

How to score the DD Offender Treatment Progress Indicator DDOTPI

First of all, here are some things to remember when using this instrument:

- This is NOT a risk assessment. It is meant to measure treatment progress.
- This measure is not normed or scientifically based.
- This measure does not compare treatment progress with clients outside of your program. It may measure a client's progress in treatment in YOUR program.
- This measure is primarily meant for clients using the "Healthy Choices" curriculum, however it may be found useful with clients using other curriculums for treatment.
- This is new and in the preliminary phases. Your feedback is needed and welcome. At the end of the measure is a feedback form.

SCORING

The question to keep in mind while scoring is

"IS THIS CLIENT EXPECTED TO KNOW OR USE THIS SKILL AT THIS PHASE IN HIS/HER TREATMENT"?

If the answer is YES, then you rate that item. If the answer is NO then you place an X in that item. For example:

Lets say while this client has been in treatment, the subjects of Denial, Power and Control, and "Why their past inappropriate sexual behavior was unacceptable" have been covered in treatment to the point that the client should be able to give or show a basic understanding of the issues. However they have not yet covered the subjects of "Coercion," "Grooming" and "Victim Selection." The scoring in that section may look something like this...

Denial and Accountability

Use the cues in the shaded area to answer questions 1-6 below

- 1- Client cannot communicate a basic understanding of this issue/topic
- 2- Client can communicate a marginal understanding of this issue/ topic
- 3- Client can communicate a good understanding of this issue/ topic

A. Understands the general concept of:

1. Denial
 - a) Kinds of denial
 - b) Why offenders use it
 - c) Need to break their own denial

- 1 2 3 +

3

2. Grooming
- 1 2 3 +

3. Coercion
- 1 2 3 +

4. Power and Control (motivation)
- 1 2 3 +

5. Victim Selection
- 1 2 3 +

6. Why their past inappropriate sexual behavior was unacceptable
- 1 2 3 +

What you want now, is the data to later receive an average score for this section.

Section 2-A Totals	Total score of Rated items (Add the numbers of the rated items)	Number of items rated (Count the number of items that received a numerical rating)
Totals	7	3

At the end of the measure you will find the final scoring table.

Feel free to contact us with questions or comments

DD Offender Treatment Progress Indicator DDOTPI

Tim Horton Tracey Frugoli

Place an X in the rating square next to the issues/subjects that the client is not yet expected to know or show competency.

I. Assessment/ initial treatment

Use the cues in the shaded area to answer questions 1-4 below

1- Client cannot communicate a basic understanding of this issue/topic

2- Client can communicate a marginal understanding of this issue topic

3- Client can communicate a good understanding of this issue/topic

A. Client is able to communicate a general understanding of:

- | | |
|--|--------------------------|
| 1. Clients need for sex offender treatment | <input type="checkbox"/> |
| - 1 2 3 + | |
| 2. Clients need for external controls | <input type="checkbox"/> |
| - 1 2 3 + | |
| 3. The need to be honest in treatment | <input type="checkbox"/> |
| - 1 2 3 + | |
| 4. Inappropriate vs. appropriate sexual behavior | <input type="checkbox"/> |
| - 1 2 3 + | |

Section 1-A Totals	Total score of rated items (Add the numbers of the rated items)	Number of items Rated (Count the number of items that received a numerical rating)
totals		

Use the cues in the shaded area to answer questions 1-4 below

1- Client does not respond positively to staff or counselor intervention regarding this issue or topic. Client may argue or resist when staff or counselor attempts to engage the client in this learning or counseling situation.

2- Client presents minimal resistance to staff or counselor intervention regarding this issue or topic. Client may argue or resist when staff or counselor attempts to engage the client in this learning or counseling situation. However with prompts, client is able to engage with the staff member or counselor and respond to the learning or counseling situation.

3- Client is able to respond positively to staff or counselor intervention regarding this issue or topic. Client does not seem to argue or resist when staff or counselor attempts to engage the client in this learning or counseling situation. Client responds

to intervention from staff or counselors at a level expected at this client's stage in treatment.

B. Responds positively to:

1. Initial treatment through attendance at group/individual, etc.
- 1 2 3 +

2. Prompts re external controls or treatment rules
- 1 2 3 +

3. Assessment interviews/cooperating with assessment process
- 1 2 3 +

Section 1-B Totals	Total score of Rated items	Number of Items Rated

Use the cues in the shaded area to answer questions 1-4 below

1- Client does not demonstrate an understanding or use of this skill or topic in real life or treatment settings at a level expected at this client's stage in treatment. Client is unable to demonstrate this skill independently or with prompts from staff or counselor.

