

Strength Based Policy Development

This presentation was produced by the **Vera Institute of Justice** under Award # 2016-XV-GX-K015, awarded by the Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice. The opinions, findings, and conclusions or recommendations expressed in this presentation are those of the contributors and do not necessarily represent the official position or policies of the U.S. Department of Justice.

Workshop objective

- To understand the resiliency on boys and men of color
- To understand cultural humility and cultural resiliency
- To recognize how institutions play a pivotal role in social change

Assessing personal strengths

- Understanding your strengths and weaknesses can be of tremendous value for your life and career
- Knowing your strengths will, for instance, help you to become more resourceful during difficult moments of your life
- It will help you focus on the right things in an optimal way

Assessing personal strengths (2)

- Your strengths are found in the things that seem easy to learn and easy to do
- These strengths can be behaviors, characteristics, inherent talents, learned knowledge, and transferable skills
- They can be areas developed through effort (such as education or personal study such as martial arts) where you are proficient and can perform tasks and activities higher than most people

Activity: assessing personal strengths (3)

- What are my strongest character attributes?
- What strengths have assisted me most?
- What would [person's name] say are my greatest strengths?
- What qualities could I not do without?
- What do I do especially well?
- What seems easy to learn and easy to do?
- What indispensable knowledge do I have? How is this a strength?

Activity: assessing personal strengths (4)

- What activities was I drawn to when I was a child?
- What skills have I learned rapidly and mastered quickly?
- What skills, abilities, and/or qualities account for my greatest successes?
- What activities do I get completely immersed in?
- Where do I have the ability to be outstanding?
- What part of my job do I do better than other people?
- What behaviors have shaped my strengths?

Small group debrief

- What did you learn about yourself?
 - Were there any surprises?
 - Did this affirm what you already knew about yourself?

Personal challenges

There are three main reasons why you have challenges:

- Lack of experience; misguided in some way; and limiting beliefs.
- Alternatively, they can also stem from a lack of resources, a lack of support, or a lack of self-discipline.

Assessing personal challenges

- Understanding your challenges will allow you to turn challenges into strengths
- Best use of your time by focusing on the things that will bring you the highest returns, essentially comes down to concentrating on your strengths
- Don't ignore your challenges. It's really about the best use of your time, energy and effort – so you don't waste time and resources on areas if there is little worth or value in the long-run

Activity: assessing personal challenges

- What is preventing me from living the life I desire to live?
- What have I personally struggled with over the years?
- What has prevented me from performing at my very best?
- What seem to be my character flaws?
- What learned behaviors are letting me down?
- What limiting beliefs are preventing me from moving forward?
- How could these limiting beliefs be connected to my character flaws?
- In what areas do I lack the knowledge I need to get ahead?

Activity: turning challenges to strengths

- How could I best overcome my personal limitations?
- Who could potentially assist me in this area of my life?
- What resources and knowledge might I need to acquire?
- What experience might I need to gain?
- How can I potentially use my strengths to overcome my challenges?
- What potential opportunities can be found within my challenges?
- How could my challenges become strengths in a different context?

Activity: Challenges as an Actual Limitation

- How have I managed challenges in the past?
- How can I minimize challenges in the present?
- How can I better manage challenges in the future?

Use a strengths-focused perspective

Potential strengths-oriented questions include:

You have accomplished a lot in dealing with your trauma, what accomplishments give you the most pride?

- What would you say are your strengths?
- How do you manage your stress today?
- What behaviors have helped you survive your traumatic experiences (during and afterward)?

Use a strengths-focused perspective (2)

- What are some of the creative ways that you deal with painful feelings?
- Since surviving trauma, what characteristics have helped you manage these experiences in your life?
- If we were to ask someone in your life, who knew your history and experience with trauma, to name two positive characteristics that help you survive, what would they be?

Use a strengths-focused perspective (3)

- What coping tools have you learned from your _____ (fill in: cultural history, spiritual practices, athletic pursuits, etc.)?
- How do you gain support today? (Possible answers include family, friends, activities, coaches, counselors, other supports, etc.)
- What does recovery look like for you?
- Imagine a group of people are standing behind you showing you support. Who would be standing there? It doesn't matter how briefly, or when they showed up, or whether or not they are currently in your life or alive.

