WA County Human Services Department
Adapted Taking Action
Billable as: Individual Skill Development and Enhancement

Residential Program Overview

Resources Required: Client Service Plan, Recovery Home Rule Set, Policy and Procedure Manual

Goals

1. Identify goals of Recovery Home Program
2. Identify client reasons for living/working at the Recovery Home
3. Identify consistency and connection between program and client goals
4. Improve client understanding of program and how it will work

Direction:

Staff introduce the above goals and introduce that this setting is a Recovery Home and is designed to help clients achieve their service plan goals, which include living as independently in the community as possible. Staff and Client discuss what the client’s goals are, using the service plan, if available in the discussion. Staff will help the client make connections between the client’s goals and the overall goals of the Program.

Staff may introduce key points from the Program Schedule, Key Rules, and Need to Know Policies, Procedures or Processes for the client to fully understand the expectations and rules for the program.
WA County Human Services Department
Adapted Taking Action
Billable as: Individual Skill Development and Enhancement

Introductory Recovery Discussion

Resources Required: None

Goals

1. Improve understanding of recovery: what are the components of a life in recovery?
2. To understand details from another's recovery plan
3. To begin to apply another's experiences to the client's own recovery plan

Direction:

Staff introduce the above goals and introduce that this setting is designed to encourage Recovery. Staff and Client discuss what the client’s definition of Recovery is. Staff will help the client make connections between the client’s goals and the concept of Recovery.
WA County Human Services Department  
Adapted Taking Action  
Billable as: Individual Skill Development and Enhancement

Recovery Art/Writing Project

Resources Required: SAMHSA booklet SMA-3715 Building Self-Esteem-A Self Help Guide

Goals:

1. Identify client strengths
2. Improve client self-esteem
3. Improve client motivation and action

Direction:

Staff engage client to complete a poster, collage, or writing assignment to illustrate one or more client strengths. Staff state: “it’s easy to always focus on our challenges or what we struggle with, but recovery is about building on our strengths.”

Staff and client will review SAMHSA booklet SMA-3715 Building Self-Esteem-A Self Help Guide together, highlighting main points. Staff and client discuss client self-rating in regards to self-esteem, and then move on to strengths. Staff help client make connection between focusing on strengths and improving self-esteem. Staff and client work on creating a collage that shows one or more strength(s) the client is proud of and which supports recovery. Staff and client discuss ways to use the strength more in support of recovery.
Recovery Project: Developing your personal "celebratory scrapbook" and place to honor yourself.

Resources Required: A set of paper, journal, binder, or other selected scrapbook; Materials the client would like to use for the scrapbook: client photos (make copies), client selected writings, postcards, mementos, etc. Chosen objects the client would like to use to decorate his/her space.

Goals:

1. Identify client strengths
2. Improve client self-esteem
3. Improve client motivation and action

Direction:

Staff help client complete the following activity: Develop a scrapbook that celebrates you and the wonderful person you are. Include pictures of yourself at different ages, writings you enjoy, mementos of things you have done and places you have been, cards you have received, etc. Or set up a place in your home that celebrates "you." It could be on a bureau, shelf, or table. Decorate the space with objects that remind you of the special person you are. If you don't have a private space that you can leave set up, put the objects in a special bag, box, or your purse and set them up in the space whenever you do this work. Take them out and look at them whenever you need to bolster your self-esteem. Through the activity, staff work to build relationship with the client: validate, reflect what is being said, work to better understand the person and their work. Staff works to help client make the connection between identifying strengths and successes and a successful recovery. Staff work with client to understand which of the client's goals are building on the strengths and successes that they have had in their life.
Reinforcing a positive self-image

Resources Required: SAMHSA booklet SMA-3715 Building Self-Esteem-A Self Help Guide

Goals:

1. Identify client strengths
2. Improve client self-esteem
3. Improve client motivation and action

Direction:

Staff helps client complete the following:

Set a timer for 10 minutes or note the time on your watch or a clock. Write your name across the top of the paper. Then write everything positive and good you can think of about yourself. Include special attributes, talents, and achievements. You can use single words or sentences, whichever you prefer. You can write the same things over and over if you want to emphasize them. Don't worry about spelling or grammar. Your ideas don't have to be organized. Write down whatever comes to mind. You are the only one who will see this paper. Avoid making any negative statements or using any negative words—only positive ones.

When the 10 minutes are up, read the paper over to yourself. You may feel sad when you read it over because it is a new, different, and positive way of thinking about yourself—a way that contradicts some of the negative thoughts you may have had about yourself. Those feelings will diminish as your reread this paper. Read the paper over again several times. Put it in a convenient place—your pocket, purse, wallet, or the table beside your bed. Read it over to yourself at least several times a day to keep reminding yourself of how great you are! Find a private space and read it aloud. If you can, read it to a good friend or family member who is supportive.
Making Affirming Lists

Resources Required: None

Goals:

1. Identify client strengths
2. Improve client self-esteem
3. Improve client motivation and action

Direction:

Staff work with clients, helping them make the connection between identifying, affirming and presenting our strengths and a successful recovery.

Staff and client select one of the following activities and complete together:

1. list 5 strengths;
2. list 5 things you admire about yourself;
3. list the greatest achievements in your life;
4. list 20 "small" accomplishments;
5. list 10 healthy rewards for yourself;
6. list 10 things that make you laugh;
7. list 10 things that you can do for another person;
8. list 10 things that make you feel good about yourself;
9. list 10 things that you know very well.

Many clients may struggle at listing positives or accomplishments-help them when they get stuck. Asking clients how a healthy/loving family member or friend may respond might be helpful, or staff may offer one or two suggestions to help.

In each response, staff needs to validate, ask to understand, reflect and support. Staff and clients may choose to mail the list to themselves, hang on a wall or send to a healthy and caring family member or friend-client's choice.
Doing What I am Good At

Resources Required: SAMHSA booklet SMA-3715 Building Self-Esteem-A Self Help Guide

Goals:

1. Identify client strengths
2. Improve client self-esteem
3. Improve client motivation and action

Direction:

Staff help clients build off of the above art project or review a portion or all of the Self-Esteem Self Help Guide to apply their strengths to a healthy and recovery supporting activity.

Staff work with clients to help them identify and plan activities that exhibit their strengths. Staff should help the client remove any barriers and get help from other staff/friends/family to complete the task. Staff help clients schedule the activity.

