



Reunification Matrix

Based on Abt Associates Training PP



Michigan Statewide HMIS

Staff Training

10/01/2014

Reunification Matrix Overview

- The Reunification Matrix was developed due to the rising need for a more appropriate evaluation tool for use with youth under the age of 18
- It is based on the Arizona Homeless Evaluation Matrix. Sharing many common domains and scales with the Arizona Self Sufficiency Matrix; which has been tested for validity and reliability.
- This version of the Matrix was developed collaboratively with Youth Services Providers throughout the State of Michigan.

Reunification Matrix



Two Key Features:

- 21 domains in the Reunification Matrix
- Client's status on each domain is measured by a 5-point scale

Domain	Scale
1. Housing	1 = Severe Crisis
2. Family Conflict and Relationship	
3. Safety in the Home	
4. School (<i>Enrollment/Attendance</i>)	
5. Academics (<i>Grades</i>)	
6. Life Skills	2 = Crisis
7. Decision Making	
8. Peer Conflict and Relationship	
9. Stress Management	3 = Vulnerable
10. Communication Style	
11. Community Involvement	
12. Transportation	
13. Legal	4 = Building Capacity
14. Engagement in Services	
15. Access to Food	
16. Access to Health Care	
17. Health (<i>Physical Health</i>)	5 = Thriving
18. Pregnancy	
19. Sexual Health	
20. Mental Health	
21. Substance Abuse (<i>Includes drugs, alcohol, cigarettes, and chewing tobacco</i>)	

Using the Matrix



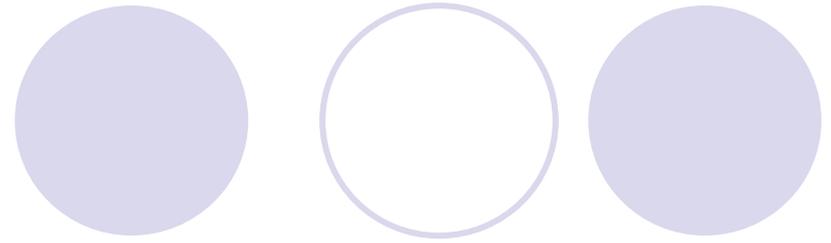
- ***When to Collect Data:***

- Data is collected at **intake** and **discharge** for both residential AND non-residential clients.

- ***Subjects:***

- All persons 17 and under (receiving Basic Center Services).
 - ***Note:** Youth ages 16 - 17, that are entering Transitional Living, should complete the Self Sufficiency Matrix as the main objective for those youth is to increase self-sufficiency.

Using the Matrix



● ***Filling out the matrix:***

- Should be done jointly by the client and case manager. The matrix is an *excellent* engagement tool for family-centered practice.
- Circle or ✓ the appropriate rating in each domain.
 - Note: Only one rating should be selected per domain.
- **If youth perception varies dramatically from case manager assessment, use case manager rating.**
- **If the case manager and the client feel that the best score is somewhere between two numbers, score using the lower number.**

Self-Determination & Skills - Housing

1. Housing

- 1. On the street as homeless/throwaway/runaway youth
- Regardless of whether or not they are there by choice.
- 2. Couch Surfing. Residence changes routinely. Youth at immediate risk of running away or getting kicked out.
- 3. Residing with family/friends or with parent/guardian. Housing not secure. At risk of running away or getting kicked out.
- 4. Youth stably housed (Parents/Guardians/TH) will need some support.
- 5. Youth stably housed (Parents/Guardians/Own). No support needed.

ABOUT HOUSING



- Youth entering shelter should have a rating of “1” or “2”.
 - Youth that are temporarily placed in shelter (as a form of respite) to allow for a “cooling” off period should also have a “2” rating as their risk is ‘immediate’.
- Youth that are not at *immediate* risk. Including those that are residing with family/friends (with no deadline to leave) or those receiving ‘in home’ runaway prevention services will generally have a “3” rating at entry.
- Youth exiting shelter and either returning home (with aftercare needed) or entering TLP will have a rating of “4” upon exit.

