This Session: Engagement / Motivation Phase

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

Therapist is to summarize how the family presented in the session. List attribution (that which they blame) of each person's perspective. Include physical and verbal interactions between family members. Therapist should remain objective with description and use quotes when stating what family members said.

Initial Family Presentations

SESSION INTERVENTIONS

Therapist should describe what they did which represents how they developed rapport, displayed genuine concern, warmth and non-judgmental focus in session. Areas to consider may be the flexibility in scheduling to meet family schedule, discussion of common interests, comments towards family members which engage them into relationship building discussions. How did therapist reduce barriers to treatment?

Relationship Building

Initial Family Presentations Addressed Through:

Matching

Therapist should describe what they did to "compliment" each family member. Areas of focus may include: tone of voice, talking to dad first as he holds the power in the room, reducing length of time of session due to family schedules, youth's ADHD etc. Therapist should ALWAYS be aware of family culture, religion etc. when they attempt to match.

Interrupting/Diverting

interrupting: Therapist should describe what they did to stop or pause in the moment negative interactions in a strength based
Diverting: Therapist should describe what they did to stop or pause the potential of a negative interaction to occur.

Sequencing is when a therapist interrupts a negative interaction between family members whom are arguing about something which occurred OUTSIDE of session time. It is also possible to sequence an "outside session time interaction" the family shares which was not negative. Emphasis is placed on within family interaction.

Point processing is when the therapist moves to an interaction occurring within the session time and highlight the strength. This technique allows the therapist to move directly to negative interactions and not avoid difficult family interactions or experiences.

Therapist attempt to interrupt negativity by giving a different meaning (noble or benign) to an event, emotion or behavior. Reframes are not intended to "excuse" bad behavior but to give a possible more noble intended meaning to the behavior.

Statements implying strength, perhaps even nobility, and a positive aspect of what appears as “negative” (problem) behaviors:

Short comment about a possible alternative domain (especially emotional / affective) involved in negative behavior – one that tends to arouse less blaming and negativity.

Relational themes often are quite non-specific with respect to recent behaviors. Often they capture years of relational unhappiness, dysfunction, and negative attributions about self.

identifies a specific sequence, usually of within-family behaviors, and provides reframes and/or relabels of most or all of the specific behavioral elements, doing so in a way that suggests non-malevolent intent or “reasons” behind all family members’ behaviors.

ASSESSMENT

Risk and Protective Factors
<table>
<thead>
<tr>
<th>Family Perspective</th>
<th>Therapist Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which family member sees factor as a problem?</td>
<td>How important do you see these factors?</td>
</tr>
<tr>
<td>Parent Figure 1</td>
<td>Parent Figure 2</td>
</tr>
<tr>
<td>Parenting</td>
<td>☐</td>
</tr>
<tr>
<td>Communication</td>
<td>☐</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>☐</td>
</tr>
<tr>
<td>Family Negativity</td>
<td>☐</td>
</tr>
<tr>
<td>Adolescent Substance Use</td>
<td>☐</td>
</tr>
<tr>
<td>Parent Substance Use</td>
<td>☐</td>
</tr>
<tr>
<td>School Attendance</td>
<td>☐</td>
</tr>
<tr>
<td>Delinquency Behavior</td>
<td>☐</td>
</tr>
<tr>
<td>Running Away</td>
<td>☐</td>
</tr>
<tr>
<td>Peer Group Influence</td>
<td>☐</td>
</tr>
<tr>
<td>Family Relationships</td>
<td>☐</td>
</tr>
<tr>
<td>Marital Discord</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Additional Protective and Risk Factors**

The above "list" recognizes common risk factors often associated with family conflict. Family perspective: Therapist will select those risk factors each family member reported to have concerns about. Therapist Perspective: Therapist is to select what they see as risk factors. Additional Risk and Protective Factors: Therapists are to always list protective factors and additional risk factors in this box.

**Relational Assessment**

**Behavioral Pattern**
Therapist is to describe what is the TYPICAL behavioral interaction of family members. These may be relationship specific or the entire family. THIS IS NOT THE PLACE TO WRITE WHAT FAMILY MEMBERS THINK THEY WANT, OR WHAT THERAPISTS THINK THE FAMILY MEMBERS MEAN OR WHAT THEY ARE LOOKING FOR OUT OF THE INTERACTION. A Pattern simply is. The therapist is to write "what it is" in this box.

