

Functional Family Therapy

*PROGRESS NOTE

Motivation/Engagement Phase

(Early Sessions)

~ ***SAMPLE PROGRESS NOTE ONLY** ~

Client Name / Case Number: Youth
Doe / 11111-1111

Session
Date: 00/00/00

Therapist #:

Session Number: 1

This Session: Engagement/Motivation Phase

*Goals of the session and progress made toward those goals in **this session***

Initial Family Presentations

Present: Mom, youth and youth's younger sister (9 years old). The family presented as friendly and good-natured. They laughed with each other, and this therapist, frequently. Youth's mother was talkative and immediately discussed the number of stressors in her life (can't make mortgage payments, single-parent, bills overdue, mental health and medical issues). She also discussed the kids' fighting as another stressor. Youth was friendly, but not talkative. His mother often interrupted when he spoke (not in a negative or blaming way, just added to what he was saying). His sister was quiet and told her mom she would not speak and did not want counseling. She eventually became a bit more talkative and pleasant with this therapist. The kids identified a partial problem in mom's mood changes (when "manic" she is "annoying").

SESSION INTERVENTIONS

Relationship Building

Youth had a football sports jersey on, which prompted a brief Super Bowl discussion. He smiled and relaxed upon starting with this conversation. See "Matching" for further relationship building.

Initial Family Presentations Addressed Through:

Matching

In pre-engagement, learned that sister was unhappy about starting services. She stated to her mother that she would not speak. This therapist did not press her to talk, but

commented on her strengths to her mother. This way, addressed her strengths without putting her off. Youth's mother immediately jumped into listing the number of stressors in her life. It was evident she was a bit anxious about this and how she would be perceived. This therapist acknowledged the level of stress that she is under, which in turn becomes a stressor for the whole family because she is a key part (responding to her being a strong, single mother). The entire family is funny, so used humor to approach topics that they were OK with (like mom and dad's relationship). Remained serious and more "professional" when discussing the things that mom became more serious about (her mental health history, previous abusive relationship). The family has a history of a variety of services, so the use of professional language mixed with a genuine humor seemed to work for them, as it both solidified my expertise, but also made me approachable.

Interrupting/Diverting

Youth's mom was not negative, but was more problem focused (the list of stressors, acting out of kids). She tends to be excessive in her speech and this therapist could see the children rolling their eyes or zoning out. Interrupted her with a relational statement about "stress." Turned to a discussion about the family's tight-knit relationships which is a huge strength and how when stressors become unbearable, the family begins to lose patience with each other. Turning to this theme of "stress and being intune to each other" helped to quell mom's discussion of each individual stressor, and rather led to a discussion about the impact stress has upon them all.

Sequencing

Mom relayed what happens when she and her daughter are bickering (which they are fine with but bothers Youth - they all readily agreed with that). Sequenced it back to them as: So, during times of light stress - everyone's feeling pretty good - you and your daughter bickering may be an annoyance to Youth, but you can all laugh it off. However, during times of high stress, maybe a bad day at work/school, the bickering is more intense and Youth's response is more intense. Youth, rather than escalate the fight, goes to his room and cries in order to get out his frustration. Mom picked up saying this inverted "acting out" he does scares her. She is used to herself who is more outward in the "freaking out."

Point Processing

None in this session.

Reframing	None this session. See "Interrupting/Diverting."
Strength-based Relational Statements	SBRS to mom about her being in-tune to the kids and respectful of their stressors as well. Discussed the rarity of finding a parent who will acknowledge and be sympathetic to the stressors of childhood and adolescence. This impact was great in that she became even more relational in her discussion of stress.
Theme Hints	Stress, being in-tune w/each other
Relational Themes	See "sequencing."

ASSESSMENT

Risk and Protective Factors

	Family Perspective Which family member sees factor as a problem?					Therapist Perspective How important do you see these factors?
	Father	Mother	Adol	Sib1	Sib2	Importance
Parenting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Very ▼
Communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Very ▼
Problem Solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Little ▼
Family Negativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not ▼
Adolescent Substance Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not ▼
Parent Substance Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not ▼
School Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not ▼
Delinquency Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not ▼
Running Away	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not ▼
Peer Group Influence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not ▼

Family Relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Very
Marital Discord	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not

Additional Protective and Risk Factors

Relational Assessment

Behavioral Pattern

Youth's sister will go in his room - he asks her to leave because he wants privacy - she will refuse - he'll ask again - she will refuse, and go further into his room - he will, with clenched teeth tell her to leave...

Mom and daughter often go out. Youth will not go with them - he does not enjoy it. They don't seem to take offense at all. When he has to accompany them, he is often angry at them because they are loud and bring attention to themselves (they don't notice - he does).

Relatedness Functions

Relationship dyad

How sure are you?

Mother figure...adolescent	2	Somewhat sure
Adolescent.....mother figure	2	Somewhat sure
Father figure...adolescent		
Adolescent.....father figure		
Husband.....wife		
Wife.....husband		

Hierarchy Functions

Relationship dyad

How sure are you of this assessment?

Mother figure...adolescent	3, Symmetrical	Very sure
Father figure...adolescent		
Wife.....husband		

SESSION OUTCOME

Progress

made toward this goal (this session)

Progress

made toward this goal (overall)

Balanced Alliance

good

good

Build Hope

significant

significant

Reduce Blame

progress

progress

Reduce Negativity

significant

significant

Building Relational Focus

progress

progress

NEXT SESSION PLAN

Phase

Engagement/Motivation

Assessment Focused Questions

Need to get more information about the family pattern - would like to know how issue of his sister being in his room gets resolved. Does mom step in?

Goal Focused Questions

Who to engage? (check all that apply)

☐

Dad

☒

Sibling

☐

Adolescent

☐

Mom

Specific Session Plan

Describe your targets and goals for your next session. Consider what is necessary to engage different family members, to create a more relational focus, to motivate family members, and to assess relational functions

This is a family where mental health issues have impacted them for such a long time that they are on edge all of the time. It seems that this edginess impacts their ability to talk about things when there is any additional stress. They all tend to shut down or shut each other down in different ways.

Between Session

Intervention Plans:

Describe what interventions (phone calls, learning about family/community resources, etc) you plan before next session.

We set up a tentative session date but need to call mom on Monday when she gets her work schedule for the week to make sure it's okay.

Agency Related Information

Review of assessments in session: no indication of suicide/homicide in assessments for all participants and observed no evidence of this either (no hopelessness or excessive sadness, etc).

Sample progress note provided by May Ambrogi. Names and identifying information were changed in order to ensure confidentiality of family.