

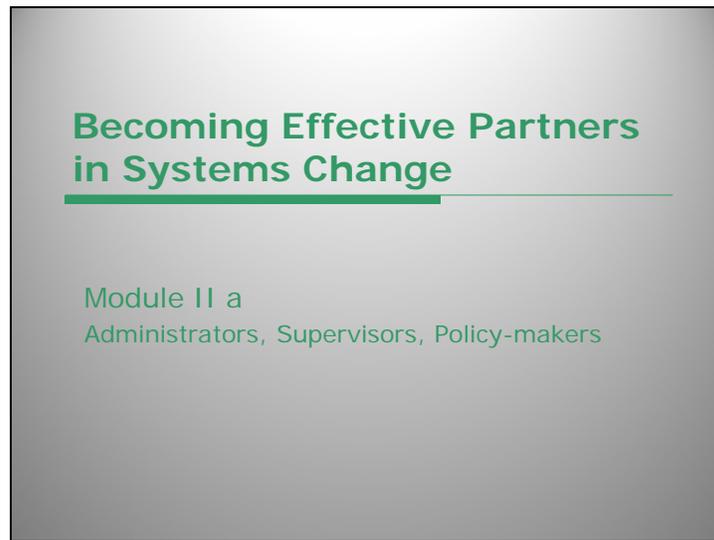


Consumer Integration in Policy and Program Development

Group Leader Guide

Module II a

Slide 1



Purpose

- Integrating consumers into policy and program development furthers transformation of mental health services to a recovery-oriented system
- The purpose of this module is to provide administrators, supervisors and policy-makers with information that assists with integrating consumers into policy and program development

Time: 3.0 hours

Introduction

- In this segment, we will look closely at the issues relevant to integrating consumers into a task force/advisory board and to employing persons in recovery.

Learning Objectives

At the end of this module, participants will be able to:

- List six keys to facilitating consumer integration
- List at least four meaningful roles for consumers in policy and program development or service delivery
- Discuss where and how to recruit consumers to advisory boards
- Describe three challenges for consumers that can interfere with ongoing commitment to an advisory board or task force
- Discuss four ways to enhance communication between consumers and other stakeholders
- Describe strategies for helping staff to integrate consumers on service teams
- List and describe three important issues in supervising consumers
- Describe three aspects of supported employment
- Describe two challenges to hiring program graduates
- Discuss two issues relating to SSA and other benefits
- Discuss two challenges in hiring individuals with criminal histories and strategies to help resolve these issues

Consumer Integration in Policy and Program Development

- Demonstrate an understanding of local challenges to planning for change

Slides: 1 - 47

Activities

- Activity E: Benefits & Limitations
- Activity F: Rephrasing Exercise
- Activity G: Local Challenges

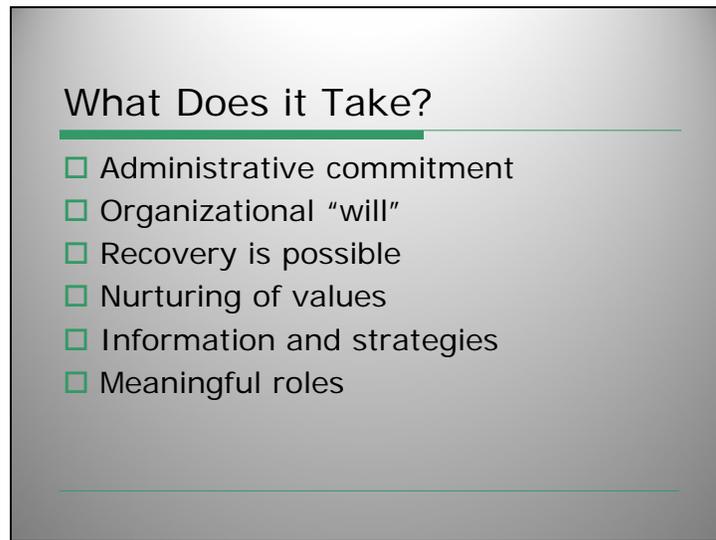
Materials

- The workbook

Group Leader Note: Slide Format

- There is a slight change in format when you come to a slide for a new topic area
- These slides use a bold font in a green shade
- Activity slides use a green font (but not bolded)
- Use these visual cues to remind you that you are shifting the content or method

Slide 2



What Does it Take?

- Administrative commitment
- Organizational "will"
- Recovery is possible
- Nurturing of values
- Information and strategies
- Meaningful roles

Group Leader Note: Module Introduction

- This is the time to speak clearly about what is necessary on the part of administrators and policy makers to make consumer integration happen
- This module will talk in greater depth about meaningful roles for consumers, and
- Provides the information and strategies for administrators to make it happen

Slide 3

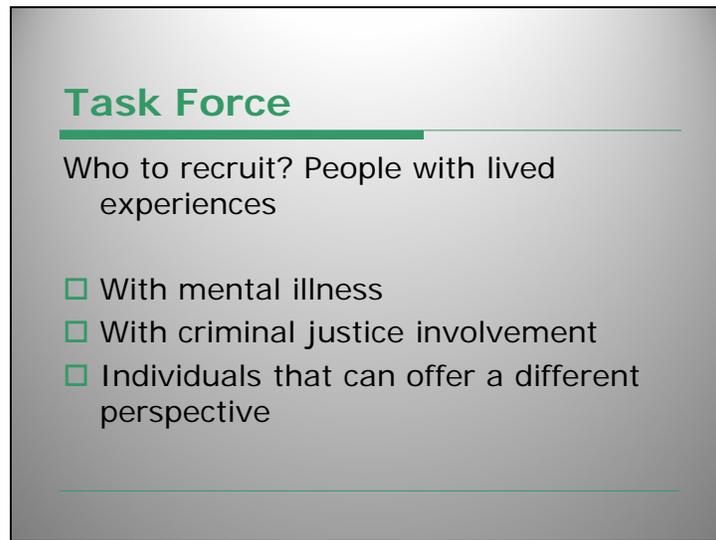
Establishing Meaningful Roles for Consumers

- Task force participant
- Jail diversion program oversight
- Focus or dialogue group participant
- Speaker's bureau
- Program evaluation
- Peer Specialist/Forensic Peer Specialist/Recovery Support Specialists
- Human services career: clinical, case management, housing, entitlements...

