

Recovery-Oriented Practices

| SITUATION | DEFICIT-BASED PERSPECTIVE | | RECOVERY-ORIENTED, ASSET-BASED PERSPECTIVE | |
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| | PERCEIVED DEFICIT | INTERVENTION | PERCEIVED ASSET | INTERVENTION |
| Person reports hearing voices | Voices are viewed solely as symptoms to be eliminated or reduced. Person needs to take medications to combat voices. If the voices continue even when the person takes medication, he or she needs to identify and avoid sources of stress that exacerbate symptoms. | Schedule appointment with nurse or psychiatrist for medication evaluation. Make sure the person is taking medication as prescribed. Help the person to identify and avoid stressors. Suggest that the person not take risks, as these would precipitate risks. | Some people view voices as a source of company, and perhaps even look to them for guidance. In such cases, the voices are not seen as necessarily as a mental health problem. Other people experience voices that are critical and disruptive, but have been able to reduce their negative impact by learning to contain them (e.g., using music, giving them stern orders, to leave him or her alone, confining them to certain parts of the day when they pose the least interference). Practitioners recognize that voices are more than symptoms and explore their meanings, functions, and impacts with the person. | Explore with the person the tone, the quality and the quantity of the content and possible functions and impact of his or her voices. If the voices are disruptive or distressing, educate the person about possible strategies for reducing or containing the voices, including, but not limited to, medication. Ask the person what has helped him or her in the past. Identify the events or factors that make the voices worse and those that seem to make the voices better or less distressing. Plan with the person how he or she will most effectively be able to manage the voices. |
| Person sleeps during the day | Person's sleep cycle is reversed, probably due to mental illness. Person needs help to readjust sleep pattern, to get out during the day and to sleep at night, like most "normal" people do. | Educate the person about the importance of sleep hygiene and the sleep cycle. Offer advice, encouragement, and possible interventions to reverse sleep cycle. | Person likes reading, writing, doing artwork, or watching late-night TV and is used to sleeping during the day because he or she has always worked the night shift. Person has friends who work the night shift, so he or she prefers to stay awake to meet these friends after their shift for breakfast. Person is assessed as getting adequate sleep and his or her reasons for sleeping through the day are explored and viewed as valid. | Explore benefits and drawbacks of sleeping through the day, evaluate the adequacy of the amount and quality of sleep that the person is currently getting, and assess the person's desire to change this behavior and the importance of the issue to him or her. If sleeping through the day is inconsistent with the person's own goals, begin to increase the motivation for change by exploring this inconsistency as a first step. Then use additional motivational interventions to promote behavioral changes. |

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| <p>Person appears to make poor decisions</p> | <p>Person's judgment is impaired by mental health and/or substance use condition. She or he is noncompliant with staff directives and appears unable to learn from experience.</p> | <p>Make potentially intrusive and controlling efforts to minimize risk and to protect the person from failure, rejection, or other potential negative consequences of his or her poor decisions.</p> | <p>Person has the right and capacity for self-direction. Person's choices may be constricted, though, by his or her experiences and limited sense of what is possible. It is important to encourage exploration of new possibilities, and to view making decisions and taking risks as essential to the recovery process, as are making mistakes and experiencing disappointments. People are not abandoned to the negative consequences of their own actions, however, as staff stand ready to assist the person in picking up the pieces and trying again.</p> | <p>Discuss with the person the pros, cons, and potential consequences of his or her actions and the importance of taking informed risks in order to further his or her opportunities for growth and development. This dialogue respects the fact that all people exercise poor judgment at times, and that making mistakes is a normal part of the process of pursuing a meaningful and self-determined life. Positive risk taking and working through challenges and adversity are valued as a means of learning and identity development.</p> |
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