Six standards for a strengths-based approach

1. Goal orientation: It is crucial and vital for the person to set goals
2. Strengths assessment: The person finds, and assesses their strengths and inherent resources
3. Resources from the environment: Resources could be individuals, associations, institutions, or groups

Six standards for a strengths-based approach (2)

4. Different methods are used first for different situations: clients will determine goals first and then strengths
5. The relationship is hope-inducing: By finding strengths and linking to connections
6. Meaningful choice: Each person is the expert on their life, the practitioner helps make informed decisions.

Why Culture Matters

What is culture?

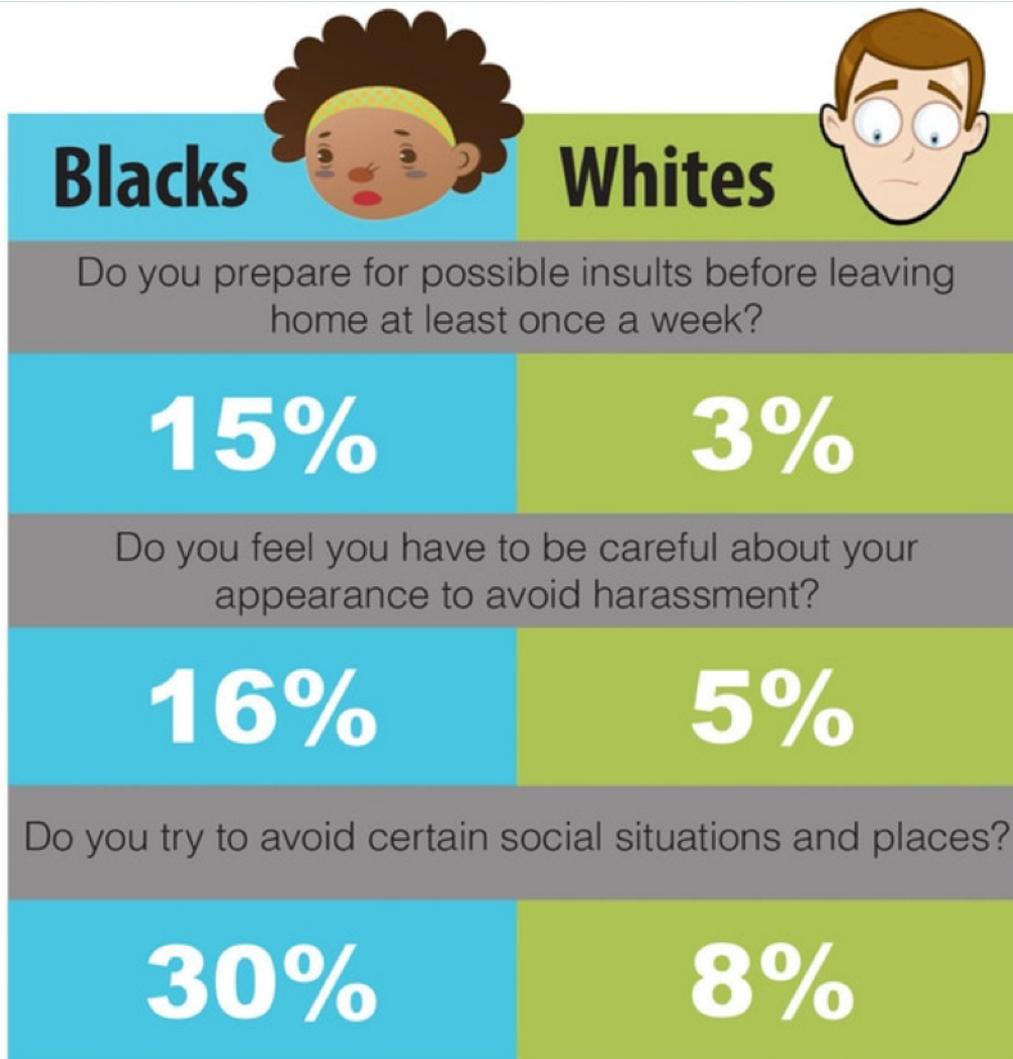
- The values, norms, and traditions that affect how individuals of a particular group perceive, think, interact, behave and make judgments about their world.
- There are large cultural groups (race, religion), small groups (office culture, sports fans), then there are sub-cultures (vegans, goth)