Following the activity, staff debrief with the client, asking what was enjoyable? what strengths were in fact exhibited? and, what additional activities or next steps can be taken to continue to exhibit and develop strengths. Staff should help clients make the connection between use of strengths and furthering their recovery.
Making Good Self Care Choices

Resources Required: SAMHSA booklet SMA-3715 Building Self-Esteem-A Self Help Guide

Goals:

1. Identify and practice completing healthy activities to improve self care and recovery;
2. Identify client strengths;
3. Improve client self-esteem;
4. Improve client motivation and action

Direction:

Staff engage with client and help them brainstorm and document a list of activities that are healthy, consistent with their goals, exhibit their strengths and help build self-esteem.

As clients develop list, staff ask: "why is this a good choice? "Tell me more about this one?" "How do these activities support recovery and help build skills?" Staff should not provide answers, but should help client get to their own and staff should focus on understanding and validation.

Once a couple of activities are documented and understood, staff help client identify and overcome any and all barriers that might lie in the way of client completing the activity. Once client completes the activity, staff should "debrief" with them about how it made them feel, what the experience was and what they would change to make it better.
Getting Something Done that You’ve been Putting Off

Resources Required: SAMHSA booklet SMA-3715 Building Self-Esteem-A Self Help Guide

Goals:

1. Identify and practice completing healthy activities to improve self care and recovery;
2. Identify client strengths;
3. Improve client self-esteem;
4. Improve client motivation and action

Direction:

Staff meet with client and help them brainstorm a list of tasks and responsibilities that they have been putting off and need to complete.

Work to understand why it's important to the client to complete the task, and what the benefit might be of getting it done. Help the client identify a path forward to complete the task. Help the client identify any barriers or additional help they may need.

Take care to refer to the client's MH Workers issues or tasks that might need to be addressed with a trained/licensed MH therapist.
Make your Living Space a Place that Honors the Person you are (and your Recovery)

Resources Required: SAMHSA booklet SMA-3715 Building Self-Esteem-A Self Help Guide

Goals:

1. Help clients build self-esteem improving, recovery promoting spaces;
2. help clients learn positive use of space, organization skills, and other household management skills

Direction:

Staff introduce the idea that we are affected by our living space, and that better organization and decorating using items that exhibit our interests, strengths and tell others who we are, are healthy practices. Staff brainstorm with clients what items, decorations or possessions they can display to honor who they are.

Clients come up with a short list, with staff asking to understand why the item is important and how it tells the client story. Clients and Staff work together to organize their living space to prepare for the new decoration, removing any barriers and attending to any needs that come up. Staff help client organize and then re-decorate.

Once complete, staff asks client for feedback:

1. what was your experience?
2. Did this turn out how you want it?
3. What skills did you use to complete this project?
4. What other household skills do you think are required for maintaining a healthy environment?
5. Is there anything further you'd like to do next?
Do Something Nice for another Person

Resources Required: SAMHSA booklet SMA-3715 Building Self-Esteem-A Self Help Guide

Goals:

1. Help clients complete good deeds for family members, friends or peers as a means to identify positive and recovery forwarding choices;
2. Help clients build interpersonal skills and friendships

Direction:

Staff help client brainstorm ideas for doing good deeds for someone special to them. Clients identify the person or people and come up with no or low cost ideas for doing something special for them. Staff helps client brainstorm ideas, helps them remove barriers and address needs.

Staff work to understand, validate and support client with the project. Specifically staff ask why and what the client might expect following the good deed.

Following the activity, staff should debrief with client to understand what happened, what worked, how did doing something nice for another make them feel, and what they think they'd like to do as a follow up. Staff should discuss with clients how doing things for others supports our own recovery, asking the client and letting them respond and consider.
Develop a “Self-Esteem Calendar”

Resources Required: SAMHSA booklet SMA-3715 Building Self-Esteem-A Self Help Guide

Goals:

1. Identify and practice completing healthy activities to improve self-care and recovery;
2. Identify client strengths;
3. Improve client self-esteem;
4. Improve client motivation

Direction:

Staff help client with the following activity:
Get a calendar with large blank spaces for each day. Schedule into each day some small thing you would enjoy doing, such as "go into a flower shop and smell the flowers," "call my sister," "draw a sketch of my cat," "buy a new CD," "tell my daughter I love her," "bake brownies," "lie in the sun for 20 minutes," "wear my favorite scent," etc.

Then, staff help client to make a commitment to check his/her "enjoy life" calendar every day and do whatever you have scheduled for yourself. Prior to completing the calendar, staff help client identify healthy, self-esteem building activities that are consistent with the client's goals and service plan.

Following the brainstorm, staff help client document and plan to complete these "self-esteem" improving activities. Staff and client brainstorm ways to make sure they complete the activities and whether there are any needed supports or barriers that need to be overcome in order to complete them.

Following completion of each of the activities, staff should huddle up with the client and debrief, identifying how the activity made them feel, what it did for them, and what further they would like to do to build upon the success.
Community Navigation: Identifying Additional Self-Esteem Resources

Resources Required: SAMHSA booklet SMA-3715 Building Self-Esteem-A Self Help Guide

Goals:

1. Help clients learn to successfully navigate the community, the library system, and the wealth of learning resources at their disposal;
2. Identify and improve client strengths,
3. Improve client self-esteem

Direction:

Staff discusses the number of self-help books that are waiting for the client at the library, and how effective "biblio-therapy" is for many clients. Client and staff travel to the library and navigate the library system, with librarian help, if needed.

The client should be encouraged to lead the way, asking for help if needed, and engaging library staff (not having the staff solve all the problems); client chooses a book that looks good to them. Client and staff follow up as the client reads the book, with client "teaching" staff items, advice and suggestions from the book and working with staff to further implement good ideas into daily schedule. Further items from the book of interest to the client could be printed, copied, and shared with peers at mealtime, group, or with family members and friends.

Staff and client work together to assure library book is returned in good shape and on time. Further discussion/exploration of the library system and its resources is also appropriate.
Recovery Role Play Activity: Building Interpersonal Skills and Self-Esteem

Resources Required: None

Goals:

1. Help clients develop courage, interpersonal skills and hope;
2. Improve client assertiveness while identifying their strengths and accomplishments

Direction:

Staff completes a role play with client (or facilitates a role play between 2 peers) with each speaking for 2 minutes to the other, identifying the qualities that make him/her a good friend, while the listener listens without interruption.

The facilitator pays close attention to the exercise and tells the participants when to switch.

After both peers have gone, staff can discuss with peers the following:
1. What it was like to share your good qualities;
2. What was it like to listen carefully;
3. Why is it difficult sometimes to share our good qualities?
4. What is the benefit of doing so?

