

Example of School Social Work Documentation Pupil Services Documentation Workshop

Considerations for Content:

1. Needs, strengths (baseline)
2. Goals/Plan
3. Team members and roles
4. Progress

(For Documenting IEP progress refer to [DPI's Form](#)).

Example 1 - You have been included on Sasha's Student Services Problem-Solving Team. You have documented the following information to share with the team.

Needs, strengths (Info related to baseline)

- (Need) Sasha has engaged in two fights this semester after getting angry at peers on the playground or hallway.
- (Strength) Sasha reports having avoided two fights this year by walking away.
- (Need) Sasha has difficulty connecting physical signs of dysregulation with feelings. She is unable to describe how her body reacts to frustration or anger.
- (Strength) Sasha has strong support from mom.
- (Strength and need) Sasha can describe various coping strategies, however reports being unable to use them in the moment.

Goal

- **Goal:** In 4 weeks, Sasha will develop and demonstrate effective emotional regulation skills by independently employing at least two appropriate coping strategies in response to emotional challenges, as observed by teachers and documented in daily logs, in 8 out of 10 instances.
- **Get to the root cause:** Why does she have conflicts with peers that lead to frustration and anger? What need is the fighting meeting? What unmet needs led to the frustration and anger?

Plan

- I will meet with Sasha 15 minutes twice a week to develop positive rapport and work through Zones of Regulation lessons 1-1.
- I will communicate with mom the plan, and go over emotional regulation plan, and periodic check ins.
- Plan includes a focus on connecting thoughts, feelings, and behaviors, especially noticing physical signs of dysregulation.
- Plan includes completing a [Emotional Regulation Plan](#) and practicing using coping strategies first as role plays and then in various settings.
- Establish rapport that supports Sasha and I to better get to the root cause.

Team members and roles

- SSW will work on specific regulation lessons and practice (see above). Build a relationship based on empathy and positive regard for the student. Coordinate communication between home, school and community/providers.
- Mom will check in with Sasha on feelings at school nightly.
- Classroom teacher will help Sasha recognize when she is getting dysregulated (frustrated, angry) and what she is noticing.

Example of School Social Work Documentation Pupil Services Documentation Workshop

- Classroom teacher will remind Sasha to use coping strategies.

Progress

- In the last 4 weeks I have met with Sasha 7 times (she was absent one scheduled session) and spoken with mom twice.
- We have completed Zones lessons 1-4, and have an emotional regulation plan created (including input from mom).
- Sasha has identified 4 main coping strategies and has practiced them in my office.
- Next steps include more Zones lessons, and practicing regulation in various locations.

Example of documentation after a single session with Sasha:

- **Needs/strengths**
 - She was energetic and engaged during the session. She said she noticed that her “cheeks felt hot” when she was frustrated in math class even before Ms. Nicely mentioned it.
- **Plan/Progress**
 - Completed Zones lesson 3. I still need to get mom’s input on the emotional regulation plan.

Example personal note/memorization aid:

- Remember to ask Sasha next session about her conflict with Suzie.
- Schedule a time to call mom.