2- Client demonstrates a marginal understanding or use of this skill or topic in real life or treatment settings situations. Client needs multiple prompts and assistance from staff or counselors.

3- Client demonstrates an understanding or use of this skill or topic in real life or treatment settings at a level expected at this client's stage in treatment. Client is able to show this independently or with very minimal prompts.

C. Shows a pattern of:

1. Cooperating in group and individual Treatment
- 1 2 3 +

2. Following protective plan rules
- 1 2 3 +

3. Accepting consequences from staff or authority
- 1 2 3 +

4. Increasingly more honest answer in assessment interviews
- 1 2 3 +

Section 1-C Totals	Total score of Rated items	Number of Items Rated
Totals		

II. Denial and Accountability

Use the cues in the shaded area to answer questions 1-6 below

1- Client cannot communicate a basic understanding of this issue/topic

2- Client can communicate a marginal understanding of this issue/topic

3- Client can communicate a good understanding of this issue/topic

A. Understands the general concept of:

1. Denial

a) Kinds of denial

b) Why offenders use it

c) Need to break their own denial

- 1 2 3 +

2. Grooming

- 1 2 3 +

3. Coercion

- 1 2 3 +

4. Power and Control (motivation)

- 1 2 3 +

5. Victim Selection

- 1 2 3 +

6. Why their past inappropriate sexual behavior was unacceptable

- 1 2 3 +

Section 2-A Totals	Total score of Rated items	Number of items rated
Totals		

Use the cues in the shaded area to answer questions 1-5 below

1- Client does not respond positively to staff or counselor intervention regarding this issue or topic. Client may argue or resist when staff or counselor attempts to engage the client in this learning or counseling situation.

2- Client presents minimal resistance to staff or counselor intervention regarding this issue or topic. Client may argue or resist when staff or counselor attempts to engage the client in this learning or counseling situation. However with prompts, client is able to engage with the staff member or counselor and respond to the learning or counseling situation.

3- Client is able to respond positively to staff or counselor intervention regarding this issue or topic. Client does not seem to argue or resist when staff or counselor attempts to engage the client in this learning or counseling situation. Client responds to intervention from staff or counselors at a level expected at this client's stage in treatment.

B. Responds positively to:

1. Efforts by clinician/ group/authority figure to break their denial
- 1 2 3 +
2. Efforts by clinician/ group/authority figure to confront grooming behaviors
- 1 2 3 +
3. Efforts by clinician/ group/authority figure to confront and point out incidents and signs of coercion
- 1 2 3 +
4. Efforts by clinician/ group/authority figure to confront and point out incidents of power and control behaviors
- 1 2 3 +
5. Efforts by clinician/ group/authority figure to confront and point out victim selection behaviors
- 1 2 3 +

Section 2-B Totals	Total score of Rated items	Number of Rated items
Totals		

Use the cues in the shaded area to answer questions 1-5 below

1- Client does not demonstrate an understanding or use of this skill or topic in real life or treatment settings at a level expected at this client's stage in treatment. Client is unable to demonstrate this skill independently or with prompts from staff or counselor.

2- Client demonstrates a marginal understanding or use of this skill or topic in real life or treatment settings situations. Client needs multiple prompts and assistance from staff or counselors.

3- Client demonstrates an understanding or use of this skill or topic in real life or treatment settings at a level expected at this client's stage in treatment. Client is able to show this independently or with very minimal prompts.

C. Shows a pattern of:

1. Acknowledging general past inappropriate behavior
 - 1 2 3 +

2. Full disclosure of past inappropriate sexual behavior
 - 1 2 3 +

3. Accepts full responsibility for offending behaviors (no victim blaming)
 - 1 2 3 +

4. No Grooming Behaviors
 - 1 2 3 +

5. No power and control behaviors
 - 1 2 3 +

Section 2-C Totals	Total score of Rated items	Number of Items Rated
Totals		

III. Cycle

Use the cues in the shaded area to answer questions 1-7 below

1- Client cannot communicate a basic understanding of this issue/topic

2- Client can communicate a marginal understanding of this issue/topic

3- Client can communicate a good understanding of this issue/topic

A. Shows general understanding of:

1. Triggers
 - 1 2 3 +

2. Negative/Positive thoughts (thinking errors)
 - 1 2 3 +

3. Negative/Positive feelings
 - 1 2 3 +

4. Grooming and Planning
 - 1 2 3 +
5. Negative behavior (ways they victimized)
 - 1 2 3 +
6. Excuses – rationalization – justify
 - 1 2 3 +
7. Negative/Positive consequences
 - 1 2 3 +

