



TREATMENT PLANNING SHEET: RE-ENTRY PLANNING

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Goal: To increase the likelihood of a successful re-entry into a normal community setting

#	Identified Problem	Goal or Objective	Treatment Plan	Measure of Achievement and Target Date	Achieved Yes/No Provider/Client Date
1	Client associates with a peer group which positively reinforces unhealthy behavior and negatively reinforces constructive behavior	Help client develop an awareness of the importance of surrounding himself with a peer group that reinforces positive behavior and a willingness to do so	<ol style="list-style-type: none">1. Help client evaluate the impact of past peer groups on development of problems2. Help client identify groups who would have a more positive impact on himself3. Encourage client to make a commitment to seek out the latter	<ol style="list-style-type: none">1. Accomplish by (date)2. Accomplish by (date)3. Accomplish by (date)	
2	Client lacks anger management skills	Teach anger management skills and assertiveness skills	<ol style="list-style-type: none">1. Teach an anger management routine2. Have client practice and process results with counselor until successful on a regular basis3. Teach assertiveness as an alternative to aggressiveness, passivity, or passive-aggressiveness4. Practice assertiveness skills in present setting. Process results until assertiveness becomes well-consolidated.	<ol style="list-style-type: none">1. Accomplish by (date)2. Accomplish by (date)3. Accomplish by (date)4. Accomplish by (date)	



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3	Client abuses alcohol and/or drugs	Prepare client to deal successfully with the stress of life without recourse to alcohol or drugs	<ol style="list-style-type: none"> 1. Help client evaluate the negative impact of drugs or alcohol on his life 2. Encourage client to make a commitment of a substance-- free life 3. Identify cognitions and behaviors that lead to substance abuse 4. Help client identify alternative cognitions and behaviors that could help him resist the attraction of alcohol and/or drugs 5. Have client attend appropriate support groups that might help him remain abstinent 6. Encourage client to find a sponsor who will continue with him after discharge 	<ol style="list-style-type: none"> 1. Accomplish by (date) 2. Accomplish by (date) 3. Accomplish by (date) 4. Accomplish by (date) 5. Accomplish by (date) 6. Accomplish by (date) 	
4	Client lacks positive goals for his or her life	Help client develop positive goals (e.g., career goals, extra- curricular activities) for his life	<ol style="list-style-type: none"> 1. Engage client in career planning 2. Help client identify one or more extracurricular activities that would fill his spare time with positive activities 	<ol style="list-style-type: none"> 1. Accomplish by (date) 2. Accomplish by (date) 	
5	Client has difficulty getting along with one or more family members	Help client develop the ability to have healthy connections with the adults in his life	<ol style="list-style-type: none"> 1. Evaluate the causes of the family problem 2. Evaluate whether or not there is the possibility for developing healthy relationships within the family 3. If so, work with the client and family members to improve the relationship 4. If not possible, explore possible alternative settings for adolescent to live following discharge 	<ol style="list-style-type: none"> 1. Accomplish by (date) 2. Accomplish by (date) 3. Accomplish by (date) 4. Accomplish by (date) 	



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			5. Identify one or more other persons who could serve as a possible mentor for client 6. Encourage client to build a relationship with these other mentors 7. Identify relationship problems from the past and practice strategies for not having them reappear (may be covered in above treatment plans)	5. Accomplish by (date) 6. Accomplish by (date) 7. Accomplish by (date)	.
6	Client lacks one or more skills necessary to successful academic performance	Help client develop all the skills necessary for successful academic performance	1. Identify the academic skills client is lacking 2. Help client develop these skills (or refer to an educational specialist for such training) 3. Practice these skills until student can successfully use these skills in an academic setting	1. Accomplish by (date) 2. Accomplish by (date) 3. Accomplish by (date)	
7	Potential for relapse unless client has someone to support the skills he has learned	Identify follow-up counselor who will be compatible with client	1. Identify one or more potential follow-up counselors 2. Have client meet with one or more potential counselors, explain what he has accomplished in treatment and needs from a follow-up counselor, and choose one.	1. Accomplish by (date) 2. Accomplish by (date)	

Client, Parent, or Guardian/Date

Counselor/Date

Supervisor/Date