Self-Determination & Skills – Family Conflict and Relationship

2. Family Conflict and Relationship

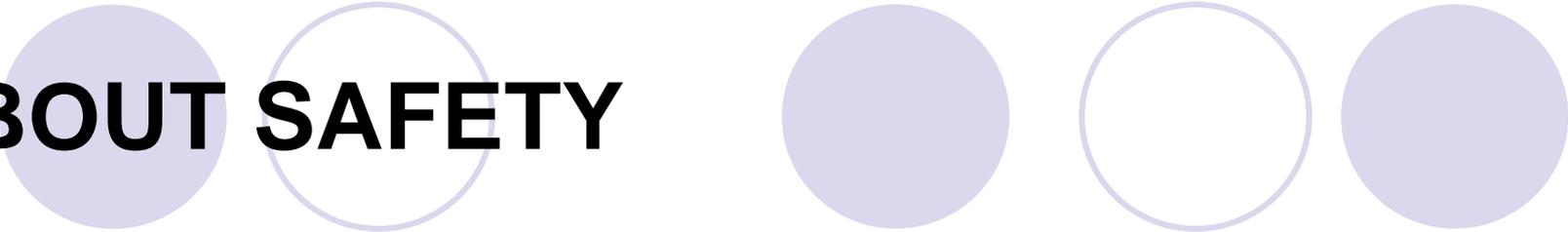
- 1. No contact with family/guardian – and/or minimal chance of repairing relationship with family/guardian.
- 2. In contact with family. Conflict is substantial. Possibility of repairing family relationships.
- 3. Moderate conflict with family. Working on resolving issues.
- 4. Some conflict with family. Working on resolving issues.
- 5. Minimal to no conflict. Strong support from family / guardians. Household members support each other's efforts.

Self-Determination & Skills – Safety in the Home

3. Safety in the Home

- 1. Home or residence is not safe; immediate level of lethality is extremely high; possible CPS involvement and/or youth living on the street.
- 2. Safety is threatened; environment unstable/possible CPS involvement.
- 3. Current level of safety is minimally adequate; ongoing safety planning is essential
- 4. Environment is safe, however, future of such is uncertain; safety planning is important
- 5. Environment is apparently safe and stable

ABOUT SAFETY



- Youth with a “1” rating may be living on the street or in an environment where they are the victim of abuse/neglect. *CPS may already be involved or may need to be contacted.*
- Youth with a “2” rating can include those that are living in a environment where it is suspected that abuse, neglect and/or domestic violence is taking place (even though the youth may not be the direct victim).
- Youth with a “3” rating may include those living in an environment where “tensions” are extremely high and there is the potential for violence.
- Youth with a “4” rating may be staying with family/friends where the permanency of the situation is unknown.

Self-Determination & Skills - School

4. School (Enrollment/Attendance)

- 1. Dropped out of school with no plans of returning.
- 2. Suspended/expelled from school or not enrolled in school.
- 3. Enrolled but not attending regularly.
- 4. Enrolled in school and attending classes most of the time.
- 5. Attending on a regular basis and making progress.

ABOUT SCHOOL (Enrollment/Attendance)

- The difference between a “1” and “2” rating is that youth with a “1” rating have made the decision not to return to school.
- Those with a “2” rating are interested in finishing school but are not enrolled or attending at the moment due to various circumstances (e.g suspension, expulsion, current living situation etc).
- If school is not in session at the time you are completing the matrix with a youth, rate the youth according to his/her enrollment and attendance status prior to school letting out.

Self-Determination & Skills -Academics

5. Academics

- 1. Youth failing majority of classes. No interest in improving.
- 2. Youth failing classes. Interested in improving but unable to due to barriers/unmet needs.
- 3. Youth in need of academic support. Services have been identified.
- 4. Youth in need of academic support. Engaged in supportive services. Showing signs of improvement.
- 5. Youth meeting or exceeding all academic requirements. No supportive services needed.

Self-Determination & Skills – Life Skills

6. Life Skills

➤ *Age Appropriateness*

should be factored when assessing for Life Skills

- 1. Will need support in 6 or 7 life skill goals.
- 2. Will need support in 5 life skill goals.
- 3. Will need support in 4 life skill goals.
- 4. Will need support in 3 life skill goals.
- 5. Will need support in 1 or 2 life skill goals.

Components to consider in Life Skills Goal or Objectives

Circle Goal Areas:

- Time management
- Chores
- Hygiene
- Basic money management
- Laundry
- Meal preparation
- Management of personal spaces.

Evaluation criteria for setting a goal:

- Adequate basic knowledge vs lacking basic knowledge.
- Self-directed vs need for direct guidance.