In my culture:

- I was told I can be anything I want when I grew up and I believed it
- I see many examples of people like me on TV, in entertainment, in professional jobs, or in Government
- People like me are often shown to be heroes and leaders
- My religious practice encourages the spread of our beliefs onto others so they can be help spiritually
- I believe I can try any religion I choose

In my culture: (continued)

- Spirituality and religion are the same
- The criminal justice system is there to help me
- I get approached by other people not of my culture asking if they can touch my hair
- I can go through life being myself and not be worried of how I represent my cultural association with others
- Most of the people in my family have attended college



- Do you prepare for possible insults before leaving home at least once a week?
- Do you feel you have to be careful about your appearance to avoid harassment?
- Do you try to avoid certain social situations and places?

Hypervigilance



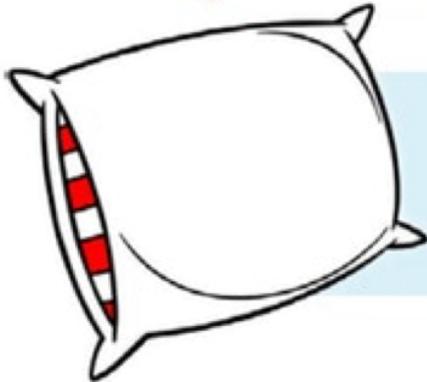
At the highest levels of hypervigilance:

55%

of Black adults
have hypertension

20%

of White adults
have hypertension



15% Black adults reported more
hypervigilance-related
sleep problems than White adults.

Cultural humility

- We can never be competent in a culture outside of our own.
- Understanding the need to be a life-long learner
- Fix power imbalances
- Be a good guest - it's an ongoing process, shaped by every encounter we have with every person, as long as we maintain an open mind and heart

Cultural Competence & Humility

	Cultural Competence	Cultural Humility
Goals	To build an understanding of minority cultures to better and more appropriately provide services	To encourage personal reflection and growth around culture in order to increase service providers' awareness
Values	Knowledge Training	Introspection Co-learning

Cultural Competence & Humility (2)

	Cultural Competence	Cultural Humility
Short-comings	<p>Enforces the idea that there can be 'competence' in a culture other than one's own.</p> <p>Supports the myth that cultures are monolithic.</p> <p>Based upon academic Knowledge rather than lived experience.</p> <p>Believes professionals can be "certified" in culture.</p>	<p>Challenging for professionals to grasp the idea of learning with and from clients.</p> <p>No end result, which those in academia and medical fields can struggle with.</p>
Strengths	<p>Allows for people to strive to obtain a goal.</p> <p>Promotes skill building.</p>	<p>Encourages lifelong learning with no end goal - appreciation of the journey of growth and understanding.</p> <p>Puts professionals and clients in a mutually beneficial relationship and attempts to diminish damaging power dynamics.</p>

Goals for working with male victims

- There are four main goals for working with male victims
 - They are not all-inclusive
 - First step on the journey to knowledge

Goal 1 for working with male victims

1. Create a trusting relationship with the survivor by acknowledging his distinct cultural identity.
 - Identity, history, and culture and what it means for safety and justice
 - Can rely heavily on family/community experience

Goal 2 for working with male victims

2. Create a system of support through partnerships with programs that specialize in serving communities of color or have a dominant portion of staff who are people of color.

