Bringing Positive Psychology, Cultural Competence and Person-Centered Thinking to Life for People with Co-occurring IDD and Mental Health Issues

AUCD November 19, 2019

PRESENTERS

Diane M. Jacobstein, Georgetown UCEDD, Moderator

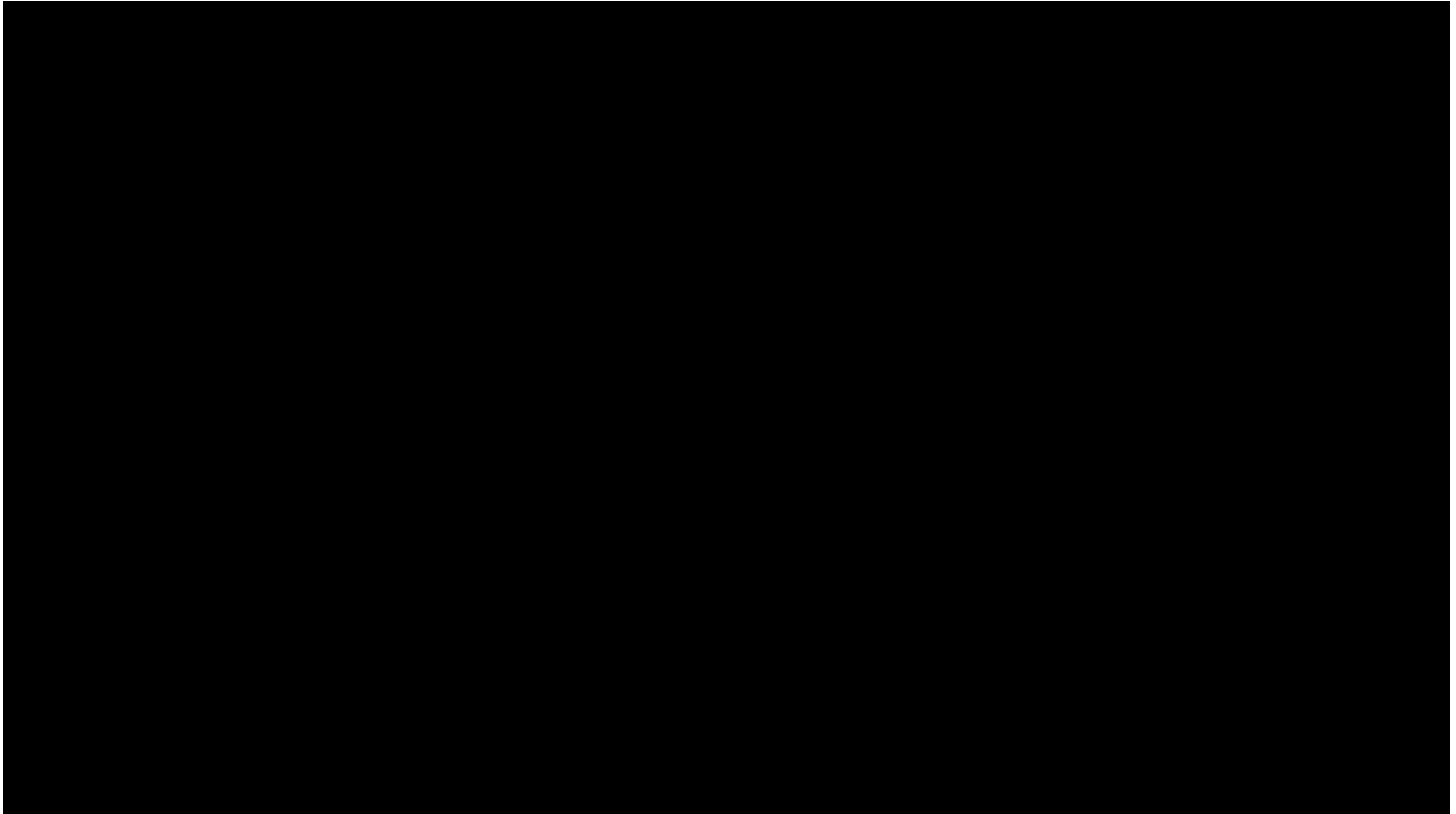Kara Nicole Jones, Respondent

Joni Beasley, University of New Hampshire, Institute on Disability/ UCED

Tawara Goode, Georgetown UCEDD

Mary Lou Bourne, NASDDDS

This is a presentation of

the Mental Health Aspects of IDD
Special Interest Group

Kara Nicole Jones, Respondent

Watch the video online: https://vimeo.com/371679102

The interdependence between emotional well being, cultural identity, and self-determination

