

Activity: Assess the Recovery/Resiliency Culture of your organization. To use the scales, rate your organization’s performance with regard to each of these components: “1” signifies that this component is not at all represented in your organization to “5”, signifying that your organization excels at living out this fundamental component of recovery culture.

Recovery Culture in Your Organization Rating Scale

| | | 1 | 2 | 3 | 4 | 5 |
|-----|--|---|---|---|---|---|
| 1. | Hope: Staff in the organization express the belief that all people can recover. | | | | | |
| 2. | Person-Driven: All services provided emphasize self-direction, self-determination and empowerment. | | | | | |
| 3. | Recovery occurs via many pathways: Each care plan is designed to meet the unique needs of the individual being served. | | | | | |
| 4. | Holistic: Services are designed to address the individual’s mind, body, spirit and community needs. | | | | | |
| 5. | Recovery is supported by peers and allies: The organization values peer support and includes peers on the team as well as access to other peer-provided services. | | | | | |
| 6. | Recovery is supported through relationships and social networks: Staff foster the development of natural supports, including family, friends, spiritual communities, mentors and others who support the individual’s wellness and recovery. | | | | | |
| 7. | Culturally-informed: Services are culture-specific, i.e. they are attuned to the cultural background of the individual and also meet the specific needs of the person. | | | | | |
| 8. | Addressing trauma: Services are trauma-informed. | | | | | |
| 9. | Recovery involves individual, family, and community strengths and responsibility: The organization acknowledges the strengths and resources that surround the individual while supporting self-responsibility. | | | | | |
| 10. | Based on respect: Staff in the organization demonstrate a deep respect for the courage of individual’s in recovery and work to end stigma and discrimination in society. | | | | | |

Resiliency Culture in Your Organization Rating Scale

| | | 1 | 2 | 3 | 4 | 5 |
|------------|--|----------|----------|----------|----------|----------|
| 1. | Validation and Valuing: Providing an environment of safety and non-judgmentalness, unconditional acceptance and appreciation for courage, efforts and persistence. | | | | | |
| 2. | Basic Needs, Safety, Supports and Services: Seeing that the basic needs of children and families are met, and mental health care is affordable and accessible. | | | | | |
| 3. | Sanctuary: Providing safe and calming people and places. | | | | | |
| 4. | Justice (Rights, Voice, Respect and Dignity): Fighting stigma and stereotypes, educating the community, sensitive to culture, advocating for rights and promoting the voices of those served. | | | | | |
| 5. | Competencies (Skills, Abilities and Talents): Belief in the unique strengths, skills and talents of all people and nurturing those gifts. | | | | | |
| 6. | Courage, Confidence and Self-Determination: Recognizing the great personal courage and bravery expressed by youth and families in their life journeys, supporting self-determination. | | | | | |
| 7. | Self-Wisdom and Self-Acceptance: Belief that youth and families are experts in their own experiences and have practical knowledge about coping and managing behavioral health challenges. | | | | | |
| 8. | Supportive Connections: Facilitation of positive relationships with families, friends and helpers (formal and informal). | | | | | |
| 9. | Contribution and Participation: Promoting active involvement and engagement in community and school activities. | | | | | |
| 10. | Expectations and Accommodations that Maximize Success: Promotes the idea that resiliency is available to all youth, and that success is increased with flexible and accommodating environments. | | | | | |
| 11. | Hope and Optimism: All children and families have the right to hope for a positive future and a self-determined fulfilled life. | | | | | |
| 12. | Sense of Meaning and Joy: Support for each child and family's search for happiness, meaning and joy. | | | | | |

Activity: Inclusive Culture Checklist

Check answer to each question, count check marks for yes, multiply X 3; count check marks for 'in process', multiply X 2; count check marks 'under consideration', multiply X 1; add for total.

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| Key Elements of Inclusion | Practices of Inclusion <i>adapted from BBI, Syracuse University Inclusive Culture Checklist</i> | Yes | In Process of implementing | Under consideration |
|---|---|-----|----------------------------|---------------------|
| Representation, Receptivity & Fairness | | | | |
| | Are people with disabilities working within a range of employee roles and leadership positions? | | | |
| | Is there respect for differences in working styles? (e.g. structured vs. independent) | | | |
| | Is there flexibility in tailoring positions to the strengths and abilities of all employees? | | | |
| | Is there equal access to all resources, opportunities, networks and decision-making processes, regardless of individual differences? | | | |
| Universal Design | | | | |
| | Are building interiors and exteriors, work spaces, equipment, services, communications and resources accessible to a range of people with and without disabilities? | | | |
| | Are manuals, materials and forms routinely available to all employees in a variety of formats (e.g., large print, digital)? | | | |
| | Do employees have work options such as flexible schedules to better manage time and create a healthy life/work balance? | | | |
| Recruitment, Training & Advancement | | | | |
| | Are recruiters trained in providing effective outreach and accommodations to prospective employees with disabilities? | | | |
| | Do people with disabilities have equitable access to training sites and materials? | | | |