- Some of the highest rates of victimizations from multiple sources (in home, by strangers, by institutions)
- High number of cases unreported due to lack of services and/or trust of services

Goal 3 for working with male victims

3. Gain knowledge about the historical roots of violence in communities of color

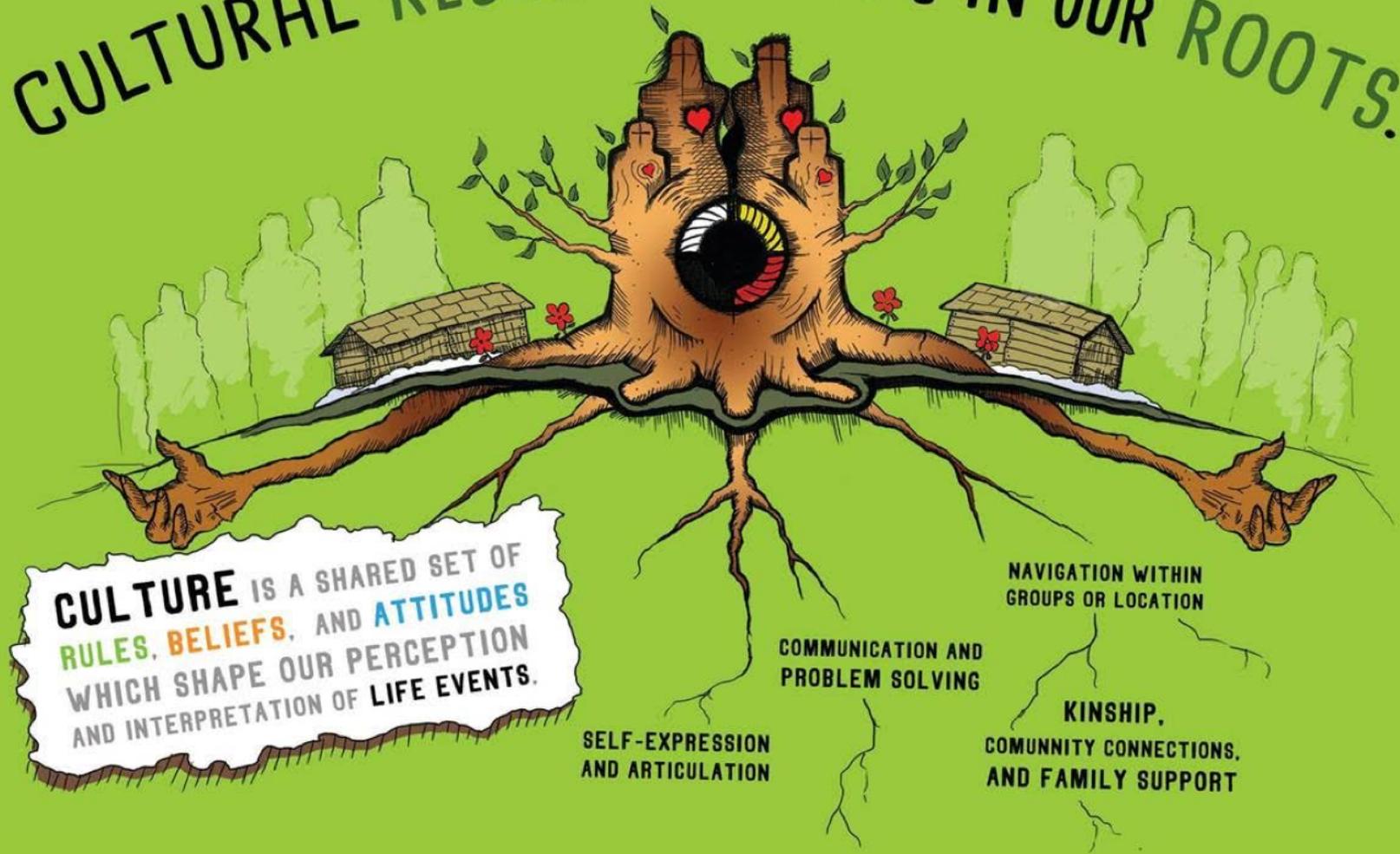
- Colonization
- Slavery
- Boarding Schools
- Segregation
- Jurisdiction

Goal 4 for working with male victims

4. Become informed about self-determination and what this means for the safety of boys and men of color.

- Institutional policies and practices
- Support his ability to govern his own life

CULTURAL RESILIENCE - IT'S IN OUR ROOTS.



CULTURE IS A SHARED SET OF
RULES, BELIEFS, AND ATTITUDES
WHICH SHAPE OUR PERCEPTION
AND INTERPRETATION OF LIFE EVENTS.

