



# Consumer Integration in Policy and Program Development

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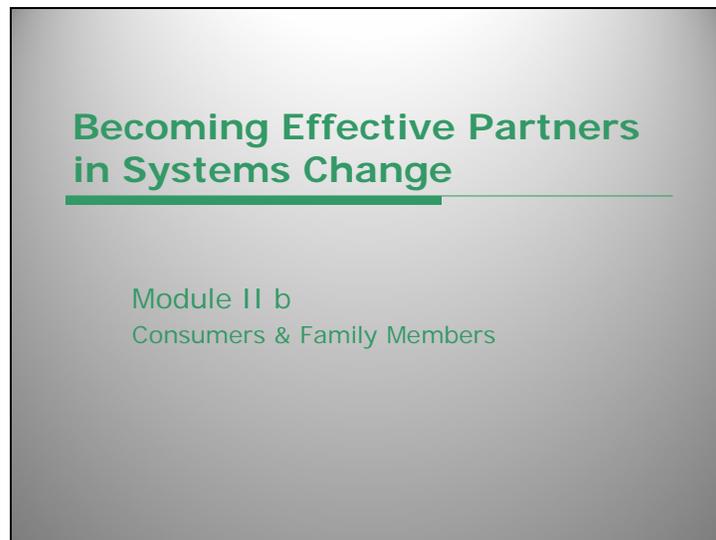
## Group Leader Guide

Module II b



Policy Research Associates

## Slide 1



### Purpose

- This module is meant to help consumers consider the issues that impact on making a commitment to participate in a group for program development or policy change, to do some brief self-examination and to review a few skills and plan for the future

**Time: 3.0 hours**

### Introduction

- In this module, we will discuss two primary ways to become a partner in change:
  - Participating in an advisory group; or
  - Employment in the human services.
- This module introduces information and skills that should be further developed over time.
- Be sure to pursue additional training and education.

### Learning Objectives

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

- List at least two potential roles for consumers
- List at least two elements of self assessment and creating a personal plan as a volunteer or employee involved in consumer integration
- List at least three things to learn about prior to participating in a task group
- Describe two communication skills
- Discuss the kinds of supports to develop
- Describe two ways to actively work to increase regard for yourself as someone who can effectively participate in policy development and program implementation
- Discuss two approaches to meeting the challenge of stigma in a task force or employment setting
- Discuss the purpose of self-disclosure

## Consumer Integration in Policy and Program Development

- Identify one sign of the “super consumer”
- List two programs available through the social security administration that support return to work
- Describe two elements of supported employment

**Slides: 1 - 43**

### **Activities**

- Activity E: Making a Decision to Become a Partner in Change
- Activity F: Self-Assessment: Concerns
- Activity G: Self-Assessment of Assets
- Activity H: Demonstrating Non-Verbal and Verbal Cues
- Activity I: Local Challenges

### **Materials**

- The workbook

## Slide 2

**Making a Decision to Become a Partner in Change**

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ACTIVITY: E

- Why become involved in advisory groups or human service delivery?
- What have been my experiences with these systems – positive and negative?

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### Activity E: Making a Decision to Become a Partner in Change

#### Purpose

- The purpose of this activity is to help participants identify the experiences that they bring to decision making and advisory bodies

#### Set Up

- Small Groups

#### Introduction

- Each of you is encouraged to tell the others in your small group the reasons why it is important to you to learn about participating on decision-making or advisory bodies
- Each of you will have, in turn, five minutes to do this
- If you do not want to do this, simply say, “I pass” when your turn comes
- The timekeepers are under instruction to cut you off when your five minutes is up. Please try to not take this interruption personally
- The instructors may be coming around to listen and see that all is going well

#### Processing

- Participating on an advisory boards provides an opportunity to advocate for systems change
- Many people find that this helps to strengthen their recovery
- Remember that this is NOT a place to resolve personal issues

## Slide 3

### Things to Consider

- Roles
- Expectations
- Clear tasks
- Time frame
- How does this fit for me?
  - Time
  - Energy
  - Finances
  - Relationships or other commitments

### **Before making a decision, consider the following:**

- What is the role that I am expected to play?
- What are the expectations that others will place upon me?
- Be clear as to the tasks and responsibilities
- Be clear on not only when and how often the group meets, but also the length of time of this commitment
- Most importantly, consider how does this involvement fit for me?
- Do I have the time and energy
- Will this incur expenses that I cannot afford (time off from work, travel, other)?
- How will this add to or take away from other relationships or commitments?
- Will this fit with my own wellness & recovery plan?

## Slide 4

**Potential Roles to Fulfill**

- 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...