Self-Determination & Skills – Decision Making

7. Decision Making

➤ *Age Appropriateness*

should be factored when assessing for Decision Making Skills

- 1. Unable to make decisions on their own without direction of others. Not knowing right from wrong or does not appear to care about the consequences.
- 2. Is able to make limited decisions on their own with some thought to consequences.
- 3. Is able to make limited decisions while seeking approval from others (peers or adults). Understands the difference between right and wrong.
- 4. Increased ability to make decisions, willing to seek input from others. Able to weigh pros and cons.
- 5. Makes appropriate decisions and is able to anticipate the consequences.

Self-Determination & Skills – Peer Conflict and Relationship

8. Peer Conflict and Relationship. The measure is focused of the ability to make healthy friendships.

- 1. Aggressive toward those less powerful – seeks conflict with others. Actively destructive with peers. OR Has no friends / loner and target for bullies.
- 2. Neither extremely aggressive nor isolated; but is experiencing a significant peer crisis with no understanding or plan to change.
- 3. Has significant peer issues, but has identified a plan for change.
- 4. Has some friends and has made some positive efforts to resolve identified peer issues.
- 5. Has good friends and is satisfied with what he/she has. Able to peacefully resolve issues with their peers on their own.

Self-Determination & Skills – Stress Management

9. Stress Management

- 1. Stress is overwhelming impacting all aspects of life and youth is engaging in destructive behaviors.
- 2. Stress is overwhelming impacting all aspects of life. No coping skills are evident.
- Youth not yet engaging in destructive behaviors.
- 3. Stress is significant impacting most aspects of life with minimal evidence of coping skills.
- 4. Stress is significant impacting some aspects of life. Moderate coping skills are evident.
- 5. Stress is manageable. Youth is equipped with appropriate skills to effectively manage stress.

Self-Determination & Skills–Communication Style

10. Communication Style

- 1. Unable / unwilling to communicate needs, desires and opinions. Resulting in unhealthy relationships.
- 2. Unable but attempting to communicate without being disrespectful and angry. Resulting in frequent problems at home, in school, and in the community.
- 3. Able to communicate– but not always in a calm and/or respectful manner resulting in some problems at home, in school, and in the general community.
- 4. Able to communicate in a calm and respectful manner – most of the time. Fewer problems at home, in school, and in the community.
- 5. Able to communicate with others in a clear, respectful manner. Able to express desires & needs effectively.

Self-Determination & Skills – Community Involvement

11. Community Involvement

- 1. No community involvement due to community rejection - e.g. CSC or felony charges.
- 2. No community involvement due to the state of crisis / in survival mode.
- 3. No community involvement due to lack knowledge. May also have additional barriers.
- 4. Some community involvement. Youth can identify community supports, but may have barriers.
- 5. Actively involved in community. Has clear knowledge and connections within the community.

Self-Determination & Skills – Transportation/Youth or Family

12. Transportation / Youth or Family

- 1. No access to transportation, public or private; Unable to attend school or necessary appointments.
- 2. Unreliable access to transportation, public or private. Impacting school or necessary appointments.
- 3. Reliable but limited access to transportation, public or private. Requires careful planning for school or necessary appointments.
- 4. Reliable and accessible to meet all necessary basic needs.
- 5. Transportation is available for school, work, and play.

Self-Determination & Skills – Legal

13. Legal

- 1. Pending felony / misdemeanor charges
- 2. Status Offense such as MIP or truancy or smoking.
- 3. Charged but part of a diversion program or compliant with probation.
- 4. No legal issues 6 months.
- 5. No legal issues and no criminal behaviors.



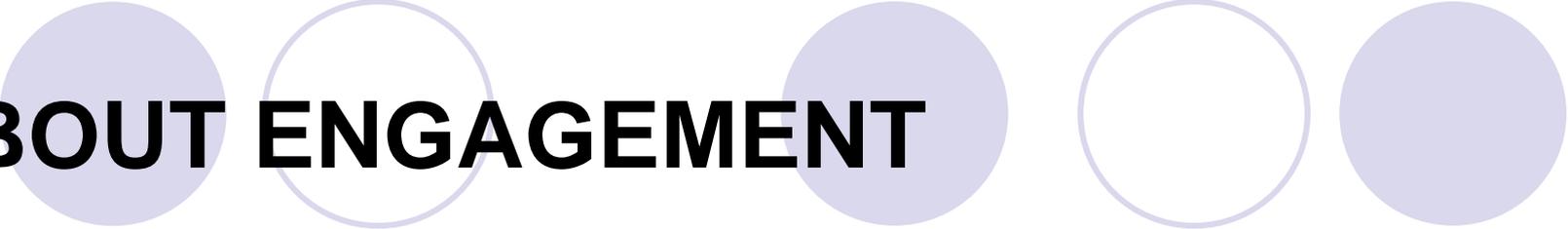
ABOUT THE LEGAL SCALE

- While some youth do not have formal charges they do engage in known criminal behavior. Ratings 4 & 5 are designed to allow you to distinguish these youth. For example.
 - Youth has no charges for 6 months but has been smoking – rating 4.
 - Youth has no charges for 6 months and has no known legal charges and no known criminal behavior – rating 5.