SELF-EXPRESSION
AND ARTICULATION

COMMUNICATION AND
PROBLEM SOLVING

NAVIGATION WITHIN
GROUPS OR LOCATION

KINSHIP,
COMMUNITY CONNECTIONS,
AND FAMILY SUPPORT



Sacred Hoop Coalition
202 W. 2nd Street
Duluth, MN 55802

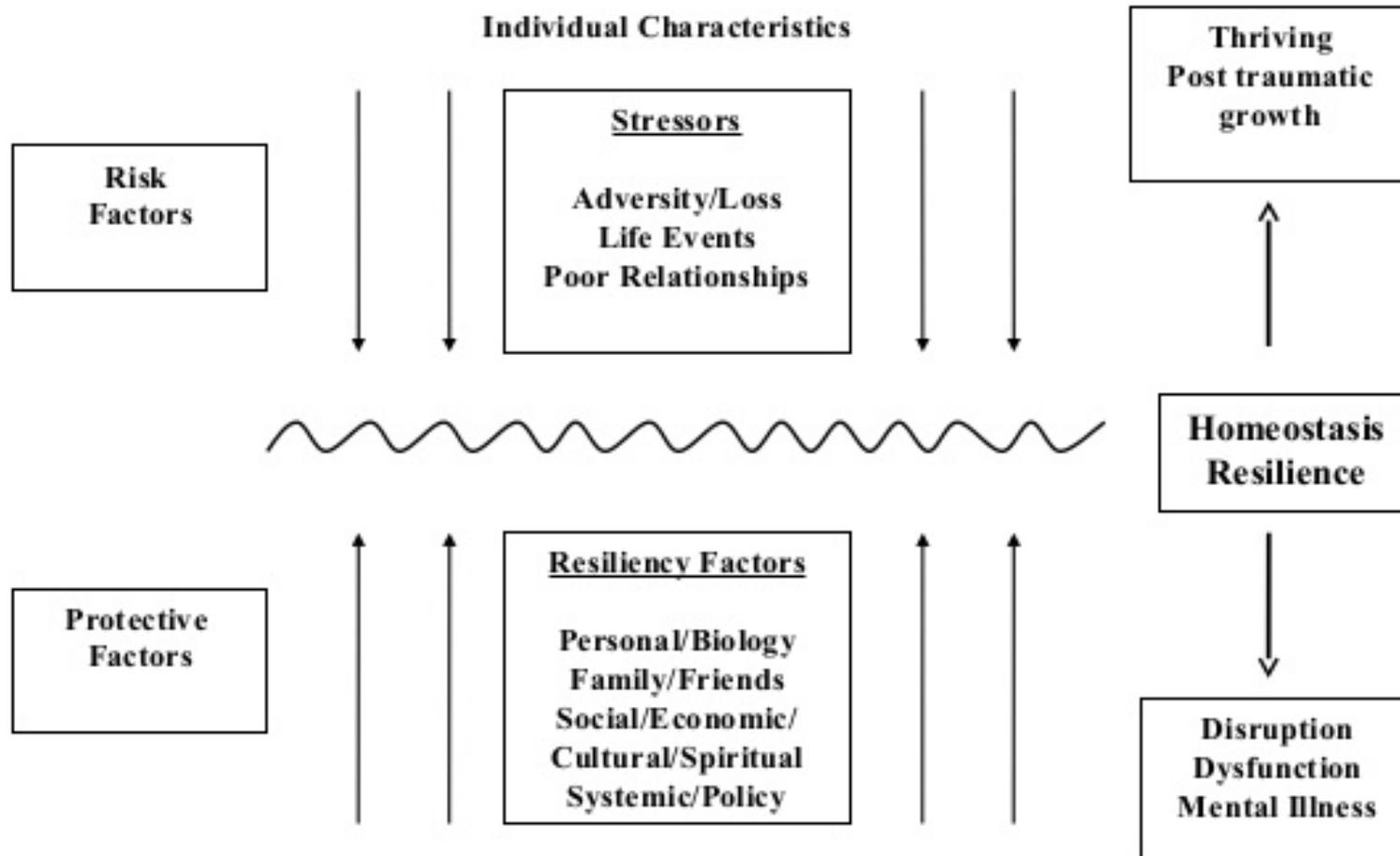
Website: mshoop.org
Phone: 218-623-HOOP
Toll Free: (888)-305-1650

This project is supported by Grant No. 2015-IJW-AX-0011, awarded by the Office on Violence Against Women, U.S. Dept. of Justice. Points of view in this document are those of the authors and do not necessarily represent the position or policies of the U.S. Dept. of Justice.

