



GRIT

**STRENGTH THROUGH
RESILIENCE**

2022

DRAGON GRIT CHECK 6

WHY?



ABOUT GRIT

81st TRW way to connect our Airmen to each other, to our heritage, and to the broader Air Force mission.

We are investing in our collective success by providing the time, tools, and resources to enhance personal and professional performance and promote a shared responsibility of Airmen taking care of Airmen.

DELIBERATE FOCUS

DRAGON GRIT has a deliberate focus on two significant protective factors for interpersonal and self-directed violence.

CONNECTEDNESS and SHARED SENSE OF PURPOSE

- CONNECTION - to the unit, our mission, and heritage
- PERSONAL PERFORMANCE - recognize and strengthen positive personal and professional behaviors
- SHARED SENSE OF PURPOSE - building on our shared identity as warrior Airmen and finding common purpose in our mission and values

RESPECT

GRIT

STRENGTH THROUGH RESILIENCE

WHY IS DRAGON GRIT IMPORTANT?

Personal development is about investing in yourself to achieve maximum efficiency and effectiveness. This is our vision for every Airman. Installation influencers are charged with serving as the delivery vehicle for these messages and inspiring Airmen to strive for personal and professional improvement. Making a commitment to personal development is the critical step on the path to personal fulfillment.

Personal development is beneficial in many ways:

- Promotes Self-Awareness to Recognize Strengths and Areas for Improvement
- Encourages Shared Goals and a Sense of Belonging
- Improves Focus and Effectiveness
- Strengthens Personal Motivation to Achieve
- Enhances Resilience to Overcome Hurdles
- Deepens Relationships with fellow Airmen

As an installation influencer, when you encourage and assist your team in a rigorous personal development course like Check 6, the rewards are amazing for them and for you!

The Check 6 topics represent a significant investment in 81st TRW greatest resource – Our Airmen.



SIMPLE ROLES OF A CONVERSATIONALIST



Make your
discussion
a priority



1 Partner

- Create an effective relationship with your team members
- Customize the Check 6 materials as needed to meet your team's needs



2 Planner

- Select the method and process in which you will initiate the Check 6 discussion
- Prepare time and space to ensure it will encourage dialogue and interaction with the group.



3 Enabler

- Create and sustain an interactive and participatory environment
- Honor and recognize diversity ensuring inclusiveness



4 Motivator

- Trust in your group's potential
- Model neutrality
- Acknowledge input, thoughts and ideas



5 Director

- Manage the time
- Keep the group focused
- Manage group conflict



6 Guide

- Guide the group with clear models and examples
- Facilitate group awareness of the topic
- Guide the group to consensus and desired goal

STRENGTH THROUGH
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Ultimate TALK GUIDE

1

BE GENUINE

What does the Check 6 topic mean to you and your team?
Where do you find your motivation/inspiration?
Be true to yourself.

2

CONVERSE, NOT DEBATE

Adopt a forward thinking mentality.
No need to have a conclusion or agreement point in every discussion.
Allow things to be left open if a common point can't be achieved.

3

EMBRACE DIFFERENCES

Don't impose, criticize, or judge.
Respect each other's choices/inputs.
Seek commonalities.
Build on the common links.

4

BE AUTHENTIC

Share real thoughts and opinions.
Be proud of what you stand for.
Act on your personal beliefs and values.
Be present in the moment.

5

OPEN-ENDED QUESTIONS

Ask questions that cause reflection.
What was it like to...?
How did you know...?
In what way is that similar/different from...?
What was the best part of...?

6

GIVE AND TAKE

As people reveal more about themselves, they give you information about which to pose more questions.
Balance the talking vs listening.

*****Some months may contain multiple Paths to select from to include: Resilience, Diversity & Inclusion, or Violence Prevention - Select one*****

C H E C K

Path 1 - Resilience & Domestic Violence



GOAL Airmen succeed in the mission when they feel valued and have a sense of belonging to the organization.