Potential Roles for Consumers: Non-Employee or Employee

- These roles can include both voluntary and paid positions
- Task force participant
- Focus group participant
- Speaker's bureau
- Peer Specialist/Forensic Peer Specialist/Recovery Support Specialists
- Human services career: clinical, case management, housing, entitlement specialist ...
- (Explain each: What is it? What is expected?)
- Ask: Who has had experience with any of these roles?

Slide 4



Task Force

Who to recruit? People with lived experiences

- With mental illness
- With criminal justice involvement
- Individuals that can offer a different perspective

Who to recruit

- Varied backgrounds
- Men, women,
- Diverse cultural backgrounds
- Avoid “criminal justice lite”
- Not people who are still so ill that they cannot make helpful contributions

Slide 5

Where to "Recruit"

- Traditional and non-traditional sources
 - Not only local MHA or NAMI
 - Not only treatment providers
- Consumer run organizations or services
- Community supervision officers
- Faith-based and community organizations
- Consumer networks (SAMHSA)
- Consumer TA Centers
- Advertise approach to connect with consumers

Group Leader Note: Where to Find Consumers

- A common complaint of providers is that they cannot find consumers to participate
- These two slides speak to where and how to recruit

Traditional and Non-traditional Sources

- Not only local MHA or NAMI
- Not only treatment providers

Consumer Run Organizations or Services

- Clubhouses
- Supportive services
- Consumer services such as case management, housing, employment

Community Supervision Officers

- Let them direct you to their successful clients

Churches or Other Religious Organizations

- Many provide services to people in jail or prison or in re-entry

Community Organizations

- Non service organizations that a person might join

Advertise

- In ways that connect with consumers
- Not just emails – many consumers don't have access

Slide 6

How to Recruit

Be Clear about Task and Commitment

- Purpose of the task force
- Number/frequency of meetings
- Role -- as equal member
- Why we need you ...

Commitment

- Be sure that the invited consumers understand the nature of the commitment
- Be clear of the purpose of the task force
- Number and frequency of Meetings
- Role will be that of an equal participating member

Location

- People on fixed incomes may need a travel advance, metro card or other
- Logistical support – someone to aid consumers in getting to the meeting; meeting reminders, directions, transportation

Time

- If consumers are to attend, the time of the meeting must be convenient
- If the consumer is working, it may be difficult to attend during work hours
- If the consumer is employed in human services, negotiate with employers for paid time off – participation as part of employment
- Other members are generally being paid for the time they spend at meeting and working on tasks; consumers should receive the same courtesy
- This may mean an honorarium is in order

Why We Need You

- Be clear on what kinds of contributions are required from the consumer

Slide 7

Meeting Challenges that Interfere with Ongoing Commitment

- Difficulty with transportation (cost, availability)
- Equal status – others as part of their job; me as volunteer
- Time: convenient? during work day? paid time?

Group Leader Note: Challenges

- There are a variety of challenges that interfere with a consumer's continued involvement
- Often administrators can help to mitigate these problems
- These slides examine these challenges and offer solutions
- Try to keep this a conversation

Difficulty with Transportation (cost, availability)

- People on fixed incomes may not have the funds to get to meetings
- In rural areas, transportation may not be available
- These individuals may need a travel advance, public transportation funds (like a metro card or other)
- Logistical support – someone to aid consumers in getting to the meeting; meeting reminders, directions, transportation

Equal Status

- Others as part of their job; me as volunteer
- Honoraria should be considered for those not paid
- Voice not being heard
- Lack of role clarity
- Role discomfort – how to do this?

Time

- If consumers are to attend, the time of the meeting must be convenient
- If the consumer is working, it may be difficult to attend during work hours
- If the consumer is employed in human services, negotiate with employers for paid time off – participation as part of employment
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Slide 8

Challenges ...Equal Participation

- Actively work to ensure equal participation
- Unintentional actions can “exclude”
- Understand the consumer perspective
 - Recognize that this is an ongoing process
- Active inclusion
 - Seek out opinions
 - Include in task assignments and subcommittees
- Ask ...get feedback

Equal Participation

- If the individual does not feel respected or contributions valued, they may leave
- Actively work to ensure equal participation
- While all members should assume this responsibility, it may be helpful to give this assignment to someone who is most interested in ensuring that the consumer voice is heard

Active Inclusion

- Actively seek out opinions
- Include in task assignments and subcommittees

Ask Consumers

- From time to time inquire of consumers if they feel that they have an opportunity for equal participation
- If not, why not
- How can you help

Slide 9

Challenges ... Role Discomfort

- Voice not being heard
- Lack of role clarity
- Need skills -- training
 - About the role
 - Local issues/politics, how local systems work
 - Navigating and negotiating in meetings
 - Prejudices, stigma, self-disclosure
- Consumers can train others
 - Recovery/criminal justice experiences

Role Discomfort

- Can lead to drop out
- Keep these in mind
- Can you help resolve this role discomfort?