Positive Emotions	Engagement	Relationships	Meaning	Accomplishment
Cultural identity	Inclusion	Common language	Self knowledge	Growth mindset
Self directed	Active participation	Socialization	Choice	Risk taking
Rights	Material well being	Sexuality	Opportunity	Acceptance
Hope	Community	Connectedness	Spirituality	Competence
Optimism	Interests	Belonging	Understanding	Achievement

Positive Psychology Practices for Individuals with IDD-MH

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THE CENTER FOR
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Institute on Disability/UCED
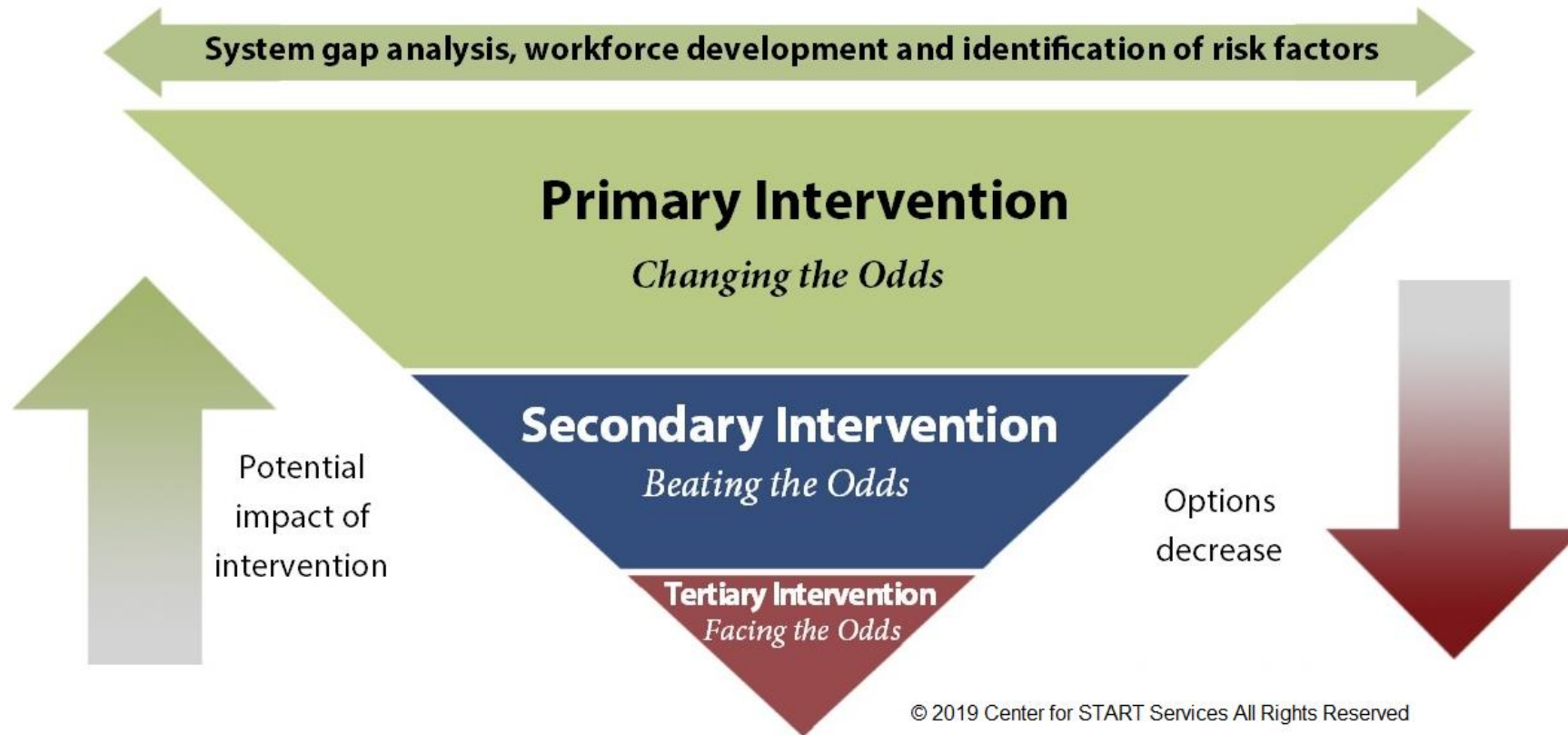
NH University of
New Hampshire

