



# ***Achieving Valued Roles***

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## ***Involving Service Recipients in Gaining Supports for Community Role Functioning***

Center for Rehabilitation and Recovery,  
Coalition of Voluntary Mental Health Agencies

Website: [www.cvmha.org](http://www.cvmha.org)



**The  
Coalition**  
of Voluntary  
Mental Health  
Agencies, Inc.



# *Workshop Objectives*

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Increased participant understanding of:

1. The principles and process of involving service recipients in assessing support needs and developing resources for Achieving Valued Roles.
2. The implications for program and practitioner practice changes needed to apply support assessment and resource development for Achieving Valued Roles.



# *Overall Psychiatric Rehabilitation Planning Process*

1. Engage

2. Assess Readiness

3. Select a Rehabilitation Strategy

*Engagement*

*Readiness  
Development*

*Choosing  
Valued Roles*

*Achieving  
Valued Roles*

4. Plan/Deliver Rehabilitation (& Other) Services



# *Achieving Valued Roles: Support Assessment and Development*

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**Chosen Environmental Role**

***Required Supports?***

- Explicit
- Implicit

***Desired Supports?***

- Impactful
- Realistic

**List Critical Supports**

**Define & Evaluate Critical Supports**

**Coordinate Resources to Provide Critical Supports**



# *Types of Supports*

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**Person** – *Supervisor, Peer, Minister, Physician, etc.*

**Place** – *Library, Social Club, Private Space in Group Home, etc.*

**Thing** – *Work Uniform, Tools, Rent Money, Alarm Clock, etc.*

**Activity** – *Family Visits, Medication Monitoring, Therapy, Leisure Activity, Blood Pressure Check, etc.*



## ***Introduction to Jim***

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### **“Jim”**

- 30 years old.
- Living with his parents and younger sister.
- Lived for brief time in apartment before 1<sup>st</sup> hospitalization ten years ago.
- Recently discharged from state hospital after stay of several months.
- Five admissions in last ten years.
- Willingly takes prescribed medication, but requires prompting from his mother.
- Attends CDTP regularly and has made a few friends there.
- Has completed the process of choosing a valued role and his goal is “To live in the Fresh Start Apartments by February, 2006.”



# *Jim's List of Critical Supports*

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## **Essential Required Supports:**

- 'Productive Activity'
- Medication Monitoring

## **Personally Important Supports:**

- Supportive Counseling
- Social Setting
- Family Interaction



# *Definition of Support Provision for Jim*

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***ADL Class*** – Number of times per month a class that teaches grooming skills is provided during times I'm not in vocational training.

***Medication Monitoring*** – Number of times per month an appointment with a psychiatrist or nurse is provided to assess medication effects when taking a prescribed medication.

***Supportive Counseling*** – Percentage of times per week a residential program staff person is available to provide individual support and problem solving assistance at the apartments when I have a problem with another person I don't know how to solve.

***Social Setting*** - Number of hours per week a safe place is open for "hanging out" with other people during the weekend.

***Family Interaction*** - Number of times per week my mother or sister visit me for at least two hours during the evenings or on the weekend.



# *Evaluation of Resource Provision for Jim*

<b>Critical Support</b>	<b>Definition</b>	<b>Provision</b>
ADL Class (-)	Number of times per month a class that teaches grooming skills is provided during times I'm not in vocational training.	Needed 4 Current 0
Medication Monitoring (+)	Number of times per month an appointment with a psychiatrist or nurse is provided to assess medication effects when taking a prescribed medication.	Needed 1 Current 1
Responsive Counseling (-)	Percentage of times per week a residential program staff person is available to provide individual support and problem solving assistance at the apartments when I have a problem with another person I don't know how to solve.	Needed 75% Current 0%
Social Setting (+)	Number of hours per week a place is open for "hanging out" during the weekend.	Needed 16 Current 24
Family Interaction (-)	Number of times per week my mother or sister visit me for at least two hours during the evenings or on the weekend.	Needed 4 Current 0



# *Support Assessment Process*

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**List Critical Supports**



**Define Support Provision**



**Evaluate Support Provision**



# *Listing Critical Supports*

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## *Supports Required by the Environment*

- *Explicit*
- *Implicit*

## *Supports Desired by the Person*

- *Impactful*
- *Realistic*



*Critical Support*



# ***Example: Defining Support Provision***

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**Support:** *Productive Activity*

**What?** *Work or training*

**When?** *Monday – Friday*

**How measured?** *Number of hours/week*

Number of hours per week work or training activities are offered between Monday and Friday.



# *Worksheet: Listing and Describing a Critical Support*

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Explicitly required support:

Support Description:

*What:*

*When:*

*How measured:*



# *Resource Coordination Objectives*

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- To secure an agreement from a resource to provide a support to the person at the level specified in the support provision description.
- To ensure the person's successful and satisfactory use of the resource.



