the room or seeing the therapist?
- Can the child now see and accept both good and bad in the same person?
- Have there been changes in (the child’s) attitude towards time, in terms of awareness, interest or acceptance?
- Has there been a change in reactions to cleaning up the room?
- Is there evidence of insight, self-evaluation? (Compare self to previous actions?)
- Change in amount/quality of the verbalization?
- Is there less aggression towards, or with, toys?
- Does the child accept limits more readily?
- Is there less regressive play?
- Is there less gorging on cookies? Does the child now offer to the therapist?
- Is there less fantasy or symbolic play or more creative constructive play?

[Haworth, 1982, pg. 245-246]