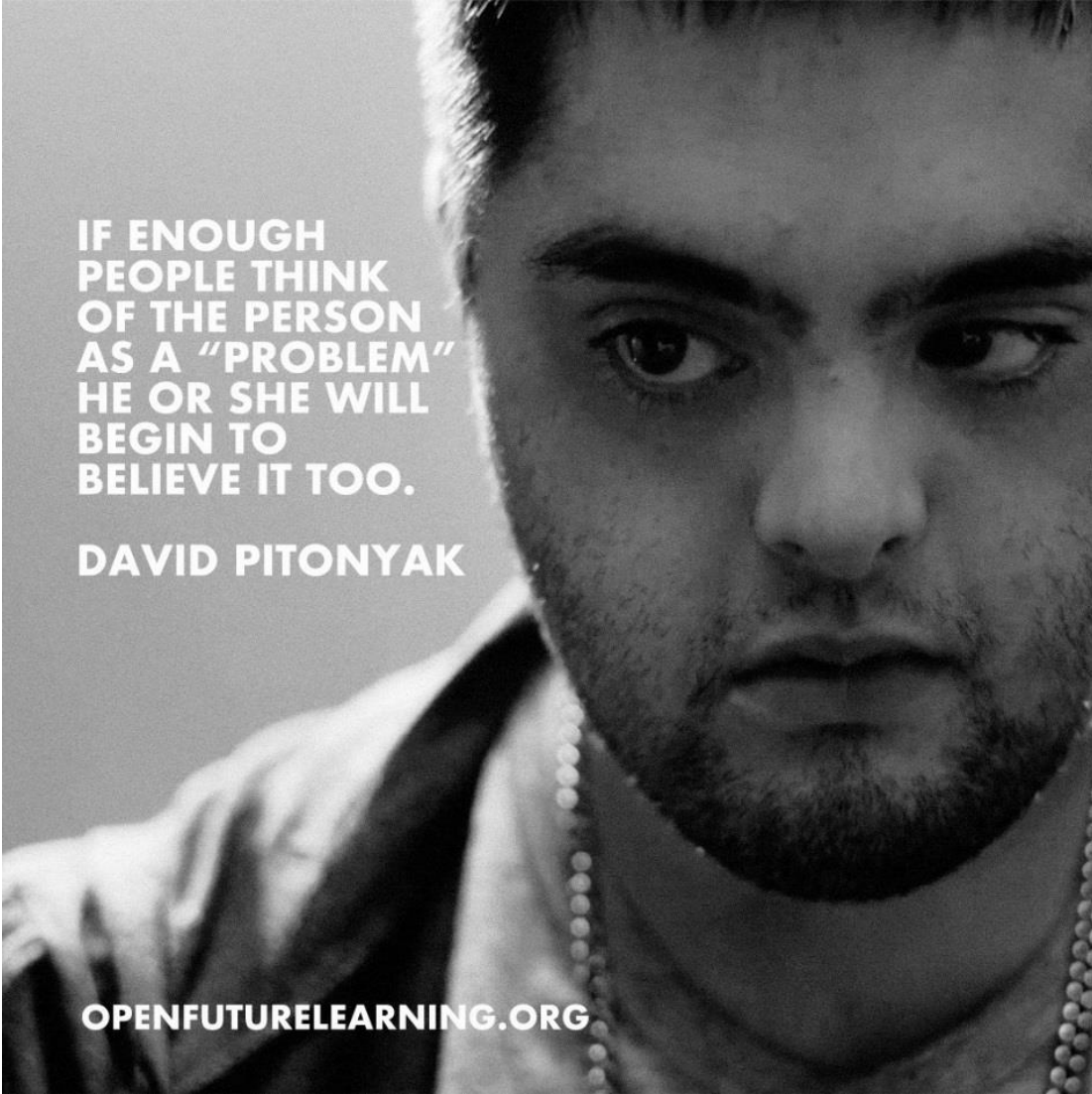*The Center for START Services is a program of the University of New Hampshire Institute on Disability/UCED*

www.centerforstartservices.org

Public Health Model & START
Numbers Benefiting from Intervention

System gap analysis, workforce development and identification of risk factors

Primary Intervention
Changing the Odds

Secondary Intervention
Beating the Odds

Tertiary Intervention
Facing the Odds

Potential impact of intervention

Options decrease

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IF ENOUGH PEOPLE THINK OF THE PERSON AS A "PROBLEM" HE OR SHE WILL BEGIN TO BELIEVE IT TOO.

DAVID PITONYAK

OPENFUTURELEARNING.ORG

Listening and Thinking

"The world as we created it is a process of our thinking. It cannot be changed without changing our thinking."

~ Einstein

Why a Positive Psychology Approach?

"We believe that persons who carry even the weightiest psychological burdens care about much more in their lives than just the relief of their suffering. Troubled persons want more satisfaction, contentment, and joy, not just less sadness and worry."