Cultural resiliency

- Self-expression and articulation
- Communication and problem solving
- Navigation within groups or location
- Kindship, community connections and family support

RESILIENCE MODEL

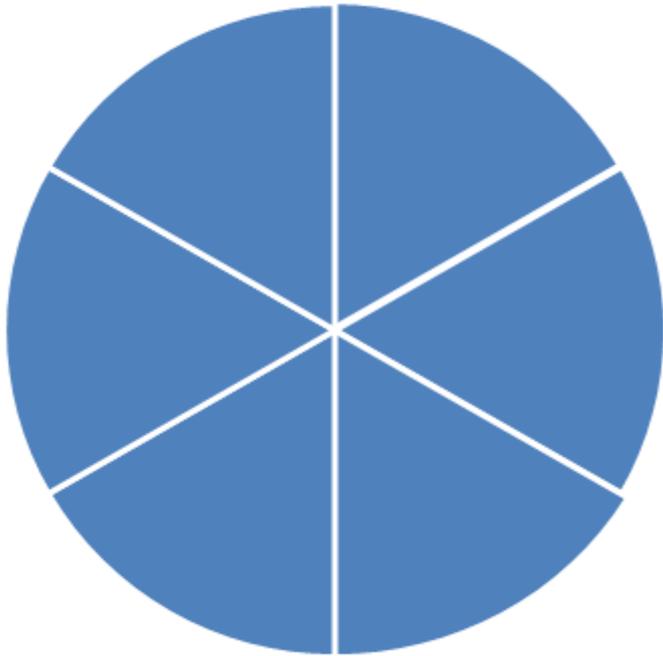


Institutional Practice

Assessing Capacity and Readiness

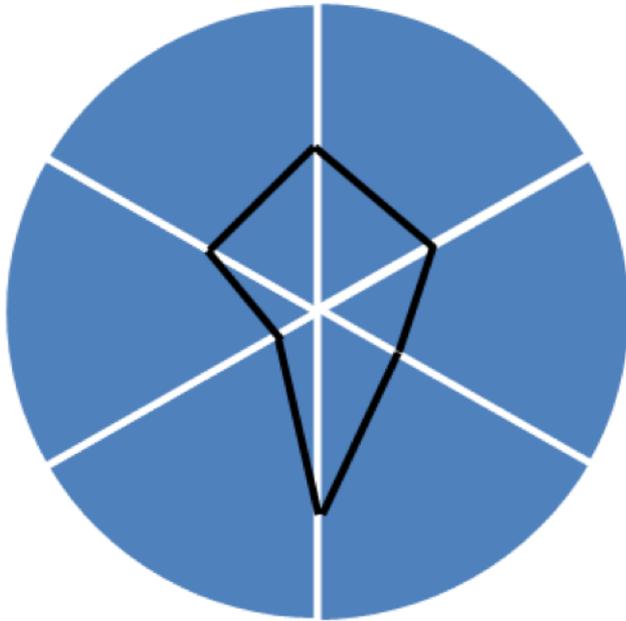
Institutional Practices

Wagon Wheel Activity



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Example



1. Family
2. Friends
3. Fitness
4. Work
5. Hobbies/art
6. Spiritual

Small Group Discussion

- What kind of shape do you have?
- If this were a wheel how well would it roll?
- What do you need in order to create some balance?