Both peers can do an additional session using one of the above items taken from the affirming list exercise
WA County Human Services Department
Adapted Taking Action
Billable as: Individual Skill Development and Enhancement

Recovery Role Play Activity: Building Interpersonal Skills and Self-Esteem

Resources Required: None

Goals:

3. Help clients develop courage, interpersonal skills and hope;
4. Improve client assertiveness while identifying their strengths and accomplishments

Direction:

Staff help client brainstorm possible jobs they would like to have—even dream jobs.

The client and staff do a mock interview with the staff asking the questions and the client identifying during the course of the interview as many positive skills, strengths and experiences he/she has. Staff should ask:

1. Why would you be a good hire?
2. What skills do you have?
3. What strengths set you apart from others?
4. What are some experiences that you have had that have taught you? and other related follow up questions.

Staff should help the client stay focused on their strengths, skills, and other positive attributes and experiences, which may be difficult for clients.

Following the interview, staff should debrief with clients regarding how it felt to share their strengths and positive attributes. Additional Questions:

1. What strengths did you not mention?
2. What are your ideas for making sure you are leading with all your positives every day?
WA County Human Services Department
Adapted Taking Action
Billable as: Individual Skill Development and Enhancement

Recovery Activity: Defining Recovery

Resources Required: SAMHSA's "10 Fundamental Components of Recovery"

Goals:

1. Help clients develop their own definition of recovery and plan to communicate it to their service team and incorporate it into their service plan and daily activities;
2. Help clients understand SAMHSA's 10 principles of Recovery and begin to apply them to their life and treatment

Direction:

Staff introduce the idea that at the program we are all working on forwarding our recovery. Staff ask client:

1. What is your definition of recovery?
2. What does recovery look like for you?
3. From your perspective, and as you progress in your recovery, would be true about your life?
4. What would not be true?
5. What would others see as you make more and more progress?

Clients respond as staff validate, ask follow up questions, further explore and reflect back to clients. Following this discussion, staff hand out SAMHSA's "10 Fundamental Components of Recovery" and read it with client, discussing, answering questions, and follow up as needed.

Staff ask clients if they feel these are important ideas to incorporate into their work. Staff ask clients how they may be able to assure these principles turn into practices and become a part of their daily schedule and work. Staff may help clients develop a chart where in one column they write the Recovery Principle and in the other they identify how they will "realize" the principle in daily work.

Additional Questions to Ask:

1. Is there one principle that means more to you than others? Which one? Why?
2. Are there principles that you think are reflected well in your life currently?
3. Are there others that need to be further improved or encouraged? Which ones?
4. How this program, your team, and others help you to improve or encourage those that need to be?
Organizing My Recovery

Resources Required: SAMHSA's "10 Fundamental Components of Recovery"

Goals:

1. Help clients develop an organizational system by which to keep track of all of their Recovery Paperwork;
2. Help clients learn organizational skills and manage their care

Direction:

Staff share that it is important to keep and organize their "Recovery Materials" so that they can understand and keep track of their recovery materials and medical information.

Staff and clients discuss how they want to track and organize their materials. Clients may use electronic files or may use cardboard boxes, file folders, and other means. Staff and clients should identify if materials will be made or bought. Clients identify with staff what materials they think it important to collect and organize. If needed, staff should offer assessments, service plans, medical tests, bills, manuals to equipment, medication education sheets, and other materials to the client to make suggestions.

Staff and client work to identify a safe place to store the recovery file and how it may be referred to, why and when. Staff helps clients make subgroups and tabs so that needed information can be accessed easily. Further, staff should help clients identify and prioritize key recovery documents. For example, "using" the service plan daily may be of help to clients who would like to stay on track or ahead of schedule in the accomplishment of their goals. Clients may want to decorate their files, write important statements or quotes on them, etc.

Staff, throughout the session, should validate, ask open questions, work to better understand and offer assistance in getting over barriers and getting needs addressed.
Defining Hope

Resources Required: None

Goals:

1. Help clients define hope and begin to develop ways to increase their hope in the future.

Direction:

Pre-work (community navigation and research activity): Staff and client go to library with the intent of checking out stories that illustrate another's hope and recovery or music that illustrates someone who is struggling maintaining hope in the future. Clients should choose selections that are personal and enjoyable to them.

Following the collection of materials, staff may read the following to clients:

“Believing that there is hope for recovery and for working toward meeting personal goals is often difficult for people who have been told they can never get well. It can be even harder for those who also have difficulties with alcohol or drugs; who may hear a variety of conflicting and negative messages. There is now research that proves that people who have mental and substance use difficulties can and do get well and move on with their lives. There is lots of hope. Many, many people, even those who had the most serious difficulties, have achieved a high level of wellness.”

Following this, staff ask clients about how hopeful they are about their future and their ability to achieve recovery goals. Staff should work to better understand the client's perception of the strengths that will get them there and the potential barriers in their way. Discussion should focus on how the client can work with their treatment team to improve hope and assure success.
Educating Myself

Resources Required: None

Goals:

1. Help clients better navigate the community;
2. help clients access information as needed;
3. help clients become expert on their MH/AODA conditions and the evidence based practices that can be of help

Direction:

Staff and client discuss and identify one thing (or a list of things) that the client wants to know about his/her MH/AODA conditions, recovery plan, treatment, options, etc. Staff and client discuss ways that we could get the question answered and improve understanding and knowledge of MH/AODA issues and treatment. Staff emphasizes that as a consumer of services, it is important for the client to be informed, assertive and to work as an equal partner with his/her service team. Client may suggest internet access or going to the library (or both).

Support the client through the process of researching their question(s) and following up. Help the client if needed, better refine the question or start small, if the item is complex. Help the client use the resources to conduct research, review the material and then have them answer their own question.

Plan with the client a way that they can implement their new knowledge: should they share the information with a peer? Family member, friend? Service team? If they keep a journal, do they want to complete an entry on this? Do they want to keep a copy of the work in their recovery file?
WA County Human Services Department
Adapted Taking Action
Billable as: Individual Skill Development and Enhancement

Using Computers to Conduct Effective Research

Resources Required: Brochure related to online safety and risks

Goals:

1. Clients will be able to use computers to identify needed information and resources;
2. Clients will be able to critically examine resources and choose well-researched and appropriate sources;
3. Clients will understand how to protect themselves and their private information on line.

Direction:

Staff discuss with clients that it is not safe to share personal information on line; if personal information is required to access a site, it is best to use another one. Further, staff should discuss with client that not all information on the internet is true, and that like other sources, online information should be checked.

Staff and clients should work together to identify a site and show the client the difference between educational content and advertising. Remind them that before deciding they agree with information found on the web, check to see where the information came from. Is it from an individual whose background is unknown? Is it a national organization that has a good reputation and a philosophy that is agreeable to them? Is it sponsored by a company that wants to sell a product? Is it from a respected hospital or university? If it is still unclear whether the information is accurate, asking several friends and/or a trusted healthcare provider is best.

