**BRS Notes**

**Month/Year\_\_\_\_\_/\_\_\_**

**Week of: Sun\_\_\_\_/\_\_\_\_/\_\_\_\_\_\_\_\_to Sat\_\_\_\_/\_\_\_\_/\_\_\_\_\_\_\_\_ Current Date:\_\_\_/\_\_\_\_/\_\_\_\_\_\_\_\_**

**Name of Youth:**

**Name of Proctor Providing BRS Treatment Service:**

**BRS Treatment goals:**

**1.**

**2.**

**3.**

**Identify the BRS Treatment Tool Used**

| **Prevention Activity - Time allotted is up to 1.5 hours per session**Scheduled or impromptu individual or group activity that involves role plays/videos and/or worksheets that teach problem solving skills related to the youth’s BRS treatment goals. **STG (Skill Training Groups), IST (Individual Skills Training) GC (Group Counseling), IC (Individual Counseling)** |
| --- |
| **Intervention Strategy - Time- Up to 45 minutes per Intervention**Collaborative Problem Solving - Plan A, B, or C must be identified in the BRS note. **PSC (Problem Solving Conversation), CD (Crisis De-escalation)**  \*If the intervention exceeds 45 minutes then an incident report must be written.  |
|  **Example BRS Notes:****PREVENTION ACTIVITY****Identify the event** One to Two SentencesYouth watched a 30 minute video and/or completed a worksheet on anger management.**How was the BRS Treatment Goal addressed?** One to Two SentencesThe video/worksheet teaches them coping skills in managing their anger.**What specific coping skills were taught to the youth from the video/worksheet?** One Sentence *Please give an example(s)*The video and worksheet taught deep breathing exercises and mindfulness exercises for calming. **INTERVENTION STRATEGY****Identify the event** *One to Two sentences*Youth shouted profanity at me when being told they must wash their hands before going into the fridge.**How was the BRS Treatment Goal addressed?** *One to Two sentences*I reminded the youth of their behavior goal to take a moment to calm before reacting. **How was the CPS Plan A, B, or C Strategy used?**  *Two to Three sentences*Plan B-We then agreed to work together to discuss their strategies from their MSP/or their personal coping skills list that helps them to calm. I helped them to pick one of their coping skills that they felt good about using at that moment to calm themselves down.  |

| **CPS (Collaborative Problem Solving) is REQUIRED for every Intervention Strategy Plan A/B/C:** Plan A – A hard no, (your plan is a safety option) Plan B – worked together to solve the problem, Plan C – dropping the problem for now.  |
| --- |

| **Goal #** | **Prevention or Intervention Type (ex: IST - Individual Skills Training)**  | **CPS Plan Used (A,B, or C)** | **Allotted Time Used** | **Describe the Prevention Activity or Intervention Strategy you used, and how it related to the youth’s BRS Treatment Goal you are addressing.** See Above for BRS Note Examples of how to document a Prevention Activity or an Intervention Strategy |
| --- | --- | --- | --- | --- |
|  |  |  |  | **Identify the event**– *One to Two sentences***How was the BRS Treatment Goal addressed?:** *One to Two sentences***How was the CPS Plan A,B, or C used?**: *Two to Three sentences:* (**complete** **for Intervention Strategy only**) **What specific coping skills were taught to the youth from the video/and or worksheet?** (**complete** f**or Prevention Activity only**) Give examples: |
| **How the youth responded, what the youth** (**NOT THE PROCTOR’s OPINION**) **said or did. -** One to Three sentences |

| **Goal #** | **Prevention or Intervention Type (ex: IST - Individual Skills Training)**  | **CPS Plan Used (A,B, or C)** | **Allotted Time Used** | **Describe the Prevention Activity or Intervention Strategy you used, and how it related to the youth’s BRS Treatment Goal you are addressing.** See Above for BRS Note Examples of how to document a Prevention Activity or an Intervention Strategy |
| --- | --- | --- | --- | --- |
|  |  |  |  | **Identify the event**– *One to Two sentences***How was the BRS Treatment Goal addressed?:** *One to Two sentences***How was the CPS Plan A,B, or C used?**: *Two to Three sentences:* (**complete** **for Intervention Strategy only**) **What specific coping skills were taught to the youth from the video/and or worksheet?** (**complete** f**or Prevention Activity only**) Give examples: |
| **How the youth responded, what the youth** (**NOT THE PROCTOR’s OPINION**) **said or did. -** One to Three sentences |