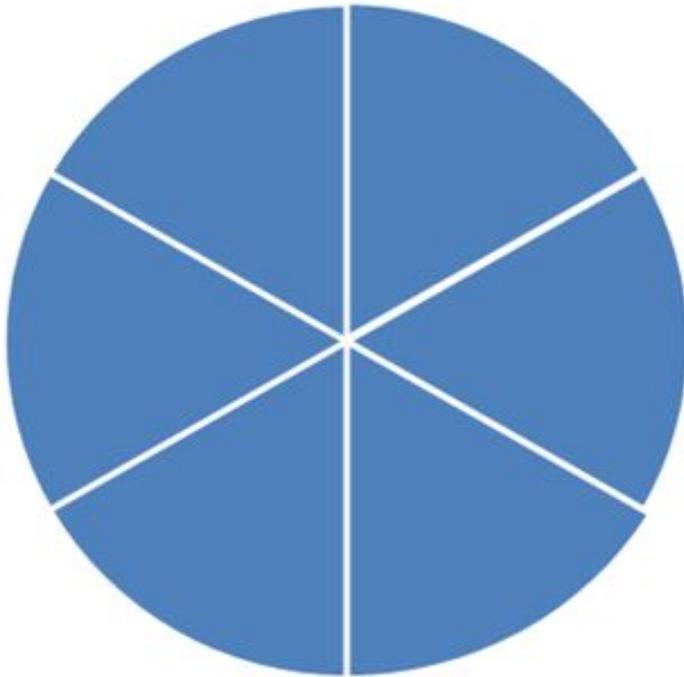
Cultural Competency Survey

1. You or others in your program know the varied histories, countries of origin, and experiences of People of Color in your area
2. Your organization overall know and understand your varied histories, countries of origin, and experiences People of Color in your area?
3. Your organization challenges staff and consultants on perceptions or misconceptions of People of Color?

Cultural Competency Survey, continued

4. You are a vocal supporter for People of Color when prejudice/racism is targeted at a specific community?
5. Your Caucasian staff receives training/support on white privilege?
6. You have a collective organizational understanding of institutional racism and internalized oppression and how it affects People of Color?

Wagon Wheel – Round 2



1. Knowing histories, countries, and experiences of PoC
2. Organization overall knowing histories, countries, and experiences of PoC
3. Organizational that challenges staff, volunteer, and consultants
4. You a vocal supporter/advocate for PoC
5. Training on white privilege?
6. Understanding of institutional racism and internalized oppression

Small Group Discussion 2

- How balanced is your organization?
- What are you're your organization's strengths?
- What are you're organization's weaknesses?
- What policy shifts need to occur?

Essential elements for cultural humility in your organization

1. Valuing diversity
2. Having the capacity for cultural self-assessment
3. Being conscious of the dynamics inherent when cultures interact
4. Having institutionalized culture knowledge
5. Having developed adaptations to service delivery reflecting an understanding of cultural diversity

Essential elements for cultural humility in your organization (2)

These five elements should be manifested at every level of an organization:

1. Policy making (administrative and practice)
2. Attitudes
3. Structures
4. Procedures
5. Services of the organization

Rating capacity and readiness

- Philosophy
- Compliance
- Public representation
- Information, knowledge and application
- Partnerships and Alliances
- Learning or teaching environment

Scale for rating: Capacity

0	Unaware /Insufficient knowledge	Not knowing much about the issues
1-3	Minimal knowledge	Have a little bit of understanding of yet will need more assistance in understanding core concepts
4-5	Basic knowledge	Have a basic understanding of concepts but have not yet reached consistent proficiency

Scale for rating: Capacity (2)

6-7	Proficient knowledge	Has solid understanding of the issues and can apply their understanding independently and consistently
8-9	Advanced knowledge	Has advanced knowledge, skills and abilities that are applied in many other social contexts
10	Competent	Can fully articulate the issues and engage in many other social issues – at times persuading others

Example of threshold scales: Beginner

- Clinics should be trauma-informed in attitude, educational materials, policies, and the built environment.
- Clinics should offer a private and safe environment that does not leave patients feeling vulnerable, exposed, or re-traumatized. This may include privacy curtains, appropriate gowns, private weighing/vital sign collecting areas.
- Clinic practices involving billing, late patients, and “no shows” should be trauma-informed.

Example of threshold scales: Intermediate

- Intakes and assessments of trauma in clinic should be focused as much as possible so the child/family does not have to repeat their story to multiple health care providers which may be traumatizing.
- Clinics can participate in programs such as Promoting First Relationships, Bright Beginnings, and Reach out and Read that promote parental confidence and competence and increase parental knowledge about development.