FACILITATOR'S NOTES

HOW TO PREPARE:

- Share the video “*What is Connectedness*”: <https://www.dvidshub.net/video/embed/619375>
The purpose of the conversation that follows is to mentor your team by listening and aligning viewpoints. Make sure the environment you start this discussion in is a safe, trusted space.
- Airmen that create a sense of belonging to Wingmen also create trust and a healthy reliance on the team. This happens more effectively when time is invested in becoming an Honorable Warrior, a Respectful Warrior, etc
- Because we may spend more time with our co-workers than our immediate families, our work life is where we create some of our strongest relationships.
- The culture of a team is developed through formal and informal social interactions and leadership.
- Be familiar with the helping agencies on your base so you can effectively take care of yourself and others.

THE EXTRA MILE ADDITIONAL RESOURCES

- Share and discuss this video on Social Fitness:
<https://www.dvidshub.net/video/embed/518649>
- **Share and discuss** this video on *The Connection Paradox*: <https://bigthink.com/the-present/the-connection-paradox-why-are-workplaces-more-isolating-than-ever/>
Please note: If you play this video, be intentional about making the connection between your work center and the key points of isolation and technology.

Resilience Center Resources



MISSION PLAN HOW TO EXECUTE

FRAMING THE CONVERSATION

Feeling connected to others has an immediate impact on us. Team members who can develop relationships within the workplace can use that social capital to share resources and meet mission requirements more efficiently while reducing individual stress and burnout.

Work stress is often a result of a disparity between productivity and resources. Understanding the value of connectedness is the starting point in developing workspaces that intentionally invest in creating a more supportive culture.

NOTES _____

SUGGESTED DISCUSSION POINTS

- How would you describe the similarities and differences between work relationships and your family/friend relationships?
- What are some reasons people may feel disconnected from the team?
- What can you do to prevent people from feeling disconnected, and ensure people feel they belong on the team?
- What strategies can you use personally to manage workplace stress?
- How can you support fellow Airmen when home stress adds to workplace stress?



Please use the QR code/link on the left to submit your feedback on this discussion. This would greatly enhance the experience for you, as well as improve the program for the future Airmen of tomorrow's Air Force.

MISSION CHALLENGE

HOW TO APPLY THE LESSON

Have your Airmen list both their individual and the team strengths, and how those strengths add value to the mission of the team.

Create a list of strategies that align your team on how to best support individuals when they begin to burnout, struggle with work/life balance or are challenged by mission requirements.





Department of the Air Force **RESILIENCE**

SUPPORTING BOTH OUR AIR AND SPACE FORCES AND FAMILIES



VIOLENCE/HARASSMENT/ASSAULT



The risk of domestic abuse and child

maltreatment increases when one or more family members have a history of exposure to abuse or neglect and are experiencing increased stress. Promoting healthy communities is a key to fostering safe, non-violent family environments. The Air Force approach to prevention involves encouraging members to focus on positive behaviors and make healthy choices.

Treatment plays an important role in preventing continued maltreatment after an abusive incident. The full range of maltreatment interventions offer family members safety, support, treatment, and interpersonal skills that help families break the cycle of violence. Early identification and support are key to mission and family readiness.

DOMESTIC VIOLENCE AND FAMILY MALTREATMENT

SIGNS AND RISK FACTORS WINGMEN SHOULD BE AWARE OF

- ▶ Active Duty member, spouse, or unmarried intimate partner is known to have difficulties with regulating emotion.
- ▶ Couples known to be experiencing high conflict and multiple stressors.
- ▶ Excessive alcohol use by one or both partners.
- ▶ Couples experiencing significant marital discord, especially when loaded firearms or other weapons and alcohol are in the home.
- ▶ Reports of infidelity, severe arguing, extreme jealousy, or domestic contacts with law enforcement.
- ▶ Any indication of stalking behavior or attempts to strangle partner or any verbal threat to injure or kill partner or children (these are serious warning signs for lethal domestic violence!).
- ▶ Partner is threatening to, or actually separates, from spouse or intimate partner.
- ▶ Families with fewer connections to the unit or community.
- ▶ Families in transition (e.g., deploying/redeploying, PCSing, recent birth of a child, etc.).
- ▶ Airmen with recurring personal hygiene issues or recurring reports of unsanitary living conditions who have small children at home may be experiencing electronic addictions or other serious addictions that increase risk of child neglect.
- ▶ Single parent with inadequate dependent care plan and inadequate finances.
- ▶ Compulsive on-line gamers and/or social network site users – spending many hours per day on-line with an infant or toddler in the home.
- ▶ Active Duty member or spouse/intimate partner with history of depression or suicide attempts, or other significant mental illness (e.g., schizophrenia, bipolar disorder) with children in the home.

