

A Workbook for
Community and
Relationship Building

NorthStar Services
2/11

The logo for 'Community Connecting' features the text 'Community Connecting' in white on a blue background. Above the text is a horizontal bar with a green-to-yellow gradient. Below the text is a stylized star icon with orange, white, and green segments.

Community
Connecting



A Workbook for Community and Relationship Building

Most of these tools
have been adapted with permission from
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for **NorthStar Services**
Placerville, CA

2/11

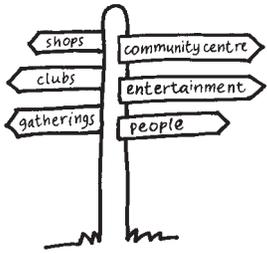
This workbook is a compilation of tools focused on helping people develop community and interpersonal relationships. Community Connecting training and consultation is available through Helen Sanderson Associates (<http://www.helensandersonassociates.co.uk/>). For more information, please contact **Amanda George** at amandag@helensandersonassociates.com, or **Claudia Bolton** at cbolton@northstarsls.org, phone 530-644-6653.

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Who Am I? My capacities and gifts: _____

What it does

Explores gifts and capacities and what a person has to contribute.

How it helps

Encourages us to think about situations where the person can best make a contribution.

How to use it

Invite the person to talk about a time when something they did made a positive difference to others and gave the person a 'good feeling.'

Build on this with stories about when the person is at their best, from others who know them well.

Ask what this tells us about the person's gifts and contributions.

What are the gifts of the hands (and feet and voice)?

What are the gifts of the head?



What are the gifts of the heart?

What are the gifts of history and identity?

What have we learned by naming these gifts?

Who am I? My places: _____

What it does

Helps us to identify the places that matter in a person's life.

How it helps

Increases understanding and helps identify places that are worth paying more attention to; it also helps develop the community map.