Slide 10

Challenges ...Communication

- Re-examine communication skills
- Communicate respect, welcome input
 - Colleagues not clients
- Language – avoid professional lingo
 - Many different stakeholders
 - Explain acronyms and technical terms
 - Check in, ask ...(how, when)

Group Leader Note: Communication

- These individuals would not be in the positions they hold without good communication skills
- However, when communicating across systems or across what has been a hierarchy, communication skills must be re-examined
- Good communication skills are necessary for everyone

Communicate Respect, Welcome Input

- Avoid condescension or “care taking”
- Mental illness at times may affect communication capacity, but not intelligence
- Consumers in this setting are colleagues not clients

Language – Avoid Professional Lingo

- Be sure that everyone understands the vocabulary
 - There are many different stakeholders with a variety of “professional languages”
 - Consumers are not the only ones that may be lost in technical terminology
- Explain acronyms and technical terms
- Don't be afraid to provide handouts for everyone

Slide 11

Communication...

- Verbal cues should welcome input
 - Tone and pace
 - Volume and vocabulary

- Non-verbal/verbal cues should match
 - Do you say one thing, but communicate...
 - Agreement / disagreement, defensiveness
 - Boredom, disbelief, impatience

Group Leader Note: Examples

- Offer and/or elicit examples or errors
- Suggest or elicit examples of corrections

Slide 12

Getting Through

- Listen objectively – content, emotions
- Clarification -- provide, seek
- Demonstrate understanding – reflect back
- Respond
 - Provide information
 - Provide your perspective, thoughts, ideas
- Questions
 - Encourage
 - Ask

Trainer Note

- Review each bullet with the group

What does it mean to “listen objectively?”

- Try to understand from that individual’s point of view without attaching motivation or judgment

Provide Clarification

- Ask everyone if a point, possession or feedback are clear
- Ask the group to offer an example of how one might ask for clarification (Do you mean ...)
- How do we verbally demonstrate understanding? (So what you’re saying is this ...)

Ask for Clarification/ Ask Questions

- In multiple ways
- How you ask
- When you ask

Slide 13

Diplomacy

- Giving feedback
 - Constructive, concise, specific
 - If requested? To all

 - Balanced feedback
 - With both strengths and deficits
 - Start positive, then negative, finish positive
-

Slide 14

Disagreement

- It is okay!
- Be sure to listen objectively
- Get clarification, reflect back
- Let it go?
- Communicate your thoughts & opinions
- Agree to disagree
 - Not necessary to agree on everything
 - Communicate respect

Let it Go?

- When you let something go without comment, the rest of the group may assume that you are in agreement
- Be sure to communicate your own opinion
- Be sure to redirect stigmatizing ideas or language

Slide 15



Employ Consumers

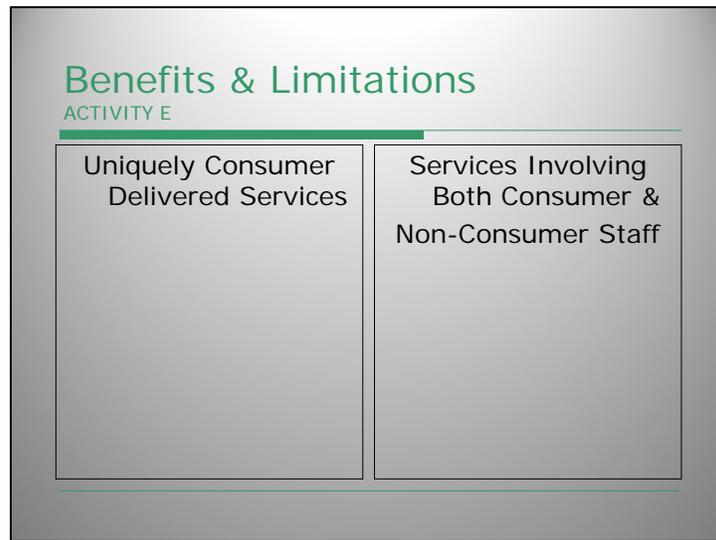
Employment models

- Positions designed specifically for consumer staff – uniquely consumer delivered
- Positions that are part of services involving both consumer and non-consumer staff

Group Leader Note: Topic Shifts

- Begin this segment by asking the group if any of the agencies employs individuals as peer specialists

Slide 16



Activity E: Benefits & Limitations

Purpose

- The purpose of this activity is to brainstorm the benefits and limitations between Uniquely Consumer Delivered Services and Services Involving Both Consumers and Non-Consumer Staff

Instructions

- Prepare an easel pad page similar for each with two columns headed with “Benefits” and “Limitations”
- Pose the question to the group, “What are the benefits and limitations of each model?”
- List responses on easel pad

Processing

Look for responses such as:

- Benefits Consumer Delivered
 - Role modeling
 - Escorting
 - Linking with community-based services
 - Run self-help meetings
- Limitations
 - Roles for consumers identified by administrators are often the ones that providers don’t want to be bothered with
 - Consumers can be isolated from the rest of the team
- Benefits of Both Combined
 - Impact of working side by side with someone in recovery can be very positive
 - Greater true understanding of recovery process
 - Go the extra mile – greater empathy
 - Relationships as colleagues for mutual benefit

Consumer Integration in Policy and Program Development

- “Cross – pollination”
- Limitations
 - Consumers sometimes lose their perspective
 - Get caught up in the system as it is
 - Other employees often have difficulty accepting consumers on the team
 - Role shift problems

Slide 17

Mental Health and Criminal Justice Programs Need

- Staff invested in recovery model
- Services that instill hope
- Relationships based in communication and trust
- Mechanisms to inform participants of their rights
- Staff educated about jail and prison culture
- Staff capable of acting as boundary spanners between systems

Slide 18

Planning for Employment

- Hire consumers in variety of roles
 - Jail diversion & re-entry
 - Peer bridgers or advocates
 - Administrative
 - Direct services
 - Research & evaluation
- Establish clear job descriptions
- Adequately compensate
- Provide reasonable accommodations
- Provide training and help identify supports

Slide 19

Part of the Team

- Prepare all staff to include FPS on team
 - Where does resistance come from?

