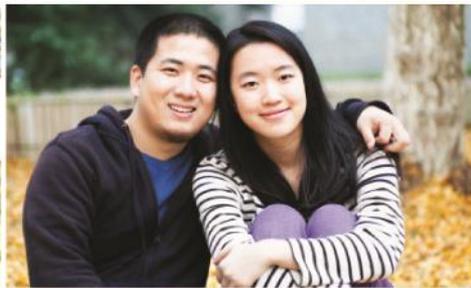
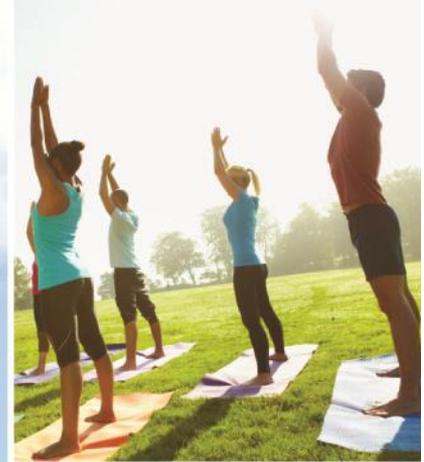


An Introduction to Community Inclusion



October 20, 2014



Thank you for joining us

Community Inclusion Project Partners



An Introduction to Community Inclusion



October 20, 2014

Mental Health America
Association for Behavioral Health and Wellness
Temple University's Center on Community Inclusion

Community Inclusion



- ❧ **Focusing on helping individuals with mental health conditions participate in everyday life in the community**
- ❧ **By balancing in-house programs that seek to prepare people for community life or provide a substitute for community engagement with the supports that individuals need to move from community presence to community participation**

The Temple University Collaborative on Community Inclusion of Individuals with Psychiatric Disabilities

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A Definition (Salzer, 2006)



Community Inclusion is:

- . the opportunity to live in the community and
- . be valued for one's uniqueness and abilities
- . like everyone else

Or...



- ❧ moderating the all-too-warm embrace of MH systems
- ❧ community inclusion is what recovery is **for**
- ❧ to promote inclusion, we need pathways from segregated service provision into mainstream services: groups or activities solely for persons with mental health problems may reinforce segregation unless they are part of a supported pathway into mainstream services accessed by everyone (www.socialinclusion.org.uk)

Why Is This Important?



- ❧ **Housing** – 90% of mental health sponsored housing clusters people in poor communities
- ❧ **Employment** – 75% to 85% of those with mental illnesses are unemployed at any point
- ❧ **Socialization** – people with mental illnesses report 50% fewer people in their social networks
- ❧ **Parenting** – mothers with mental illnesses are 3 times more likely to lose child custody cases
- ❧ **Civic Life** – a majority of states restrict the right to vote, to serve on juries, or hold public office
- ❧ **Education** – college students with psychiatric disabilities are less involved with faculty or student life

The Evidence Base for Inclusion

- ❧ **Should Participate** - research overwhelming reports symptom benefits of productivity, parenting, playing, and praying
- ❧ **Would Participate** - research surveys of consumers repeatedly report three core goals: a decent home, a good job, and a few friends
- ❧ **Could Participate** - research results from supported approaches to employment, education, and socialization

Domains / Examples



- ❧ Housing – housing first initiatives ,community development agencies, home ownership programs
- ❧ Employment – workforce development training programs, supported employment
- ❧ Friends – community mentors from agencies – knitting classes and sports teams and civic groups
- ❧ Education - community and career colleges, supported education
- ❧ Heath and Wellness – community health clinics, gym memberships
- ❧ Religion – participation in the full life of the congregation - bible study groups, trips, food drives
- ❧ Family – re-establishing normalized roles within existing family settings – child, parent, sibling, uncle/aunt
- ❧ Intimacy – romantic relationships, sexual relationships, marriage and child rearing

Measuring Community Inclusion

The Temple University Community Participation
Measure

TEMPLE UNIVERSITY COMMUNITY PARTICIPATION MEASURE

PARTICIPANT NAME: _____ DATE: _____

QUESTION 1: I am going to ask you about different activities you might have done during the past 30 days without a staff person going with you. Please indicate the **number of days** during the past 30 days you have participated in each activity outside of your home without a staff person going with you.