Work with the client to access the Internet and look up with them a few recovery and/or MH Topics of interest. Assure clients know how to email, print, save as the need may present. Teaming peers up together to work on researching topics, navigating the web, and getting at valuable information may be helpful as well.
WA County Human Services Department
Adapted Taking Action
Billable as: Individual Skill Development and Enhancement

**Improving my Health: Interviewing a health care/MH provider about managing my health better**

**Resources Required:** None

**Goals:**

1. Clients and staff will brainstorm together, identify a health concern the client wants to better manage, then develop a brief list of questions that he/she could use to interview their health provider to get ideas to better manage the concern

**Direction:**

Staff and client pick one of the client's Health/MH concerns; staff helps client identify what they would like as a goal/outcome for this concern; client and staff identify a health provider who would be willing to help them and provide additional information at a future appointment.

Clients and staff should select a provider whom they will be seeing within the next month. Staff and clients identify 3-5 questions to ask their provider. Client and staff should discuss what their plan is with the information they receive, and should discuss how the new ideas and possible actions are to be communicated with the larger team and then with the provider who helped him/her.

Following the meeting with the provider, staff and client should take the time to discuss/debrief how the meeting went, what was learned and what is to be done as a follow up. Staff and client should check in about how the client felt he/she communicated and what if anything they would want to improve for next time.
Empowerment and Self-Determination

Resources Required: Page 59 of *Taking Action* printed out and provided to each client

Goals:

1. Help clients understand their rights, their sense of power and responsibility, and to help them make independent decisions about their life and their care

Direction:

Staff and clients discuss that clients have rights, and staff ask inquire as to the client's understanding of his/her rights. Following this discussion, staff hands client page 59 of *Taking Action*, with client rights listed.

Client and Staff read through the rights together, assuring full understanding of each and how they apply to the client's life. Client and Staff may discuss all or one or more rights that stand out as particularly important to the client. Client and staff may want to assure that all the rights on the list are being fully protected currently for the client. Further, client and staff may discuss whether in the past the client felt any of his/her rights were violated and what was done about it. Staff and client may also discuss ways that the client, should he/she feel that some of these rights are being violated, may address the concern with the appropriate party.

Staff may also want to share the Recovery Home and HSD/CCS Grievance Policy and help the client understand the policy and procedure for getting concerns addressed.
Empowerment and Self-Determination: Developing my Voice

Resources Required: None

Goals:

1. Help clients develop the interpersonal skills and assertiveness to advocate for themselves respectfully.
2. Help clients understand their rights, their sense of power and responsibility, and to help them make independent decisions about their life and their care

Direction:

Staff and Client (or client and peer) discuss the idea that we need to practice our interpersonal and self-advocacy skills in order to get comfortable and skilled with them.

Staff and client may begin by discussing past attempts to assertively communicate and advocate for themselves: what worked, how did you feel? What didn't work? What would you want to change about the experience?

Following this discussion, clients, staff and peers may role play being assertive and standing up for your rights.

Possible Role Plays:

- A client telling her provider that she wants to change her goals and assure they are in her words.
- A client telling a doctor that she wants to feel better when taking her medications, and for him to share ideas to help.
- A person telling a family member or friend that she does not like the way she is being spoken to.
- A person who is telling her family member that she does not want to have alcohol and drugs around her.
- A person telling a roommate that she would appreciate her cleaning up after herself in the kitchen after eating.
- A person asking a neighbor to turn down his music after a certain hour.
- A person telling a doctor for a full listing and explanation of all expected side effect for the new medication she is taking.
- Other ideas as the client and staff wish-make those relevant to the client and his/her experience.

Following the role play, work with the client to identify how he/she felt completing this exercise? What could she have done to feel better? Stronger? More confident? Are there any ideas that could be employed to improve her skill set? Staff should help client identify and plan for future implementation and practice.
Empowerment and Self-Determination: Developing my Voice

Resources Required: None

Goals:

1. Help clients research examples of individuals who have stood up for their rights despite very challenging odds.
2. Help clients improve interpersonal skills and self-advocacy skills;
3. Help clients help access needed information from internet resources or the library.

Direction:

Staff and client discuss that we can learn from individuals who have stood up against great odds. We can identify the skills and strategies they used and implement them in our own lives.

Staff and client work together to identify a "hero" who may be such a figure-historical or current. Client and staff discuss what makes this person a good candidate to learn from. If living, staff and client work to identify a way to meet the person and interview them. If historical, client and staff will work together to navigate the community or the internet to find the information we seek.

Client and staff will focus on the following:
- Who was this person?
- What were the challenges they faced?
- What did they do in the face of these challenges?
- How did they do it?
- What skills, strategies and supports did they employ?
- To what effect?

Staff may help client break down the skills, strategies and supports with the client so they are readily accessible and can be individualized and implemented into the client's daily work. Staff and client discuss what to do with their new knowledge: share it with a friend, family, service team, peer, etc. How can we get the skills,
strategies and supports we like into our service plan? How can we develop them? Which ones do we want to focus on first?
WA County Human Services Department
Adapted Taking Action
Billable as: Individual Skill Development and Enhancement

Achieving my Goals and Getting What I Want

Resources Required: None

Goals:

1. Clients will learn how to turn ideas into reality and move ideas to goals to action;
2. Help clients improve interpersonal skills and self-advocacy skills;

Direction:

Staff and client begin by introducing the process of moving ideas to action and goal achievement. Staff should identify for clients that they can achieve their goals if they build supports, make a plan and see it through.

Staff work with clients on the following questions:

1. Identify something realistic that you want.
2. How would you learn about what is needed to get this?
3. How can you accomplish this goal?
4. Who would be your supports for this goal?
5. Who would you have to ask or work with to make this happen?
6. What are some important things to consider or remember as you try to do this?
7. How would you feel if you accomplished this goal?