Section 3-A Totals	Total score of Rated items	Number of Items Rated
Totals		

:

Use the cues in the shaded area to answer questions 1-5 below

1- Client does not respond positively to staff or counselor intervention regarding this issue or topic. Client may argue or resist when staff or counselor attempts to engage the client in this learning or counseling situation.

2- Client presents minimal resistance to staff or counselor intervention regarding this issue or topic. Client may argue or resist when staff or counselor attempts to engage the client in this learning or counseling situation. However with prompts, client is able to engage with the staff member or counselor and respond to the learning or counseling situation.

3- Client is able to respond positively to staff or counselor intervention regarding this issue or topic. Client does not seem to argue or resist when staff or counselor attempts to engage the client in this learning or counseling situation. Client responds to intervention from staff or counselors at a level expected at this client's stage in treatment.

B. Responds positively to

1. Treatment assignments about their negative/positive cycle
 - 1 2 3 +
2. Requests to communicate understanding of his cycle
 - 1 2 3 +
3. Successful presentation of cycle to treatment group
 - 1 2 3 +

4. Successful presentation of cycle to treatment team

- 1 2 3 +

5. Requests to explain negative behaviors in terms of The Cycle

- 1 2 3 +

Section 3-B Totals	Total score of Rated items	Number of Items Rated
Totals		

Use the cues in the shaded area to answer questions 1-3 below

1- Client does not demonstrate an understanding or use of this skill or topic in real life or treatment settings at a level expected at this client's stage in treatment. Client is unable to demonstrate this skill independently or with prompts from staff or counselor.

2- Client demonstrates a marginal understanding or use of this skill or topic in real life or treatment settings situations. Client needs multiple prompts and assistance from staff or counselors.

3- Client demonstrates an understanding or use of this skill or topic in real life or treatment settings at a level expected at this client's stage in treatment. Client is able to show this independently or with very minimal prompts.

C. Shows a pattern of:

1. Identifying triggers in present day life and coping

- 1 2 3 +

2. Identifying negative thoughts and changing them to positive

- 1 2 3 +

3. Using The Cycle to Make healthy choices

- 1 2 3 +

Section 3-C Totals	Total score of Rated items	Number of Items Rated
Totals		

IV. Thinking Errors

Use the cues in the shaded area to answer questions 1-4 below

- 1- Client cannot communicate a basic understanding of this issue/topic
- 2- Client can communicate a marginal understanding of this issue/topic
- 3- Client can communicate a good understanding of this issue/topic

A. Shows general understanding of:

1. The general idea of thinking errors vs. the truth

- 1 2 3 +

2. Different kinds of thinking errors

- 1 2 3 +

3. How thinking errors lead to negative behaviors

- 1 2 3 +

4. How to change thinking errors into the truth

- 1 2 3 +

Section 4-A Totals	Total score of Rated items	Number of Items Rated

Use the cues in the shaded area to answer questions 1-3 below

- 1- Client does not respond positively to staff or counselor intervention regarding this issue or topic. Client may argue or resist when staff or counselor attempts to engage the client in this learning or counseling situation.
- 2- Client presents minimal resistance to staff or counselor intervention regarding this issue or topic. Client may argue or resist when staff or counselor attempts to engage the client in this learning or counseling situation. However with prompts, client is able to engage with the staff member or counselor and respond to the learning or counseling situation.
- 3- Client is able to respond positively to staff or counselor intervention regarding this issue or topic. Client does not seem to argue or resist when staff or counselor attempts to engage the client in this learning or counseling situation. Client responds to intervention from staff or counselors at a level expected at this client's stage in treatment.

B. Responds positively to

1. Treatment assignments about thinking errors

- 1 2 3 +

2. Prompts from clinician/ group/authority figure to identify his thinking errors

- 1 2 3 +

3. Prompts from clinician/ group/authority figure to identify his thinking errors and identify possible corrections

- 1 2 3 +

Section 4-B Totals	Total score of Rated items	Number of Items Rated

Use the cues in the shaded area to answer questions 1-3 below

1- Client does not demonstrate an understanding or use of this skill or topic in real life or treatment settings at a level expected at this client's stage in treatment. Client is unable to demonstrate this skill independently or with prompts from staff or counselor.