-Duckworth, Steen, & Seligman, 2005

Begin with Positive Thinking

- We have a **choice** about how we view something
- We can **change** how we think and feel as a group about what we see
- We can **cultivate** sustainable positive feelings about ourselves and our network
- We can **create** and **inspire** that in others through this approach
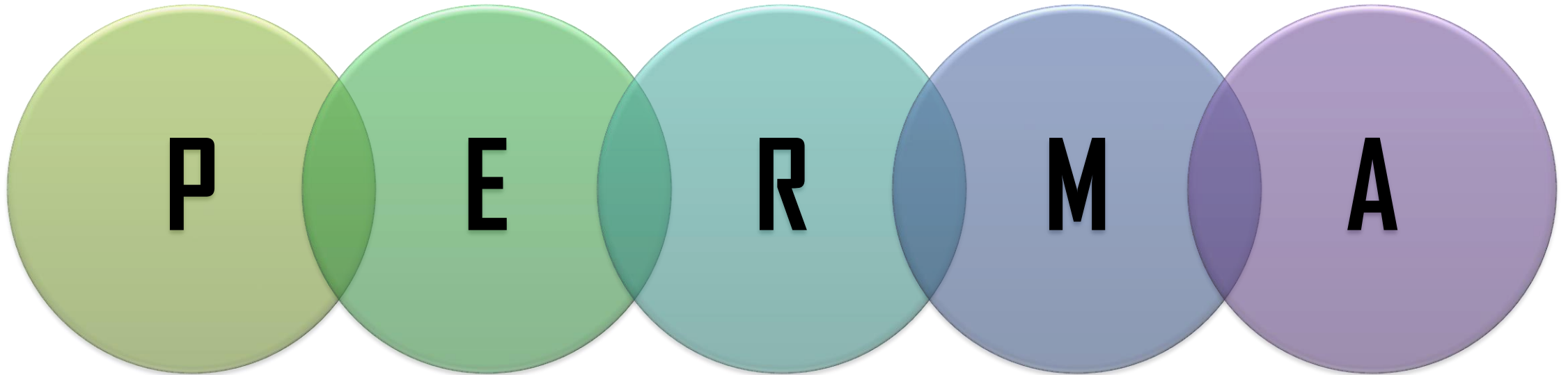
What are (Character) Strengths?

- The psychological ingredients for displaying human goodness

- They serve as pathways for developing a life of greater virtue

- While personality is the summary of our entire psychological makeup, character strengths are the positive components— what's best in you

Why do we care?

- These characteristics make us feel happy, capable and engaged
- Knowing ours helps us identify the strengths in others
- Knowing ours and others helps us foster these strengths and live a life of meaning and purpose

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Developing strengths can help you

- Be happier
- Have better relationships
- Improve your health
- Boost performance
- Accomplish goals

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Conceptualization of Happiness*

