

POC Audit Rubric Final score: _____/36 _____%

Audited on _____ by: _____

CC/Agency: _____

POC date: _____ POC # _____ POC Approved by: _____

Youth name: _____ Age _____

Program: REACH WRAP CCS CORE High risk: Y N Review next POC yes no

Review indicator <i>*Items in italics refer to out of home placement considerations</i>	No evidence of skill 0 points	Skill Development Needed 1 point	Emerging Skills 2 points	Evidence of Mastery 3 points	Comments
Functional Strengths	<p><input type="checkbox"/>None of the strengths are functional Strengths reflect descriptions of characteristics, attributes or interests, but do not offer utility Example: "she likes basketball", "is a good cook", "loves her children", "is resourceful"</p>	<p><input type="checkbox"/>Some, but not all the strengths are functional</p>	<p><input type="checkbox"/>Most, but not all the strengths are functional</p>	<p><input type="checkbox"/>All of the strengths are functional and reflects them as a person, not their position. Functional: Strengths that outline how characteristics, attributes, or interests are helpful and can be used in action. Example: "she likes basketball and plays as a way to relieve stress and enjoy time with positive peers"</p>	Points _____
Inclusive Strengths List	<p><input type="checkbox"/>None of the team members have a corresponding identified strength, the strengths are not reflective of the person, nor is there a community resource identified</p>	<p><input type="checkbox"/>Some, but not all the criteria are met</p>	<p><input type="checkbox"/>Most, but not all the criteria are met</p>	<p><input type="checkbox"/>All team members have a corresponding strength. One Community Resource (CR) is identified in the strengths list. Youth and family member's strengths are numerous/pervasive</p>	Points _____

Indicator	0 points	1 point	2 points	3 points	Comments
Life Story and Plan Updates	<p><input type="checkbox"/> None of the mandated areas are present</p> <p>Life Story offers minimal information and/or does not include context</p> <p>Life Story uses blaming/shaming language</p> <p>No subsequent update provided</p>	<p><input type="checkbox"/> Some of the mandated areas are present</p> <p>Life Story is somewhat comprehensive and includes some context</p> <p>Language is somewhat reflective of family language and strength based documentation</p> <p>Subsequent updates reflect evolution in some relevant domains or addresses some of the areas of the Plan of Care (which includes Needs, Goals, Action Steps, and Crisis Plan). Does not address both the domains and the POC areas or addresses very minimal of both sections</p>	<p><input type="checkbox"/> Most of the mandated areas are present</p> <p>Life Story is mostly comprehensive and includes a lot of context</p> <p>Language is reflective of family language and strength based documentation</p> <p>Subsequent updates reflect family evolution in most relevant domains and an update on most areas of the Plan of Care (which includes Needs, Goals, Action Steps, and Crisis Plan)</p>	<p><input type="checkbox"/> Life Story is written as a comprehensive story vs. a categorical list. Describes behavior as adaptive and evolving over time based on context.</p> <p>All of the mandated areas in initial and subsequent updates are addressed in a highly contextual manner using strength based and family driven language. Updates also include reflection on all areas of the Plan of Care (which includes Needs, Goals, Action Steps, and Crisis Plan) and update to all domain areas.</p> <p>Mandated areas include:</p> <ul style="list-style-type: none"> *Family: who they identify as family, significant losses, who they are as a family /individuals, what experiences shaped their identity and relationships, traditions, routines, and values held as a family. *Cultural/Spiritual: describe factors, context, and/or connections to cultural/spiritual influences. Can include: tribal, religious, heritage, ethnicity, civic involvement. *Safety: experiences and/or immediate safety concerns (Commercial Sexual Exploitation, Domestic Violence, running away, sexualized behavior, etc.), ACEs/Trauma exposure and impact, how the person/family protects self and others. *Health/Wellbeing: relevant medical conditions, relevant developmental history and experiences, AODA history across generations, life satisfaction. *Mental health: includes mental health history of child (diagnosis, medication, hospitalization, past/current treatment, etc). Diagnostic and mental health history of family. Include relevant attitude/perception. *Educational/Vocational: history and concerns (past school concerns, current placement and grade, what type of classes, IEP, what they like about school, any work history). How basic needs are met (employment of enrollee/family, income, food). *Social/Recreational: activities the individual/family enjoy or would like to get involved in, current social skills and success, and friendships. *Living situation: fully describe housing stability, affordability, quality, safety (including community), and placement history. *Legal/Restoration: history for youth and family-current/past court orders and conditions, gang affiliation, custody, visitation, and guardianship. *Transition to adulthood (must address if 17 or older): feelings, preparedness, and trajectory towards/around adulthood 	Points _____