Self-Determination & Skills – Engagement in Services

14. Engagement in Services (or Community Resources)

- 1. Appears resistant but potentially able to engage. On follow-up has disengaged with service.
- 2. Willing to engage with some needed services but appears resistant with other necessary services.
- 3. Willing to engage in recommended referrals and/or service plan.
- 4. Actively engaged in recommended referrals and service plan.
- 5. Youth no longer needs services or has completed service plan.



ABOUT ENGAGEMENT

- Rating 1: Refusing recommended service – this is likely to be a case manager rating.
- Rating 2: Seems compliant but no follow-through.
- Rating 3: Some follow-up but not adequate. Use a 3 if the youth is willing but the service does not exist.
- Rating 4: Actively engaged as recommended.
- Rating 5: No recommended services or has completed services.

Self-Determination & Skills - Access to Food

15. Access to Food

- 1. No consistent access to food. Missing meals regularly. Youth needs medical intervention due to nutrition issues.
- 2. Nutrition issues are a concern and are based on poor access to nutritious meals. Medical referral is not necessary at this time.
- 3. Nutrition issues are a concern but access to nutritious food is available. Medical referral is not necessary at this time.
- 4. No nutrition issues are identified but family uses public supports to provide food.
- 5. Stable source of an adequate food supply and no evidence of related nutrition issues. No food assistance is necessary.

Self-Determination & Skills – Access to Health Care

16. Access to Health Care - Youth or Family

- 1. No medical coverage with immediate need.
- 2. No medical coverage and great difficulty accessing medical care when needed. Some household members may be in poor health.
- Need is not immediate
- 3. Some members (e.g. children) on ABW or MiChild.
- 4. All members can get medical care when needed, but may strain budget.
- 5. All members are covered by affordable, adequate health insurance.



Self-Determination & Skills – Health

17. Health (Physical Health)

- 1. Youth has untreated life threatening illness or injury.
- 2. Youth has untreated illness that is not life threatening.
- 3. Youth has treated illness but is still exhibiting symptoms.
- 4. Youth has a illness (may be chronic illness) but is managed or resolved.
- 5. Physically healthy with no identifiable health issues.

Self-Determination & Skills – Pregnancy

18. Pregnancy

- 1. Is unwilling to engage in either prenatal care or post birth planning.
- 2. Limited prenatal care / post birth planning with limited or no support system.
- 3. Limited prenatal care / post birth planning with positive support system.
- 4. Regular prenatal care and a birth plan but unsure of post birth plan.
- 5. Regular prenatal care and a plan for both birth and post birth.

Skip if not applicable

Self-Determination & Skills – Sexual Health

19. Sexual Health

- 1. Engages in frequent sexual activity with multiple partners. May be pregnant or have a child. Protection is not used.
- 2. Engages in sexual activity. May have a child or be pregnant. Protection is used irregularly.
- 3. Self report of activity and is using protection and birth control. May have a child or be pregnant.
- 4. Reports never engaging in intercourse but reports other sexual activity such as “necking.”
- 5. Self report abstinence.

Self-Determination & Skills – Mental Health

20. Mental Health

- 1. Danger to self or others; recurring suicidal ideation; experiencing severe difficulty in day-to-day life due to psychological problems.
- 2. Not a danger to self/others; but persistent problems with functioning due to mental health symptoms.
- 3. Symptoms are present at least some of the time. Some difficulty in functioning due to mental health problems.
- 4. Mental health issue is identified but is being successfully managed. Functioning does not appear impaired.
- 5. No identified Mental Health Issue. Symptoms are absent.