- Determine problems & causes; correct
 - Mechanisms to express concerns
 - Check in with all staff
 - Address concerns and stigma
 - With individuals in supervision
 - Through training
 - By celebrating successes

Group Leader Note: Staff Concerns or Resistance – Evidences?

- Ask the group, “What has been your experience with consumer staff (if any?)”
- OR – “What would you anticipate as problems with including a FPS on the team?”
- Ask the group, “Where does staff concerns/resistance come from?”
 - Negative attitudes about mental illness and recovery?
 - Lack of readiness?
 - Lack of institutional support?
 - Other?

Prepare Staff to Include FPS on Team

- Do not make the assumption that all staff will welcome hiring consumers
- Which staff?
 - Not only the staff with whom the person will directly work, but also other staff
 - Support staff: taking calls, invitations to meetings, etc.
 - Human Resources: this is an employee not a volunteer, same benefits

Determine Problems & Causes; Correct

- Check in with all staff
- Provide mechanisms for staff to express concerns – both consumers and other team members
- Create a plan to address concerns and stigma
 - With individuals in supervision
 - Through training
 - By celebrating successes

Slide 20

How to Prepare Staff

- Clarify roles of consumers
- Communicate expectation of team work
- Training
 - Recovery model, consumer integration
 - Include consumers as trainers or panel participants

Clarify roles of consumers

- Have a clear and written job description

Communicate expectation of team work

- Ask the group about vehicles that could communicate an expectation of team work
- Look for responses that include:
 - Welcome message
 - Staff meetings
 - Memos and other regular communication

Training

- Recovery model, consumer integration
- Include consumers as trainers or panel participants

Address concerns and stigma

- Ask the group how they would uncover concerns and stigma

Provide mechanisms to express concerns

- Check in with all staff to see how it is going

Be prepared to facilitate the process of integration

- Don't make assumptions
- Administrators must play an active role

Slide 21

Role Shift

- The prism of mental illness
- Colleague or client?
- Perpetrator or provider?
- Expectations and value
- Common concerns
 - Confidentiality
 - Supervision

The Prism of Mental Illness

- One of the biggest challenges faced by staff and supervisors is resisting the temptation to view all behaviors through the prism of mental illness
- What does this mean?
- Confuses supervision with therapy
- Performance not mental illness; don't medicalize

Colleague or Client?

- This is particularly difficult if the person hired was previously a consumer of the service
- Establishing boundaries – supervision v. treatment
 - This can be a problem for non-consumers as well!
- Both consumer staff and supervisors need to learn to politely reinforce the boundary (need skills as to how)

Perpetrator or Provider?

- Difficult for criminal justice staff to accept the person in new role as well

Expectations and Value

- What does the team or supervisor expect of the consumer?
- Avoid low expectations; expectations should be reasonable in relation to all other staff
- How are the consumer's contributions valued? Reasonable expectations clarify the value

Common Concerns

- Confidentiality – if the person was previously a client, their record should not be available to all staff
- Supervision
 - Should be focused on job performance not recovery
 - It is not therapy
 - Performance issues should be couched in performance-based or behavioral language

Slide 22

Rephrasing Exercise

ACTIVITY F

- Supervisor: “You are acting very manic today, do you want to take time off to make an emergency appointment with your therapist?”

- What is the “problem” with this statement?**

- How to change to convey observations, express concerns and offer support?

Activity F: Rephrasing Exercise

Purpose

- To examine the “prism of mental illness”

Introduction

- Oftentimes staff view consumer colleagues through a prism of mental illness
- That is, they interpret the person’s behavior as if assessing a client in treatment
- Even those with the best intentions often communicate this way
- Let’s exam a couple of statements

Instructions

- Read the statement on the slide.
- Ask the group to point out the flaws in the statement.
- Ask the group for sample ways to change the wording without using the prism.

Processing

- Look for examples such as:
 - I know you have a lot on your plate right now, how are you doing?

Group Leader Notes:

- Offer scenario
- Ask for participants to describe the problem in performance-based language (not diagnostic language)

Slide 23

Supervision

Who should supervise?

- Mentors, change agents
- Clear expectations, honest & open feedback
- Assistance with difficulties in completing tasks
- Balance tone – personal but professional
- Willingness to “self assess”

Who should supervise?

Individuals who are:

- Willing to serve as change agents and/or mentors
- Able to communicate clear expectations and provide honest, open feedback
- Willing to provide assistance with difficulties in completing tasks
- Capable of using a balanced tone
- Willing to self-assess
 - That is, exam one’s own attitudes and beliefs about mental illness and recovery

Slide 24

Elements of Supervision	
Technical	<ul style="list-style-type: none">•Skill development or reinforcement•Exposure to varied settings, opportunities for professional growth
Mechanical	<ul style="list-style-type: none">•Clear purpose for supervision & job expectations•Consistency: meeting frequency, time, length•Scheduled at convenient time and place•Individual recommended over group
Inter-personal	<ul style="list-style-type: none">•Staff not client•Boundary setting•Environment mutually beneficial

Elements of Supervision

Technical

- What skills you want to teach or reinforce during supervision
 - Skill development or reinforcement
 - Exposure to varied settings, opportunities for professional growth