| **Goal #** | **Prevention or Intervention Type (ex: IST - Individual Skills Training)**  | **CPS Plan Used (A,B, or C)** | **Allotted Time Used** | **Describe the Prevention Activity or Intervention Strategy you used, and how it related to the youth’s BRS Treatment Goal you are addressing.** See Above for BRS Note Examples of how to document a Prevention Activity or an Intervention Strategy |
| --- | --- | --- | --- | --- |
|  |  |  |  | **Identify the event**– *One to Two sentences***How was the BRS Treatment Goal addressed?:** *One to Two sentences***How was the CPS Plan A,B, or C used?**: *Two to Three sentences:* (**complete** **for Intervention Strategy only**) **What specific coping skills were taught to the youth from the video/and or worksheet?** (**complete** f**or Prevention Activity only**) Give examples: |
| **How the youth responded, what the youth** (**NOT THE PROCTOR’s OPINION**) **said or did. -** One to Three sentences |

| **Goal #** | **Prevention or Intervention Type (ex: IST - Individual Skills Training)**  | **CPS Plan Used (A,B, or C)** | **Allotted Time Used** | **Describe the Prevention Activity or Intervention Strategy you used, and how it related to the youth’s BRS Treatment Goal you are addressing.** See Above for BRS Note Examples of how to document a Prevention Activity or an Intervention Strategy |
| --- | --- | --- | --- | --- |
|  |  |  |  | **Identify the event**– *One to Two sentences***How was the BRS Treatment Goal addressed?:** *One to Two sentences***How was the CPS Plan A,B, or C used?**: *Two to Three sentences:* (**complete** **for Intervention Strategy only**) **What specific coping skills were taught to the youth from the video/and or worksheet?** (**complete** f**or Prevention Activity only**) Give examples: |
| **How the youth responded, what the youth** (**NOT THE PROCTOR’s OPINION**) **said or did. -** One to Three sentences |

| **Goal #** | **Prevention or Intervention Type (ex: IST - Individual Skills Training)**  | **CPS Plan Used (A,B, or C)** | **Allotted Time Used** | **Describe the Prevention Activity or Intervention Strategy you used, and how it related to the youth’s BRS Treatment Goal you are addressing.** See Above for BRS Note Examples of how to document a Prevention Activity or an Intervention Strategy |
| --- | --- | --- | --- | --- |
|  |  |  |  | **Identify the event**– *One to Two sentences***How was the BRS Treatment Goal addressed?:** *One to Two sentences***How was the CPS Plan A,B, or C used?**: *Two to Three sentences:* (**complete** **for Intervention Strategy only**) **What specific coping skills were taught to the youth from the video/and or worksheet?** (**complete** f**or Prevention Activity only**) Give examples: |
| **How the youth responded, what the youth** (**NOT THE PROCTOR’s OPINION**) **said or did. -** One to Three sentences |

| **Goal #** | **Prevention or Intervention Type (ex: IST - Individual Skills Training)**  | **CPS Plan Used (A,B, or C)** | **Allotted Time Used** | **Describe the Prevention Activity or Intervention Strategy you used, and how it related to the youth’s BRS Treatment Goal you are addressing.** See Above for BRS Note Examples of how to document a Prevention Activity or an Intervention Strategy |
| --- | --- | --- | --- | --- |
|  |  |  |  | **Identify the event**– *One to Two sentences***How was the BRS Treatment Goal addressed?:** *One to Two sentences***How was the CPS Plan A,B, or C used?**: *Two to Three sentences:* (**complete** **for Intervention Strategy only**) **What specific coping skills were taught to the youth from the video/and or worksheet?** (**complete** f**or Prevention Activity only**) Give examples: |
| **How the youth responded, what the youth** (**NOT THE PROCTOR’s OPINION**) **said or did. -** One to Three sentences |