### Group Leader Note: Roles

- These are only potential roles for consumers
- Individuals may have additional ideas
- These roles may not exist at present time in this community
- Consumers can help to advocate for expansion of roles
- Encourage participants to think of additional roles they can and should play

## Slide 5

### Self-Assessment: Concerns

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ACTIVITY: F

What are your greatest concerns about participating in a

- Focus group
- Task force
- Speaker's bureau

What are your greatest concerns about becoming a service provider?

### Activity F: Self-Assessment: Concerns

#### Purpose

- To help individuals identify why they might be reluctant to become involved in this process

**Time:** 15 minutes

#### Set-Up

- Large Group

#### Introduction

- Many people are reluctant to get involved in partnerships with providers
- Let's take an opportunity to identify why

#### Instructions

- Provide pencils
- Inform the group that it is not necessary to put names on this handout. It will not be collected
- Ask participants to jot down a few phrases in response to these questions
- What are your greatest concerns about participating in a:
  - Focus group?
  - Task force
  - Speaker's bureau?
- Inform the group that each person can choose whether or not he or she would like to share responses with the larger group
- Ask for volunteers to share their responses. Take a few responses for each bullet
- Invite participants to share responses. After each response ask: Who else has this concern?
- Ask the group, "How can we ameliorate these concerns?" elicit responses

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- Using the same format, ask the group to respond to the question, “What are your greatest concerns about becoming a service provider?”
- How can we ameliorate these concerns?

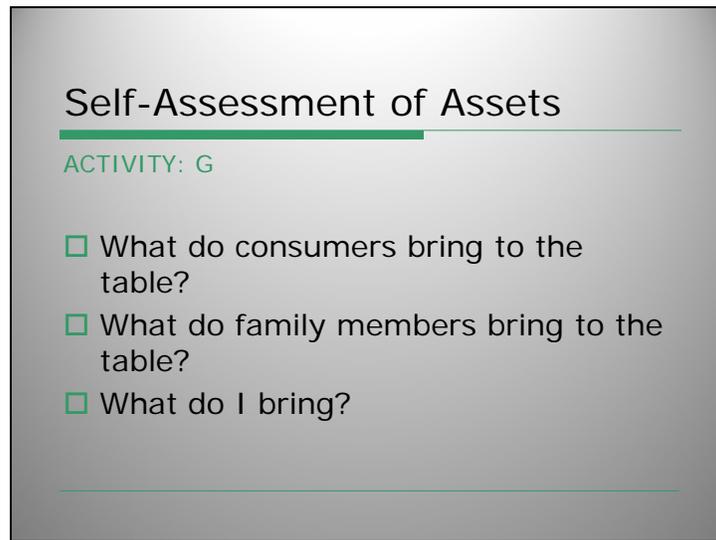
### **Processing:**

- Tie the discussion to the slides which follow

#### Group Leader Notes:

- It is important to encourage participants to identify concerns about participating in groups and activities.
- Good communication skills are important for everyone

## Slide 6



**Self-Assessment of Assets**

ACTIVITY: G

- What do consumers bring to the table?
- What do family members bring to the table?
- What do I bring?

### Activity G: Self-Assessment of Assets

#### Purpose

- The purpose of this activity is to help individuals to recognize what they can bring to policy and program development or service delivery

**Time: 10 minutes**

#### Instructions

- Ask participants to take a moment to consider each of these questions and write down their responses
- After a few minutes, pose the first question to the group and elicit responses
- Pose the second question to the group and ask if anyone would like to volunteer his/her responses. Instruct the group to listen carefully to see if anyone mentions something that can be added to his/her own list
- Elicit at least four responses
- Ask the group, “Did anyone hear some items that could be added to his/her own list?”

#### Processing

- Remind the group that each person has invaluable experiences and assets that can help them play an essential role in transforming mental health and criminal justice systems so that they best meet the needs of persons with mental illness.

Group Leader Note: Share

- Facilitators should feel free to share evidences of the above whether it is something they were able to contribute (or learn) or to note important contributions of other consumer

## Slide 7

**Preparing**

- What information or skills do I need to be an effective participant?
- Where and how to get this information or skill set?
- Create a personal plan

### **Preparation**

- Preparing to embark on a new role can help to allay fears and increase confidence
- With increased confidence, contributions are made more readily
- Consider these questions and create a personal plan
- In the next slides we will discuss common areas of necessary information or skills

Group Leader Note: Homework

- Encourage individuals to come back to this slide to answer these questions after the training

## Slide 8

**Background Information**

- Purpose or mission of group
- The history of the group
- Tasks
- Issues relating to the group's work
- Group members / stakeholders
- Values of the group
- Where / how will I fit with this group?*

## Slide 9

**Meetings & Group Process**

- Gathering Background Information
- Process
- Connecting with the Group
- Communication
- Evaluating the Situation
- Creating Supports
- Active Participation
- Challenges
- Disclosure