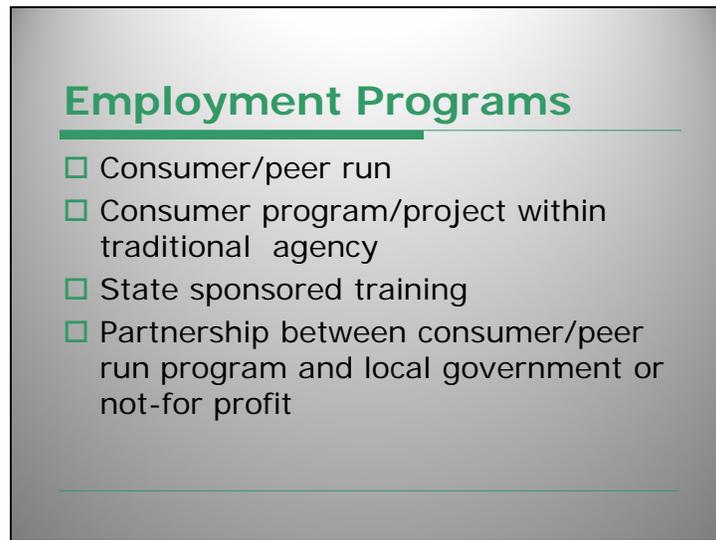
Mechanical

- How and where you conduct supervision sessions
 - Clear purpose for supervision & job expectations
 - Consistency: meeting frequency, time, length
 - Scheduled at convenient time and place
 - Individual recommended over group

Interpersonal

- Clarification or setting of boundaries for both supervision and ongoing relationship
 - Staff not client
 - Boundary setting
 - Environment mutually beneficial

Slide 25



Employment Programs

- Consumer/peer run
- Consumer program/project within traditional agency
- State sponsored training
- Partnership between consumer/peer run program and local government or not-for profit

There Are Many types of Employment Programs Training Consumers

- Consumer/Peer Run
- Consumer program/project within a more traditional mental health/criminal justice/substance abuse agency
- State sponsored employment training
- Partnership between consumer/peer run program and local government or not-for profit

Group Leader Note: Examples

- List and describe examples of programs that fit each bullet

Slide 26

Howie-T-Harp
Peer Advocacy Center

- Consumer/peer run program
- Self-sustaining
- Independent
- Funding – mixed
 - Vocational rehabilitation
 - Local
 - State
 - Private foundations

Group Leader Note: HTH

- This slide focuses on HTH specifically
- Following slides detail services that are relevant for any employment program and have demonstrated efficacy at HTH

Slide 27

HTHAC...

- Supported employment
 - Follow along supports
 - Provided by mental health, vocational, employment specialists
 - To help maintain job or transition to new one
- Competitive jobs
- Based on preferences – type, amount
- Integrated work setting

Supported Employment

- Provides follow along supports
- Provided by mental health, vocational, employment specialists
- To help maintain job or transition to new one

Competitive Jobs

- Consumers are looking for real jobs and many are looking for careers
- Employment programs should seek out placements/internships that fit individuals

Preferences

- Job selection is based on preferences for type and amount of work
- Each person will have different needs to fit employment as an ongoing part of recovery

Integrated Work Setting

- Regardless of model, when there are peers working with non-peer staff, the work setting should bring together peers and non-peers
- Create true work teams

Slide 28

Employment Services Provided

- Intensive in-class training
- 3 – 6 month supervised internship
- Placement
- Post placement services
 - Career club
 - Employment counseling
 - Job coaching
 - Career development

Movement through the program like recovery is not necessarily a linear process

Slide 29

Forensic Peer Specialist Training

- Phase 1: Professional ethics, self-help & recovery
- Phase 2: Working in the human services field
 - Case management skills
 - Harm reduction model
 - HIV and AIDS
 - Cultural competency
 - Many others
- Phase 3: Intensive job readiness
 - Resume writing
 - Interviewing skills

Slide 30

Supportive Services

<ul style="list-style-type: none"><input type="checkbox"/> Support groups<ul style="list-style-type: none">■ Program-based■ Double Trouble groups (12 Step)<input type="checkbox"/> Counseling<ul style="list-style-type: none">■ Men and women groups■ Individual counseling sessions■ Family issues	<ul style="list-style-type: none"><input type="checkbox"/> Housing<input type="checkbox"/> Entitlements<input type="checkbox"/> Navigating the parole system<input type="checkbox"/> Past legal problems<input type="checkbox"/> Other
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Supportive Services

- Program based support groups and counseling services are provided by either HTH staff or outside consultants
- Trying to create “one stop shopping”
- A proactive employment program also provides the services on the right
- A proactive employment program has to provide the supports as well

On-site Services

- Provides unofficial quality assurance
- On time consistent

Slide 31

Other Sources for Training

- Identify local organizations that may provide peer training, such as:
 - Local or statewide peer-run organizations
 - County or state mental health authority consumer affairs department
 - Local or state mental health association
 - Local and national peer consultants

Information on Training Models

- Temple University Collaborative evaluation of peer specialist programs
- Georgia Certified Peer Specialist
- NYAPRS Bridger Program
- HTH Human Services/Forensic Peer Specialist Training
- SAMHSA funded Consumer and Family Networks and Technical Assistance Centers
- National Consumer Training Consultants

Must Attend Conferences:

- National Alternative Conference
- National GAINS Center Conference
- United States Psychiatric Rehabilitation Association
- National Peer Specialist Conference

Slide 32

Additional Consideration For Employing Consumers

- Hiring Program Graduates
- Benefits
- Americans with Disability Act
- Criminal history

Considerations not obstacles

Slide 33

Hiring “Program Graduates”

- Be aware of potential issues
 - Example: confidentiality
- Identify and address each issue
- Develop mechanisms to monitor consumer’s transition and integration as member of the team

Be aware of potential issues that may arise

- How to assure confidentiality when the former participant’s treatment records are in the agency’s database and therefore accessible to staff?
 - Identify and address each issue
 - Develop mechanism to monitor consumer’s transition/integration as employee and member of the team

