

# Quality Progress Notes Using TARP – Resource Packet

## Consumer Profile Example “Bob”

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Bob, a CCS Consumer, has been receiving intensive mental health services in an adult day treatment setting for the past 4 weeks. Bob’s goals on his service plan include using coping skills when experiencing social anxiety, being connected to community resources and learning more about his diagnoses and benefits of medications. Your role is to provide “Individual Skill Development and Enhancement” related to his Recovery Plan Goals of, “Using coping skills when experiencing social anxiety and being connected to community resources.” Your plan today is to take Bob into the community to work on coping skills in social situations and connect him to community resources. You typically do this twice weekly.



On the ride to the Community Center, you and Bob talk about what activities will be occurring there today so that Bob will have less anxiety about what to do when he arrives. You also talk with Bob about what coping skills he may try if he is feeling anxious while he’s there. Bob also tells you what he had for breakfast that morning and that he likes the food.

You and Bob arrive at the Community Center and he carries out his plan to join a game of cards with his peers. You watch from nearby, and Bob seems to enjoy the game. He only needs one reminder from you as to what his plan was once he got inside. Bob went outside for a cigarette once during a break from the game. You helped Bob grab an activity calendar for next month.

Upon leaving the Community Center, you and Bob have a plan to go to the bank, as he needs help explaining to cashiers what he needs due to his anxiety. On the way to the bank, you and Bob talk about how things went at the Community Center (he says he had a “terrific” time) and whether he used any coping skills.

At the bank, you help Bob explain that he needs to cash a check and add to his savings. Bob seems to be doing better with navigating banking needs, as he does most of the talking with one reminder from you.

Adapted from materials used by Brown County’s CCS Program  
This is a fictional scenario developed for educational purposes only.

## Activity – What’s Missing from this TARP Note?

### Assessment and Activity

Example: Writer transported and accompanied Bob to the community center. On the way there we talked about what he likes to eat for breakfast. At the Community Center Bob played cards and picked up an activity calendar. Writer drove Bob to the bank so he could cash a check. Bob was appropriate with the bank teller.

What’s Missing from the “A” Section in this example?

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### Response / Progress

Example: Bob responded well to interventions.

What’s Missing from the “R” Section in this example?

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### Plan / Next Steps

Example: Writer will accompany Bob to the Community Center next Friday.

What’s Missing from the “P” Section in this example?

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## Sample of Quality TARP Note Entries

### Treatment Goal

Writer and Bob met today to work on his service plan goal of using coping skills when experiencing social anxiety and being connected to community resources.

### Assessment and Activity

Bob was well groomed and in a good mood when writer picked him up at day treatment. Writer and Bob drove to the Community Center so he could learn about this resource and also practice coping skills in a social setting. During the drive, writer and Bob discussed what activities are offered today at the Community Center so Bob could have a plan prior to arrival, which would hopefully lessen his anxiety once inside. Writer also explored with Bob possible coping skills (deep breathing, positive self-talk, taking a break) he can utilize if he does feel anxious. Upon arrival at the Community Center, Bob appeared uneasy but went inside without prompting. Once inside, writer prompted Bob one time to follow through with his plan to join a card game with his peers. Writer monitored Bob during the activity, watching for any signs of distress or need for cues. When game ended, writer and Bob explored what the facility had to offer, and writer prompted him to take an activity calendar for the month. Writer and Bob processed time spent at the Community Center during ride to the bank to cash check. Bob stated, "I had a terrific time!". Writer praised Bob for using his coping skills. At the bank, writer assisted Bob in cashing check and adding money to his savings. Writer cued Bob once while he was communicating with teller.

### Response / Progress

Bob responded well to interventions. Bob did a nice job remembering the various coping skills that are indicated on his service plan discussed on the way to the Community Center. Bob appropriately followed writer's prompt to ask a group if he could join their card game. Bob agreed that he should keep a Community Center calendar on his fridge and said, "I'll definitely go back but try something different". Bob was able to share that he felt nervous going inside but did some deep breathing and positive thinking, which helped. Bob is also increasing independence with banking and did most of the talking with teller today.

### Plan / Next Steps

Writer will see Bob again next Friday. Bob would like to continue to practice the skills he's learning in the Community Center setting, with a goal of initiating conversation without prompting.

# TARP Note Summary

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## Treatment Goal

- Taken directly from the Recovery Plan

## Assessment and Activity

### Assessment

- how is the person doing? Include mental status observations

### Activity

- Describe the activity / intervention you provided, including how you supported the consumer
- Reference language from the CCS Service Array
- Include how the intervention relates to the consumer's goal
- Medicaid wants:
  - To know what you as the provider did during the service time
  - To see that you provided skilled interventions that require knowledge and experience
- Medicaid does not pay for:
  - passive or custodial services, therefore "observing" or "overseeing" the individual's activity is not a Medicaid reimbursable service
  - Providers to "accompany" an individual to an activity. Describe why the person needed you along for the activity

## Response

- Describe the consumer's response to / participation in working toward the goal
  - How did the individual respond and how do you know?
  - Did the consumer's participation indicate a benefit from your services?
  - As the consumer, what did they get out of the contact? How do they think it helped them?
  - Check with consumer if they agree with your observations
  - What does the consumer think about their progress? How comfortable are they with the skills/task?

## Plan / Next Steps

- Describe the plan for the next meeting, or next step in the intervention
- Reinforces the need to regularly discuss future objectives that might support progress toward the consumer's goals
- Sets the stage for forward movement / growth

## Examples of Words used to Document Activities / Interventions

|                         |                          |
|-------------------------|--------------------------|
| Acknowledged            | Identified               |
| Addressed               | Inquired about           |
| Affirmed                | Informed                 |
| Aided                   | Led client in practicing |
| Asked about             | Modeled                  |
| Assisted client in/with | Monitored                |
| Clarified               | Praised                  |
| Cued                    | Pointed out              |
| Coached                 | Problem solved           |
| Demonstrated            | Processed                |
| Discussed               | Provided                 |
| Directed/Redirected     | Reflected                |
| Educated                | Refocused                |
| Encouraged              | Reframed                 |
| Engaged in role play    | Reinforced               |
| Examined                | Responded to             |
| Explained               | Reviewed                 |
| Explored options        | Recommended              |
| Evaluated               | Supported                |
| Facilitated             | Trained                  |
| Guided                  | Verbalized               |
| Helped                  |                          |