## Slide 10

**Process**

- Each group is unique
- “Parliamentary procedure”
- Consensus building
- Take the time to learn how the group operates
- If joining at the beginning of a group, you have an opportunity to shape that process

### **Each Group Is Unique**

- Most groups have some style for how the meeting is conducted
- Usually there is an agenda or an action plan

### **Parliamentary Procedure**

- Often referred to as Robert’s Rules of Order
- Decision making by voting

### **Consensus Building**

- Consensus means overwhelming agreement, not unanimous agreement
- This approach focuses on producing an agreement that can meet the underlying concerns of everyone at the meeting
- In this approach, a facilitator guides the group in brainstorming solutions or options
- After a thorough consideration of options, the facilitator might ask, “Is there anyone that cannot live with the solution/option last proposed?”
- If so, an alternative is sought
- Consensus requires a framing of a proposal after listening carefully to everyone’s interests
- It is achieved when everyone agrees that they can live with the final proposal (after every effort has been made to meet outstanding interests)

## Slide 11

Connecting with the Group / Team

- People joining a group can keep separate or become a member
- Making connections – people to people
- How do you begin this “relationship”?

Group Leader Note: Brainstorm a list with the group.

- Samples:
  - Say hello to each person and introduce yourself
  - Shake hands
  - Listen
  - Notice things about people – give compliments
  - Ask them about their work, what they like to do ...why they are interested in this topic (don't get too personal too soon)
  - Non-verbally communicate respect and interest

### **Process:**

- People participating in an advisory group often have a lot more in common than the tasks of the group
- Taking a moment to be kind or show interest in another person helps to build connections

## Slide 12

**Communication**

Non-Verbal Cues	Verbal Cues
<input type="checkbox"/> Eye contact – do they look at you, face you, include you?	<input type="checkbox"/> Tone of voice
<input type="checkbox"/> Position of hands	<input type="checkbox"/> Volume (loudness)
<input type="checkbox"/> Posture – how stand or sit	<input type="checkbox"/> How fast the person speaks
<input type="checkbox"/> Facial expression	<input type="checkbox"/> The words they use

Group Leader Note: Communication

- Ask the group: what is it about someone's statement that gives you cues about the true meaning?
- It is important that people ask for clarification when picking up on a cue
- Please note cultural differences

## Slide 13

### Demonstrating Non-Verbal & Verbal Cues

ACTIVITY: H

<b>Demonstrate</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Agreement</li><li><input type="checkbox"/> Disagreement</li><li><input type="checkbox"/> Defensiveness</li><li><input type="checkbox"/> Boredom</li><li><input type="checkbox"/> Disbelief</li><li><input type="checkbox"/> Nervousness</li><li><input type="checkbox"/> Impatience</li></ul>	<b>Say:</b> <p style="text-align: center;"><i>That's a good idea</i></p> <b>But communicate:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Disagreement</li><li><input type="checkbox"/> Disbelief</li><li><input type="checkbox"/> Condescension</li><li><input type="checkbox"/> Lack of confidence or indecision</li></ul>
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### Activity H: Demonstrating Non-Verbal and Verbal Cues

#### Purpose

- For fun, engage members in some demonstration.

#### Instructions

- Ask people to demonstrate communicating one of the following without using words (print these on cards or paper and show to each volunteer; participants can choose a card, place it face down, and then demonstrate)
  - Agreement
  - Disagreement
  - Defensiveness
  - Boredom
  - Disbelief
  - Nervousness
  - Impatience
- Ask the group, “What is he/she communicating to you?” Have them choose from the list on the slide
- Next ask for volunteers to say “That is a good idea” (or some version of it) but communicate:
  - Disagreement
  - Disbelief
  - Condescension
  - Lack of confidence or indecision
- Have the person choose a card and place it face down
- Ask the group, “What is he/she communicating to you?” Have them choose from the list on the slide

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- Ask the group, “If you were sitting in a meeting, how would you non-verbally attempt to communicate respect and interest?”

### Processing

- Many of you will feel comfortable in this role, others may need some time to get used to it.
- Be yourself, but also be aware of how you communicate

## Slide 14

**Asking Questions**

- Sign of interest
- Avoids making assumptions (positive or negative)
- Is often the same question that others have
- *When someone asks you a question, what runs through your head before you respond?*
  - Is this a question or a statement?
  - Communicate a desire to better understand

### Questions

- When someone asks you a question, what runs through your head before you respond?
- Don't be afraid to ask for clarification

## Slide 15

### Getting Through

- Listen objectively – to content, to emotions
- Internally process facts, ideas, opinions
- Ask for clarification
- Demonstrate understanding – reflect back
- Respond
  - Provide information
  - Provide your perspective, thoughts, ideas

Group Leader 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
- How do we internally process (does this fit with what I know? My values? How I would approach this?)
- Give me an example of how you might ask for clarification (Do you mean ...)
- How do we verbally demonstrate understanding? (So what you’re saying is this ...)