Slide 34

Benefit Issues

- Employment is an aspect of recovery
- Social Security Administration – back to work supports
- Review the entire package of benefits
 - SSA
 - Health insurance
 - Housing

Employment is an Aspect of Recovery

- Most people desire employment
- Disability benefits are only one step on the road to full recovery
- Work is highly valued
- Work enables improved quality of life
- Work provides
 - An essential source of self-esteem and sense of self-worth
 - Contribution to one's community
 - Definition of role
 - Connection to others

Social Security Administration Back to Work Supports

- Trial Work Period
- Income Related Work Expenses
- PASS – Plans to Achieve Self-Support (income set aside)
- Resources
 - Work Incentives Planning and Assistance (WIPA) Program
 - Protection and Advocacy for Beneficiaries of Social Security (PABSS)
 - Disability Program Navigators (DPNs) (Department of Labor)
 - Ticket to Work
 - SSA Web site (www.socialsecurity.gov/work)

Benefit Issues

- SSA benefits provide very low levels of income
- SSA has some programs that support a gradual return to work
- Human resources staff should have some awareness of these
- It is best to make an appointment with someone at SSA to review the details

Slide 35

Americans with Disability Act

- Reduce discrimination in workplace for those with disabilities
 - Recruitment
 - Hiring
 - Retention
 - Advancement
- ADA – does not
 - Serve as affirmative action
 - Require hiring of unqualified persons
 - Retain staff unable to perform essential job functions
 - Retain staff who violate personnel policies or law

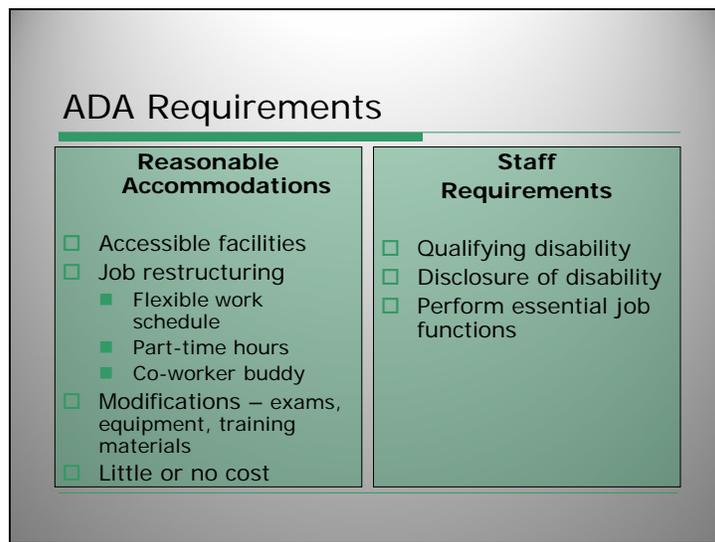
Americans with Disability Act

- The purpose of the ADA is to reduce discrimination in workplace for those with disabilities
 - Recruitment
 - Hiring
 - Retention
 - Advancement

ADA – Does Not

- Serve as affirmative action
- Require hiring of unqualified persons
- Retain staff unable to perform essential job functions
- Retain staff who violate personnel policies or law

Slide 36



ADA

- **Does not interfere with hiring individuals in recovery**
- **ADA Provides Leverage**
- This law enables the employer and/or supervisor to include necessary supports
- Benefits far outweigh accommodations
- Enables individuals with disabilities to work
- Provides an asset to the agency/service

Employers must make “Reasonable Accommodations”

- Can generally be made without additional cost to the employer
- Accessible facilities
- Job restructuring
 - Flexible work schedule
 - Part-time hours
 - Co-worker buddy
- Modifications – exams, equipment, training materials
- Can generally be achieved with little or not cost to the agency/employer

Staff Requesting ADA Accommodation Must

- Have a qualifying disability
- Make full disclosure of disability
- Be capable to performing essential job functions

Staff Requirements

- Qualifying disability
 - In this case, serious mental illness and co-occurring substance abuse disorders
 - AODA alone cannot serve as disability, but can with other co-occurring psychiatric and/or physical disabilities

Consumer Integration in Policy and Program Development

- Disclosure of disability
 - The individual must disclose the disability, not claim it in retrospect
- Perform essential job functions
 - Person must still be able to perform essential job functions
 - Protects employers from keeping individuals who cannot perform these (with reasonable accommodations)

Slide 37

Criminal History

... may prevent or limit hiring of individual consumers in human services

- Parole / probation - conditions
- Alternative to incarceration / diversion program participant
- Laws – hiring

Criminal History

- Each state differs in whether they have laws that would prevent or limit hiring of individual consumers in human services

Parole or Probation

- May have conditions that limit the type of work allowed
- Can have conditions that limit work schedule

ATI Program

- A consumer's own treatment requirements may interfere with the work schedule

Solutions

- Establish relationships with probation/parole officers, treatment team, judge
- Joint efforts can get conditions modified
- Parole can be terminated early

Slide 38

Solutions

Program & Staff	Consumers
<ul style="list-style-type: none">□ Seek modifications, early termination of probation / parole□ Be familiar with state hiring laws, licensing	<ul style="list-style-type: none">□ Review RAP Sheet□ Obtain <i>Certificates of Disposition</i> for criminal convictions□ Open warrants<ul style="list-style-type: none">■ Vacated■ Restored to the court calendar■ Disposed

Solutions

- Probation/parole
 - Establish relationships with probation/parole officers, treatment team, judge
 - Joint efforts can get conditions modified
 - Parole can be terminated early
- State laws
 - Be familiar with any restrictions effecting individuals with a criminal record in the expected job role
 - Seek lifting or flexibility where possible

Review RAP Sheet

- Details arrests and convictions
- Caution
 - Frequently not accurate representation of individual's involvement in criminal activity and culpability

Certificates of Disposition (COD)