- Pleasure
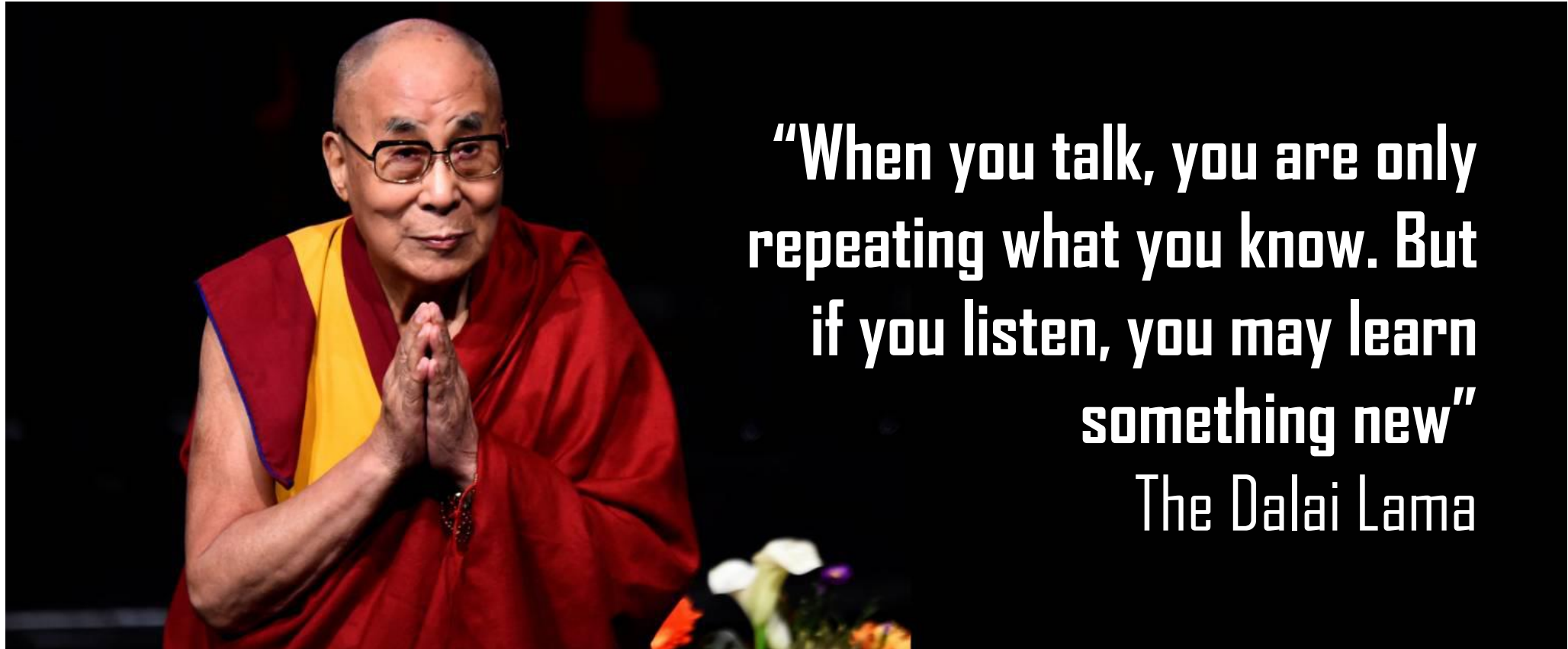
- Engagement

- Meaning

*(Duckworth, Steen, & Seligman, 2005)

Positive Psychology

- Shifts in perception reframe and refocus

- There is more than one way to view a situation

- Optimism can be taught

- If you practice these skills, you will be more effective in all elements in your life
- If you use these practices with teams, it will have an impact on everyone connected to you
- In the context of person-centered planning and cultural acceptance

Strength Spotting

"When you talk, you are only repeating what you know. But if you listen, you may learn something new"
The Dalai Lama

We have to understand the multiple dimensions of culture before we can really talk explore cultural competence

✓ Culture influences every aspect of life and defines who we are as humans.

✓ Culture is learned and shared knowledge about our own way of life and that of others. It includes our values, norms, morals, beliefs, practices, customs, ceremonies, rituals, language and much more.

✓ We all have multiple cultural identities.

We have to understand the multiple dimensions of culture before we can really talk explore cultural competence

✓Culture remains the same and yet it is dynamic. Aspects of culture are passed down from generation to generation while others are constantly changing.

✓Oftentimes and unconsciously we view and understand the world from our own cultural perspective. This makes it difficult to view and understand cultures that are different than our own.

We have to understand the multiple dimensions of culture before we can really talk explore cultural competence

✓ Programs, organizations, systems of services and supports are also culturally defined – including those designed for individuals with intellectual and developmental disabilities and mental health needs – across the lifespan.

Cultural considerations for people with IDD and co-occurring mental health needs

Do you know:

- What it means to have intellectual disability, developmental disability, mental illness, or mental health needs from a cultural perspective?

- How are individuals with IDD and co-occurring mental health needs perceived based on their race, ethnicity, gender, age, or sexual orientation?

Cultural considerations for people with IDD and co-occurring mental health needs

Do you know:

- The type and scope of disparities experienced by individuals with IDD and co-occurring mental health needs based on cultural, racial, ethnic, or other identities?

- Your organization's or program's philosophy on services and supports to individuals with IDD and co-occurring mental health needs and their families?