## Slide 16

### Giving Feedback

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- Use "I" statements
- Constructive
- Specific
- Balanced with both strengths and deficits
  - Start with the positive
  - Then state the negative
  - Finish with a positive

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Group Leader Note: Example

- I really like what you said about consumer operated programs, however, I am concerned that the funding has been cut for these programs; I would really like to work with you to look for additional funding sources

## Slide 17

### Disagreement

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

### Let it Go?

- Sometimes you should – if people are not receptive
- However, if 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
- “I’m not sure that I agree with your position/opinion, but let’s move on”

### Be Polite

- Politeness and respect are essential in the process of “disagreeing”

### Practice

- Sometimes writing down your position (just a quick checklist) can help you put forward your position
- Particularly if you feel uncomfortable in this role
- Learn to ask people to hear you out – “If you could just wait until I finish my thought, I would appreciate it.”

## Slide 18

### Active Participation

- Actively work to increase regard for yourself as someone who can make a real contribution to the group/service
- Highlight your expertise
- Present yourself with confidence
- Have a clear role / job description
- Make connections, recruit allies

#### Group Leader Note: Encouragement

- Remind participants to think back about their personal and professional assets that they bring to this process
- Each of us has a unique expertise and a wide range of strengths
- Sometimes these assets may not be rapidly apparent to you

## Slide 19

### Fulfill Commitments

Fulfill expectations and follow through on commitments

- Attend meetings or join calls
- Actively contribute to group discussions
- Offer expertise
- Offer to help – volunteer on tasks

## Slide 20

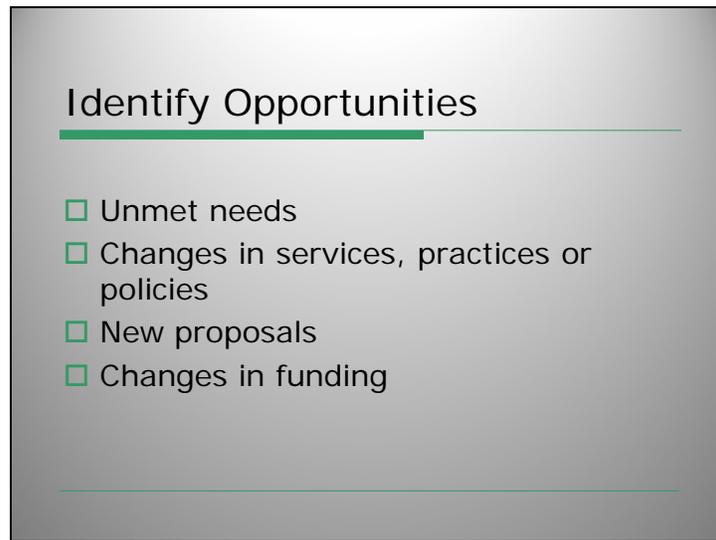
**Learn and Educate**

- Work to grasp issues
- Work to understand other stakeholder perspectives
- Remember changing systems and attitudes takes time
- Celebrate success
- Learn from mistakes
- Gain new skills
- Keep your eye on your goals
- Be persistent

Group Leader Note: Consumers Can Teach Providers

- Remember that you are pioneers!
- Be patient, but persistent -- change does come

## Slide 21



Identify Opportunities

- Unmet needs
- Changes in services, practices or policies
- New proposals
- Changes in funding

### Identify Opportunities for Change

- Unmet needs
- Changes in services, practices or policies
- New proposals
- Changes in funding

Group Leader Note:

- States are currently in the planning stage of implicating healthcare reform and consumer input is mandated in many of these activities.

## Slide 22

### Individual Strategies

- On the job learning
- Stress the importance of consumer input
- Ensure inclusion of consumer perspective
- Clearly define role or job description
- Maintain commitment to goal
- Use available resources
- Be aware -- “super consumer”

### **On the job learning**

- Learn from others in the group; learn from each meeting

### **Stress the importance of consumer input**

- Prove it through your contributions

### **Ensure inclusion of consumer perspective**

- In all policies and programs

### **Clearly define role or job description**

### **Maintain commitment to goal**

- Don't be co-opted; don't be a “sell out”

### **Use available resources**

### **Be aware -- “super consumer”**

- You can't please all the people all of the time; you can't do it all

## Slide 23

**Stigma**

What negative beliefs, assumptions, prejudices and stigma follow people with:

- Mental illness
- Substance Abuse
- Criminal justice involvement
  
- What is *internal* stigma?