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RECOMMENDED WINGMAN ACTION

- » **Know your wingmen and their families.**
- » **Refer for prevention and support before an incident of maltreatment occurs.**
- » **Be vigilant, and when red flags for maltreatment are identified, ask the individual how you can help.**
- » **Create a unit/community environment that encourages communication and help-seeking behavior.**
- » **Communicate concerns to leadership.**

LEADERSHIP CONSIDERATIONS

- ▶ Leaders must comply with AFI 40-301, which mandates the service member's chain of command to report child maltreatment to the Family Advocacy Program (FAP). This instruction requires commanders to report suspected domestic abuse to law enforcement and requires law enforcement to report all domestic abuse and child maltreatment to FAP. This instruction also requires all mandatory reporters of child abuse to report to FAP and to the local child protective services agency.
- ▶ Ensure personnel are aware of signs of domestic abuse and child maltreatment, reporting requirements, and how to report.
- ▶ Ensure personnel are aware of helping resources, such as Chaplains and legal counsel.
- ▶ Communicate the expectation that supervisors will know their people.
- ▶ Don't ignore reports of personnel or families that are having problems. Refer them for prevention services and follow-up to promote their follow-through with the appointment.
- ▶ Maintain awareness of problematic situations beyond initial adjustment or resolution.
- ▶ Make referrals to FAP as appropriate (a referral for secondary prevention to decrease issues from becoming an incident or a report of alleged maltreatment where a suspected or known incident has occurred).
- ▶ Consult frequently with FAP, the Mental Health Clinic, or the Staff Judge Advocate (SJA) regarding clinical and safety issues to include issuing no contact orders, use of unit watch procedures, moving personnel or families into different housing arrangements, restriction from base, changes in duty locations, etc.
- ▶ Ensure the basic needs of victims are met if abuse or neglect have been identified.

C H E C K

PATH 2 (Diversity & Inclusion)



GOAL

Instill confidence among Airmen in the Department of the Air Force leadership's support of a diverse and inclusive workforce. This guidance will facilitate discussion about disability.

OBJECTIVES

Airmen and Guardians will be able to

- use compassionate and appropriate language when referring to disability and persons with a disability.
- use Universal Design and appropriate accommodations to ensure students, coworkers, and employees with a disability are able to fully participate in and contribute to the Warrior Family.

FACILITATOR PREPARATION

■ Discussion Guidelines:

- Small groups of up to 5 people -
 - To start the discussion, present each question & allow participants to think of their answer/ write it down.
 - Ask all members to share with the group, but respect the choice of those who do not wish to share.
- Large groups of 6-20 people -
 - To start the discussion, present each question & allow participants to think of their answer/ write it down.
 - Have participants turn and share their responses with 1-2 people nearby.
 - Ask for 1-3 volunteers to share with the larger group; respect the choice of those who do not wish to share.

■ Create a safe & productive environment.

■ Gather materials:

- Tech Option
 - Computer with internet connection
 - Projector & speakers
 - Handouts & pens/pencils
- No Tech Option
 - Handouts
 - Pens/pencils

■ Plan the discussion for your group:

Review the *Facilitation Guide* below and make a plan for how you will execute your discussion.

NOTE: *Italicized text* can be read as a script or used as a starting point for you to guide the discussion.

■ Budget the time: 15-30 minutes

MISSION PLAN HOW TO EXECUTE

A more detailed guide with links to videos, talking points for the facilitator, and additional resources can be found in the accompanying *Facilitator Guide*.