QUESTION 2: Do you do this activity, Enough, Not Enough, or Too Much? (circle the correct response)

- **INTERVIEWER NOTE:** If respondent has NOT done an activity in the past 30 days, the number of days would be 0. See the Library example below.
 - If respondent did NOT want to do the activity in the past 30 days, indicate: "Enough."
 - If respondent wanted to go to the Library, but did the activity 0 times during the past 30 days select: "Not Enough."

QUESTION 3: Is this activity important to you? (circle the correct response)

Example:

A. How many days during the past 30 days did you do the following activities without a program staff person going with you:	B. Number of Days (without a staff person)	C. Do you do this activity?			D. Is this activity important to you?	
		Enough	Not Enough	Too Much	Yes	No
9. Go to a library.	<u>0</u> (# of Days)	1	2	3	1	0
15. Go to a 12-step / self-help group for substance use problems.	<u>5</u> (# of Days)	1	2	3	1	0

A. How many days during the past 30 days did you do the following activities without a program staff person going with you:	B. Number of Days (without a staff person)	C. Do you do this activity?			D. Is this activity important to you?	
		Enough	Not Enough	Too Much	Yes	No
1. Go shopping at a grocery store, convenience store, shopping center, mall, other retail store, flea market, or garage sale.	_____ (# of Days)	1	2	3	1	0
2. Go to a restaurant or coffee shop.	_____ (# of Days)	1	2	3	1	0
3. Go to a church, synagogue, or place of worship.	_____ (# of Days)	1	2	3	1	0
4. Go to a movie.	_____ (# of Days)	1	2	3	1	0
5. Go to a park or recreation center.	_____ (# of Days)	1	2	3	1	0
6. Go to a theater or cultural event (including local school or club events, concerts, exhibits and presentations in the community).	_____ (# of Days)	1	2	3	1	0
7. Go to a zoo, botanical garden, or museum.	_____ (# of Days)	1	2	3	1	0
8. Go to run errands (for example, go to a post office, bank, Laundromat, dry cleaner).	_____ (# of Days)	1	2	3	1	0
9. Go to a library.	_____ (# of Days)	1	2	3	1	0
10. Go to watch a sports event (including bowling, tennis, basketball, etc.).	_____ (# of Days)	1	2	3	1	0

A. How many days during the past 30 days did you do the following activities without a program staff person going with you:	B. Number of Days (without a staff person)	C. Do you do this activity?			D. Is this activity important to you?	
		Enough	Not Enough	Too Much	Yes	No
11. Go to a gym, health or exercise club, including pool, or <u>participate</u> in a sports event (including bowling, tennis, miniature golf, etc.).	(# of Days)	1	2	3	1	0
12. Go to a barber shop, beauty salon, nail salon, spa.	(# of Days)	1	2	3	1	0
13. Use public transportation (for example, buses, Broad Street Line, subway) (This does NOT include mental health agency vans).	(# of Days)	1	2	3	1	0
14. Go to a 12-step / self-help group for mental health issues.	(# of Days)	1	2	3	1	0
15. Go to a 12-step / self-help group for substance use problems.	(# of Days)	1	2	3	1	0
16. Go to another type of support group in the community (for example, overeaters anonymous, gamblers anonymous) (Specify name of <u>group</u> _____).	(# of Days)	1	2	3	1	0
17. Go to a consumer-run organization or advocacy group/organization (This includes NAMI or any other organization that is completely run and operated by mental health consumers OR an organization or group that advocates for rights and services for mental health consumers).	(# of Days)	1	2	3	1	0
18. Go to a social group in the community (for example, a book club, hobby group, other group of people with similar interests) (Specify name of <u>group</u> _____).	(# of Days)	1	2	3	1	0

Salzer, M.S. (2010). Temple University Community Participation Measure (TempleCP)- 2010 Technical Report.