# *Resource Coordination Methods*

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***Selecting the Resource***



*Choosing a person or organization from whom the recipient wants support.*

***Clarifying the Need***



*Persuasively describing the support being requested & the reason for being selected.*

***Marketing***



*Presenting recipient assets & countering resource objections to providing support to the recipient.*

***Negotiating***



*Settling with the resource on a mutually acceptable way to overcome barriers to providing support to the recipient.*



# *Example: Selecting a Resource*

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*“Choosing a person or organization from whom the recipient wants support”*

*Support: ADL Class*

*Potential Resources:*

*Bonneville Valley  
Community  
Action*

*Mayview CMHC CDT*

*Flexible schedule*

*\**

*Close to residence*

*\**

*\**

*1:1 Instruction*

*\**



# *Preparing to Clarify the Need*

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*“Persuasively describing the support being requested & the reason for being selected”*

- Review the objective & reason(s) the resource was selected.
- Clarify what the recipient and practitioner will do to assure the recipient's successful use of the resource.
- Determine points to make that appeal to the resource's mission, values, obligations, needs, etc...
- Determine practitioner and recipient roles in making the referral.



## *Example: Preparing to Clarify the Need*

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**Support:** ADL Class     *Objective* - Number of times per month a class that teaches grooming skills is provided during times Jim is not in vocational training.

**Selected Resource:** Bonneville Valley Community Action Program

**Reasons Selected:** Located close to where Jim lives, individual instruction is offered daily, flexible schedule allows Jim to continue with vocational training.

**Recipient/Practitioner Actions to Assure Successful Use of Resource :** Jim will attend all scheduled classes or call a day in advance to let instructor know. Practitioner will accompany Jim to his 1st scheduled class and continue to meet with him weekly for at least a month.

**Points that Appeal to Resource's Perspective:** Jim meets low income requirements of BVCAP and is working on becoming a more self-reliant community member.

**Recipient/Practitioner Roles in Referral:** Jim will take the lead in explaining what he will do to assure successful use of the resource, and the practitioner will take the lead in all other areas. Practitioner will arrange an appointment to meet with the BVCAP admission coordinator.



# *Preparing to Market the Person*

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## *“Presenting recipient assets & countering resource objections to providing support to the recipient”*

- Identify recipient characteristics desired by the resource.
- Identify recipient characteristics that match those desired by the resource.
- Identify the potential objections the resource may have to providing the support to the recipient.
- Identify points that can be made to counter the anticipated objections, e.g., denying the liability, presenting the liability as an asset.



# ***Example: Preparing to Market the Person***

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***Selected Resource: Bonneville Valley Community Action Program***

## **Characteristics Desired by Resource:**

*Ability to Read  
Below "Poverty Line" Income  
Regular & On Time Attendance  
Desire to Learn*

## **Recipient Assets to Emphasize:**

*High School Graduate  
SSI is only income  
History of being punctual  
Motivated to improve in order to be  
eligible for semi-independent apt.*



# ***Example: Preparing to Market the Person (cont.)***

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## **Possible Objection to Providing the Support:**

*Staff don't have experience or time to respond to problems related to mental illness.*

## **Points to Counter Possible Objection:**

*Jim has had no mental health related problems at his supported employment job site for several months.*

*Jim is receiving ongoing mental health services.*



# *Preparing to Negotiate with the Resource*

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*“Settling with the resource on a mutually acceptable way to overcome barriers to providing support to the person”*

- Identify the resource barriers to providing the support, i.e., resource, knowledge, skill, emotional barriers.
- Identify interests that are shared by the person and the resource.
- Identify the conflicting interests of the person and resource.
- Generate possible solutions that lessen or eliminates the barrier, addresses the interests of both parties, and that are possible for the resource to accomplish (may entail some action by the practitioner).



# *Example: Preparing to Negotiate with the Resource*

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**Selected Resource:** *Bonneville Valley Community Action Program*

**Barrier:**

- Not enough staff to spend as much 1:1 time as recipient needs (Resource Barrier)

**Shared Interests:**

- Jim's successfully finishing the ADL class
- Improving the relationship between the instructor and the recipient

**Conflicting Interests:**

- Jim's need for more frequent 1:1 instruction vs. Instructor's need to meet the needs of all six class members

**Possible Solution:**

- Practitioner assists BVCAP to recruit a volunteer tutor for students needing additional 1:1 instruction



# *Principles for Implementing Resource Coordination Approaches*

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- The overall goal is to attain the resource's commitment to reaching the support provision objective.
- To the extent the person served is able and willing, involve her/him in implementing the resource coordination approach.
- Be flexible in implementing prepared approaches to account for unexpected opportunities or problems.
- Use a responsive format when interacting with the resource that demonstrates your understanding of the resource's perspective.
- In general, "get" the resource's perspective before "giving" yours and focus on any common perspectives.
- When marketing, be proactive in presenting recipient assets, but counter potential objections, only if they are raised by the resource.
- When negotiating, present the shared interests, then the conflicting interests, and then the suggested solutions.



# *Worksheet: Selecting a Resource*

Support: \_\_\_\_\_

## Potential Resources

Desired Characteristics				



# ***Worksheet: Preparing to Clarify the Need***

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**Support:**

**Objective:**

**Selected Resource:**

**Reasons Selected:**

**Recipient/Practitioner Actions to Assure Successful Use of Resource:**

**Points to Appeal to Resource's Perspective:**

**Recipient/Practitioner Roles in Referral:**



# ***Practice: Preparing to Market the Person***

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## **Selected Resource:**

**Characteristics Desired  
by Resource:**

**Recipient Assets to  
Emphasize:**

**Possible Objection to  
Providing the Support:**

**Points to Counter  
Possible Objection:**



# ***Practice: Preparing to Negotiate with the Resource***

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**Selected Resource:**

**Barrier(s):** *(Resources, Skills, Knowledge, Emotional)*

**Shared Interests:**

**Conflicting Interests:**

**Possible Solution(s):**