2- Client demonstrates a marginal understanding or use of this skill or topic in real life or treatment settings situations. Client needs multiple prompts and assistance from staff or counselors.

3- Client demonstrates an understanding or use of this skill or topic in real life or treatment settings at a level expected at this client's stage in treatment. Client is able to show this independently or with very minimal prompts.

C. Shows a pattern of:

1. Identifying and correcting his own thinking errors with staff prompts

- 1 2 3 +

2. Identifying and correcting his own thinking errors without staff prompts (Catches himself)

- 1 2 3 +

3. Identifying and correcting thinking errors of others without staff prompts

- 1 2 3 +

Section 4-C Totals	Total score of Rated items	Number of Items Rated
Totals		

V. Deviant Sexual Fantasies

Use the cues in the shaded area to answer questions 1-3 below

- 1- Client cannot communicate a basic understanding of this issue/topic
- 2- Client can communicate a marginal understanding of this issue/topic
- 3- Client can communicate a good understanding of this issue/topic

A. Shows general understanding of:

1. Deviant vs. healthy sexual fantasies

- 1 2 3 +

2. How fantasies influence behavior

- 1 2 3 +

3. Thought stoppers

- 1 2 3 +

Section 5-A Totals	Total score of Rated items	Number of Items Rated
Totals		

Use the cues in the shaded area to answer questions 1-4 below

- 1- Client does not respond positively to staff or counselor intervention regarding this issue or topic. Client may argue or resist when staff or counselor attempts to engage the client in this learning or counseling situation.
- 2- Client presents minimal resistance to staff or counselor intervention regarding this issue or topic. Client may argue or resist when staff or counselor attempts to engage the client in this learning or counseling situation. However with prompts, client is able to engage with the staff member or counselor and respond to the learning or counseling situation.
- 3- Client is able to respond positively to staff or counselor intervention regarding this issue or topic. Client does not seem to argue or resist when staff or counselor attempts to engage the client in this learning or counseling situation. Client responds to intervention from staff or counselors at a level expected at this client's stage in treatment.

B. Responds positively to:

1. Sexual fantasy journal assignments (shows effort)

- 1 2 3 +

2. Honest on sexual fantasy journal

- 1 2 3 +

3. Assignments and group/individual sessions regarding healthy sexual fantasies.

- 1 2 3 +

4. Prompts from clinician/ group/authority figure to discuss or report use of thought stoppers to counteract deviant fantasies.

- 1 2 3 +

Section 5-B Totals	Total score of Rated items	Number of Items Rated

Use the cues in the shaded area to answer questions 1-4 below

1- Client does not demonstrate an understanding or use of this skill or topic in real life or treatment settings at a level expected at this client's stage in treatment. Client is unable to demonstrate this skill independently or with prompts from staff or counselor.

2- Client demonstrates a marginal understanding or use of this skill or topic in real life or treatment settings situations. Client needs multiple prompts and assistance from staff or counselors.

3- Client demonstrates an understanding or use of this skill or topic in real life or treatment settings at a level expected at this client's stage in treatment. Client is able to show this independently or with very minimal prompts.

C. Shows a pattern of:

1. Verbalizing a pattern of using thought stoppers

- 1 2 3 +

2. Using thought stoppers as indicated in a journal

- 1 2 3 +

3. Taking positive actions to stop deviant fantasies

- 1 2 3 +

4. Refraining from masturbating to deviant fantasies

- 1 2 3 +

Section 5-C Totals	Total score of Rated items	Number of Items Rated

VI. Relapse Prevention Planning

Use the cues in the shaded area to answer questions 1-6 below

1- Client cannot communicate a basic understanding of this issue/topic

2- Client can communicate a marginal understanding of this issue/topic

3- Client can communicate a good understanding of this issue/topic

A. Shows general understanding of:

1. Risky thoughts

- 1 2 3 +

2. Risky feelings

- 1 2 3 +

3. Risky situations

- 1 2 3 +

4. How to change risky thoughts

- 1 2 3 +

5. How to deal with risky feelings

- 1 2 3 +

6. How to avoid or get out of risky situations

- 1 2 3 +

Section 6-A Totals	Total score of Rated items	Number of Items Rated
Totals		

Use the cues in the shaded area to answer questions 1-2 below

1- Client does not respond positively to staff or counselor intervention regarding this issue or topic. Client may argue or resist when staff or counselor attempts to engage the client in this learning or counseling situation.