1. Provide handout with questions (next page)
2. Introduce the idea of Disability
3. Pick either or both discussion topics
 - a. Language Matters: Using language to empower all in the Warrior Family
 - b. Accommodations for those with disability
 - c. Introduce the topic
 - d. Ask 2-3 discussion questions provided.
4. Wrap up the conversation
5. Request feedback

Resources

Keesler AFB

Human Resources

Ms. Rachelle Johnson

228-376-8631

Resilience Center



NOTES

Language Matters

- ## Accommodations

- Share an experience regarding the impact of accommodations for yourself or someone you care about.
- A new coworker discloses to you that they have scoliosis & have been experiencing severe pain from sitting at their desk. What could you do?
- What can you do to ensure everyone in your workplace or community has what they need to feel comfortable, welcome, and be productive?



Warrior Family Discussion – Disability Awareness

FACILITATION GUIDE

Discussion Guidelines

- Present each question & allow participants to think of their answer/write it down on the provided handout.
- Large groups (6-20 people): Have participants turn and share with 1 or 2 people next to them. Provide time for 1-2 small groups/people to share with larger if they want.
- Small group (2-5 people): everyone shares with the group.

Discussion

1. Provide all participants with handout of questions & feedback QR code or ask participants to print the handout and bring it with them.
2. Introduce the idea of Disability
 - a. *Disability is defined as any condition of the mind or body (known as an ‘impairment’) that makes it more difficult for the person with the condition to do certain activities (known as ‘activity limitation’) and interact with the world around them (known as ‘participation restrictions’). (CDC)*
 - b. *People can be born with disabilities or develop a disability related to an injury or long-term condition or exposure (ex: diabetes can lead to limb damage).*
 - c. *Disabilities can be outwardly visible or not. They can be progressive and get more severe over time, be static, or occur intermittently.*
 - d. *Disabilities may impact a person’s vision, movement, thinking, remembering, learning, communicating, hearing, mental health, social relationships, or other aspect of their lives.*
 - e. *In short, people with disabilities are a diverse group and valued members of our Warrior Family.*
3. Topic 1 - Language Matters: Using language to empower all in the Warrior Family
 - a. Conversation opener
 - i. Talking points
 1. *Shared culture and language drive beliefs and beliefs drive behavior – the words we use to discuss an issue shape how we think about it and thus how we behave regarding that subject.*
 2. *When referring to people with disabilities, it is important to remember that people with disabilities are human and we should always speak to other humans with respect.*
 3. *Person First vs. Identity First language*
 - a. *Person-first puts the person before the disability, ex: A person with autism*
 - b. *Identity-first puts the disability before the person, ex: An autistic person.*
 - c. *Different people have different preferences, so please ask what an individual prefers.*
 4. *Outdated terms that may be offensive to some include, “handicapped,” “crippled,” or “retarded” – avoid terms like this at all costs when referring to anything or anyone.*
 - ii. (tech option): Etiquette: Interacting with People with Disabilities video
<https://www.respectability.org/inclusion-toolkits/etiquette-interacting-with-people-with-disabilities/>
 - iii. (tech option) CA Hwy Patrol series of interviews with employees who have disabilities – pick one or watch all 3
 1. [Rich](#)
 2. [Rochelle](#)
 3. [Kendra](#)
 - iv. (no tech option): read one of the articles out loud or have group members read before attending
 1. [CDC option](#)
 2. [10 things I would tell you about Disability](#) (blog)

b. QUESTIONS/ DISCUSSION PROMPTS

- i. Would anyone like to share an experience regarding the impact of language used around disability has impacted you or someone you care about? Think about a term or phrase that someone may have used that made you or a person you care for feel uncomfortable and/or less than.
- ii. What can you change about the way you refer to people with disabilities to ensure you are building and supporting a strong Warrior Family at work and at home?
 1. Consider researching a topic further.
 2. Consider changing the words you use to refer to things you don't like or think are pointless.
 3. Consider changing the way you might interact with someone with a disability.
- iii. Scenario: A new coworker discloses to you that they have impaired mobility. Your section is planning to walk across base for a team lunch. How would you address the situation? (Possible answers: Ask your new coworker if they would like to mention something to your boss themselves or if they would like you to since you are more comfortable with the boss.)