Group Leader Notes:

- Prepare easel pad charts using the bullets above as headings
- Pose the question to the group
- Brainstorm responses
- Be sure to elicit both accurate and inaccurate responses

**Processing: Ask the group:**

- Which of the above are not accurate?
- Which of the above are accurate?
- How does mental illness and substance abuse contribute to the behaviors that providers find difficult? The crime? Behavior during arrest? Behavior in custody?
- What can consumers do to help providers/professionals to understand?

## Slide 24

A slide titled "Stigma ..." with a green horizontal line under the title. The text asks, "What negative beliefs, assumptions, prejudices do consumers have about:" followed by a list of professions. A green callout box asks, "How can these interfere with becoming a partner in change?"

**Stigma ...**

What negative beliefs, assumptions, prejudices do consumers have about:

- Mental health service providers
  - Does it vary by job role or profession?
- Substance abuse service providers
  - Does it vary by job role?
- Criminal Justice
  - Police officers
  - Corrections officers
  - Probation officers
  - Judges
  - Attorneys

How can these interfere with becoming a partner in change?

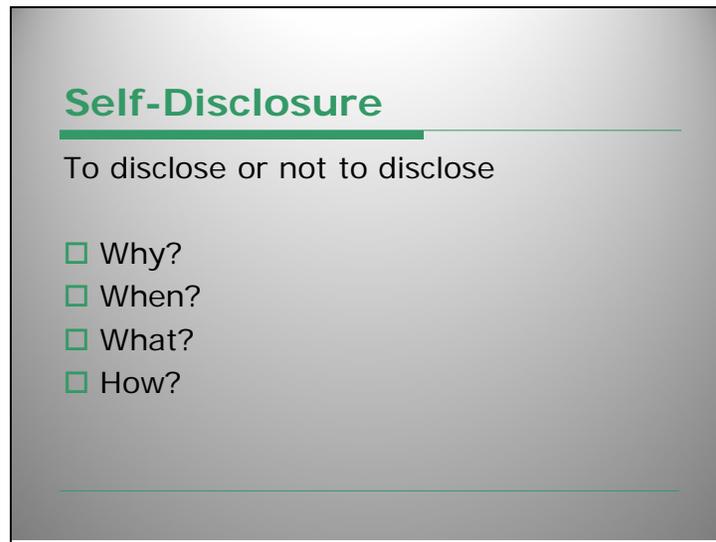
### Group Leader Notes:

- Prepare easel pad charts using the bullets above as headings
- Pose the question to the group
- Brainstorm responses
- Be sure to elicit both accurate and inaccurate responses

### Processing: Ask the group:

- Which of the above are not accurate?
- Which of the above are accurate?
- How can consumers work with these professionals if they harbor negative beliefs?
- What can consumers do to help change attitudes, beliefs, and behavior of these provider systems?

## Slide 25

A rectangular box with a light gray gradient background and a thin black border. It contains the title 'Self-Disclosure' in green, followed by the subtitle 'To disclose or not to disclose' in black. Below the subtitle is a list of four items, each preceded by a green square icon: 'Why?', 'When?', 'What?', and 'How?'. A thin green horizontal line is positioned at the bottom of the box.

**Self-Disclosure**

To disclose or not to disclose

- Why?
- When?
- What?
- How?

### **Self- Disclosure**

- This is a tool for some and a obstacle for others
- Self-disclosure should be carefully used
- Be sure to consider why, when, what and how

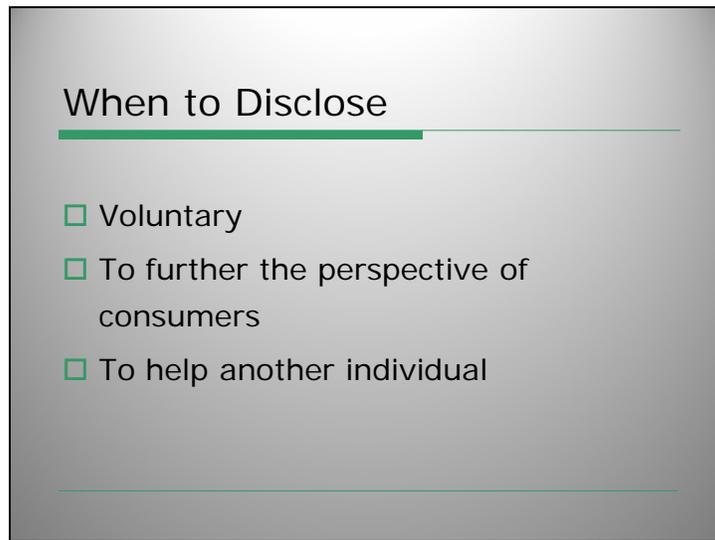
## Slide 26

**Why Disclose?**

- Help another consumer, family member or professional to better understand
- Experience – real effects of policies and programs
- Communicate that recovery is possible
- Understand that recovery is a process
- Convey hope
- Get a job!