Cultural Competence Conceptual Framework

Policies

Attitudes

Cultural Competence

Structures

Behaviors
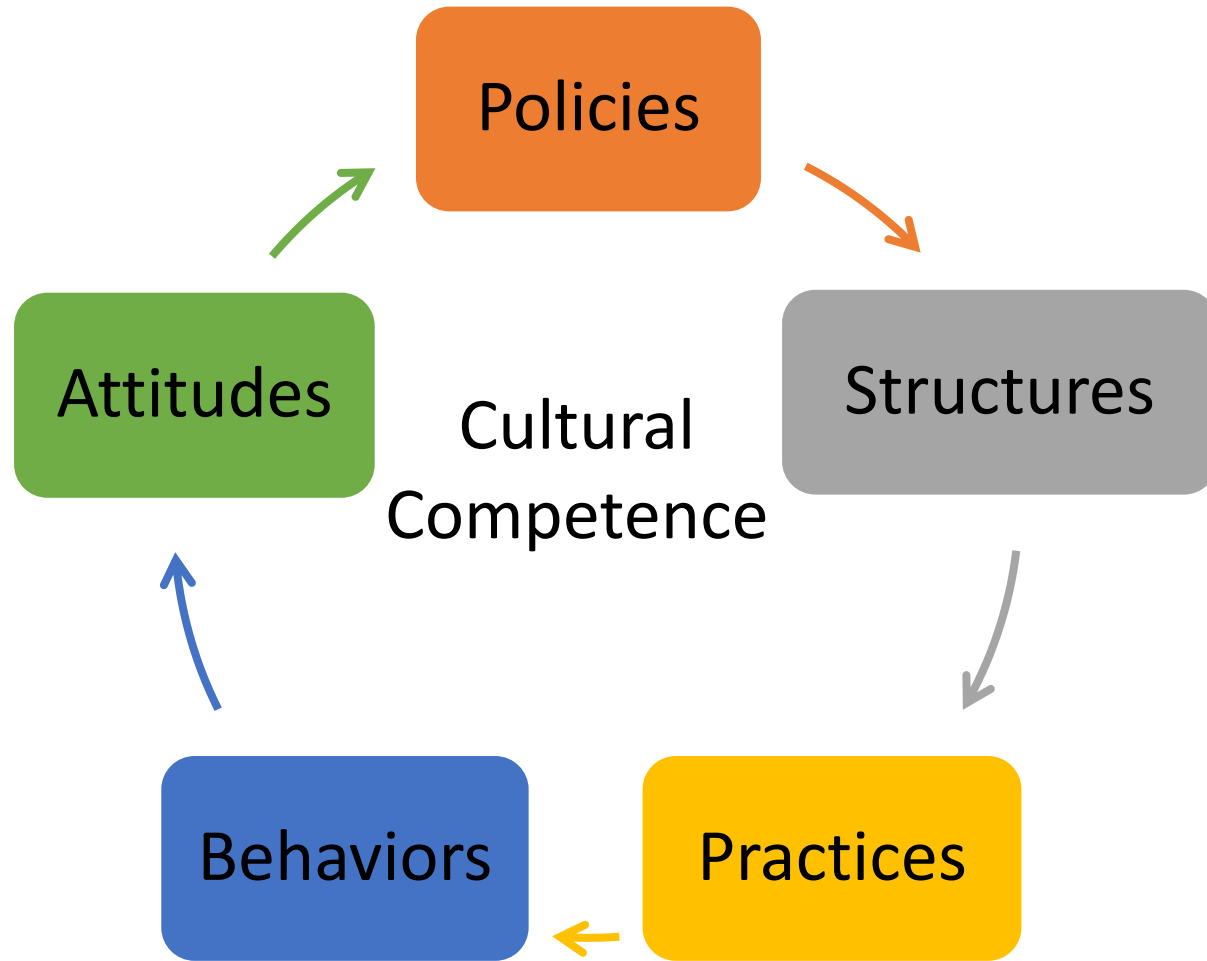
Practices

Cultural competence requires that organizations have a clearly defined, congruent set of values and principles, and demonstrate behaviors, attitudes, policies, structures, and practices that enable them to work effectively cross-culturally.

(adapted from Cross, Bazron, Dennis & Isaacs, 1989)

Five Elements of Cultural Competence
INDIVIDUAL LEVEL

1   acknowledge cultural differences

2   understand your own culture

3   engage in self-assessment

4   acquire cultural knowledge & skills

5   view behavior within a cultural context

(Cross, Bazron, Dennis and Isaacs, 1989)

Five Elements of Cultural Competence Organizational Level

1 • value diversity

2 • conduct self-assessment

3 • manage the dynamics of difference

4 • embed/institutionalize cultural knowledge

5 • adapt to diversity **(values, polices, structures & services)**

(Cross, Bazron, Dennis and Isaacs, 1989)

ESSENTIAL ELEMENTS IN A CULTURALLY COMPETENT SYSTEM

These five elements must be manifested at every level of an organization or system including:

- policy making
- administration
- practice & service delivery
- individuals & families
- community

and reflected in its attitudes, structures, policies, practices, and services.

Positive Thinking	Cultural Competence
We have a **choice** about how we view something	**Understand your own culture. Acknowledge cultural differences.** ■ We view and interpret the world through our own cultural lens which are comprised of both individual and group experiences over time. We can change our views.

Positive Thinking	Cultural Competence
We can **change** how we think and feel as a group about what we see	**Engage is self-assessment.** ▪ We must be aware of the explicit and implicit biases we bring to our work with individuals with IDD and co-occurring mental health needs. We can make good use of positive psychology, and the neuroscience to combat implicit bias, to change our how we think, feel, and ultimately act.

