Welcome to the Pennsylvania Dual Diagnosis Direct Support Curriculum presentation on *The Role of Everyday Lives and Recovery*. 
The Commonwealth of Pennsylvania’s Office of Mental Health and Substance Abuse Services (OMHSAS) and the Office of Developmental Programs (ODP) have undertaken a joint initiative to address the needs of people who have an intellectual disability as well as mental health challenges. People who have both of these challenges are commonly referred to as those who have Dual Diagnosis. The curriculum was designed for Direct Supporters, Supports Coordinators and others who work in either the intellectual disability field or the mental health field.

The ultimate goal of this training curriculum is to provide information that can aid in the understanding of the struggles and the triumphs of those you support or will support. This curriculum was designed to demonstrate the complexity of Dual Diagnosis and the factors that need to be considered to best support those with whom you come into contact. The Pennsylvania Dual Diagnosis Direct Support Curriculum was also designed to demonstrate that all people in this world, regardless of their challenges, are much more alike than they are different.
The information presented to you today is to increase your awareness. It is not intended to replace medical advice.

If you believe you or someone you support have these conditions or concerns, please seek the advice of a physician.
By the end of this training, the learner will:

- Understand the importance of empathy, trust, rapport and advocacy when supporting those with an intellectual disability or dual diagnosis
- Be able to identify the components of *Everyday Lives* and why they are important
- Recognize the commonalities between *Everyday Lives* and Recovery

Development included the active participation of people with intellectual disabilities and family members. Their focus was to identify what people with disabilities and families said was important to them and what kind of supports they needed.

The concept of Everyday Lives is not about disability. It applies to everyone, with or without a disability. The fundamental concept of Everyday Lives is that, with the support of family and friends, individuals with disabilities decide how to live their lives and what supports they need. It also means that they are responsible for their decisions and actions.

ODP attempts to ensure that the impact of every decision, rule or regulation of its staff or those working on its behalf, continues to support and promote the ideals of Everyday Lives. Each of the principles are assumed for most people as they go about their everyday life, but may not be recognized or assumed for the people who we support. Our role is to help assure the presence of these life experiences and support the person as needed so that they can benefit and learn from these experiences.

Emeritus Professor of Education and Social Policy at Northwestern University, John McKnight said it best: “Our goal should be clear. We are seeking nothing less than a life surrounded by the richness and diversity of community. A collective life. An Everyday Life. A powerful life that gains joy from the creativity and connectedness that comes when we join in association as citizens and create an inclusive world.”
I want you to imagine that it is a beautiful Saturday in the summer and you want to go swimming. Now imagine that you are unable to go swimming because your staff member does not like to swim.

If this happened to you, how would you feel? Perhaps you would be sad, annoyed, or angry.

If you could not tell the people around you how you felt, what would you do? Perhaps you would scream, hit, or cry.

Now imagine that you went to the store with the staff to purchase a new bed spread for your bedroom and the staff chose the one that they liked best.

If this happened to you, how would you feel? Perhaps you would be sad, annoyed, or angry.

If you could not tell the people around you how you felt, what would you do? Perhaps you would scream, hit, or cry.

What if all of the people surrounding you were paid to be there and you didn’t much like them.

If this happened to you, how would you feel? Perhaps you would be sad, annoyed, or angry.

If you could not tell the people around you how you felt, what would you do? Perhaps you would scream, hit, or cry.
The *Everyday Lives* wheel represents what *every* human being needs in their life. It is not just about people with a disability – it is about everybody! There are currently 14 components to *Everyday Lives*.

*Everyday Lives* promotes the belief that with the support of family and friends, people with disabilities can and should decide how to live their lives.

*Everyday Lives* lists principles that have guided how the Office of Developmental Programs delivers services since 1991.
Recovery can be a large part of an individual’s *Everyday Life*. Being supported to obtain and maintain an *Everyday Life* can play a very large and positive role in a person’s recovery.

When people feel that their life is heading in a positive direction, it strengthens their commitment to recovery. When a person is committed to recovery, it fosters the desire for an *Everyday Life*.

Recovery and *Everyday Lives* for a person with a Dual Diagnosis cannot exist alone, they are intricately intertwined. The principles of both recovery and Everyday Lives must be established and supported to promote better outcomes. This also promotes Mental Health Wellness.

The fundamental concept of *Everyday Lives* is that, with the support of family and friends, individuals with disabilities decide how to live their lives and what supports they need. It also means that they are responsible for their decisions and actions.