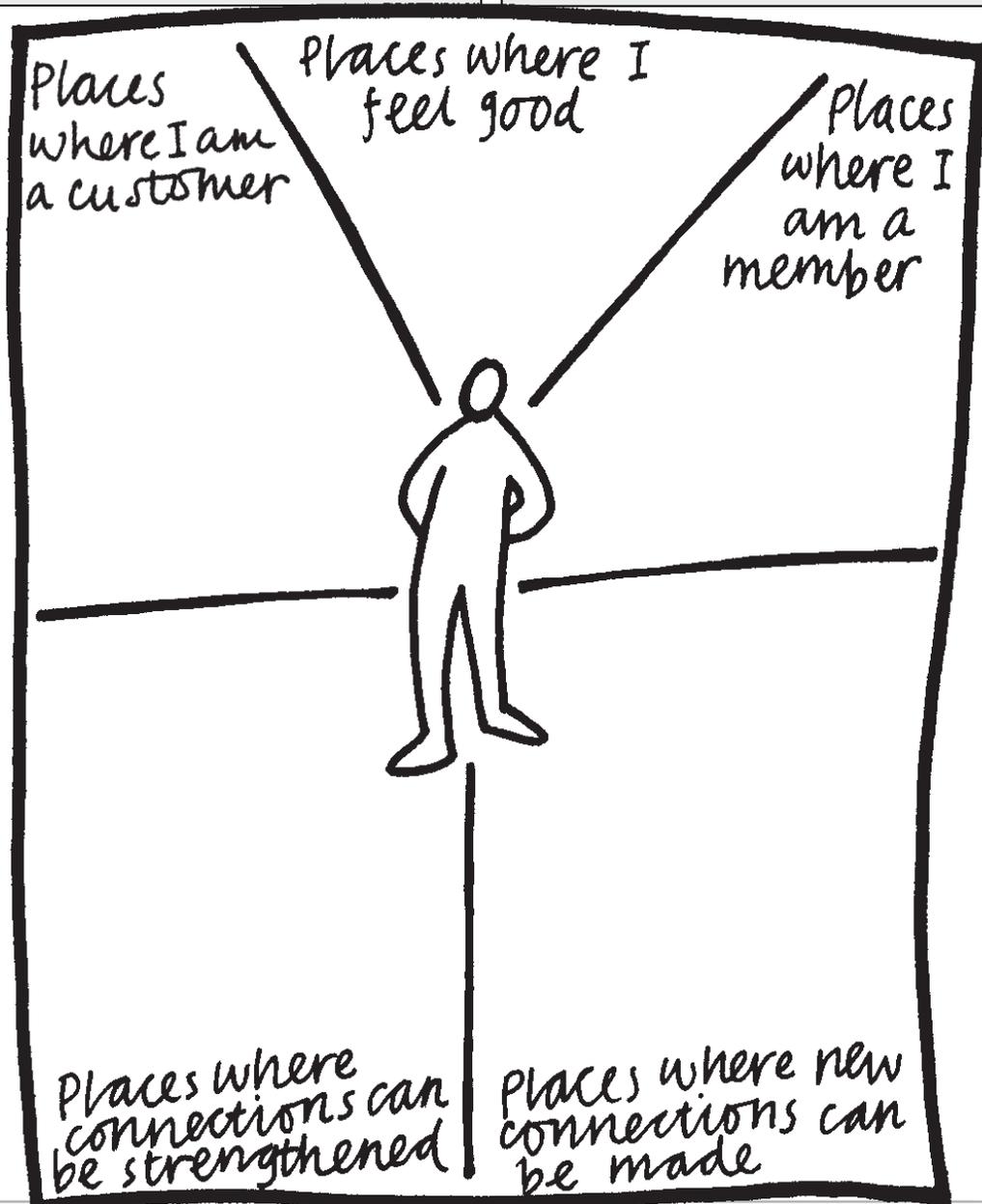
How to use it

Identify all the places a person goes that are important to them. Explore the role that the person has in each place.

How to use it

Explore how this information can help in strengthening connections or where new connections can be made. Ask:

- Where is the person a customer?
- Where is the person a member?
- Where does the person feel at their best?
- What possibilities are there for strengthening connections?
- What possibilities are there for creating new connections?



What happens here? _____

What it does

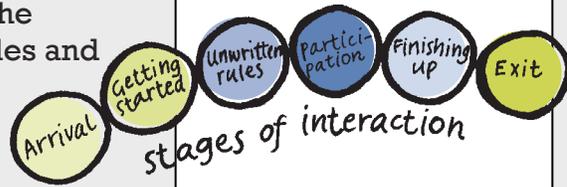
Helps us to learn about the characteristics, social rules and roles of a group.

How it helps

Identifies things to do to help the person fit in.

How to use it

Consider an activity that a person wishes to try out. Make a list of 'need to know' information.



How to use it

Ask:

- What time do people arrive?
- How are they dressed?
- Do they take anything along?
- Are there any unwritten rules?
- Where do people sit?
- Do people have roles?
- Are there any individual or collective expectations?
- How do people leave?

Arrival
Getting Started
Unwritten rules
Participation
Finishing Up
Exit

What it does

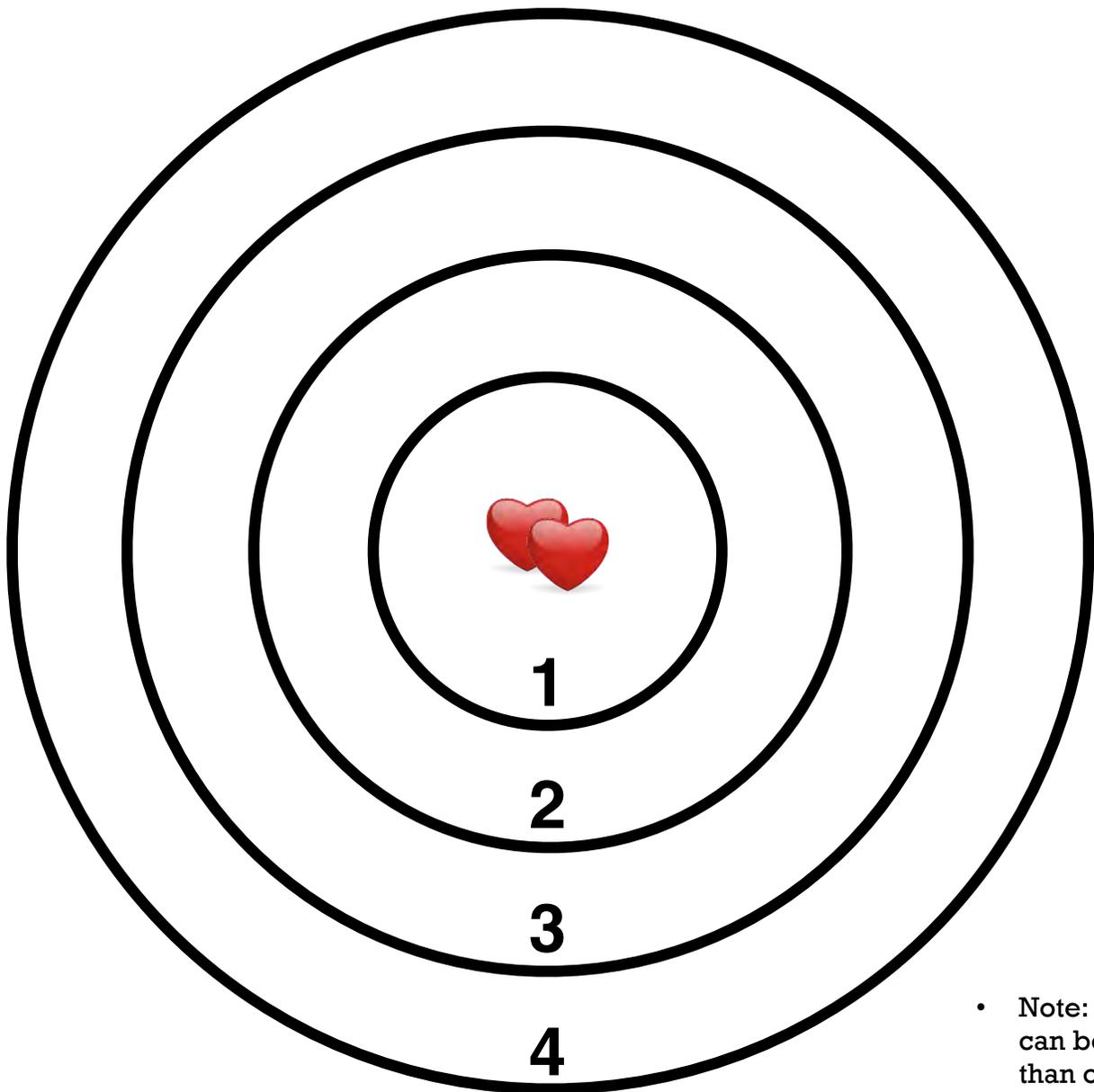
Identifies who is important to the person.