A. How many days during the past 30 days did you do the following activities without a program staff person going with you:	B. Number of Days (without a staff person) (# of Days)	C. Do you do this activity?			D. Is this activity important to you?	
		Enough	Not Enough	Too Much	Yes	No
19. Work for pay.	(# of Days)	1	2	3	1	0
20. Go to school to earn a degree or certificate (for example: GED, adult education, college, vocational or technical school, job training).	(# of Days)	1	2	3	1	0
21. Take a class for leisure or life skills (for example, classes for cooking, art crafts, ceramics, and photography).	(# of Days)	1	2	3	1	0
22. Participate in volunteer activities (in other words, spend time helping without being paid).	(# of Days)	1	2	3	1	0
23. Get together in the community or attend an event or celebration with family or friends (for example, a wedding, bar mitzvah).	(# of Days)	1	2	3	1	0
24. Entertain family or friends in your home or visit family or friends in their homes.	(# of Days)	1	2	3	1	0
25. Go to a community fair, block party, community clean-up day, or other community event or activity.	(# of Days)	1	2	3	1	0
26. Go to or participate in civic or political activities or organizations.	(# of Days)	1	2	3	1	0

Six Principles of Community Inclusion

- 1. Rights
 - . Shifting from 'least restrictive' to 'most inclusive' is a growing federal mandate
- 2. Roles
 - . Rights and responsibilities must be viewed across a wide range of 'life domains'
- 3. Responsibilities
 - . Community inclusion implies the consumers' assumption of varied responsibilities

Choice / Barriers



4. Choice

- responding to each individual's set of community inclusion priorities and concerns about the pace of change

5. Barriers

- . Attitudes (consumers, counselors, communities)
- . Funding (shifting resources / defining community inclusion as a 'medically necessary service')

Support



6. Providing Support for Community Inclusion
 - . Treatment and case management
 - . Rehabilitation programming
 - . Natural supports – family, friends, neighbors
 - . Peer support
 - . Community groups

Four Evidence Based Strategies to Avoid Change



1. We already do this
 - a program audit for fidelity
2. Consumers are already satisfied
 - the community participation scale
3. We have no resources to expand supports
 - staff roles/responsibilities are shifted to new work
4. The community is unwilling to work with us
 - rebuilding public attitudes via broader connections

Key Questions



- ❧ **Practices** - how can we shift the roles of staff to a focus on facilitating community engagement
- ❧ **Programs** - how can programs begin to de-emphasize in-house group activity and strengthen individual connections to community organizations and activities
- ❧ **Policies** - what policies – in county and state behavioral health contracts, in managed care expectations of community based mental health providers – can support outcomes that focus on community inclusion

The Challenge



We are in danger of losing another generation of individuals with psychiatric disabilities to a lifetime outside of the mainstream of community activities unless we act now – in all of our practices, programs, and policies – to promote pathways to community inclusion.

Community Inclusion Survey



What organization do you represent?

Could you share with us some examples you have seen of the way in which your organization or your community is currently promoting community inclusion?

Could you share with us some examples of barriers your organization or your community faces in promoting community inclusion?

What do you see as a next step to helping your organization or your community promote community inclusion?

Is there a question we should be asking that we have not, or something that we have left out of the conversation?

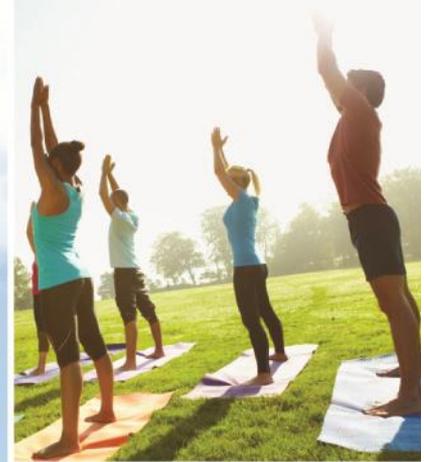
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Thank you!