**POC Audit Rubric** Final score: _____/36 _____% Audited on _____ by: _____

CC/Agency: _____ POC date: _____ POC # _____ POC Approved by: _____

Youth name: _____ Age_____ Program: REACH WRAP High risk: Y N Review next POC yes ☐ no ☐

| Review indicator<br>**Items in italics refer to out of home placement considerations* | No evidence of skill<br>0 points | Skill Development Needed<br>1 point | Emerging Skills<br>2 points | Evidence of Mastery<br>3 points | Comments |
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| Functional Strengths | ☐None of the strengths are functional<br>Strengths reflect descriptions of characteristics, attributes or interests, but do not offer utility<br><br>Example: “she likes basketball”, “is a good cook”, “loves her children”, “is resourceful” | ☐Some, but not all the strengths are functional | ☐Most, but not all the strengths are functional | ☐All of the strengths are functional<br>Functional: Strengths that outline how characteristics, attributes, or interests are helpful and can be used in action.<br>Example: “she likes basketball and plays as a way to relieve stress and enjoy time with positive peers" | **Points** _____ |
| Inclusive Strengths List | ☐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<br><br>Example: HSW is good at holding youth accountable for their court conditions | ☐Some, but not all the criteria are met | ☐Most, but not all the criteria are met | ☐All team members have a corresponding strength that reflects them as a person, not their position. One Community Resource (CR) is identified in the strengths list. Youth and family member’s strengths are numerous/pervasive | **Points** _____ |

| Indicator | 0 points | 1 point | 2 points | 3 points | Comments |
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| Family Narrative | ☐None of the mandated areas are present<br><br>Narrative offers minimal information and/or does not include context<br><br>Narrative uses blaming/shaming language<br><br>No subsequent update provided. | ☐Some of the mandated areas are present<br><br>Narrative is somewhat comprehensive and includes some context<br><br>Language is somewhat reflective of family language and strength based documentation<br><br>Subsequent update focuses on behavior, services, and does not reflect family's progress towards vision | ☐Most of the mandated areas are present<br><br>Narrative is mostly comprehensive and includes a lot of context<br><br>Language is reflective of family language and strength based documentation<br><br>Subsequent updates reflect family evolution in most domains | ☐Narrative is written as a comprehensive story vs. a categorical list. Describes behavior as adaptive and evolving over time based on context.<br><br>All of the mandated areas in initial and subsequent updates are addressed in a highly contextual manner using strength based and family driven language.<br><br>**Mandated areas include:**<br>***Family:** who they identify as family, significant losses, who they are as a family /individuals, what experiences shaped their identity and relationships, traditions, routines, values held as a family, how basic needs are met<br>***Cultural/Spiritual:** describe connection or desire for connection to cultural/spiritual communities<br>***Safety:** experiences that shaped a sense of personal, family, community safety, immediate safety concerns and the context, function, and progression of behavioral adaptations to these concerns (CSEC, DV, running away, sexualized behavior, etc.), ACEs/Trauma exposure and impact, how the person/family protects self and others<br>***Health/Wellbeing:** full developmental history and experiences from pregnancy to current, AODA history across generations, life satisfaction and what would help to improve satisfaction<br>***Mental health:** history across generations, history of interventions and effectiveness (include adverse reactions to treatment), history of hospitalization and context<br>***Educational/Vocational:** beliefs about self as student/employee and experiences that shaped beliefs, complete academic history starting in elementary including success and struggle, individual and family education/vocation aspirations and current status<br>***Social/Recreational:** activities the individual/family enjoy and do or would like to get involved in, current social skills and success, concerns about navigating social situations or engaging in recreational activities<br>***Living situation:** fully describe housing stability, affordability, quality, safety, placement history<br>***Transition to adulthood:** basic life skills including advocacy, plans for living independently<br>***Legal/Restoration:** circumstances around court order, court conditions | **Points _____** |

| Indicator | 0 points | 1 point | 2 points | 3 points | Comments |
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| Family Vision<br><br>*Does the vision reflect the Permanency Plan?* | ☐The family vision does not include any of the criteria<br>Example: Jonny to get off probation | ☐The family vision includes some of the criteria<br><br>Example: Jonny to complete probation so the family can move back to MI to be close to relatives | ☐The family vision includes most of the criteria<br><br>Example: The family wants to be free to make their own decisions about their life. | ☐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.<br><br>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. | **Points** _____ |
| Underlying Need(s)<br><br>*Does the level of care being utilized or requested match the safety need?* | ☐None of the needs statements are underlying needs or needs statements reflect services<br><br>Examples:<br>Jonny needs a tutor<br><br>The family needs therapy<br><br>Theresa needs anger management | ☐Some of the needs are underlying needs or needs statements reflect goals without purpose<br><br>Examples:<br>Jonny needs to be successful in school<br><br>The family needs to communicate effectively<br><br>Theresa needs to control her anger | ☐Most of the needs are underlying or needs statements are goals with purpose<br><br>Examples:<br>Jonny needs help to focus<br><br>The family needs help to positively express their feelings<br><br>Theresa needs help to develop coping skills | ☐All of the needs are underlying and reflect the root cause or function of behavior, what is missing, or a core piece of wellbeing<br><br>Examples:<br>Jonny needs to feel safe from bulling at school so that he can focus on learning.<br><br>Every member of the family deserves to feel heard by others when they share their feelings.<br><br>Theresa needs to know that she will be protected by the adults in her life so she can experience peace. | **Points** _____ |
| Domains<br><br>*If living OOH are the domains of Living Situation, Family and Legal addressed within the needs?* | ☐None of the needs reflect the required domains or the Domain Review was not uploaded for a 1st POC | ☐Some of the needs are reflective of the required domains | ☐Most of the needs are reflective of the required domains | ☐All of the needs are reflective of the required domains and the Domain Review is uploaded for a 1st POC.<br><br>*1st POC: Domain Review is uploaded, any domains ranked medium or high, and Family, Mental Health, Educational/Vocational, Safety, Legal/Restoration (if involved in the court system)<br><br>*2nd+ POC: MH, Safety<br><br>*Health/Wellbeing if a youth takes medication<br>*Transition to adulthood if a youth is 16+ | **Points** _____ |

