

## Youth Peer Support Services

### Writing Medicaid Reimbursable Progress Notes

#### Be sure your work fits within the Allowable Service Categories

- ✓ Coaching
- ✓ Community Connections and Natural Supports
- ✓ Skill Building
- ✓ Engaging, Bridging & Transition Support
- ✓ Self-Advocacy, Self-Efficacy and Empowerment

#### Sample Action Statements for Youth Peer Support Services

- **Provided** support to [youth] at initial stage of...
- **Educated** [youth] about...
- **Role modeled** for [youth] on...
- **Located** resources to support....
- **Developed** a strategy with [youth] to....
- **Provided** [youth] the opportunity to....
- **Reinforced** [youth's] ability to....
- **Assisted** [youth] to prepare for....
- **Assisted** [youth] to participate in....
- **Supported** [youth]'s decision to...
- **Advocated** with [youth] regarding...
- **Talked** with [youth] to discover their strengths
- **Discussed** options for...
- **Supported** [youth] to develop a team to...
- **Advised** [youth] of rights related to...
- **Helped** [youth] develop the courage to...
- **Encouraged** [youth] to...
- **Reinforced** [youth]'s decision to...
- **Guided** [youth] to implement their plan by....
- **Coached** [youth] in self-advocacy skills by....
- **Assisted** [youth] to write....
- **Provided** intensive support after crisis intervention....
- **Connected** [youth] to services for basic needs....
- **Shared** ideas about how to cope with feelings of...
- **Helped** [youth] prioritize....
- **Connected** [youth] to other youth for support....
- **Followed up** to ensure [youth]...
- **Facilitated** a meeting with [youth] and [provider]...
- **Taught** [youth] new skills.

*You are not limited to these phrases.*

*This a resource to help you capture the engaging, empowering, youth peer support work you do!*

#### Progress Note Quality Checklist

- ✓ Written in clear, grammatically correct, complete sentences.
- ✓ Succinct and does not include extraneous information.
- ✓ Avoids acronyms or abbreviations, except those that would be universally understood.
- ✓ References the goals in the youth's treatment plan that your work with the parent relates to.
- ✓ States the reasons for your visit, who you met with.
- ✓ Includes what you observed, not speculation.
- ✓ Describes what you did, the skills taught or practiced and the outcomes of your activity.
- ✓ Includes the perspective of the youth.
- ✓ Outlines planned next steps and timeframes.
- ✓ Uses person-first, respectful, non-stigmatizing, non-judgement language.
- ✓ Signed, dated, and includes the time and duration of the visit.

*This material is to be used for training purposes only. This material is intended to assist helping professionals as they strive to improve the quality of documentation. This information must be understood as a tool for improving documentation, rather than an exhaustive statement of an employer's legal obligations, which are defined by statute, regulations, and standards. Please consult state guidance documents and state oversight agencies for specific requirements.*