2- Client presents minimal resistance to staff or counselor intervention regarding this issue or topic. Client may argue or resist when staff or counselor attempts to engage the client in this learning or counseling situation. However with prompts, client is able to engage with the staff member or counselor and respond to the learning or counseling situation.

3- Client is able to respond positively to staff or counselor intervention regarding this issue or topic. Client does not seem to argue or resist when staff or counselor attempts to engage the client in this learning or counseling situation. Client responds to intervention from staff or counselors at a level expected at this client's stage in treatment.

B. Responds positively to:

1. Treatment assignments regarding RPP

- 1 2 3 +

2. Efforts by Counselor/Staff/ Authority to apply RPP in real life situations

- 1 2 3 +

Section 6-B Totals	Total score of Rated items	Number of Items Rated
Totals		

Use the cues in the shaded area to answer questions 1-6 below

1- Client does not demonstrate an understanding or use of this skill or topic in real life or treatment settings at a level expected at this client's stage in treatment. Client is unable to demonstrate this skill independently or with prompts from staff or counselor.

2- Client demonstrates a marginal understanding or use of this skill or topic in real life or treatment settings situations. Client needs multiple prompts and assistance from staff or counselors.

3- Client demonstrates an understanding or use of this skill or topic in real life or treatment settings at a level expected at this client's stage in treatment. Client is able to show this independently or with very minimal prompts.

C. Shows a pattern of:

1. Identifying risky thoughts in everyday life

- 1 2 3 +

2. Identifying risky feelings in everyday life

- 1 2 3 +

3. Identifying risky situations in everyday life

- 1 2 3 +

4. Using his RPP by Identify risky thoughts AND changing them.

- 1 2 3 +

5. Using his RPP to Identify risky feelings AND dealing with them appropriately.

- 1 2 3 +

6. Using his RPP to Identify risky situations AND avoiding or leaving them.

- 1 2 3 +

Section 6-C Totals	Total score of Rated items	Number of Items Rated
Totals		

VII. Victim Empathy

Treatment centered on victim empathy IS / IS NOT indicated for this client

Use the cues in the shaded area to answer questions 1-5 below

1- Client cannot communicate a basic understanding of this issue/topic

2- Client can communicate a marginal understanding of this issue/topic

3- Client can communicate a good understanding of this issue/topic

A. Shows general understanding of:

1. Power differences

- 1 2 3 +

2. Difference between physical pain and emotional pain

- 1 2 3 +

3. Myths about sexual assault

- 1 2 3 +

4. Effects of sexual abuse

- 1 2 3 +

5. How his/her victims' felt

- 1 2 3 +

Section 7-A Totals	Total score of Rated items	Number of Items Rated
Totals		

Use the cues in the shaded area to answer questions 1-2 below

1- Client does not respond positively to staff or counselor intervention regarding this issue or topic. Client may argue or resist when staff or counselor attempts to engage the client in this learning or counseling situation.

2- Client presents minimal resistance to staff or counselor intervention regarding this issue or topic. Client may argue or resist when staff or counselor attempts to engage the client in this learning or counseling situation. However with prompts, client is able to engage with the staff member or counselor and respond to the learning or counseling situation.

3- Client is able to respond positively to staff or counselor intervention regarding this issue or topic. Client does not seem to argue or resist when staff or counselor attempts to engage the client in this learning or counseling situation. Client responds to intervention from staff or counselors at a level expected at this client's stage in treatment.

B. Responds positively to staff intervention regarding:

1. Victim empathy treatment activities

- 1 2 3 +

2. Request for him or her to communicate and discuss how sexual assault hurts children/people

- 1 2 3 +

Section 7-B Totals	Total score of Rated items	Number of Items Rated
Totals		

Use the cues in the shaded area to answer questions 1-4 below

1- Client does not demonstrate an understanding or use of this skill or topic in real life or treatment settings at a level expected at this client's stage in treatment. Client is unable to demonstrate this skill independently or with prompts from staff or counselor.

2- Client demonstrates a marginal understanding or use of this skill or topic in real life or treatment settings situations. Client needs multiple prompts and assistance from staff or counselors.

3- Client demonstrates an understanding or use of this skill or topic in real life or treatment settings at a level expected at this client's stage in treatment. Client is able to show this independently or with very minimal prompts.