ABOUT MENTAL HEALTH

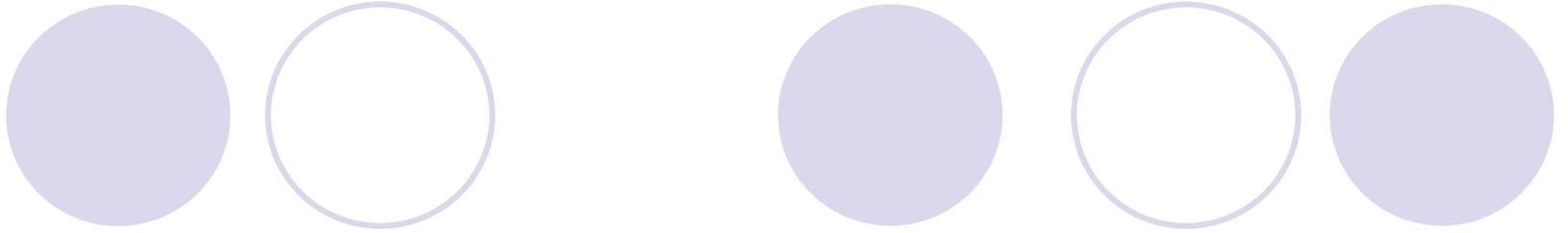
- Rating 1: Persistent, dangerous, untreated.
- Rating 2: Persistent, not endangering, untreated.
- Rating 3: Intermittent/mild Symptoms, not endangering, untreated.
- Rating 4: Symptoms in remission/mild, engaged in treatment.
- Rating 5: No identified issues, symptoms are absent.

Self-Determination & Skills – Substance Abuse

21. Substance Abuse

➤ *Includes drugs, alcohol and tobacco*

- 1. Consistent use with withdrawal/withdrawal avoidance resulting in significant problems. Immediate treatment recommended.
- 2. Use within last 3 months and evidence of persistent problems. No evidence of withdrawal issues.
- 3. Client has used during the last 3 months, but no evidence of persistent or recurrent problems related to the use.
- 4. No substance use within the last 3 months.
- 5. No history of substance use or no use beyond an initial experimental experience.



Getting Started

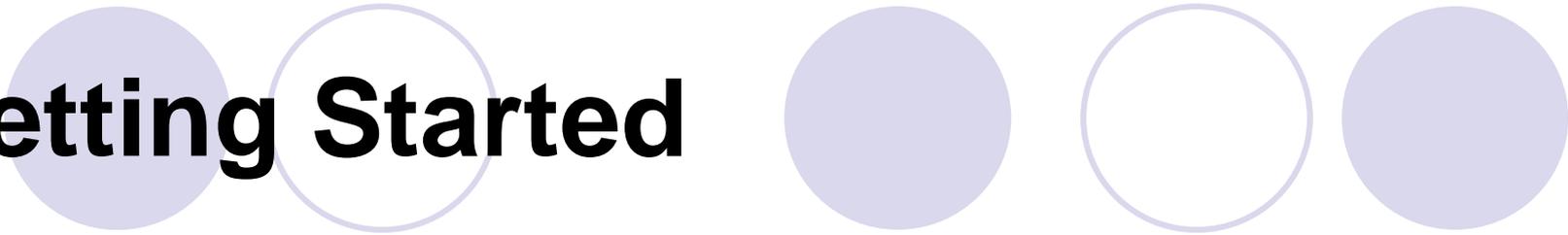
Getting Started – Data Collection

1. Begin to **conduct interviews** with youth 17 and under. At implementation, begin with new admissions.
2. **Document** any difficulties you discover during the interview process and note the situation.
3. **Report any questions/concerns** to your manager.
 - Managers may contact Shanna Cherubini (scherubini@mihomeless.org) with any unresolved questions/concerns.

Getting Started – Capturing Data in HMIS

1. **Matrix data is entered** on the youth assessment in HMIS (Entry/Exit)
2. **Report any questions/concerns** to your manager.
3. **Run the report** designed to summarize data routinely.
Report Location: *ART > Public Folder > Youth Provider Reports > DHS Monthly Youth Reports (Provider Page Prompt)*
NOTE: Reports pull information by provider page. In order for reports to work - Youth **MUST** have a *minimum* of 2 matrices captured.
4. Investigate and **correct entry** problems.

Getting Started



- If within the first month, you discover that an initial rating was wrong, please correct the rating (on paper and in HMIS). Be sure to delete in “History” the initial rating in HMIS.
- Be sure to enter the earliest forms first. When backdating, enter in the order of completion, earliest to latest.

Effective Services and Data Quality

The ability of your program and CoC to address the needs of youth depends largely on the **quality** of information collected at intake and exit.



“Garbage in.....garbage out!”



Conclusion

- Questions or comments?