How it helps

- Shows who is important to the person.
- Identifies who can contribute to getting the person better connected.
- Identifies relationships that can be strengthened and supported.
- Shows the balance of family, friends and paid workers in the person's life.

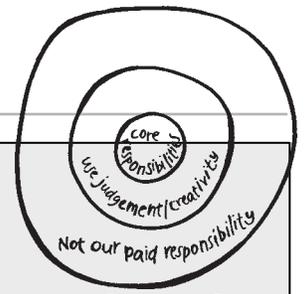
How to use it

- 1st Circle: **INTIMACY**. List people closest to you - those you cannot imagine living without.
- 2nd Circle: **FRIENDSHIP**. List good friends - those who almost made the first circle.
- 3rd Circle: **PARTICIPATION**. List people and organizations you are involved with - people/groups you where you participate.
- 4th Circle: **EXCHANGE**. List people you **PAY** to provide services in your life (for example, hairdressers, barbers, teachers, etc.).



- Note: People can be in more than one circle.

Doughnut for: _____



What it does

Identifies specific responsibilities.

How it helps

Helps you to know where you can be creative without fear. Creates a culture of accountability.

How to use it

Have a specific activity or situation in mind. List the things that must be done, things that are important to the person, health and safety concerns, things that if not done would be a concern - these are the core responsibilities.

How to use it

Then explore things that people can experiment with, where creativity and judgement can be used. Check out if there are any things where involvement is not necessary. Ask:

- What, within your role, must be done?
- What are your core responsibilities?
- Where can you use your initiative, try new things and be creative?
- What areas are not your responsibility?

Date: _____

Core Responsibilities	Use Judgment/Creativity	Not Our Responsibility

Presence to contribution: _____

What it does

Encourages creative thinking about activities and how we can use them as opportunities for participation and contribution.

How it helps

Promotes being included, leading a full life, doing interesting things and making a contribution as a full member of the community.