Positive Thinking	Cultural Competence
We can **cultivate** sustainable positive feelings about ourselves and our network	**Acquire cultural knowledge and skills.** ▪ Our world view or cultural frame of reference influences our approach to delivering services, supports, or other responsibilities associated with our positions/roles. Additionally our world view is influenced by the "culture" of the organization, program, or agency in which we are employed. Our willingness and capacity to acquire cultural knowledge and skills and employ positive psychology can change ourselves and our networks.

| Positive Thinking	Cultural Competence
We can **create** and **inspire** that in others through this approach	**View behavior within a cultural context.** Cultural competence requires strong and informed leadership to spur the necessary changes in systems, organizations, policies, and practice. We need leaders to model the way to see change within ourselves, others, and in our networks.

Aligning Person-centered Thinking, Planning, and Practice with Cultural and Linguistic Competence

Person-Centered Thinking

It is not just the culture of the person receiving services and supports, it is also the culture of the person delivering services and supports.
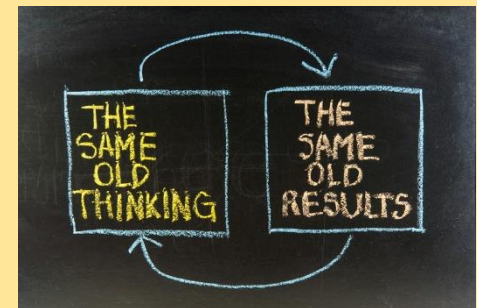
Aligning Person-centered Thinking, Planning, and Practice with Cultural and Linguistic Competence

Person Centered Planning

It is: (1) having the knowledge and willingness to embed the multiple dimensions of culture in all aspects of the planning process; (2) revisiting and revising extant tools and approaches that do not or minimally emphasize culture.

Aligning Person-centered Thinking, Planning, and Practice with Cultural and Linguistic Competence

Person-Centered Practice

It is ensuring that the values, structures, practices, attitudes, and behaviors of the organization and its staff are aligned with principles and practices of cultural and linguistic competence.

PRACTICE

Aligning Person-centered Thinking, Planning, and Practice with Elements of Cultural and Linguistic Competence - Individual Level

Elements of cultural competence Individual	Implications for Person-centered Thinking, Planning, and Practice
Acknowledge cultural differences	▪ Be attuned to both similarities and differences between and among persons from all cultural groups.

Aligning Person-centered Thinking, Planning, and Practice with Elements of Cultural and Linguistic Competence - Individual Level

Elements of cultural competence Individual	Implications for Person-centered Thinking, Planning, and Practice
Understand your own culture	▪ Examine: (1) whether and how your cultural belief systems may positively or negatively influence communication and relationships with the persons to whom you provide services and supports and their families; and (2) cultural beliefs and practices associated with the discipline or profession to which you belong.

Aligning Person-centered Thinking, Planning, and Practice with Elements of Cultural and Linguistic Competence - Individual Level

Elements of cultural competence Individual	Implications for Person-centered Thinking, Planning, and Practice
Engage in self-assessment	- Engage in self-assessment as a routine component of your professional of practice. - Identify and respond to assessment tools and checklists that probe the values and practices of cultural competence. - Think "culture" when you think others are not behaving in ways you expect. Consider what values, norms, and beliefs you bring to the situation.

Aligning Person-centered Thinking, Planning, and Practice with Elements of Cultural and Linguistic Competence - Individual Level

Elements of cultural competence Individual	Implications for Person-centered Thinking, Planning, and Practice
Acquire cultural knowledge & skills	▪ Make a personal and professional commitment to learn about persons from cultural groups that are different than your own and how to translate this knowledge into skills required by your position.

Aligning Person-centered Thinking, Planning, and Practice with Elements of Cultural and Linguistic Competence - Individual Level

Elements of cultural competence Individual	Implications for Person-centered Thinking, Planning, and Practice
View behavior within a cultural context	■ Accept that persons from racial, ethnic, and other cultural groups have historical and present day experiences of bias, stereotyping, discrimination, and disparate treatment in health, mental health, and social services that affect their behavior.

Elements of cultural competence Organizational	Implications for Person-centered Thinking, Planning, and Practice
Value diversity	▪ Implement organizational policy and practices that acknowledge and are responsive to the diversity of persons and populations served. ▪ Recruit, retain, and support diverse staff including those representative of the persons and populations served.

Elements of cultural competence Organizational	Implications for Person-centered Thinking, Planning, and Practice
Conduct organizational assessment	▪ Implement assessment processes to examine the extent to which culturally competent and person-centered practices are in alignment. ▪ Elicit the perspectives and experiences of persons (and their families) who receive services and supports in these processes.