## Why Disclose?

## Slide 27



When to Disclose

- Voluntary
- To further the perspective of consumers
- To help another individual

### When to Disclose?

- It is important when first disclosing, to disclose to someone you trust
- It is your decision when and under what circumstance to disclose

## Slide 28

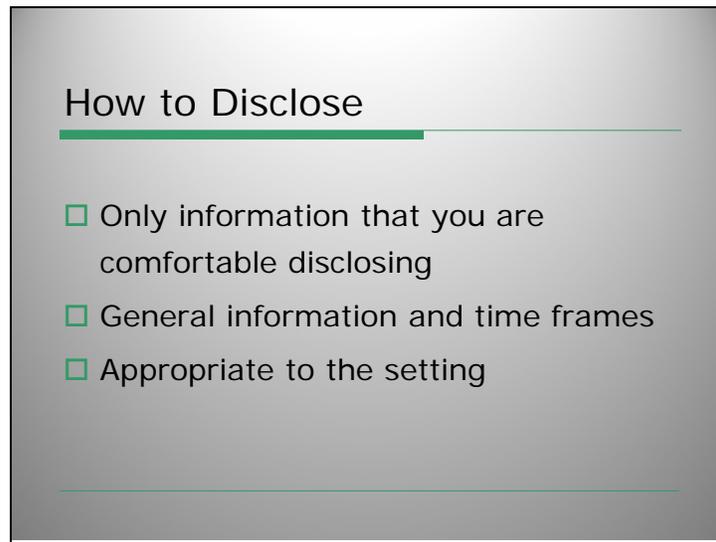
**What to Disclose**

- Only what you choose
- Only your own experiences
- Aspects of your experience that relate to the issue at hand
- Both struggles and triumphs
- Something positive about your life now
- To elicit understanding or sympathy?

### **What to Disclose?**

- Disclosure is voluntary
- Disclosure does not have to be limited to mental health; it is about your personal experiences

## Slide 29

A rectangular box with a light gray gradient background and a thin black border. It contains the title 'How to Disclose' followed by a horizontal line. Below the line is a bulleted list of three items, each preceded by a green square icon. A second horizontal line is at the bottom of the box.

**How to Disclose**

- Only information that you are comfortable disclosing
- General information and time frames
- Appropriate to the setting

### How to Disclose?

## Slide 30

### Disclosing Mental Health Issues

- Only information comfortable disclosing
- General information
  - Diagnosis
  - Time frames
  - General experiences
- Examples:
  - I was identified as having ...since age ...
  - I was diagnosed with ...when
  - I've struggled with ... since

### Disclosing Mental Health Issues

- Only disclose information that you are comfortable disclosing
- Don't turn people off with detail they don't need
- Don't give them more information than they need
- Tell less rather than more; you can't take it back once it is out there!

### Setting

- The amount of detail you choose to offer should be appropriate to the setting
- For example, you might reveal more one on one than you would in a large group

Group Leader Notes:

- Ask the group for examples, then click to reveal second level bullets
- Remind the group to tell less rather than more; you can't take it back once it is out there

## Slide 31

### Disclosing Substance Abuse

- Only information comfortable disclosing
- General information
  - Types of substances
  - Time frames
  - General experiences Language with which you are comfortable / 12 Step terms?
- Examples
  - I am an alcoholic and have been sober for 2 years
  - I used to use crack but have been clean and sober for 6 years
  - Consider person first language: "I am a person who became addicted to ...; I am in recovery for xx time"

Group Leader Note: Ask the Group

- Ask the group for examples of how to disclose substance abuse history

## Slide 32

**Disclosing Criminal Justice Involvement**

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- Only information comfortable disclosing
- General information
  - Types of crime (misdemeanor, felony)
  - Time frames
  - General experiences (arrested, in jail, on probation)
- Examples:
  - I've spent time in prison
  - I had a nonviolent felony charge
  - I was in jail but diverted to community services

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Group Leader Note:

- Ask the group for examples of how to disclose criminal justice involvement?