Like *Everyday Lives*, the principles of recovery focus on the fundamental concepts of establishing supports, meaningful relationships, a sense of self identity and meaning to life and empowering an individual to take control of, and be responsible for, their own life.
Recovery is a process of change through which people improve their health and wellness, live a self-directed life, and strive to reach their full potential.

William Anthony, Director of the Boston Center for Psychiatric Rehabilitation seems to have developed the cornerstone definition of mental health recovery. In 1993, Anthony identified recovery as "a deeply personal, unique process of changing one’s attitudes, values, feelings, goals, skills and/or roles. It is a way of living a satisfying, hopeful, and contributing life even with limitations caused by the illness. Recovery involves the development of new meaning and purpose in one’s life as one grows beyond the catastrophic effects of mental illness."

This definition implies that individuals working towards recovery may take time to work on problem-solving skills and educating themselves about their mental health challenges and how it impacts their lives.

Think about someone you may know either personally or professionally, who has struggled with mental health challenges and/or substance abuse issues, while striving for recovery. Think about what things the person incorporated into his or her life that helped them get better. Think about life events or other stressors that made their life more challenging.

These same issues apply for people with an intellectual disability. For people in recovery, recovery is about changing how you think. Recovery is about changing your life in a positive way and recovery can be an enormous part of someone’s Everyday Life.
You have just returned home after working an 8 hour shift at your job. Every day after work you pour yourself a glass of juice, sit down in front of the television and watch your favorite show. Today, your family surprised you with a visit and are already in your home! Your family members begin asking you endless questions and begin making demands on you as soon as you walk into the door. When you attempt to get a glass of juice, you realize that they drank all of the juice and are watching another television show that is not your favorite. You are now doing several tasks you did not plan to do this evening and your excitement to just sit down and relax is gone.

What do you think about this scenario?
How do you feel about the person just wanting to relax after work?
What do you think about the person’s family?
How would you cope with this situation?
Now, imagine that you are unable to communicate with words. What would you do in this situation? How might you act?

Imagine that you are not very good at hiding how you are feeling. What might you do?

Imagine already being depressed and then walking into this same situation. How would this affect your reactions to the situation?
An Everyday Life Situation

Another scenario - the “best friend”

You wake up on a Saturday morning and are very excited for the weekend. Earlier in the week, your best friend promised that you and he would be doing something really fun together. Your best friend calls and informs you that you are not going to be able to do this fun activity today. In fact, this is the fifth time in five weeks that your best friend has cancelled at the last minute.

What do you think about this scenario? How would you feel if this happened to you? What would you do if you had to deal with this type of situation?
You have an intellectual disability. You are dependent upon your supporters in order to go out in the community. You have not been able to be involved in anything in the community for over a month and much of your time has been spent waiting for others to take you somewhere or to do something you enjoy. Your preferred supporter has cancelled plans to go out in the community with you five times this past month. How would you feel in this situation? How would you react?

It is important to always remember that people we support in the community depend on us to help them in achieving an *Everyday Life*, just as we may feel dependent upon our friends and family to engage us in meaningful conversations and activities. Those we support have similar concerns. How many of us have felt disappointed when plans with friends or family fell through? How many of us have sat at home, by ourselves, because our social plans did not work out the way we wanted? How many of us have felt sad when this happened? How would you resolve or handle this situation?
How do we justify stopping someone from living their life the way life was meant to be lived? WE CAN’T!

When thinking about services and supports for people with an intellectual disability, we must pause and contemplate how our desires to maintain health and safety may sometimes jeopardize a person’s ability to go after their hopes, dreams, wants, needs and desires.

Part of our job is helping people balance risk with individual safety and the choices they make.

It is important for us to recognize that everyone in this world, regardless of their challenges, strive to obtain an *Everyday Life* that they are proud to have. It is a difficult balance to ensure the safety and health of others while also providing the freedom, and choice and control to take the reasonable risks that make life so rewarding.

For HOPE to exist within the context of *Everyday Lives*, the person would need opportunities for choice, control and success. CHOICE in their life should include the services people receive, who provides supports, where to live and with whom and where to work, and so on. CONTROL in their life should include relationships, budgets and how money is spent, supports and services they receive, medical issues and planning. SUCCESS in their life should include opportunities to live independently, with sufficient support to be successful.