Following this discussion, staff and clients (or peers together) may complete the following role plays:

- Asking your doctor for a complete blood test.
- Talking to your CM about getting off of commitment.
- Talking to a school counselor about going back to school.
- Talking to your treatment team about moving into your own apartment.
- Talking with your Probation Agent about getting off of probation.
- Filing a restraining order.
- Discussing an IPS referral with your team.
- Asking your doctor for a change in medications.
- Asking your team for an early service plan meeting.
Staff and Client complete the role plays and then debrief. How did you do? How did you feel? What did you do well? What do you want to improve?
WA County Human Services Department
Adapted Taking Action
Billable as: Individual Skill Development and Enhancement

Improving Self-Advocacy

Resources Required: *Speaking Out for Yourself: A Self-Help Guide*, Pages 5 and 6

Goals:

1. Clients will review two examples of client-directed plans and relate to them, identifying opportunities for their own planning and self-advocacy

Direction:

Staff and Client review *Speaking Out*, page 5 and 6, reviewing Tom and Jane's plans. Staff and client discuss what it is these people were trying to do, how did they approach their issue or goals? How did they break down their goals and interests in moving forward? What advice do you have for Tom and/or Jane regarding their problem and their goals? What might be helpful to both of them, from your perspective? How do their goals and how they are broken down relate and compare to yours? Are you satisfied with your service plan? Is it written in your voice? Is it everything you'd like it to be.

Staff may remind clients that their service plans should be in their own words with goals and objectives they are excited about and want to pursue. If that is not the case, the client should be encouraged to discuss the matter with their service facilitator and other team members. Staff may want to role play with client if that is the case and help develop a strategy for making the change happen. Otherwise, staff my go back to debriefing the session and discussing what might be the client's plan for improving service plan at the next meeting.

Further, staff should ask if there are other goals that the recovery home staff may be able to help him/her with in the interim. If there are changes, these need to be communicated to the service team and reflected on the plan.
Identifying Supports: What makes a good support/friend?

Resources Required: None

Goals:

1. Clients will identify the qualities that they look for in a good support person or friend;

Direction:

Staff and client discuss together the value of having natural supports, friends and engaged family members. Staff asks and discusses with clients:

1. What is the value of having good supports on your team?
2. Who are the people in your life who are your supports?
3. What are the characteristics of either your supporters or individuals whom you'd like to have on your team?

Staff reflect back and encourage client to discuss with family, friends and other CCS service team members, identifying ways to include additional supports onto their team.
Identifying and Building a Support Team

Resources Required: None

Goals:

1. Clients will identify the value of having a strong and supportive team (professional and non-professional supports);
2. Clients will take steps to improve and increase their team, identifying trusted members to whom they can reach out

Direction:

Staff and client discuss from the client's perspective, who is on his/her team?

Discuss with client:
1. Who these people are,
2. Why they are on the team,
3. What's their relationship with the client and what do they bring to the team?
4. How do they help the client specifically?
5. Does the client have everyone they need?
6. Is someone who would be a good support missing?
7. What makes a good team member and a good support person?

Client will share and staff and client may discuss further. Client and staff may discuss if there is a next step, someone healthy he/she wants to reach out to, what would this look like? What would be the plan to make this happen? How would you contact? Ask?

Staff and client may want to role play and make a more structured plan that could be scheduled and followed up on. If completed, make sure client is communicating with team and then staff is debriefing with the client following the contact.
Improving Interpersonal Skills, Building Supports and Making Friends

Resources Required: None

Goals:

1. Clients will develop improved interpersonal skills to develop supports and make friends

Direction:

Staff and Client introduce idea of practicing skills needed to make friends and build supports. Staff can complete the following role plays with clients:

- Introduce yourself to someone at a community event, like a concert;
- Ask someone you have met at group or at an event to coffee or lunch;
- Ask a friend to a movie;
- Ask a loved one or supporter to go to an outing, like a walk through a park.

Following each role play, staff should validate, ask how that felt to the client, what they thought they did well, and what, if anything they think they'd like to improve.

Staff should provide gentle feedback or suggestions to help clients improve their skills, but must ask permission to do so first. Staff can suggest that clients breathe, relax themselves, focus on the positives, make eye contact, smile, and be themselves.

Staff should point out positives and good skills exhibited and ask clients what else they'd like to do to improve their skill and comfort with making friends.
 Improving Interpersonal Skills, Building Supports and Making Friends

Resources Required: None

Goals:

1. Clients will develop improved interpersonal skills to develop supports and make friends

Direction:

Client and Staff discuss that making friends and building supports are skills and when practiced, we can get better at them.

Staff discuss with clients to fold a paper in two and at the top of one column write the word "do", and in the other, write the word "don't". Staff and client work together and identify the "dos" and "don'ts" of good friendship. Staff ask for client to consider at least three in each column and discuss. Questions to ask:

1. Have you ever done those?
2. What was the result?
3. How did you feel?
4. How did it impact your friendship?
5. What did you learn?
6. Did you change anything as a result?

Staff should help client come up more do's and discuss perhaps taking one idea and using it with one of their friends before the end of the day/week, whatever is possible per scheduling. Staff and client can also discuss what type of friend the client would like to be to someone else.
Improving Interpersonal Skills, Building Supports and Making Friends

Resources Required: None

Goals:

1. Clients will develop improved interpersonal skills to develop supports and make friends;
2. Clients will learn how to manage and maintain relationships when they are struggling

Direction:

Staff and Client discuss:

1. What are some of the things the client would like from friends and supports when you are having difficult times?
2. In your past, were there things your friends, supports, and family did for you that were not helpful?
3. What do you think you could do for your friends when they have difficult times?

Staff and client discuss a time from the client's past when they were having a difficult time and someone was able to help you. What happened? What did they do that was helpful?
Improving Interpersonal Skills, Building Supports and Making Friends

Resources Required: None

Goals:

1. Clients will develop skills to improve relationships with their family members

Direction:

Client and Staff discuss whether client believes there are opportunities to improve the relationships with their family members.

Staff should ask:

1. If you could, what would you want to change about your relationships with your family members?
2. Who are you thinking about?
3. What could you do to improve that relationship?
4. What specifically would you do?

If needed, staff can suggest the following:

- Being supportive of others;
- Encouraging open discussion of family issues;
- Planning activities and get-togethers with family members;
- Holding family meetings to discuss the kind of support you would like from family members and how they feel about providing the support;
- Asking family members what they need regularly from you.

What are your ideas about other things you can do to improve relationships?
Improving Interpersonal Skills, Building Supports and Making Friends

Resources Required: None

Goals:

1. Clients will develop skills to improve relationships with others

Direction:

Client and staff will identify songs and other titles that display positive relationships. Staff and client should identify what specifically is identified in the song and what they think about it.

Why is it positive?
How does this relate to your relationships or experiences?
Improving Interpersonal Skills, Building Supports and Making Friends

Resources Required: p. 68 of *Taking Action* with the bulleted items from Validating Chat

Goals:

1. Clients will develop skills to improve relationships with others

Direction:

Staff and client review handout and discuss what each statement means to them and how they can be implemented into their relationships. Staff validate, discuss further and follow up.
WA County Human Services Department  
Adapted Taking Action  
Billable as: Individual Skill Development and Enhancement  

**Understanding Involuntary Commitment Laws**  

**Resources Required:** Chapter 51 excerpts; excerpts from WA County ACS Policy; process map of the ACS process  

**Goals:**  

1. Clients will review, discuss and understand the involuntary commitment laws in WI and the process in WA County  

**Direction:**  

Staff and client discuss the term "involuntary commitment" or "commitment". Many clients will have been or are on settlements or commitments with WA County. Staff should ask whether they know about these terms, what they mean to them, and what experiences they have had in these regards.  