Elements of cultural competence Organizational	Implications for Person-centered Thinking, Planning, and Practice
Manage the dynamics of difference	■ Prepare and support staff, at all organizational levels, to communicate and interact effectively with persons and populations from culturally diverse background and with each other. ■ Ensure that person-centered planning methodology (tools and protocols) is adapted to the person and the socio-cultural contexts and community in which the person lives.

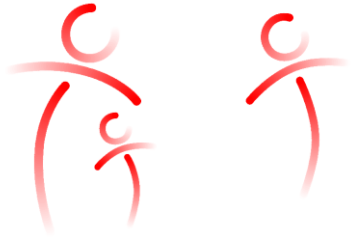| Elements of cultural competence Organizational	Implications for Person-centered Thinking, Planning, and Practice
Embed cultural knowledge	▪ Establish organizational policy, structures, and practices that provide the foundation to integrate culturally competent and person-centered practices; and ensure staff acceptance and adherence accordingly.
Adapt to the diversity and cultural contexts of communities served	▪ Keep abreast of the demographic make-up of populations residing in the geographic. ▪ Systematically review the demographics of persons actually receiving and/or in need of health, mental health, aging, or other social services and supports.

As a culturally competent _____
I am capable of interacting positively with people who do NOT
look like,
communicate like,
move like,
think like,
believe like,
act like,
love like...
live like...
ME!!!

CONTACT US

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Person-Centered Thinking, Planning and Practice

Mary Lou Bourne
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NASDDDS

National Association of State Directors of Developmental Disabilities Services

Person Centered Thinking, Planning and Practice– an evolution over the years

- **Person-centered thinking –** consistency in language, values and actions, which reveal respect, view person and caregivers as experts, and equally emphasizes satisfaction with quality of life and that of health/safety status.

- **Person-centered practice -** the alignment of assessment, planning and monitoring activities to assure people access to benefits of community living and ensure they receive services in a way that helps to achieve individual goals.

Person Centered Planning Now:

- methodology used to assist people to construct and describe
- Needs and preferred approach to meet needs described
- Assure purpose and meaning to life
- Generically, references home and community based federally funded service description
- Formally, references specific models of planning; the experience of planning impacts the supporters by reinforcing commitment to assure the plan is reached.

NASDDDS
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Evolving from *Professional Knows Best* to *Person Centered* System:

What's wrong with you and what should we do to you to fix it?	How can we help with what's wrong with you?	What support do you want from others to help live your life?
The Past- Medical model	**The Present- Support Model**	**The Future- Person Centered Model**

The Core Concept

Important TO and Important FOR

It begins with learning What's Important TO

- Relationships (People to be with)
- Status and control (valued role)
- Group Membership – (identity, acceptance, culture)
- Rituals & routines (cultural and personal)
- Rhythm or pace of life
- Things to do and places to go (look forward to)
- Things to have

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Within that context, Important FOR is addressed

What others who care about the person see as necessary to

- Be valued (social rules, laws)

- Be a contributing member of their community (citizenship)

Issues of health

- Prevention of illness

- Treatment of illness/medical conditions

- Promotion of wellness (diet, exercise, sobriety)

Issues of safety

- Environment

- Well being (physical and emotional)

- Free from fear (threats, abuse)

PCP Is Not Either/Or

Those who write and implement plans must avoid the trap of either/or:

happy *or* safe.

An effective person centered plan assures **BOTH/AND**
Both happy *and* safe

Balance

Important TO: FROM THE PERSON'S PERSPECTIVE	Important FOR: FROM THE FULL TEAM'S PERSPECTIVE
Results in feeling: • satisfied • content • comforted • fulfilled, and • happy	Results in assurances of: • Health (relative to cultural acceptance) • Safety (relative to risk) • Acceptable social roles (relative to culture)

Effective Person Centered Planning Describes the balance between

Important TO

- Relationships
- Status & Control
- Things To Do
- Routines

Important FOR

- Health
- Safety
- Valued Social Role
- Risk Planning

A Few Key Points about all Person Centered Planning

Assess routines to learn about preferences, get the results desired.

Person Centered Plans begin with effective person centered assessments

Learning about each person by understanding routines and rituals:

- Daily or weekly rituals
- Transition Rituals
- Comfort Rituals
- Holiday and cultural rituals
- Group membership routines

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Person centered planning results in

- Person has positive control over the life they desire

- Person receives recognition and is valued for contributions to his or her personally defined community;

- A network of fulfilling relationships, both natural and paid, supports the person

- Resources associated with the plan are efficiently utilized

- Measures can be built into these results

- System built to sustain the results

NASDDDS

National Association of State Directors of Developmental Disabilities Services

For more information, please contact

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Or

The Learning Community for Person Centered Thinking
http://www.learningcommunity.us/