C. Shows a pattern of:

1. Verbalizing how sexual assault hurts kids/people

- 1 2 3 +

2. Confronting lack of empathy in peers

- 1 2 3 +

3. Showing empathy in non-sexual situations

- 1 2 3 +

4. Verbalizing empathy towards his/her own victims

- 1 2 3 +

Section 7-C Totals	Total score of Rated items	Number of Items Rated
Totals		

SCORING

You may wish to stop now and use the preceding data as a “picture” of your client’s progress. If you wish to have a “numerical rating,” proceed with scoring.

Summary of “A” sections Showing a basic understanding of Information

	Total scores of rated items	Number of items rated
1-A		
2-A		
3-A		
4-A		
5-A		
6-A		
7-A		
Totals		

Calculate Average score A sections

Total of Scores

Divided by

Total Number of items rated

=

Average score

1- Client cannot or does not communicate a basic understanding of the issues and topics discussed and presented in treatment.

2- Client can communicate a marginal understanding of the issues and topics discussed and presented in treatment.

3- Client can communicate a good understanding of the issues and topics discussed and presented in treatment

**Summary of "B" sections
Responding positively to staff intervention**

	Total scores of Rated items	Number of items rated
1-B		
2-B		
3-B		
4-B		
5-B		
6-B		
7-B		
Totals		

Calculate Average score B sections

$$\boxed{} \quad \text{Divided by} \quad \boxed{} \quad = \quad \boxed{}$$

Total Score Number of rated items Average score

1- In treatment or learning settings, client does not seem to respond positively to staff or counselor interventions. Client may argue or resist when staff or counselor attempts to engage the client in learning or counseling situations.

2- In treatment or learning settings, client presents some resistance to staff or counselor interventions. Client may argue or resist when staff or counselor attempts to engage the client in learning or counseling situations. However with prompts, client is able to engage with the staff member or counselor and respond to the learning or counseling situation.

3- In treatment or learning settings Client is able to respond positively to staff or counselor interventions. Client does not seem to argue or resist when staff or counselor attempts to engage the client in learning or counseling situations. Client responds to intervention from staff or counselors at a level expected at this client's stage in treatment.

Summary of "C" sections
Showing a pattern of understanding or use of skills

	Total scores of rated items	Number of items rated
1-C		
2-C		
3-C		
4-C		
5-C		
6-C		
7-C		
Totals		

Calculate Average score C sections

$$\begin{array}{ccccc}
 \boxed{} & \text{Divided by} & \boxed{} & = & \boxed{} \\
 \text{Total of Scores} & & \text{Total Number of rated items} & & \text{Average score}
 \end{array}$$

1- In real life situations or treatment settings, client does not demonstrate an understanding or use of the skills or topics presented in treatment at a level expected at this client's stage in treatment. Client is unable to demonstrate skills independently or with prompts from staff or counselor.

2- In real life situations or treatment settings, client demonstrates a marginal understanding or use of skills and topics presented in treatment. Client needs multiple prompts and assistance from staff or counselors.

3- In real life situations or treatment settings, client demonstrates an understanding or use of skills or topics presented in treatment at a level expected at this client's stage in treatment. Client is able to show this independently or with very minimal prompts.

Overall Rating of Treatment Progress

	Total scores of rated items	Number of items rated
A Section Totals		
B- Section Totals		
C- Section Totals		
Overall totals		

Calculate Overall Treatment Progress Average score

$$\begin{array}{ccccc}
 \boxed{} & \text{Divided by} & \boxed{} & = & \boxed{} \\
 \text{Total of scores} & & \text{Total Number of items rated} & & \text{Average score}
 \end{array}$$

- 1- Client is not learning and/or cooperating with treatment interventions and /or showing skills as expected in this clients stage of treatment.

- 2- Client is showing marginal progress learning and/or cooperating with treatment interventions and /or showing skills as expected in this clients stage of treatment.

- 3- Client is learning and/or cooperating with treatment interventions and /or showing skills as expected in this clients stage of treatment

FEEDBACK FORM

This is a waste of time, it gives me nothing.

This is a good idea, but still a waste of time.

This is a good start – keep working

I like this, below are some suggestions. Or, enclosed are some suggestions.

Suggestion box

(Just kidding !!!)

Healthy Choices
PO Box 933
Bloomington Illinois 61702

Healthychoices4dd@yahoo.com