If client has had experiences being on (or is currently) commitment, staff should ask what that experience has been. "Has this been a helpful experience?" Has it led to anything positive? What happened to you to lead to this outcome? What are your goals related to commitment? What would you like to see with this? Many clients may either say they want to avoid being involuntarily hospitalized, committed or they'd like to get off of commitment. Staff and client should further explore this, discussing what would be the client plan (or set of goals) to help avoid or accomplish their end.  

Staff can hand out a copy of selected passages from DHS Chapter 51 that identifies the State law regarding Emergency Detentions and Involuntary Hospitalizations, as well as specific HSD/ACS Policy related to Crisis Services and Involuntary Hospitalizations.  

The client should be encouraged to share feelings, ask additional questions, and even plan direct follow up with the ACS Leadership and/or staff if additional contact is needed, or if they have questions that Recovery Home staff cannot answer. As a next step, staff and clients can discuss how, if this is appropriate, staff can plan to assure he/she avoids Emergency Detentions, Involuntary
Hospitalizations and similar contacts. Staff may encourage clients who share additional concerns to work with their MH Professionals to develop safety plans in addition to their CCS service plans. Staff should focus on what can be included into the recovery home schedule to assure clients remain healthy and they prevent any forced treatment processes.
Understanding my Insurance and what it covers

Resources Required: Wisconsin Medicaid (Forward Health) website; IM Consortium staff

Goals:

1. Clients will review and understand the rules and covered benefits for their insurance;
2. Clients will understand what MH/AODA services are covered by their insurance

Direction:

Staff and Client identify their insurance (MA), and then make a set of questions together related to it. Staff should prompt clients if needed, but let them start with a few questions.
Staff can off the following suggestions:

1. What does my insurance cover at the MH Center?
2. How does my insurance pay for the recovery home?
3. What does my insurance pay my therapist, doctor, CM?
4. Are my medications covered by my insurance?
5. Do I have a co-pay?

Following this activity, the client may make a plan to share this information with a peer or family member/friend who may have an interest or the same insurance. After all activities, staff should ask open questions: How did it go? What did you learn? Were you satisfied with the process and answers? What would you like to do differently? You used a number of good skills to accomplish this. What were they? Are there some skills that you do better than others? What further do you want to develop?
Improving my overall health-getting good health care; being an active consumer of health care services


Goals:
1. Clients will review their health care routine, discuss with a provider what they think is working well and what they’d like to change.
2. Clients will understand that they are consumers, that they have the right to ask questions, make suggestions and direct their care;
3. Clients will learn a few tools/skills to be more active and assertive in their role and partner more closely with their providers.

Direction:

Staff review with client(s) the "Getting Good Health Care" section on page 4 in SMA-3718, Developing a Recovery and Wellness Lifestyle: A Self-Help Guide, engaging the client and validating responses.

Emphasis should be placed on any current concerns the client is expressing, things that the client would like to improve and/or plans to address providers in a different manner. Staff can help the client get health care materials and important related documents better organized for use with providers.

The end of the session should be a planning session in which the client agrees to discuss these issues further with other members of the CCS team and make a more complete plan to address and improve.
Building/Improving my daily schedule to improve my health and support my recovery

Resources Required: SMA-3718, Developing a Recovery and Wellness Lifestyle: A Self-Help Guide, p. 4-5, Lifestyle Section; copy of current client schedule and a blank copy of the schedule

Goals:
1. Clients will reflect on the strengths and opportunities found in their current schedule: how does the schedule support me? In what ways is it holding me back? What can I do about it?
2. Clients will work to build into their schedule small and sustainable improvements that can forward their recovery.

Direction:

Staff introduce pages 4 and 5, the Lifestyle section, a copy of the client's current schedule and a blank copy of the client's daily schedule;

Work through the discussion questions on 4-5 and validate the client's responses, using Motivational Interviewing. Discuss the client's current schedule asking for feedback from the client:

1. What do you like about your schedule?
2. What works for you?
3. What about your schedule does not work or do you not like?
4. What are some things that you need that are not currently in your schedule?
5. What things could you add or take away to improve your health and advance your recovery?

Staff can begin a process that may take a few contacts, reviewing and making realistic and attainable changes to the client schedule, per client directive. Start with one small change and have the client set a date for the change. Have the client complete the revised schedule (one day) and then discuss how he/she will measure the effectiveness of the change. Plan to follow up with the client after the
change and discuss with him what happened. What did you like? What will you 
change next? etc.
Improving my diet to improve my health


Goals:
1. Clients will reflect on and discuss their current diet, their choices, how the diet affects their health, and what are their perceived connections between their diet and their recovery;
2. If open, clients may decide to make one small change in their diet and then track what they see as the effect of the change.

Direction:
Staff introduce pages 7-8, the Diet Section and reviews the discussion questions and information with the client.

The client responds, discusses from their perspective how their diet is generally supporting (or not) their health goals and recovery.

Staff and client plan together, if willing, a small test. Client may decide to add a healthy food choice (apples, water rather than soda, etc.) for a day or two and track the effect of the change on their bodies and minds; conversely, clients may decide to reduce or eliminate a food they see as unhealthy, or not supportive of their health goals. Staff and client should identify what the plan is and then schedule a check in regarding the change.

Staff should ask if the client may want any additional supports to successfully make the change.

At the follow up, staff should ask client to discuss the change and what the change may further motivate the client to do. Next steps should be planned and with client permission communicated to the larger team.
WA County Human Services Department
Adapted Taking Action
Billable as: Individual Skill Development and Enhancement

Increasing exercise for improved health


Goals:
1. Clients will reflect on their current exercise routine, will be introduced to an introductory amount of information about the benefits of exercise and may plan next steps to add exercise to their routine.

Direction:

Staff introduce page 8 (bottom), the Exercise Section, emphasizing the benefits of having exercise as a daily practice. In particular, staff should introduce exercise as a recovery tool, a way to decrease challenging symptoms that folks with Mental Illness experience (depression, anxiety, etc.).