Relatedness Functions

<table>
<thead>
<tr>
<th>Relationship dyad</th>
<th>How sure are you?</th>
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<tbody>
<tr>
<td><strong>Parent Figure 1...adolescent</strong></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Parent Figure 2............Parent Figure 1</strong></td>
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Hierarchy Functions

<table>
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<tr>
<th>Relationship dyad</th>
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</table>

SESSION OUTCOME

<table>
<thead>
<tr>
<th></th>
<th>Progress made toward this goal (this session)</th>
<th>Progress made toward this goal (overall)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balanced Alliance</td>
<td>* CHOOSE ONE*</td>
<td>* CHOOSE ONE*</td>
</tr>
<tr>
<td>Build Hope</td>
<td>* CHOOSE ONE*</td>
<td>* CHOOSE ONE*</td>
</tr>
<tr>
<td>Reduce Blame</td>
<td>* CHOOSE ONE*</td>
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<td>Reduce Negativity</td>
<td>* CHOOSE ONE*</td>
<td>* CHOOSE ONE*</td>
</tr>
<tr>
<td>Building Relational Focus</td>
<td>* CHOOSE ONE*</td>
<td>* CHOOSE ONE*</td>
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NEXT SESSION PLAN
Phase

Assessment Focused Questions
What areas within the relational assessment is the therapist curious or uncertain about. Therapist focus should be to consider questions which will help assist with the relational assessment. For example:
Therapist is not sure how Dad engages with the family when he comes home from work.

Goal Focused Questions
What Motivation Phase goals is the therapist uncertain about. Therapist focus should be to consider questions which anchor to the goals of the motivation phase. For example: Mom continues to blame son- therapist will focus on statements to acknowledge mom's fear and questions to clarify mom's struggle (offer theme hints or possible reframe).

Who to engage? (check all that apply)
☐ Parent Figure 1  ☐ Sibling  ☐ Adolescent  ☐ Parent Figure 2

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

Therapist is to develop a phase based session plan which targets the phase of the model the next session will be in. Therapists are strongly encouraged to display techniques they will use with examples of the technique.

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

Therapist will report plan between sessions which is clinically indicated and links to phase of the model treatment is in.

Agency Related Information
Agency discretion.

SELF REPORT

Adherence Self Report - Therapist
In general, today I was (overall) on track, doing what I was supposed to be doing for this phase with this family:

☐ 0) Not at all. I was pretty much completely off the mark
☐ 1) A little, but more “no” than “yes”
☐ 2) On average OK; more “yes” than “no”
☐ 3) Most of the time. Sure, in retrospect, I could have done a few things more adherently, but given the realities of working “in the trenches” I was pretty “right on.”

Competence Self Report - Therapist
In terms of when I was adherent, I did so:

☐ 0) Not at all
☐ 1) Routinely but not particularly well
☐ 2) OK – sometimes matched and was creative and nicely flexible, sometimes not:
☐ 3) Quite a bit

Signed:_________________________________________
Date:__________________________________________
Functional Family Therapy
PROGRESS NOTE
Behavior Change Phase
(Middle Sessions)

Client Name / Case Number: Clay Mathews / 9072
Session Date: 04/04/16
Therapist Name: Kellie Armey
Session Number: 4

This Session: Behavior Change Phase
Goals of the session and progress made toward those goals in this session

BEHAVIOR CHANGE PHASE PLAN
Describe Behavior Change Phase Plan.
Therapist should state what the overall plan for the behavior change phase is. Included should be specific skill development which targets within family risk factors and the youth's referred behavior. Therapists should reflect the plan is grounded from the relational assessment completed prior to moving into the behavior change phase. Therapists should not overwhelm with too many skills.

SESSION INTERVENTIONS
Introduced new skills
Therapist should report what skill they taught each family member during THIS SESSION.

Practiced new skills -- provide examples of how family scenarios were used for skill development
Therapist should report how the family practiced the above skills in this session. Practicing skills in session is not an option in FFT. Families need to display in session their ability to understand and apply the skill.

Matched new skills to relational functions
Therapist should report on how they matched the skill training to the family members relational functions.

Reviewed skill progress in session
Therapist should always review IN SESSION the families progress in demonstrating skills learned.

Assigned homework
Therapists should always assign homework. At the basic level it could be to practice the skill with specific guidelines outside of session time.
ASSESSMENT

Match of Behavior Change Interventions with Client

Relational Functions

Accuracy of original relational assessment

Family member motivation maintained

Relational Assessment

Behavioral Pattern

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OUTCOMES

This Session  Overall
NEXT SESSION PLAN
Phase

Assessment Focused Questions
Behavioral Assessment focus for the therapist. What would be helpful to know more about or to understand to ensure the new skills being learned will work.

Goal Focused Questions
Goals of the behavior change phase are specific to reducing risk factors and increasing protective factors. How are the skills addressing these? What else would be helpful to know to ensure the skills are a good match to family members and increase likelihood of successful skill application.

Specific Session Plan: Describe what specific skills you will review and/or what skills you may introduce from the Behavior Change Phase Plan.
Therapist is to plan what they will concretely do in the next session which continues to build on the current skill/s families are learning or the possibility of adding in additional skills or steps to reach the overall behavior change plan.

