



## Session Note Guideline

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### SOAP Notes: Subjective, Objective, Assessment, and Plan

1. Session notes **must** be filled out during the last 5 minutes of the session and a caregiver's signature must be provided.
2. **Subjective:** Document your overall opinion on how the session went (e.g., Johnny was engaged for most of the session and responded well to his programs, he also enjoyed playing with bubbles and cars)
3. **Objective:** Document the programs that were worked on and include the least intrusive prompts that were necessary for each target (e.g., following 2 step instructions of "come here and sit down" was ran 5X and a gestural prompt was needed. Identifying family member of "Amy" was ran 5X and a positional prompt was needed)
4. **Assessment:** If any new targets were introduced during the session, list them here with the percentage of independent responding. If any assessments were conducted during this session such as the VB-MAPP or a Functional Behavior Assessment (ABC data collection), list the details of the assessment here (e.g., the VB-MAPP assessment level 1 and 2 of the milestone section was administered)
5. **Plan:** This is where you list the follow up plan for next session based on the results of this session (e.g., the target pronoun "she" was baselined and will be put into teaching next session, more opportunities for manding will be presented at next session) Take a moment to troubleshoot what worked and what did not work that session and plan for it to go better for the next session.
6. Session notes are reviewed by your supervisor and the information is used for treatment planning. Please make sure your spelling and grammar are accurate. The note should be professionally written and a measurement for what was accomplished during your session.

### More examples

#### Subjective

- Fred was energetic and happy when staff arrived today. Fred chose to start his session by dancing with staff, he remained engaged throughout the session.
- Pebbles seemed excited to start her session; Pebbles greeted BT enthusiastically at the door; she remained engaged throughout the session.
- Dino was difficult to engage in activities for most of the session today; he was not responsive to most verbal prompts and engaged in some problem behaviors following prompts for activities (throwing items, climbing).
- Barney seemed tired today, it took him long to complete his activities and constantly put his head down on the table.

- Mr. Slate seemed to be having a bad day when BT arrived, once the session began his mood began to change, by the end of the session Mr. Slate seemed more energetic, engaged in more conversation with staff and said to “be in a better mood”.

### Objective

- Bamm-Bamm completed reading activity using flash card with 90% accuracy. No interfering behaviors were observed during non-preferred activities.
- Betty read independently for two minutes. Betty only required minimal assistance with 3 words which she did not recognize. Betty did not engage in negative talk when she had trouble blending the unknown words together.
- Dino used PECS to request activities in 7 out of 10 opportunities. Dino no longer needs partial physical prompts; he responds well to gestural prompts during FCT.
- Pearl sat at the table for five minutes at a time during session today. She became frustrated during an art activity and appropriately communicated that she needed a break, she returned calmly to the activity after one minute.
- Fred is doing well with addressing staff by name and asking for help. Fred seems to enjoy having staff draw pictures for him; this is often a great opportunity for Fred to use sentences to request an item. Mands with sentences run 5x, come and sit down run 5x, follow prompts without engaging in problem behavior run 4x.
- “Come and sit down” run 6x with verbal prompts, remain in session area run 4x with verbal prompts, mands with sentences run 3x.
- During class meeting Bamm-Bamm was prompted to raise hand, take turns speaking and complete matching activity when teacher called upon the learner’s name.
- Assisted in teaching new ASL sign as guided by the SLP. BT shaped appropriate placement of hand and fingers; learner required prompting in 7 out of 9 opportunities
  - Any session in which you are sitting in a speech, OT, virtual classroom, you should describe what **you** did to assist the child; the support you provided.
  - Do not write the child did XYZ during his OT session. What did you do? how many opportunities were there? what were your observations?

### Assessment

- Functional communication training was initiated today.
- New target for task completion introduced; stringing beads to make jewelry.
- Probed brushing teeth task analysis: Wilma prefers electronic toothbrush.
- Probed generalization; mands across 3 different people.

### Plan

- Continue to keep Dinos’s table in the middle of the room to deter climbing behavior, use drawing activity to encourage functional communication.

- Continue to provide verbal praise when seated on the floor or in chair, continue to spend time outside to engaged in physical activity during breaks from other activities at the table or treatment room.
- Provide Dino with new puzzles to use, continue to arrange playroom in a way that deters climbing behavior and allows Dino to easily find games and activities that he enjoys.
- During next team meeting share with team furniture arrangement strategy that has helped reduce climbing behavior.