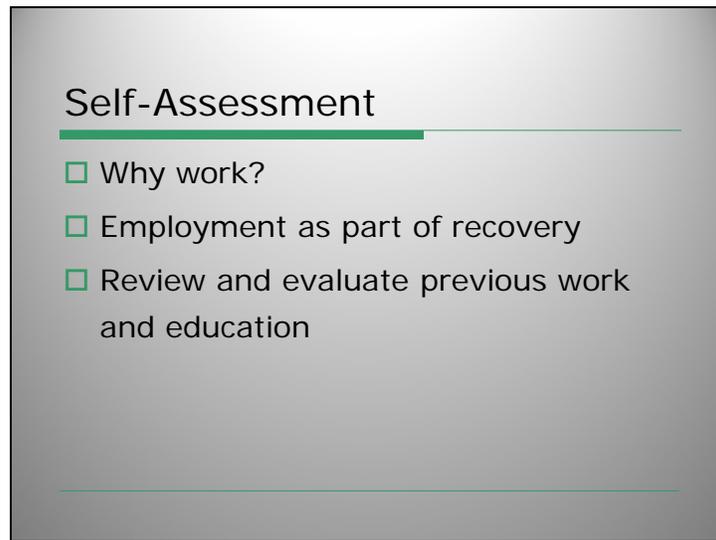
## Slide 33

### Human Services Career

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- Self-Assessment
  - Training & Education Needs
  - Supported Employment
  - Entitlements: SSI, SSDI, Medicaid
  - Criminal History and Employment
-

## Slide 34



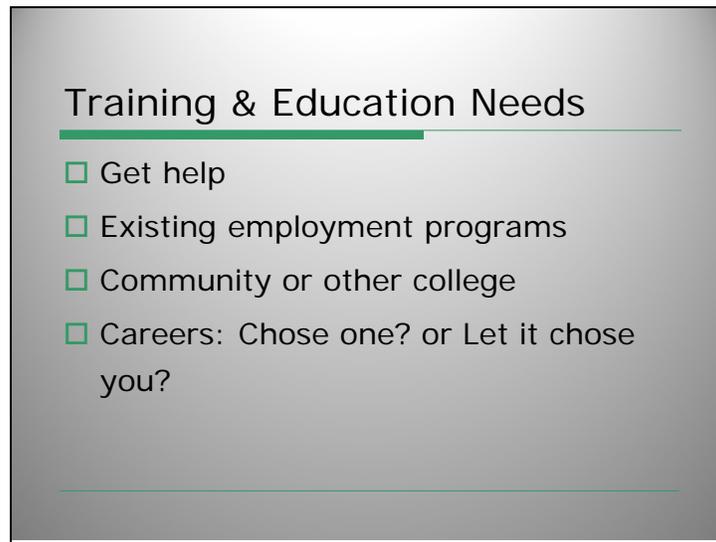
**Self-Assessment**

- Why work?
- Employment as part of recovery
- Review and evaluate previous work and education

### **Review and evaluate previous work and education**

- Any educational degrees, training certificates, certifications or degree is of value
- Take what you have and build on it
- Take the time to choose what you would like to do
- You don't have to go back to what you did before
- Fulfill your dreams, don't just accept a training program because it is available

## Slide 35

A rectangular box with a light gray gradient background and a thin black border. It contains the title "Training & Education Needs" underlined in green, followed by four bulleted items, each with a green square icon. A horizontal green line is at the bottom of the box.

**Training & Education Needs**

- Get help
- Existing employment programs
- Community or other college
- Careers: Chose one? or Let it chose you?

Group Leader Note:

- There is an array of options available around training and education, look through all options

## Slide 36

### Job Retention Support

- Employment programs can provide supports for transition to work or transition to new job
- “Supported employment”
  - Follow along supports
  - Provided by mental health, vocational, employment specialists
  - To help maintain job or transition to new one
- Natural supports

### What We Know

- People in recovery can get jobs, but find it difficult to keep them
- Employment programs can provide that support

### Natural Supports

- Look to your own natural supports
- These are what everyone uses to keep a job
- Includes: family, friends, co-workers, significant others/partners
- Sometimes these need to be reconfigured – choose those who support you in working and support you in recovery

## Slide 37

### Benefits

- Employment may impact benefits
- Be sure to look at entire benefit package
  - Housing
  - Childcare
  - Medical
  - Public assistance
- SSA assistance in making a transition
- Make appointments with each office to discuss impact of each entitlement

### 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](http://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 38

### Criminal History and Employment

- Background checks for employment in human services
- RAP sheets, accuracy
- Prospective employer may know about an arrest even if the case was dismissed

### Current status

- Charges pending
  - Released on bail or other conditions
- Charges dropped – treatment
  - Deferred prosecution – conditions
- Plead guilty
  - Deferred sentence w/conditions
  - Probation/parole
- Outstanding warrant
- Most states have background checks for employment in human services

Group Leader Note:

- Be familiar with your specific state laws

## Slide 39

### Know Your Current Status

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- Charges pending
    - Released on bail or other conditions
    - Charges dropped – treatment
    - Deferred prosecution – conditions
  - Plead guilty
    - Deferred sentence w/conditions
    - Probation/parole
  - Outstanding warrant
-