Indicator	0 points	1 point	2 points	3 points	Comments
<i>Does the vision reflect the Permanency Plan?</i>	<p><input type="checkbox"/> The family vision does not include any of the criteria Example: Jonny to get off probation</p>	<p><input type="checkbox"/> The family vision includes some of the criteria Example: Jonny to complete probation so the family can move back to MI to be close to relatives</p>	<p><input type="checkbox"/> The family vision includes most of the criteria Example: The family wants to be free to make their own decisions about their life</p>	<p><input type="checkbox"/> The family vision is fully inclusive of all family members (or the youth if age 17 or older), written in the family's words as reflective of purpose and hope for the future, and is clear and concise. Example: We want to enjoy life as a family amongst our relatives where we feel connected and supported in deciding what is best for us Example: I want to give back to my community by owning my own business.</p>	Points _____
<i>Does the level of care being utilized or requested match the safety need?</i>	<p><input type="checkbox"/> None of the needs statements are underlying needs or needs statements reflect services Examples: <i>I need a tutor</i> <i>The family needs therapy</i> <i>Theresa needs anger management</i></p>	<p><input type="checkbox"/> Some of the needs are underlying needs or needs statements reflect goals without purpose Examples: <i>I need to be successful in school</i> <i>The family needs to communicate effectively</i> <i>Theresa needs to control her anger</i></p>	<p><input type="checkbox"/> Most of the needs are underlying or needs statements reflect goals with purpose Examples: <i>I need help to focus</i> <i>The family needs help to positively express their feelings</i> <i>Theresa needs help to develop coping skills</i></p>	<p><input type="checkbox"/> All of the needs are underlying and reflect the root cause or function of behavior, what is missing, or a core piece of wellbeing. Examples: <i>I need to feel safe from bullying at school so that I can focus on learning.</i> <i>Every member of the family deserves to feel heard by others when they share their feelings.</i> <i>Theresa needs to know that she will be protected by the adults in her life so she can experience peace.</i></p>	Points _____
<i>If living OOH are the domains of Living Situation, Family and Legal addressed within the needs?</i>	<p><input type="checkbox"/> None of the needs reflect the required domains or the Domain Review was not uploaded for a 1st POC</p>	<p><input type="checkbox"/> Some of the needs are reflective of the required domains</p>	<p><input type="checkbox"/> Most of the needs are reflective of the required domains</p>	<p><input type="checkbox"/> All of the needs are reflective of the required and relevant domains. All identified domains are addressed and the Domain Review is uploaded for a 1st POC</p> <p>For All Programs:</p> <ul style="list-style-type: none"> *1st POC: Domain Review is uploaded *1st POC: Any domains ranked medium or high are addressed, along with any of the required below. *Health/Wellbeing if a youth takes medication *Transition to adulthood if a youth is 17+ <p>For Wraparound and REACH:</p> <p>1st POC: Family, Mental Health, Educational/Vocational, Safety, Legal/ Restoration (if involved in the court system)</p> <p>*2nd+ POC: Mental Health, Safety</p> <p>For CCS/CORE: Mental Health Domain is required for all POC's.</p>	Points _____

