

**The Alliance
for Rights
and Recovery**

formerly **NYAPRS**

Managing and Supporting Community-Based Services

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Learning Objectives



Learn strategies for aligning resources to support community-based programs.



Develop relationships with behavioral health allies and community partners.



Apply practical solutions to enhance the delivery of community-based services.

Overview

1. *An Introduction to Recovery-oriented, Community-based Services*
2. *Orienting and Training Staff: Connection, Supervision, Impact*
3. *Inclusion, Participation and Feedback*
4. *Implementing PROS Service Categories in the Community*

1. COMMUNITY AND RELATIONSHIPS



Living Well With Mental Health Challenges

Soften Symptoms

- Sensory Integration
- Deep Breathing
- Progressive Relaxation
- Medication

Mental Tools

- CBT
- DBT
- ACT
- Gratitude
- Reframing

Lifestyle

- 8-Dimensions of Wellness
- Wellness Plan (WRAP)
- Sleep Hygiene
- Exercise

Community and Relationships are King

“What We Do & How We Do It”

“Complying vs Living”

“Be Right vs Get It Right”

**“My Chosen Community and Why It’s
Important”**

2. ORIENTING STAFF TO THE COMMUNITY

*Follow
Along in
Your
Workbook to
Create a
Staff WRAP
Plan!*

Natural Supports: Connections

- Natural Supports are people and places that are part of our everyday lives.
 - These supports build confidence, independence and growth!

So... what does this connection look like?

Supervision: Supporting Staff

Building Staff Confidence in Connecting with Natural Supports

- **Role-Play Scenarios:** Use role-play exercises to help staff practice engaging with natural supports
- **Share Success Stories:** Highlight examples where connecting with natural supports led to positive outcomes, reinforcing the impact of this work.
- **Provide Resources and Tools:** Offer templates, scripts, or guidelines to assist staff in initiating and maintaining connections with natural supports.



Encouragement, Empowerment, and Support are KEY!

Addressing Staff Apprehension

- **Understanding Staff Concerns**
 - Fear of Change
 - Workload Management
 - Training
 - Resource Availability
 - Community Safety

Apprehension is normal when something is new!

Reframe the narrative!

Isolation: The Impact on Staff Well Being

Understanding the Challenge

- **Staff Well Being:** Recognize that working in the community can lead to feelings of loneliness and disconnection. This can affect mental health, job satisfaction, and overall performance.
- **Limited Visibility of the Role:** Staff in community settings may face a lack of recognition for the essential work they do.
- **Support:** While in the community, staff may feel less support being outside of a typical working office space.

Isolation: The Impact on Staff Well Being Cont.

Strategies for Support:

- **Regular Supervision:**
 - Schedule weekly or bi-weekly supervision. Engage in one-on-one check-ins to discuss challenges and successes of community based services. Support and encouragement are crucial for this work!
- **Peer Support Networks:**
 - Establish buddy systems or mentorship programs, such as shadowing opportunities
 - Have group staff discussions to maintain connection and collaboration
- **Team Building Activities:**
 - Organize occasional in-person gatherings or virtual team-building exercises.
 - Facilitate social events to strengthen relationships among staff

The Reality of Financial Limitations

We are aware that they exist, but they can be worked around!

- Get Creative!
- Establish connections with natural supports in the community.
- Engage with transportation services in your local area
- Workload capacity is different for those that are community based

This requires time and effort, but the work you put in will lead to success at the end!

PROGRAM READINESS

1. Has your program created a community presence and connected with natural supports?
2. Have you aligned group goals with community partner spaces?
3. Does your program have plans for supervision in place?
4. Do group participants have a WRAP plan, a communication plan and a community support partner to navigate the community location?

3. ORIENTING PARTICIPANTS TO THE COMMUNITY



*What Are We
Here to
Accomplish?*



Exclusion

Segregation

Integration

Inclusion

Participation



No Access

Limited Access

**Unsupported
Access**

**Supported
Access**

**Responsibility
& Reciprocity**

Complying

Living

Psychiatric Rehabilitation



Objective Participation is Key

Subjective Community Participation

is a sense-of-belonging and a sense-of-community.