Example of threshold scales: Advanced

- Clinic staff should be trained in trauma-informed de-escalation practices
- Clinics should promote family empowerment through shared clinical decision-making, program development, and solicitation and feedback.
- Clinics should strive to overcome barriers to health literacy such as culture, language, and overall literacy.

Defining thresholds

- Each dimension contains a five point rating system that you will need to define incorporating you specific organizational practices
- Reflecting back on strengths and challenges your org may not be strong in one area, and may never be, so how to balance that is important
- Revisit the plan often, acknowledge and celebrate success, and reassess periodically (annually or grant cycles)

Threshold Dimensions: Philosophy

Threshold	Dimension
Advanced knowledge: Demonstrate sophisticated application in new contexts	Visionary –applies philosophy in new ways
Proficient knowledge Demonstrate and apply skills consistently	Respects and values philosophy Inclusive and community-driven
Basic Knowledge: Demonstrates skills inconsistently	Responsive, deliberative and commitment to serve

Threshold Dimensions: Philosophy (2)

Threshold	Dimension
Minimal knowledge Limited skills and require significant assistance	Reactive--Rubber stamp
Unaware /Insufficient knowledge No evidence of knowing about the issues	Hostile, non-responsive

Threshold Dimensions: Compliance

Threshold	Dimension
Advanced knowledge: Demonstrate sophisticated application in new contexts	Applies compliancy to other social issues
Proficient knowledge: Demonstrate and apply skills consistently	Fully integrated into person and professional life
Basic knowledge: Demonstrates skills inconsistently	Compliant, explains need for compliancy

Threshold Dimensions: Compliance (2)

Threshold	Dimension
Minimal knowledge: Limited skills and require significant assistance	Inconsistent, but knows they should
Unaware/Insufficient knowledge: No evidence of knowing about the issues	Indifferent

Threshold Dimensions: Public Representation

Threshold	Dimension
Advanced knowledge: Demonstrate sophisticated application in new contexts	Continuous and comprehensive
Proficient knowledge: Demonstrate and apply skills consistently	Inclusive and clear
Basic knowledge: Demonstrates skills	Basic and consistent

Threshold Dimensions: Public Representation (2)

Threshold	Dimension
Minimal knowledge: Limited skills and require significant assistance	Episodic and insufficient
Unaware /Insufficient knowledge: No evidence of knowing about the issues	Nonproductive or disruptive

Threshold Dimensions: Public Information, Knowledge, & Application

Threshold	Dimension
Advanced knowledge Demonstrate sophisticated application in new contexts	Multi-functional –intelligent
Proficient knowledge Demonstrate and apply skills consistently	Comprehensive and integrated
Basic knowledge Demonstrates skills inconsistently	Functional, current, used, and useful

Threshold Dimensions: Public Information, Knowledge, & Application (2)

Threshold	Dimension
Minimal knowledge Limited skills and require significant assistance	Reactive – uses in response to question or event
Unaware /Insufficient knowledge No evidence of knowing about the issues	Inaccurate, unavailable, non-existent

Threshold Dimensions: Partnerships & Alliances

Threshold	Dimension
Advanced knowledge Demonstrate sophisticated application in new contexts	Entrepreneurial, proactive, seeks opportunities
Proficient knowledge Demonstrate and apply skills consistently	Cooperative
Basic knowledge Demonstrates skills inconsistently	Willing

Threshold Dimensions: Partnerships & Alliances (2)

Threshold	Dimension
Minimal knowledge Limited skills and require significant assistance	Disinterested
Unaware /Insufficient knowledge No evidence of knowing about the issues	Combative / turf

Threshold Dimensions: Learning or Teaching Environment

Threshold	Dimension
Advanced knowledge Demonstrate sophisticated application in new contexts	Participatory and Empowering
Proficient knowledge Demonstrate and apply skills consistently	Consultative
Basic knowledge Demonstrates skills inconsistently	Supportive

Threshold Dimensions: Learning or Teaching Environment (2)

Threshold	Dimension
Minimal knowledge Limited skills and require significant assistance	Inconsistent
Unaware /Insufficient knowledge No evidence of knowing about the issues	Participants not valued

Conclusion

- Comments?
- Questions?