Indicator	0 points	1 point	2 points	3 points	Comments
<i>Do the goals for youth and family reflect progress toward a less restrictive placement/reunification?</i>	<input type="checkbox"/> None of the goals include the required criteria Example: Jonny will stop fighting	<input type="checkbox"/> Some of the goals include some or all of the criteria Example: Jonny will use coping skills	<input type="checkbox"/> Most of the goals include most or all of the criteria Example: Jonny will walk away when he is upset	<input type="checkbox"/> All of the goals are measurable, observable, and attainable. All goals are written in a positive frame of reference: what we want vs. don't want. Goals are inclusive of family and team members and from varying perspectives. Examples: Jonny responds to Mom's prompts to listen to music to destress twice a week Jonny tells his mom once a day when he is overwhelmed Mom recognizes I am overwhelmed and proactively offers to go for a walk with me twice a week	Points _____
Action Steps	<input type="checkbox"/> None of the action steps include the criteria	<input type="checkbox"/> Some of the action steps include some or most of the criteria	<input type="checkbox"/> Most of the action steps include most or all of the criteria	<input type="checkbox"/> All of the action steps reflect who will do what, where, when, how they will do what, and why are they doing the what (relation to the need/goal) and reflect progression towards the goal. Action Steps are specific to what is being worked on from this POC to the next POC. Example: Michelle and Ms. Jenna meet with Jonny to create a list of things that bother him in the classroom setting by X date. Jonny and Michelle come up with 3 different response options for each situation and share with the teacher within 2 weeks, so teacher knows what support looks like.	Points _____
Task-Shifting	<input type="checkbox"/> None of the Action Steps include task-shifting	<input type="checkbox"/> Some of the Action Steps include task-shifting	<input type="checkbox"/> Most of the Action Steps include task-shifting	<input type="checkbox"/> All of the Action Steps include task-shifting or movement toward sustainability by replacing paid providers with natural supports or community resources. Task-shifting can also include transfer of knowledge to one team member to another. Example: 1:1 will introduce Jonny to a new staff member at the B&G club every week. By X date, they will identify 3 people Jonny is comfortable with and focus on building those relationships by inviting them to play, going to them when Jonny needs something, and 1:1 inviting them to talk to with Jonny when Jonny is struggling. By X date, 1:1 and Jonny together will inform at least one of the staff what his triggers are and demonstrate 3 things that help Jonny feel better.	Points _____

Indicator	0 points	1 point	2 points	3 points	Comments
Crisis Definition(s)	<input type="checkbox"/> None of the definitions of crisis are connected to the safety need(s) The definition of crisis is a list of behaviors without context or function	<input type="checkbox"/> Some of the definitions of crisis are connected the safety need(s) or the crisis definition is somewhat connected to the safety need(s)	<input type="checkbox"/> Most of the definitions of crisis are connected to the safety need(s) or the definition is mostly connected to the safety need(s)	<input type="checkbox"/> The definition(s) of crisis is connected to the identified safety need(s), includes the context/function of the behavior as rooted in unmet need and/or reason for referral The plan identifies reason for “high risk” status. Examples: When I feel overwhelmed and isolate at school. When I feel overwhelmed and run away from home.	Points _____
Plan Across Settings	<input type="checkbox"/> None of the settings are addressed or are addressed in minimal sections	<input type="checkbox"/> Some of the sections address some or most relevant areas or some of the relevant areas are addressed in most sections	<input type="checkbox"/> Most sections address most relevant areas	<input type="checkbox"/> All sections address all relevant areas (i.e. home, school, placement, community, etc) for every identified crisis.	Points _____
Crisis Resolution	<input type="checkbox"/> None of the criteria are met or the criteria are minimally met Example: Call CMC	<input type="checkbox"/> Some of the criteria are met for some of the crisis resolution plans Example: Call crisis stabilizer to de-escalate me	<input type="checkbox"/> Most of the criteria are met for most of the crisis resolution plans Example: Call Leanne who will talk to me about my anxiety	<input type="checkbox"/> All of the crisis resolution steps are comprehensive, specific, and detailed. All steps include the name, number, and a detailed action step. Addresses the crisis from trigger through debrief . Example: Call Leanne (xxx-xxxx) who will do breath work with me over the phone while in route to my home. Upon arrival Leanne will role model deep breathing for Mom and together they will breathe with me until my shoulders drop and my fists relax, or I get antsy in which case we will walk around the block instead. No one will talk until I indicate I’m ready.	Points _____

Additional Comments:

*Highlighted areas=changes made in June of 2021