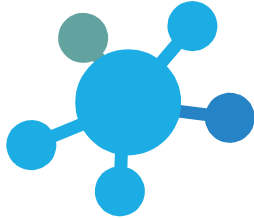
Objective Community Participation

is related to physical participation in local activities, interaction with community members and civic participation (voting, etc.).

Start Small,
then build out
a person's
sense-of-
safety and
sense-of-
belonging.

Why Expand Objective Community?

People who participate in more activities across larger distances in their communities reported higher life satisfaction compared to people with smaller activity spaces.



Connections Take Time & Shared Activities



Hoffmann, L., Wilbert, J., Lehofer, M., & Schwab, S. (2021). Are we good friends?—Friendship preferences and the quantity and quality of mutual friendships. *European Journal of Special Needs Education, 36*(4), 502-516.

How Would You ...

Support a person's Objective Community Participation across the following social life domains with your services? How does each of these help?

- 1. Domestic life (e.g., cleaning, shopping)**
- 2. Interpersonal life (formal, intimate, family relationships)**
- 3. Vocational (e.g., education and employment)**
- 4. Community, Civic, and Social life (e.g., politics, religion, culture)**

Supporting Participants

- 1. Orient participants to the program of the recovery process, timeline and achievable outcomes ... community inclusion to community participation.**
- 2. Engage participants in community groups for them to explore their chosen goal environments.**
- 3. Consider which places in the community can connect them to a sense of belonging and mutual aid, especially for multiply marginalized persons.**
- 4. Prepare participants to overcome their perceived barriers and practice skills in their home communities.**

Group Participation

1. Outline an **OBJECTIVE-WEEK-SKILL-ENVIRONMENT** chart.
2. Make sure to notify the community space about your presence.
3. Create a travel plan for each group participant to know their route and travel time (if meeting at the community space).
4. Provide participants with their skill practice dialog/instructions and **WRAP** plans.
5. Consider ending the community group with a social activity.

**Receiving Feedback Is A Key
Part Of Supporting A Person's
Recovery!**

Feedback Is Voice and Choice!

- 1. Do you have a process for systematically obtaining feedback on services from staff? Their experience improves the recovery process.**
- 2. What about obtaining feedback about community-based groups from participants to improve planning and support? This gives them voice and prepares them for their own civic participation and advocacy.**
- 3. Do you have a feedback process to obtain information from community-based sites to enhance cooperation?**
- 4. Provide multiple and accessible mechanisms to be inclusive.**



Where is Your Program?

Excluding

Segregating

Integrating

Including

Empowering



No Access

Limited Access

Unsupported
Access

Supported
Access

Responsibility
& Reciprocity

Complying

Living

4. IMPLEMENTING COMMUNITY- BASED SERVICES

*Follow Along
in Your
Workbook to
Create Your
Group Plan*

ACTIVITY**A COMMUNITY ACTIVITY****A PSYCHOSOCIAL REHAB GROUP**

Shopping at the supermarket

To buy items to cook for lunch.

Walking in the community

To get out together and enjoy the weather.

Visiting the local library

To read a magazine in the local library for pleasure.

Visiting the local museum

To take a day trip out of the PROS center.

ACTIVITY

A COMMUNITY ACTIVITY

A PSYCHOSOCIAL REHAB GROUP

Shopping at the supermarket

To buy items to cook for lunch.

To learn how to buy items within a budget linked to an independent living goal.

Walking in the community

To get out together and enjoy the weather.

To identify key places in the community to practice goal-related skills.

Visiting the local library

To read a magazine in the local library for pleasure.

To use the computers in the library to practice editing papers with an employee.

Visiting the local museum

To take a day trip out of the PROS center.

To identify how different colors and shapes affect emotion regulation when making a WRAP plan.

Transportation: from A to Z (PROS)

Weeks 1-3: PSR-EGMT, PSR-BFM, WSM-CST, WSM-DE, WSM-PSST

A group designed to increase participants' abilities to effectively utilize public transportation as a means of connecting to their communities



1. Discuss common barriers/challenges.
2. Connect participants to resources for free or low-cost transportation options.
3. Cultivate mutual aid processes.
4. Orient to the group's purpose.
5. Establish group ground rules.
6. Discuss the difference between problem- and emotion-focused coping strategies.
7. Look at maps of the local public transit network.