Both recovery and *Everyday Lives* focus on important principles that are both important and necessary to obtain and maintain a good quality of life and sense of importance and happiness.
Person-centered thinking underlies and guides respectful listening which leads to actions, resulting in people who:

- Have positive control over the life they desire and find satisfying
- Are recognized and valued for their contributions (current and potential) to their communities
- Are supported in a web of relationships, both natural and paid, within their communities

Person-centered thinking guides respectful listening which leads to actions. These actions result in people who have positive control over their life, are recognized and valued for their contributions, and are supported in relationships.

Person-centered thinking is about learning about a person and using tools and skills needed to guide thinking. Person-centered thinking recognizes a person’s uniqueness and identifies supports that respect and accommodate that uniqueness.
Person-centered thinking includes knowing the person’s likes and dislikes, what is important to the person, such as what the person says with words and behaviors. It also includes what is important for the person, for example, to stay healthy and safe and to be a part of their community.

Person-centered thinking is about understanding how the person communicates by words or actions and how we need to respond to those communications.

Person-centered thinking also involves understanding what you need to know and do to support the person, including what the person can do, where the person may need support, as well as the person’s relevant history, including medical and other concerns.

We can do this by learning skills that will help us get to know the person better and gain information about the person.
It is important to remember that those you support have lived very different lives from yours. A person’s culture is not just defined by their religion or ethnicity, it is defined by their lifestyle. A person’s history is extremely important to know.

When working with people you support, you must leave certain parts of yourself “at the door”. This means that you must try hard to support and focus your attention on the needs of others rather than your needs. In order to best support someone, we need to become a part of the person’s life rather than attempt to force the person to conform to our lives and routines. Just because we do things one way, does not mean that those we support will agree to do it the same way. This is especially true for those that support people in residential programs. Many people have become used to a certain routine or “tradition” in their homes which helps them “wind down” or remain relaxed. When staff members attempt to change this routine by doing THEIR routine within the home, it can have a negative impact. Having our own daily routines and traditions is ok, but we must remember that everyone’s routines are different and we must respect other people’s routines.
Empathy is the ability to understand the thoughts, feelings and emotions of another person. Essentially, empathy is the ability to “walk in someone else’s shoes” in order to understand the person’s attitudes, beliefs, thoughts and behaviors. Empathy is about attempting to see things from someone else’s perspective without incorporating our own opinions, thoughts, beliefs or feelings into the situation. It is about peeling away layers to understand, not WHAT someone does, but WHY someone does it.

By “walking in someone else’s shoes”, you can learn how that person thinks and responds to their surroundings. The more you begin to think like the person, the more you may be able to understand the person’s behavior. Knowing how a person feels is essential in supporting them.
To know where someone came from helps us understand where the person may want to go in the future. Researching historical records, bio-psychosocial information, old behavioral support plans, conducting a biographical timeline and talking to parents, past providers and the people who have known the person for long periods of time, or know them well, is helpful in understanding why the person thinks, feels and acts the way they do.

Take time out from what you are doing to really spend time with those you support. Interact with them through meaningful conversations and activities. Often, we are so busy completing our job duties, that we forget to pay close attention to what the people are really saying or actually doing. All behavior is meaningful and, if we pay close enough attention, we may begin to understand it.

Think about all of the stressors that are occurring in the person’s life. Think how YOU might feel if this was YOUR life. Whenever you are interacting with the people you support or there are issues that arise in regards to challenging behaviors, think about all of the things that are occurring in the person’s life, such as moving to a new home, getting a new housemate, getting new or losing old supporters, changes in routine, changes at work and other people making decisions for the person.

How you were raised can differ dramatically from how someone else was raised. Often, there are other obstacles that we face when attempting to understand one another. Those you support may have lived a life that is dramatically different from yours.
Advocacy is about helping the people you support find their voice. It is also about being able to tell the whole truth about them.

Advocacy is also about giving your observations about a person to medical and psychiatric clinicians. It is especially important to share the strengths and skills that the person has.

Advocacy is about encouraging the people you support to do their best and to “reach for the stars”. It is about helping people stand up for themselves and standing up for them, as needed. It is about helping to maximize a person’s strengths and abilities, being a role model and knowing and intervening when other people are doing things that you know the person dislikes.
Trust is the firm belief in the reliability, truth, and ability or strength of someone or something.

Trust is the foundation of all successful relationships. If the people you support cannot trust you, then they will not wish to develop a good relationship with you. If the people do not wish to develop a good relationship with you, then they will not feel the need to listen to you or may engage in challenging behaviors.

- Do you believe trust is important?
- Think about people you trust. What did those people do to EARN your trust?
In order to build trust with those you help to support here are some suggestions.