Staff listen to clients share their experiences with exercise from their past, what they think might be helpful or supportive to them, and if willing, help the client develop one exercise session in the next week. Staff and client should first make sure the client discusses the exercise plan with their medical provider to assure they are healthy enough for the activity. Staff should help the client come up with an activity that they are likely to enjoy and follow through on, with staff helping the client remove any and all barriers to making it successful.

Staff and client should plan a check in and agree to discuss after the exercise session what they liked, what they thought was challenging, and what their next steps are for making exercise a regular part of their daily routine.
Sleep for improved health and recovery


Goals:
1. Clients will reflect on their sleep routine and needs, identifying sleep as a key component to a healthy life and a successful and sustainable recovery.

Direction:

Staff provide clients with page 9 and introduce the section as identifying the key benefits of a healthy sleep routine. Staff and clients review the bulleted points and recommendations on the page. Staff may ask:
1. Do you agree with them all?
2. Do you adhere to them all?
3. What from the list are some things that you do?
4. Which of those do you find helpful and healthy to you?
5. What of the recommendations are you not doing currently?
6. Which of those would you think would be good to add?
7. Are there any that you have been thinking about already and are ready to start with?

Staff should discuss and validate client perspectives and ideas and then move on to the "You need to see a doctor if..." section. Staff should encourage the client to discuss with their medical provider next time they see them, but also to identify one recommendation and try it as a test. Staff and client may plan for the client to try out the recommendation and then schedule a time to try.

Staff and client should also schedule a time following the test to meet back up and discuss together: What did you try? What did you do? What was the effect of the test/recommendation? Is this something you would like to continue with? Why? Why not?
Simple things I can do to improve the Quality of my Life.


Goals:
1. Clients will brainstorm ideas that they can further develop and implement to improve their life.

Direction:

Staff and client review page 10, looking at the recommendations presented to improve the quality of their life. Staff ask:

1. Do any of these recommendations speak to you?
2. What might?

If one works for the client, staff help the client plan access to the required resources if possible. Perhaps none of the items work for the client. Maybe there are ideas that would work better that are not on the page. Staff brainstorm with the client:

1. What other items would you add?
2. What activities would improve the quality of your life?
3. What are your ideas for getting access to that resource?
4. What would that look like?

Staff plans collaboratively with the client and helps client make contact, remove barriers and plan for access.
WA County Human Services Department  
Adapted Taking Action  
Billable as: Individual Skill Development and Enhancement

**Developing additional stress management tools-Music**

**Resources Required:** None

**Goals:**
1. Clients will be introduced to and practice using relaxing/enjoyable music to relax

**Direction:**

Staff and client will discuss the need to develop a set of tools and practices with which to manage stress. If the client plays a musical instrument and/or has favorite bands or genres, they are to be encouraged to bring music (perceived by client) to have positive and/or relaxing impact on them.

Staff help client identify some bands/genres/soundtracks that would serve this purpose, help them brainstorm ways to access this music, and plan in their schedule a time to listen. Clients may need to work with family, friends, within their budget, or the public library to get to what they are after; staff will help clients schedule into their days (at potentially challenging times, times when they struggle) scheduled times that they will listen to their music.

Staff will help clients schedule and stick to the practice, then following their experience, check in with the client and debrief:

1. What was that like?
2. What worked?
3. How can the practice be improved?

Help client implement improvements into the practice and follow through.
WA County Human Services Department
Adapted Taking Action
Billable as: Individual Skill Development and Enhancement

Developing additional stress management tools-Journaling

Resources Required: journal that works for the client, pen/pencil

Goals:

1. Clients will be introduced to and practice journaling as a means to manage stress, be creative, and better understand themselves.

Direction:

Staff introduce the idea of journaling and ask if the client has ever done it; staff also ask:
1. "do you know anyone who journals regularly?
2. Have you ever journaled?
3. What do you know about why people journal, or the positives of journaling?"

If the client is ambivalent about journaling, staff can discuss planning to complete a brief journaling session in the future. Clients and staff should assure that client has a journal (or pages on which they want to journal). Staff and client should discuss what the client thinks would be valuable material to journal.

If needed, staff can offer the following ideas:
1. daily journaling,
2. "my schedule",
3. "what I want in the next year",
4. "my relationships that are working well",
5. any creative expression that the client is interested in, etc.

Staff and client should also discuss that the client's challenging symptoms can be expressed via journal. Client and staff will need to check in on this to make sure that this is a helpful intervention for the client; staff and client should help client identify a time in the next day or so that client will journal; following the experience, client and staff will check in and debrief. Staff and client work, if the
experience was a good one for the client, to make the practice a permanent addition to his/her schedule.
Developing additional stress management tools - relaxation, breathing, guided imagery

Resources Required: Provide Copies of and use *Taking Action*, pp. 77-81

Goals:

1. Clients will be introduced and will use relaxation, breathing and guided imagery to better manage stress and promote healthy practices.

Direction:

Staff and clients discuss the need to develop practices into our schedules that help us relax and better manage the challenges and stress we all face. Staff identify that relaxation, breathing and guided imagery are three easy to use strategies that are free, can be done anywhere, and very effective for many.

Staff can introduce the Relaxation Exercises on pp. 78-81, and read them with the client, deciding with him/her which ones he/she would like to try. Staff may read each aloud to the client and then complete the practice with the client.

Following each practice, staff and client should discuss what that felt like, what did they like, what they did not. Staff and client may schedule regular practice times, client may build a particular practice into their day, or may want to go teach a practice to a peer, family member, friend, or member of their team.
Dealing with Troubling Thoughts, Feelings and Experiences-Analyzing my Troubling Thoughts

Resources Required: Use Taking Action, pp. 82-83; have copies for the client.

Goals:

1. Clients will learn to deal with Troubling Thoughts, Feelings and Experiences by learning to Analyze their Troubling Thoughts

Direction:

Staff will use Taking Action, pp. 82-83, reading the Introduction on p 82 to the client; then, have staff and clients review together the bulleted points related to Troubling Thoughts, starting on p. 82.

As you review the bullets with the client, ask the client if any of them are true for him/her. Staff ask clients how they feel when they are allowing troubling thoughts like these to go unchecked throughout the day. Staff and client then work to identify one or two of the client's troubling thoughts. Write them down.

Use the discussion questions on p. 83, in the "Uncovering and Analyzing Troubling Thoughts" section to further analyze and work to disprove the client's troubling thoughts. Staff and client should discuss that using this type of analyzing technique helps lots of clients reframe and redirect their thoughts; further, disproving these troubling thoughts are a first step towards getting rid of them entirely.