- An official court document detailing the case and certifying how a criminal case was resolved
- It indicates the:
 - Charges
 - defendant's plea,
 - if the individual was found guilty or not
 - Sentence or fine that was imposed
 - If defendant successfully served sentence or met any other conditions that were imposed

Open Warrant

- A warrant is an order to appear in court or to provide information to the court
- Warrants can be issued when an individual fails to make a required appearance in court, parole, probation, or fails to pay a fine without being excused by the court
- It is not uncommon for individuals to be unaware that they have open warrants
- The complications of illness, homelessness, incarceration can contribute to this lack of awareness
- (Court may not know where the person is)

Vacate Warrant

- A judge can vacate a warrant upon the motion of the defendant or the prosecution
- This means that the warrant is no longer in affect
- In general, it is vacated because it may have been issued in error or the judge decides to accept the defendant's explanation for not appearing, or explanation for behavior
- Example – the individual did not appear because he was hospitalized for a psychiatric emergency

Restore to Court Calendar

- A defendant, prosecutor or defense attorney can make a formal request that the judge put a case back on the calendar that was previously removed from the calendar
- This motion or request to the judge can be either oral or written
- One would want the case to be restored in order to properly respond

Disposed

- Case has been resolved
- Dismissed or sentence and conditions met

Slide 39



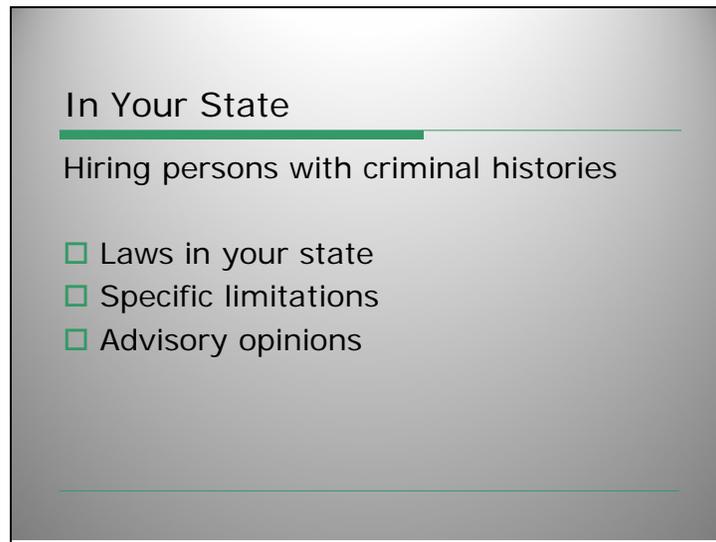
Important Resources & Linkages

- Public Defenders
- Legal Aid Society
- The Hire Network
- The Second Chance Act
 - Federal bonding program
- Prisoner Advocacy Groups
- Assistant District Attorneys
- Judges
- Court Clerks
- Court Officers

Important Resources & Linkages

- If an employment program or employer is looking to expand opportunities for hiring people with mental illness and history of incarceration, these are important linkages to establish

Slide 40

A rectangular box with a light gray gradient background and a thin black border. It contains the following text:

In Your State

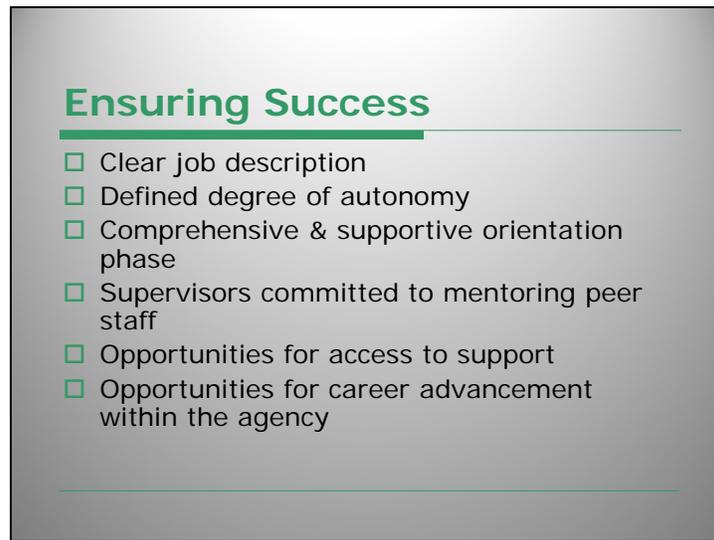
Hiring persons with criminal histories

- Laws in your state
- Specific limitations
- Advisory opinions

State Laws

- Be familiar with any restrictions and limitations effecting individuals with a criminal record in the expected job role

Slide 41



Ensuring Success

- Clear job description
- Defined degree of autonomy
- Comprehensive & supportive orientation phase
- Supervisors committed to mentoring peer staff
- Opportunities for access to support
- Opportunities for career advancement within the agency

Group Leader Note: Summary

- These slides summarize key points in the module

These items can help to ensure success

- Create a clear job description
- Clearly define the degree of autonomy
- Create a comprehensive and supportive orientation phase
- Recruit supervisors who are committed to mentoring peer staff
- Explore opportunities for peer staff to have access to support from other employed peers, either internal or external to your agency
- Create opportunities for career advancement within the agency

Slide 42

Build In Supports

- Time to establish proficiency in specific skills
- Supportive probationary period
- Workplace supports, co-workers
- Time for increased tolerance for work demands
- Assist with personal disclosure strategies
- Respect boundaries: the peer is an employee, not a client

Build In Supports

- Give peers time to establish proficiency in specific skills
- Develop a supportive probationary period
- Help peers identify workplace supports, co-workers
- Allow time for increased tolerance for work demands
- Assist with personal disclosure strategies
- Respect boundaries: the peer is an employee, not a client