## Slide 40

### What to Do

- Get help! (free)
- Seek early probation / parole termination
- Be familiar with state hiring laws, licensing
- Be familiar with what kinds of offenses go to court
- Be familiar with legal language
- Get certified copy of RAP Sheet
- Obtain *Certificates of Disposition*
- Open warrants
  - 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

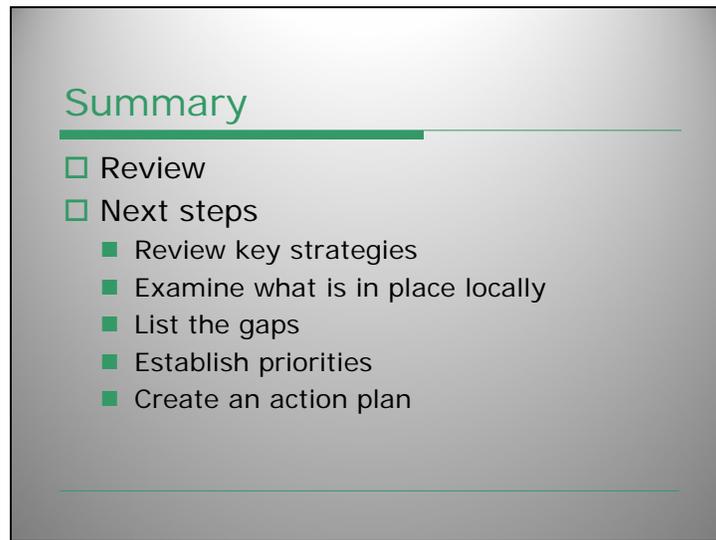
## Restore to Court Calendar

- 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 41



A slide titled "Summary" with a green header and a list of items. The slide has a grey background and a thin black border. The text is white and green.

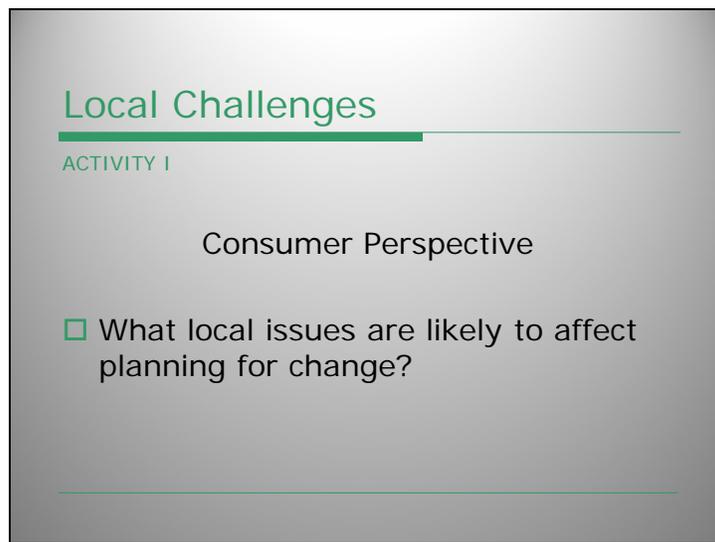
### Summary

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

### Summary

- Review with the group what was covered in the course of the day
- Preview what will be happening in the Taking Action planning session for the next day
- Review key strategies
- Examine what is in place locally
- List the gaps
- Establish priorities
- Create an action plan

## Slide 42



**Local Challenges**

ACTIVITY I

Consumer Perspective

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

### Activity I: 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

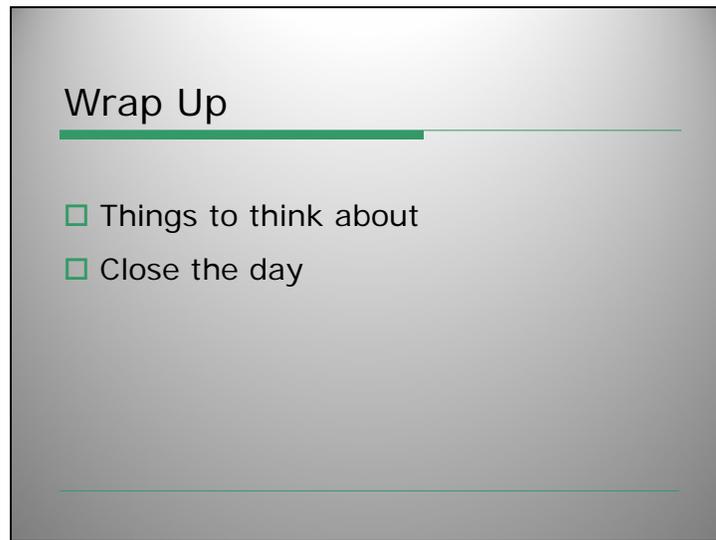
#### Instructions

- 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 43



Slide 43 content:

### 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