**Metrics to Track for Culture Change**

1.How providers talk and write about youth and families

2 How they explain the behavior of youth and families

3 How families and youth stay connected

**Some Language Parameters**

1. A. Use of person-centered and strength-based language

 Child, Youth Young Adult, Caregiver, Parent Kiddo, Client, Case, Consumer, Mom and Dad

 Person diagnosed with schizophrenia A Schizophrenic

 Not engaged Not motivated

 Transition Discharge, close, terminate

 Treatment, care Placement

 Missing AWOL, Runaway

 Therapeutic Leave, going home Home visit (we don’t visit our homes)

 Address Fix

 Serious Complex, high or intense needs

 B. How embedded is family friendly language in documentation? Is this reinforced at all levels?

 Handbooks

Logs

Notes

Spoken word

Staff meetings

Treatment Team meetings

All agency paperwork

Treatment Plans

Transition summaries

**2 How is the behavior of youth and caregivers explained?**

All behavior is communication. Are folks curious about what is going on? Do they use a trauma lens? Do they keep data to be better able to identify **triggers, needs, skill deficits**? The Beacon House “What we Say” comic gives examples of how the explanation can influence our responses. Other examples of explanations that are not helpful:

Manipulative

Liar

Non-compliant

Unmotivated

Demanding

Oppositional/defiant

His/her diagnosis

**3 In congregate care, how, and how often are youth connected with their families?**

Do visits, phone calls, and therapeutic leaves start immediately unless there is a safety issue?

How often are caregivers accessing staff? In person, via phone, in meetings?

 Is contact information given to family and roles of staff explained?

Can youth call when they want or are phone calls restricted?

Are direct care staff members comfortable talking to caregivers and understand their role boundaries in doing so? Is this part of their orientation?

Can all staff attend treatment team meetings?

How often are youth connecting in the community at home and/or the community around the facility?

 This includes work, volunteer work, visiting friends, shopping, going to a public school, church,

recreational activities

Are youth going home (unless safety challenges exist) for important events in their families’ lives or their lives? Holidays, funerals, prom, birthdays, graduations

**4 No Coercive practices**

No Points or Levels

 Reduction and elimination of restraints and seclusion

 No threats of losing time with family for rule infractions