4. Topic 2 - Accommodations for those with disability

a. Conversation Opener

i. Talking points

1. *Reasonable accommodations are required by Title I of the ADA and are defined as modifications or adjustments to a job, the work environment, or the way things are usually done during the hiring process to enable an individual with a disability to have an equal opportunity to get a job and successfully perform their job to the same extent as people without disabilities.*
 - a. *Reasonable accommodations often benefit ALL employees.*
 - b. *They can include physical changes to the work environment, accessible and assistive technologies, accessible communications, and policy enhancements. (Department of Labor)*
2. *Universal Design is a concept in which products and environments are designed to be used by all people to the greatest extent possible, without the need for adaptation or specialized design. In the long run, implementing these practices from the start of the design process can save money, result in innovative products, engage staff, and promote inclusivity. (Section 508)*
 - a. *In education & training products, this means that education and training products provide multiple means of engagement, representation, action, and expression in the lesson plans and activities. (The UDL Guidelines)*
 - b. *In buildings this means that spaces are designed for a broad range of abilities, ages, and other characteristics. This could include wheelchair accessibility, sheltered entryways, electrical outlets that can be reached by people of all heights, adjustable lighting, and much more. (University of Washington DO-IT)*
 - c. *Think about how you can include Universal Design in your work to make your workplace and the products you create accessible to all people.*

- ii. (tech option): video Judy Heumann's experience & getting the ADA passed

<https://youtu.be/H17OqSkIB5Q>

- iii. (no tech option): "Introduction" and "General Principles" sections of the Enforcement Guidance for Reasonable Accommodation & Undue Hardship Under the ADA. Read out loud to the group or ask participants to read it (and following sections as they wish) before attending.

<https://www.eeoc.gov/laws/guidance/enforcement-guidance-reasonable-accommodation-and-undue-hardship-under-ada#intro>

b. QUESTIONS/DISCUSSION PROMPTS

- i. Would anyone like to share an experience about how they have seen accommodations allow you or someone you care about to complete their best work or live a fuller life? How has a lack of accommodations hindered you or someone you care about?

- ii. (if you watched the video) What would have been reasonable accommodations for Ms. Heumann when taking the teacher qualification exam?
- iii. **Scenario:** A new coworker discloses to you that they have scoliosis. They've been having severe pain while sitting at their desk. What would you do? (Possible answers: Pass the information for the base disability manager along to your coworker so that they can request a reasonable accommodation. Inform your supervisor so that your coworker can be connected to the base disability manager who will be able to get them a reasonable accommodation like a standing desk.)
- iv. What can you do to ensure that everyone in your workplace or community has what they need to feel comfortable, welcome, and be productive?
 - 1. As a supervisor, what can you do to ensure that have everything they need to be successful?
 - 2. As an instructor or curriculum designer, what can you do to ensure all students have what they need to be successful?
 - 3. As an employee, what can you do ensure your coworkers have everything they need to be successful?
- 5. Wrap up the conversation: *Thank you for your time today and sharing personal information. When we take the time to share personal information about ourselves and listen to personal information about others, it helps us to foster an inclusive Warrior Family and act with integrity – doing right by ALL those in our community.*
- 6. Request feedback (QR code on handout or slides): *Your feedback on this discussion helps the development team know whether this was a valuable use of your time. Please provide your honest, anonymous feedback using the survey linked through the QR code so that these continued conversations help to build a strong Warrior community.*

RESOURCES

If you or someone you know has questions regarding disability and/or reasonable accommodations, please contact Human Resource Specialist Ms. Rachelle Johnson @228-376-8631.

Discussion sources (not previously linked)

- 1. Center for Disease Control. (September 2020) *Disability and Health Overview*. [https://www.cdc.gov/ncbddd/disabilityandhealth/disability.html#:~:text=A%20disability%20is%20any%20condition,around%20them%20\(participation%20restrictions\)](https://www.cdc.gov/ncbddd/disabilityandhealth/disability.html#:~:text=A%20disability%20is%20any%20condition,around%20them%20(participation%20restrictions)).
- 2. Section 508 - <https://www.section508.gov/develop/universal-design/>
- 3. US Department of Labor - <https://www.dol.gov/agencies/odep/program-areas/employers/accommodations>
- 4. The UDL Guidelines. <https://udlguidelines.cast.org/>
- 5. University of Washington DO-IT (Disabilities, Opportunities, Internetworking, and Technology). <https://www.washington.edu/doit/equal-access-universal-design-physical-spaces>