| **Goal #** | **Prevention or Intervention Type (ex: IST - Individual Skills Training)**  | **CPS Plan Used (A,B, or C)** | **Allotted Time Used** | **Describe the Prevention Activity or Intervention Strategy you used, and how it related to the youth’s BRS Treatment Goal you are addressing.** See Above for BRS Note Examples of how to document a Prevention Activity or an Intervention Strategy |
| --- | --- | --- | --- | --- |
|  |  |  |  | **Identify the event**– *One to Two sentences***How was the BRS Treatment Goal addressed?:** *One to Two sentences***How was the CPS Plan A,B, or C used?**: *Two to Three sentences:* (**complete** **for Intervention Strategy only**) **What specific coping skills were taught to the youth from the video/and or worksheet?** (**complete** f**or Prevention Activity only**) Give examples: |
| **How the youth responded, what the youth** (**NOT THE PROCTOR’s OPINION**) **said or did. -** One to Three sentences |

| **Goal #** | **Prevention or Intervention Type (ex: IST - Individual Skills Training)**  | **CPS Plan Used (A,B, or C)** | **Allotted Time Used** | **Describe the Prevention Activity or Intervention Strategy you used, and how it related to the youth’s BRS Treatment Goal you are addressing.** See Above for BRS Note Examples of how to document a Prevention Activity or an Intervention Strategy |
| --- | --- | --- | --- | --- |
|  |  |  |  | **Identify the event**– *One to Two sentences***How was the BRS Treatment Goal addressed?:** *One to Two sentences***How was the CPS Plan A,B, or C used?**: *Two to Three sentences:* (**complete** **for Intervention Strategy only**) **What specific coping skills were taught to the youth from the video/and or worksheet?** (**complete** f**or Prevention Activity only**) Give examples: |
| **How the youth responded, what the youth** (**NOT THE PROCTOR’s OPINION**) **said or did. -** One to Three sentences |

| **Goal #** | **Prevention or Intervention Type (ex: IST - Individual Skills Training)**  | **CPS Plan Used (A,B, or C)** | **Allotted Time Used** | **Describe the Prevention Activity or Intervention Strategy you used, and how it related to the youth’s BRS Treatment Goal you are addressing.** See Above for BRS Note Examples of how to document a Prevention Activity or an Intervention Strategy |
| --- | --- | --- | --- | --- |
|  |  |  |  | **Identify the event**– *One to Two sentences***How was the BRS Treatment Goal addressed?:** *One to Two sentences***How was the CPS Plan A,B, or C used?**: *Two to Three sentences:* (**complete** **for Intervention Strategy only**) **What specific coping skills were taught to the youth from the video/and or worksheet?** (**complete** f**or Prevention Activity only**) Give examples: |
| **How the youth responded, what the youth** (**NOT THE PROCTOR’s OPINION**) **said or did. -** One to Three sentences |

| **Goal #** | **Prevention or Intervention Type (ex: IST - Individual Skills Training)**  | **CPS Plan Used (A,B, or C)** | **Allotted Time Used** | **Describe the Prevention Activity or Intervention Strategy you used, and how it related to the youth’s BRS Treatment Goal you are addressing.** See Above for BRS Note Examples of how to document a Prevention Activity or an Intervention Strategy |
| --- | --- | --- | --- | --- |
|  |  |  |  | **Identify the event**– *One to Two sentences***How was the BRS Treatment Goal addressed?:** *One to Two sentences***How was the CPS Plan A,B, or C used?**: *Two to Three sentences:* (**complete** **for Intervention Strategy only**) **What specific coping skills were taught to the youth from the video/and or worksheet?** (**complete** f**or Prevention Activity only**) Give examples: |
| **How the youth responded, what the youth** (**NOT THE PROCTOR’s OPINION**) **said or did. -** One to Three sentences |