Staff and client should write down effective responses to the troubling thoughts commonly used by the client, keep the paper nearby, and read the effective response when the client engages in troubling thoughts. The frequent re-correction of the troubling thought is found to be very effective for many other clients. Staff should help client make a plan to do this work and then check in after the fact to determine whether the intervention was effective for the client.
Dealing with Troubling Thoughts, Feelings and Experiences-Using Positive Statements in my day

Resources Required: Use Taking Action, pp. 83-84; have copies for the client.

Goals:

1. Clients and staff will work on ways to deal with troubling thoughts, identify some strategies that will work in response and plan to implement;

Direction:

Staff and client will use Taking Action, pp. 83-84, with staff reading the "Regulating Moods and Feelings" section (don't read the Guidelines section) on the bottom of p 83.

Then, staff and client work together to complete the statements at the top of p 84. Staff use the Guidelines on the top right of p 84 to support the client. Staff ask follow up questions to the client to better understand the answers and their importance.

Staff and client identify one or two effective statements that are their favorite and would be helpful to use when the client is next struggling with troubling thoughts. Client and staff may document this statement on paper, have client carry it in their pocket, may make a poster with the statement on it and hang it in their room, or record on their phone them speaking the positive statement to themselves.

Client agrees to the method and then plans to use, then after a couple of uses, agrees to discuss effect with staff and what may need to be improved.
Dealing with Troubling Thoughts, Feelings and Experiences—Using Positive Statements to counter my troubling thoughts

Resources Required: Use Taking Action, pp. 84; have copies for the client.

Goals:

1. Clients and staff will work on ways to deal with troubling thoughts, identify some strategies that will work in response and plan to implement;

Direction:

Clients and staff use the format on p. 84 (the two-column chart with Negative Thought and Positive Thought as column titles). Staff and client should make a similar chart using a piece of paper and identify two or three negative thoughts that the client engages in daily. Have the client write the negative thoughts in the proper column.

Then, staff and client work together (using the chart on p. 84 as an example) to develop positive responses to the negative thoughts. Staff and client discuss how these could be used throughout the day, and what would work for the client to help them remember to "correct" the negative thoughts.
Dealing with Troubling Thoughts, Feelings and Experiences-Learning to reinforce Positive Statements to counter my troubling thoughts

Resources Required: Taking Action p 85, the Reinforcing Positive Responses section

Goals:

1. Clients and staff will work on ways to deal with troubling thoughts, identify some positive responses and learn to reinforce them.

Direction:

Staff and client will use Taking Action p. 85, the Reinforcing Positive Responses section to introduce some effective strategies for reinforcing and making more permanent the positive responses clients have developed for themselves.

Staff and client should go through each strategy, assuring understanding and allowing clients the opportunity to respond and weigh in regarding whether a particular strategy may work better for them than others. Staff and client may select just one strategy and then plan to use later in the day or tomorrow. Client may write briefly how they felt the strategy worked or verbally check in with staff, family, friends, or a peer.

Staff and clients should continue to discuss other strategies until on is found that is of particular value to the client.
Dealing with Hearing Voices-Learning Strategies to deal with my voices

Resources Required: *Taking Action, pp 85-88*

Goals:

1. Clients will learn and implement chosen strategies to effectively respond to hearing voices.

Direction:

Staff begin by reading the Information on Hearing Voices section on p. 85. Staff and client may role play the strategies together, as it will be important to practice the strategies to know if they will be appropriate for the client. Staff and client go through strategies pp 86-88, completing the role plays, discussing the effectiveness of each strategy, and identifying a plan for the client to use the strategy (debriefing with staff afterwards).
Understanding and using effective Peer Support

Resources Required: *Taking Action, pp. 90-91*

Goals:

1. Clients will review a definition of Peer Support, identify the value of Peer Support and learn about the sources of Peer Support in WA County.

Direction:

Staff will read on p. 90: Peer Support: A Working Definition to the client and/or have the client review the definition; staff should ask client for response to the working definition and what it means to them-use the Validating Chat discussion questions at bottom p. 90;

Then, staff will present/read/discuss p. 91, having client discuss and feedback in reference to materials-use Validating Chat section on bottom p 91;

Staff and client should then discuss that NAMI-WA County (Positive Image Center) is a center for Peer Support and could be a place-if client is interested-to further pursue getting connected with an effective and positive Peer. Staff and client should develop a plan and staff should help client overcome all barriers to connecting with a peer.
Peer Support-Understanding some issues that may arise

Resources Required: *Taking Action, p. 92*

Goals:

Clients will identify some issues that may come up when working with peers; staff and client will discuss and plan to address.

Direction:

Using *Taking Action*, p.92, staff and clients will go through the issues and tips chart; staff and client discuss the tips and the effectiveness of them; if client is planning to go to a meeting or engage in 1-1 peer support, have them discuss any concerns and work with them to identify additional responses and tips to overcome the issues.
Peer Support—understanding the values of Peer Support

Resources Required: *Taking Action, Bulleted Values List, p. 92-93*

Goals:

Clients will be introduced to the values inherent in Peer Support.

Direction:

Using *Taking Action*, pp 92-93; staff and client go through each of the bullets together, stopping to discuss the meaning to the client for each; how can working with these values improve your care? Your life? Staff and client discuss.
WA County Human Services Department  
Adapted Taking Action  
Billable as: Individual Skill Development and Enhancement  

**Peer Support-understanding the Peer Counseling Guidelines**  

**Resources Required:** *Taking Action, Peer Counseling Guidelines, p 94*  

**Goals:**  
Clients will be introduced to the Peer Counseling guidelines.  

**Direction:**  
Using *Taking Action, p 94*, staff and client go through the bulleted list "Peer Counseling Guidelines"; staff and client discuss the responsibility of being a support for another and if the guidelines meet the standards they have for being a helper.  

Staff introduce idea with clients that when they receive Peer support, the bullets should be adhered to from the helper and if they are not, they should be addressed.  

Staff and client discuss next steps and if the client is receiving or planning to receive peer support, client should plan to check in re: the guidelines to be sure the help they are getting meets the criteria.
WA County Human Services Department
Adapted Taking Action
Billable as: Individual Skill Development and Enhancement

Learning more about my Medications

Resources Required: Taking Action, p. 101

Goals:

Clients will learn self-advocacy skills; clients will develop a plan to learn more about the medications they are taking

Direction:

Clients and staff go through the "Questions to Ask the Doctor About Medications" handout, prompting the client to ask additional questions to their doctor. Staff and client should make a plan for the client's next medication management meeting, and make a plan (who will be with you, how do you want this to go, what other supports do you need) to discuss with their doctor.

Following review with the doctor, staff and client should discuss how it went, what they would like to do for next time, what could be improved; if there was any required follow up with the doctor, how will that be scheduled and supported?