Transportation: from A to Z (cont'd)

Week 4: WSM-CST, PSR-BLST, PSR-SSDS:

1. Plan to take the subway as a group with a destination in mind (the local library, a park uptown, a smoothie shop, etc.)
2. Develop safety and WRAP plans as necessary, run through a script with visuals
3. Note that the option to travel home/back to the program independently will be provided should any participant be interested in doing so

Week 5: PSR-BLST, PSR-CLE, PSR-SSDS:

In community: Offer support to participants expressing concern or discomfort throughout the group's time in the community while providing the least amount of oversight/support necessary to reduce potential stigmatization and foster an *in vivo* experience

Week 6 – WSM-CST, PSR-BLST, PSR-SSDS:

Debrief the previous week's group, highlight successes, discuss challenges, solicit feedback from the group

Repeat the cycle of weeks 4-6 two to four more times

WSM-CST, WSM-CST, WSM-PSR-EGMT

WSM-CST, WSM-PSST

BLST, CLE, SSDS

WSM-CST, BLST

WSM-CST, BLST

BLST, CLE, SSDS

ORIENTATION & GROUP RULES

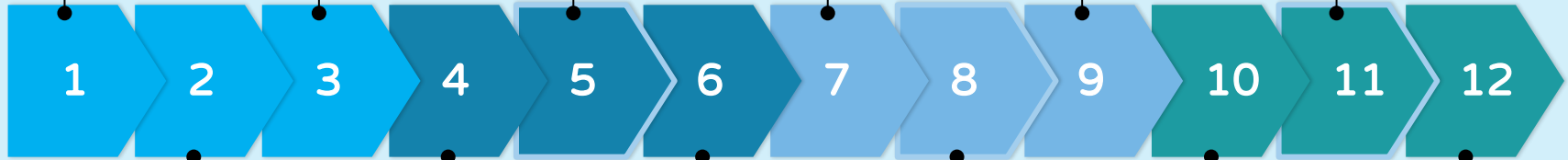
BARRIERS/ CHALLENGES

SKILL PRACTICE

LOGISTICAL PLANNING

REFLECTION AND FEEDBACK

SKILL PRACTICE



PSYCHOEDUCATION, GOALS

LOGISTICAL PLANNING

REFLECTION AND FEEDBACK

SKILL PRACTICE

LOGISTICAL PLANNING

REFLECTION AND FEEDBACK

WSM-CST, WSM-DE, BLST

WSM-CST, BLST

WSM-CST, BLST,

BLST, CLE, SSDS

WSM-CST, BLST

WSM-CST, BLST

Let's Create a Community Participation Group Plan



Facilitator: Fawn Doe, LMHC		Title: "When it's nice out I like to work outside."		
Co-facilitator: John Like, CRPA		Group Goal: Job Skills in a Community Setting		
WEEK	OBJECTIVE/ SKILL	OFFSITE/ ONSITE	MATERIALS/ LEARNING STYLE	SERVICE CODE
1	Orientation to the group goal, purpose and group norms.	ONSITE/ Group Room	Syllabus with a focus on objectives and skills.	
2	Psychoeducation, individual goals and skills for group participants	ONSITE/ Group Room	Review of the process of teaching skills and giving feedback; with practice.	
3	Aligning barriers and skills; partnering	ONSITE/ Group Room	Handout on the barriers to skill performance.	

Is the effort worth it?

“Am I here to help people attain goals they care about?”

“Do I want and expect them to leave our services and find supports in their communities?”

“Do I believe that skills are best learned, and barriers are most effectively overcome, inside my program or out in the world?”



If any of these are “true”, think about what it might take to make a commitment to community-based services.

Are any of your existing curricula easily able to be adapted to include a focus on community exploration and engagement?

Do you have any staff who seem more interested in leaving the confines of the program? Perhaps individuals who have worked in community-based service models before?

Are you effectively using the skillset and knowledge of paraprofessional staff to this end? If no, why not?

Thank you!

PLEASE PROVIDE US WITH YOUR FEEDBACK

**THERE WILL BE AN ADDITIONAL EVALUATION FOR THIS SESSION
WHEN YOU ARE GETTING CE'S**