Slide 43

Tips

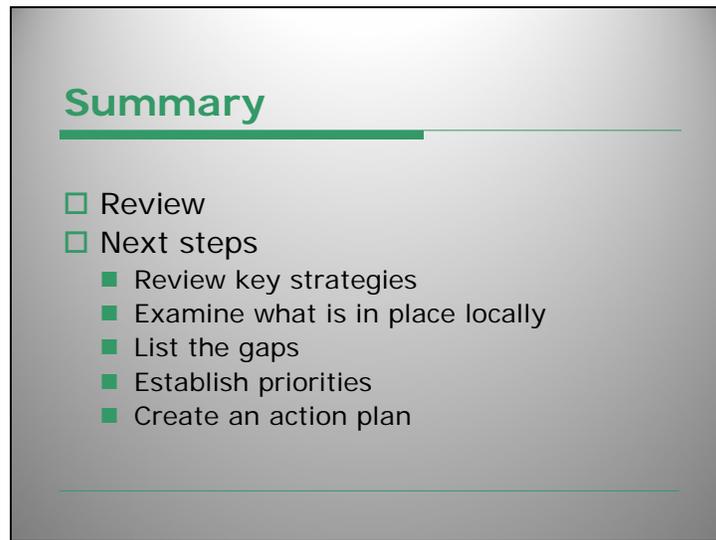
- Pay competitive salary
- Be prepared for change in agency culture
- Develop relationship with local peer, advocacy, self-help agencies
- Listen to what your peer specialists have to say about their employment experience
- Remember peer support is essential

Slide 44

Potential Sources of Funding

- State VR agencies
- State and local health departments
- State and local criminal justice departments
- United States Department of Labor
- SAHMSA
- United States Department of Justice

Slide 45



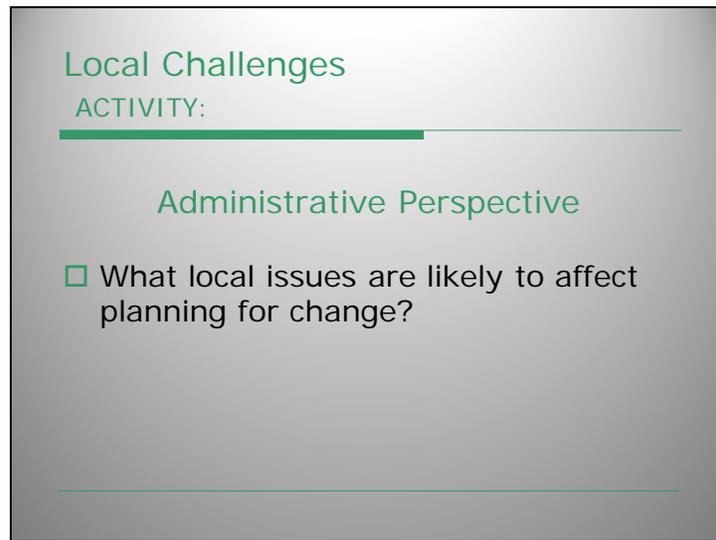
Summary

- Review
- Next steps
 - Review key strategies
 - Examine what is in place locally
 - List the gaps
 - Establish priorities
 - Create an action plan

Next Steps

- Review the next steps with the group, that is, what will happen with the action planning
- Move directly into the exercise on next slide

Slide 46



Local Challenges

ACTIVITY:

Administrative Perspective

- What local issues are likely to affect planning for change?

Activity G: Local Challenges

Purpose

- To set the stage for next steps (action planning), and to give each group an opportunity to speak without inhibition about their concerns.

Time: 10 – 15 minutes

Introduction

Tomorrow some of you will continue this discussion in order to establish clear “next steps” in the form of some strategic action planning. In order to do so, let’s delineate some possible local issues that will create challenges to this process.

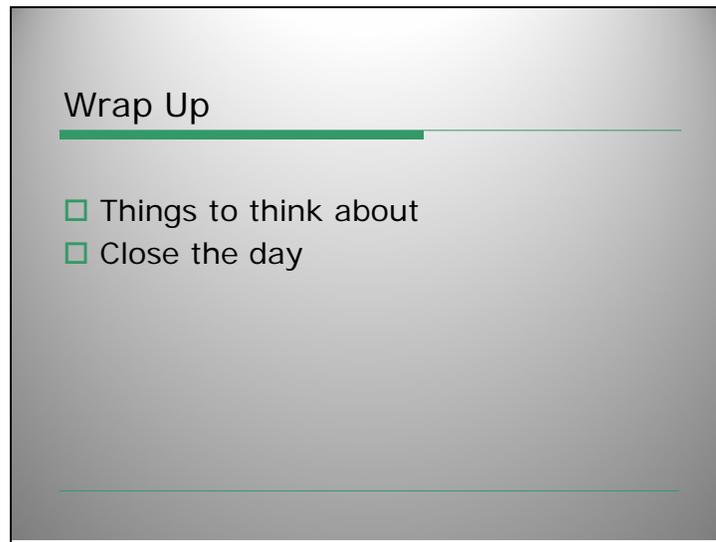
Instructions

- Pose the question to the group
- Place the phrase “Local Challenges” at the top of an easel pad paper
- List the comments from the group
- Facilitators should guide the discussion but not argue any points

Processing

- Thank the group for being forthright and honest
- Promise the group that these challenges will be kept in mind in the action planning process
- Encourage the group to continue to think about these challenges in view of the information just reviewed
- Move into the wrap-up

Slide 47



Wrap Up

- Things to think about
- Close the day

Things to Think About

- Encourage the group to continue to think about these challenges in view of the information just reviewed
- Offer a few words of encouragement and congratulation
- Thank them for their participation

Close the day