| Key Elements of Inclusion | Practices of Inclusion <i>adapted from BBI, Syracuse University Inclusive Culture Checklist</i> | Yes | In Process of implementing | Under consideration |
|--------------------------------------|--|-----|----------------------------|---------------------|
| | Do workers with disabilities have access to mentoring or coaching programs? | | | |
| Attitudes & Relationships | | | | |
| | Do managers understand and are they receptive to meeting the needs of workers with disabilities? | | | |
| | Do relationships between management and employees with and without disabilities involve mutual respect, reciprocity, and worker investment in the workplace? | | | |
| Accommodations | | | | |
| | Does your organization have a written policy and clear procedures for requesting an accommodation? | | | |
| | Does your organization make available resources describing accommodations, and express a commitment to providing reasonable accommodations? | | | |
| | Are specific point people involved in evaluating and negotiating accommodations requests? | | | |
| Feedback & Tracking | | | | |
| | Does your organization maintain records of employee performance before and after accommodations? | | | |
| | Is there an explicit protocol for addressing conflict, concerns, or allegations regarding discriminatory treatment or harassment? | | | |

Scoring:

45-51= Closing in on being an Inclusive Culture—Congrats! Reap the benefits!

35-45= Getting there--identify areas you need to focus improvement on and do it

18-34=How can you speed up the process? Engage the whole agency.

11-17=How can you get into action? Ask all of your staff.

0-10=Exclusive culture--do some effective strategic planning with all of your staff including consumers and family member staff or clients [Page 2 of 2]

The table below with strategies to address recurring integration barriers was adapted from the Gates & Akabas study (2007). We examine common barriers and outline some solutions.

| Workplace Strategies to Respond to Problems and Promote Integration | |
|--|---|
| <i>Factor Affecting Peer Integration</i> | <i>Workplace Strategies that Promote Integration</i> |
| Organizational Culture | 'Integration' type of organizational culture |
| | Trauma-informed culture and trauma informed care |
| | Disclosure is encouraged in all levels and positions |
| Attitudes toward recovery | Clear recovery position in mission statement |
| | Leadership commitment to recovery well communicated |
| | Leadership support of recovery and resiliency |
| | Consumer/Family member peer position viewed as essential rather than an add-on |
| Role conflict and confusion | Well-defined recruitment strategies requiring lived experience and training |
| | Consistent application of workplace policies to peer and non- peer staff |
| | Written job descriptions for all staff including peers based on essential job functions |
| | Supervision to ensure actual job expectations are the same as written job expectations |
| | Training to staff and clients to provide understanding of roles |
| | All new employees receive formal orientation |
| Lack of confidentiality | Keep previous treatment records of internally recruited peers in confidential files |
| | Do not allow peers to receive services in the units where they are employed |
| | Training on policies and practices related to confidentiality, boundaries and ethics |
| | Hold employees with lived experience to the same HIPAA rules as other staff |
| Lack of Training | Require comprehensive standardized training specifically for consumer/family |

| Workplace Strategies to Respond to Problems and Promote Integration | |
|--|---|
| <i>Factor Affecting Peer Integration</i> | <i>Workplace Strategies that Promote Integration</i> |
| | peer specialist prior to, or at start of employment facilitated by trainers with lived experience |
| | Offer peers training to learn language of the workplace |
| Job structure | Accept experience and required specialist training as formal credentials in HR policy |
| | Peer positions are permanent with healthcare and paid leave benefits |
| | Peer positions have clear path for promotion |
| | Apply the same performance standards to peers and non-peers |
| | Compensate peers and non-peers equally in comparable positions |
| | Provide benefits counseling to help inform the peer's decision on hours to work |
| | Flexible: part time, job sharing, work environment, scheduling |
| Social support | Opportunities for interaction in agency life, retreats, team meetings with wellness focus |
| | Include peer input in care coordination plans and case notes |
| | Self-care, support groups and work life balance focus |
| | Meet ADA and California State requirements for accommodation |
| | Supportive Supervision |