• Always do what you say you are going to do.
• Do not lie. Your word is your bond.
• If for some reason you cannot do what you had promised to do, you should give the person a truthful explanation as to why you cannot do it.
• DO NOT try to manipulate or “trick” someone into doing what you want them to do. This DESTROYS the ability of the person to build trust in the relationship.
Rapport is:  

A close and harmonious relationship in which people understand each other’s feelings or ideas and communicate well.

Rapport is about building a meaningful relationship with another person through communication.

EVERYONE communicates, even if they do not communicate the same way we do.

People communicate a lot through body language. Everyone communicates information verbally and non-verbally. Look at other people’s expressions; their eyes, their posture, and their actions.
To build rapport learn how the person communicates and be responsive to what the person is communicating. It is up to us to learn how a person communicates.

Observe behaviors. You can learn a lot just by sitting back and watching intently.

Learn what a person likes. Engage the person in the person’s interests and desired activities. Attempt to build on common interests and life experiences. Take the time to learn a bit about the interests of those you support.

It is also important to share information that you learn through looking at records and having conversations with others. Sharing information with other team members can also increase their rapport with the individual. If you learn something about a person you support, don’t keep it a secret and don’t think that the little things you notice are not important!
Here is a case example:

John is a 24 year old male diagnosed with Asperger’s Syndrome who lives in a community living arrangement or group home with another housemate. John also has a diagnosis of depression. John attempted suicide by trying to hang himself recently. His most frequent complaint is that he “has no friends or anyone to talk to”. John also loves playing online games.

Here is the outcome of John’s case:

John’s supporters began researching online games and began learning all about the different online gaming characters. His supporter then asked John if he wanted to teach him how to play. John was extremely excited and happy that another person shared his interest in online games and began teaching his supporter all about them. During the time John was teaching his staff about online games, John also talked about his life, his past, and, most importantly, what he wished to do in the future. The supporter made notes of things John had told him and communicated this information to John’s therapist who used the information to develop better treatment approaches with John. During the time the supporter began playing online games with John, John’s housemate started to become interested in online games because he saw that the supporter seemed to like the activity as well. John and his housemate then began playing online games together with and without the supporter. John is still doing well and playing online games each evening with his housemate. John has not had another suicide attempt in four years.

Take a moment to think about the following:

- What do you think about John’s progress?
- What do you think would have happened if John’s staff member did not take the time to build rapport with John?
- How do you feel about this case?

The role of John’s support staff was very important in the positive outcomes that John ultimately obtained. Rapport, person-centered thinking and advocacy all played a role in cultivating a meaningful life experience for John, that he found both rewarding and fulfilling.
You can build trust, rapport, empathy and advocacy by knowing the interests of those you support. Bonding takes place when people do things together and share interests. You may not always share a person’s interests but you can respect them and engage in communication showing interest in the individual. Take time to plan fun activities that they like that you can enjoy together.

It is important to do activities and attend social events that the person enjoys. You have days off to engage in the activities you enjoy. Who knows, you just may find a new hobby, craft or adventure that you never realized you’d enjoy.
Help the person’s voice to be heard. If the person is unable to take trips, bring the fun to the person such as movie days, theme parties, or decorating a room in the house. Always listen to and respect what a person has to say. Be aware of your own verbal and non-verbal behaviors - a person can tell when you are angry, sad, happy, lying, annoyed, etc. Your words and actions can impact your relationship with the person you support for better or for worse.
Although you are working, it is important to have fun with the people you support.
We have a responsibility to the people we support, to assist them in enhancing their health and safety. What we need to remember, is that health is not just about physical needs. It’s also about the things people desire and the things that help sustain us and keep us happy. Everyone needs the ability to engage in the activities a person enjoys. People will seek out other people to share the activities they like. The people we support need the same things that we do - interests, hobbies, goals and other people to share those experiences with them.

Remember

- “Don’t take life too seriously. You’ll never get out alive.” – Ferris Bueller
- “You treat a disease, you win, you lose. You treat a person, I guarantee you, you'll win, no matter what the outcome.” – Patch Adams
We all…

• think and feel
• want to connect with others
• want and need a purpose in life
• need respect
• need love
• need each other
• must take risks

Remember that we all...
• think and feel
• want to connect with others
• want and need a purpose in life
• need respect
• need love
• need each other
• must take risks

Being able to take risks, establish meaningful relationships and have a purpose in life, is part of everyone's dream of an *Everyday Life*. 
Congratulations, you have successfully completed *The Role of Everyday Lives and Recovery* training.
Thank you for your participation in the training.