Between Session Intervention Plans: Describe what interventions (phone calls, learning about family/community resources, etc) you plan before next session.
Should be clinically indicated and can include: phone calls to check in on family practicing of skill, planned call to check in at stressful times to decrease family non-compliance with skill building or drop out.

Agency Related Information
agency discretion.

SELF REPORT
Adherence Self Report - Therapist
In general, today I was (overall) on track, doing what I was supposed to be doing for this phase with this family:

- 0) Not at all. I was pretty much completely off the mark
- 1) A little, but more “no” than “yes”
- 2) On average OK; more “yes” than “no”
3) Most of the time. Sure, in retrospect, I could have done a few things more adherently, but given the realities of working “in the trenches” I was pretty “right on.”

Competence Self Report - Therapist

In terms of when I was adherent, I did so:

- 0) Not at all
- 1) Routinely but not particularly well
- 2) OK – sometimes matched and was creative and nicely flexible, sometimes not:
- 3) Quite a bit

Signed: ________________________________________
Date: __________________________________________
GENERALIZATION PHASE PLAN

Describe Generalization Phase Plan.

Overall plan the therapist will complete to ensure family sustainability of changes made during the behavior change phase. The therapist must consider relapse planning for all families, helping families utilize skills in other areas of potential risk, and be thoughtful of what natural/community resource would be helpful to support the family change.

SESSION INTERVENTIONS

Generalization of Skills -- discuss internal and external family application of skills

Therapist should describe areas of risk (school, probation, peers etc.) and how the family will utilize the skills they learned from behavior change phase to these areas of risk.

Therapist should have the family practice the skills in session as they attend to the actual continued risk factor or area of potential risk.

Maintenance of Change (Relapse Prevention)

All families will receive a relapse prevention plan. Therapists should assist the family with a plan which well help them remember to use the skills they have learned when risk factors arise.

Resource Links that Decrease Risk and Enhance Protective Factors

Resources are not an automatic response. Therapists should assist family with locating community resources to support positive change. Family members are encouraged to follow through with resources unless a formal referral is required. Therapists should utilize natural resources within the families environment.
Match of Generalization Interventions with Family Relational Functions

External Family Risk Factors that may impede family’s maintenance of change. For example: school, juvenile justice system, neighborhood, job loss, homelessness, etc.

Therapist should document the external risk factor and how the family will generalize change based on their relational functions. For example if mom is autonomous and school is a risk factor for her son, the therapist should assist family with brief mom/school check-ins to monitor progress.

External Family Protective Factors that may enhance family’s maintenance of change. For example: school, juvenile justice system, neighborhood, extended family, new job, church, etc.

Therapist should assist family with locating external protective factors which will increase likelihood of family continued success. As with external risk factor planning, therapists must consider the relational functions of each family member and how these match to external protective factors.

Relational Assessment

Behavioral Pattern

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<tr>
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<td></td>
</tr>
</tbody>
</table>

Hierarchy Functions
### OUTCOMES

<table>
<thead>
<tr>
<th><strong>Improved family ability to manage relapses</strong></th>
<th>This Session</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>* CHOOSE ONE *</td>
<td>* CHOOSE ONE *</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Improved family’s ability to respond to “new situations” using recently acquired skills</strong></th>
<th>This Session</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>* CHOOSE ONE *</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Aided family in linking to community resources that support their positive family changes</strong></th>
<th>This Session</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>* CHOOSE ONE *</td>
<td>* CHOOSE ONE *</td>
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</table>

### NEXT SESSION PLAN

**Phase**

**Assessment Focused Questions**

Community to family assessment is the focus in the generalization phase. The therapist likely already is aware of community risk and protective factors however the assessment focused question is important when assisting with matching the family to the best services based on continued reduction of risk factors, increasing pro-social factor while maintaining family functions.

**Goal Focused Questions**

Therapist response should anchor in the goals of the generalization phase. Question/thoughts associated with further development of reaching phase goals.

**Specific Session Plan: Describe plans (areas of practice, how you will match-to relational functions) for relapse prevention and generalization of skills in your next session. Indicate if you plan to help family connect to any resources.**

Therapist should develop a concrete session plan focused on the generalization phase goals for the next session.

**Between Session Intervention Plans: Describe what interventions (phone calls, learning about family/community resources, etc) you plan before next session.**
Possible therapist activity which is planned with the family to promote continued family success. This could include referrals, calls to family to follow up if the family contacted resources.

**Agency Related Information**

agency discretion.

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**SELF REPORT**

**Adherence Self Report - Therapist**

In general, today I was (overall) on track, doing what I was supposed to be doing for this phase with this family:

- 0) Not at all. I was pretty much completely off the mark
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**Competence Self Report - Therapist**

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Signed: _______________________________________
Date: ________________________________________