

## Service Notes

### Data

Please remember that data-driven service notes are required. The data should relate to the goals and objectives addressed during the service.

### SOAP Format

HPREC requires all related service providers to use the SOAP Notes format for documenting service notes.

S-Subjective

O-Objective

A-Assessment

P-Plan

**Service Notes:** You will want to ensure that you include the answer to each of these questions within each note:

- Why did the student present for service/treatment?
- What kind of treatment did student receive?
- What was observed during the service/treatment?
- What was the outcome of the service/treatment?
- Is follow-up needed?

Example 1:

**S:** Student A needed to use the restroom twice during therapy.

**O:** Focus on G#1 - Objective: When asked to "stand on one foot," Student A maintained his balance on one foot for 6 seconds, 2 of 5 trials. Objective 2: Student A hopped two consecutive times on one foot, left or right. Student A demonstrated cross crawl patterns x 40, touching opposite hand to his knee. Student A addressed upper extremity weight bearing and balance skills while prone on the therapy ball, assembling a puzzle.

**A:** Student A's tolerance to therapy was fair to good. He is progressing with hopscotch. Balance skills were improved following sensory learning activities on the swing and therapy ball.

**P:** Therapy will resume in the fall, addressing balance, locomotion and coordination skills

Example 2:

**S:** Mood happy to slightly irritable. The student appeared to more clearly understand the session purpose and expectations.

**O:** Lessons and activities were presented to facilitate mastery of Goal #1. Continued with discussion on how we make good decisions. Reviewed 1-6 decision scale. Reviewed scenarios and personal decision-making. Watched/discussed marshmallow video to support self-control.

**A:** G#1: Tried for the first time. 1/4 skills without prompting. With prompting, increased to 4/4 skills. Student acknowledged how her behavior could disrupt both her learning and her peers' learning.

**P:** Continue with support to assist student with self-control and appropriate behavior.