| Indicator | 0 points | 1 point | 2 points | 3 points | **Comments** |
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| Benchmarks<br><br>*Do the benchmarks for youth and family reflect progress toward a less restrictive placement/reunification?* | ☐None of the benchmarks include the required criteria<br><br>Example: Jonny will stop fighting | ☐Some of the benchmarks include some or all of the of the criteria<br><br>Example: Jonny will use coping skills | ☐Most of the benchmarks include most or all of the criteria<br><br>Example: Jonny will walk away when he is upset | ☐All of the benchmarks are measureable, observable, and attainable. All benchmarks are written in a positive frame of reference: what we want vs. don't want. Benchmarks are inclusive of family and team members.<br><br>Examples:<br>Jonny responds to Mom's prompts to listen to music to destress twice a week<br><br>Jonny tells his mom once a day when he is overwhelmed.<br><br>Mom recognizes Jonny is overwhelmed and proactively offers to go for a walk with him twice a week. | **Points _____** |
| Strategies | ☐None of the strategies include the criteria | ☐Some of the strategies include some or most of the criteria | ☐Most of the strategies include most or all of the criteria | ☐All of the strategies reflect who will do what, where, when, how, and why (relation to the need) and reflect progression towards the benchmarks.<br><br>Example: Once a week Crisis stabilizer will take Jonny to the neighborhood Boys and Girls club to practice the coping skills he is learning in therapy. Before leaving the house, they will talk to Mom, who is informed by the therapist after every session what they worked on, to identify which 2 skills they want to practice. At the B&G club, 1:1 will take Jonny into the gym, where often gets overwhelmed, and identify a situation that Jonny wants to address, such as asking peers to play, calming his nerves when it is too loud, asking staff for help, accepting a loss and being a good sport. At home they will discuss what did and didn't work or any barriers so that Mom can report back to the therapist. | **Points _____** |
| Task-Shifting | ☐None of the strategies include task-shifting | ☐Some of the strategies include task-shifting | ☐Most of the strategies include task-shifting | ☐All of the strategies include task-shifting or movement toward sustainability by replacing paid providers with natural supports or community resources.<br><br>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 |
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| Crisis Definition(s) | ☐None of the definitions of crisis are connected to the safety need(s)<br><br>The definition of crisis is a list of behaviors without context or function | ☐Some of the definitions of crisis are connected the safety need(s) or the crisis definition is somewhat connected to the safety need(s) | ☐Most of the definitions of crisis are connected to the safety need(s) or the definition is mostly connected to the safety need(s) | ☐The definition(s) of crisis is connected to the safety need(s) and includes the context/function of the behavior as rooted in unmet need.<br><br>The plan identifies reason for "high risk" status.<br><br>Examples:<br>When I feel overwhelmed and isolate at school.<br><br>When I feel overwhelmed and run away from home. | **Points** _____ |
| Plan Across Settings | ☐None of the settings are addressed or are addressed in minimal sections | ☐Some of the sections address some or most relevant areas or some of the relevant areas are addressed in most sections | ☐Most sections address most relevant areas | ☐All sections address all relevant areas (i.e. home, school, placement, community, etc) for every identified crisis. | **Points** _____ |
| Crisis Resolution | ☐None of the criteria are met or the criteria are minimally met<br><br>Example:<br>Call CMC | ☐Some of the criteria are met for some of the crisis resolution plans<br><br>Example:<br>Call crisis stabilizer to de-escalate Jonny | ☐Most of the criteria are met for most of the crisis resolution plans<br><br>Example:<br>Call Leanne who will talk to Jonny about his anxiety | ☐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 not just the behavior.<br><br>Example:<br>Call Leanne (xxx-xxxx) who will do breathe work with Jonny over the phone while in route to the home. Upon arrival Leanne will role model deep breathing for Mom and together they will breathe with Jonny until his shoulders drop and his fists relax, or he gets antsy in which case they will walk around the block instead. No one will talk until Jonny indicates he is ready. | **Points** _____ |

**Additional Comments:**

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