How to use it

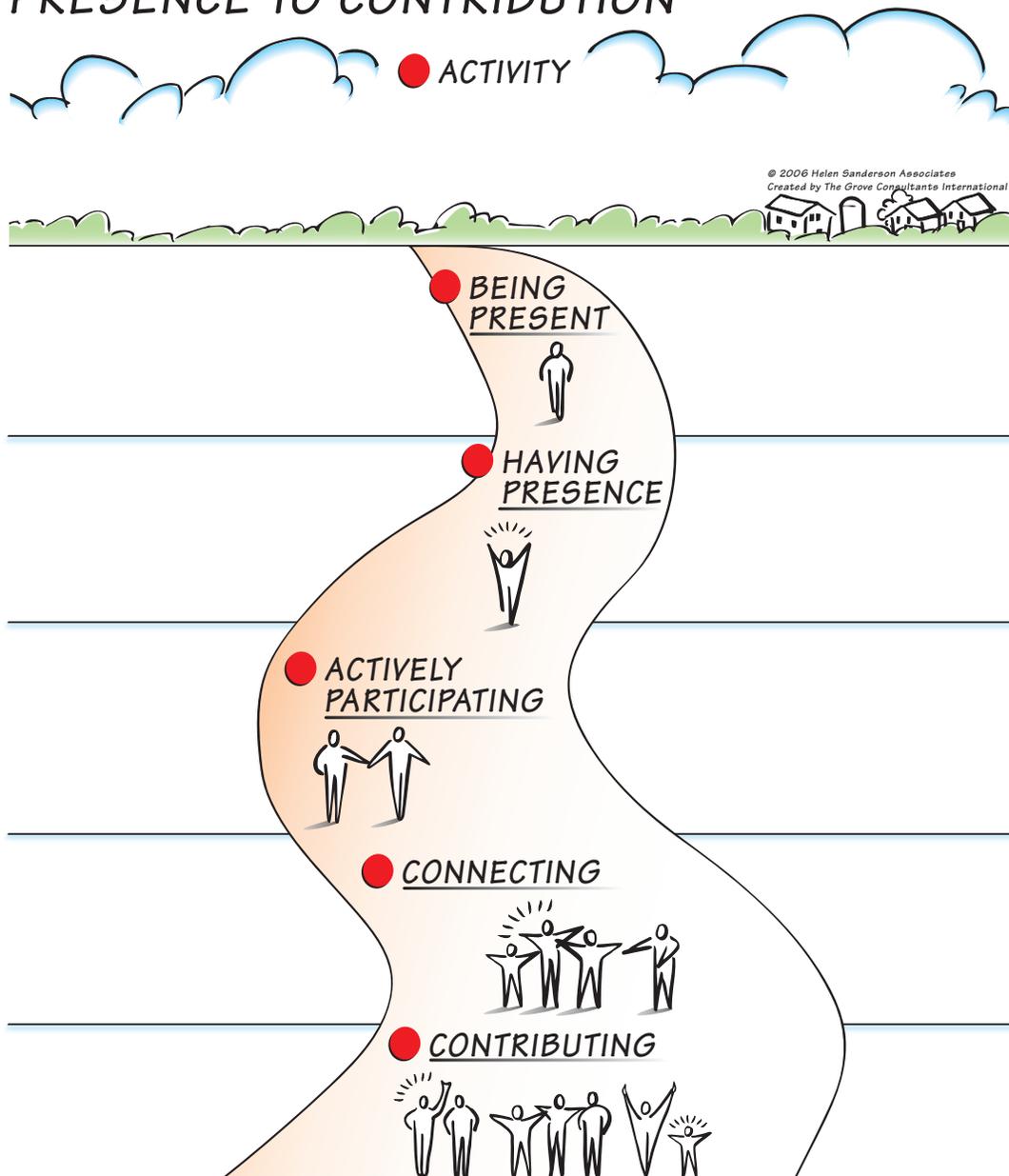
Identify activities that the person is already, or wishes to

How to use it

Decide where on the graphic 'from presence to contribution' this currently sits. Then work together to move the activity from present to presence, active participation to connecting, connecting to contributing. Ask:

- Which activities can be used for developing relationships?
- What might we see if the person is truly connecting?
- What might we see if the person is contributing or investing in the community?

PRESENCE TO CONTRIBUTION



Presence to contribution: _____

What it does

Encourages creative thinking about activities and how we can use them as opportunities for participation and contribution.

How it helps

Promotes being included, leading a full life, doing interesting things and making a contribution as a full member of the community.

How to use it

Identify activities that the person is already, or wishes to be, involved in.

How to use it

Decide where on the graphic 'from presence to contribution' this currently sits. Then work together to move the activity from present to presence, active participation to connecting, connecting to contributing. Ask:

- Which activities can be used for developing relationships?
- What might we see if the person is truly connecting?
- What might we see if the person is contributing or investing in the community?

activity	being present	having presence	actively participating	opportunity to connect	opportunity to contribute

Who Am I? My style: _____

What it does

Explores personal style and preferences in both home and community situations.

How it helps

Identifies what works and does not work for the person. Also, what the individual needs to be successful in community situations.

How to use it

Ask the person and those close to them to talk about what usually works well in everyday life. Then ask what doesn't work.

Pay attention to what we learn from this information when trying new things in the community.

Questions to ask

What usually works well in everyday life and creates

Engagement?

Pleasure?

Energy?

Aliveness?

What usually does not work well in everyday life and creates

Disconnection?

Frustration?

Boredom?

Deadness?

The diagram is a hand-drawn illustration within a rectangular frame. A horizontal dashed line runs across the middle. Above the line is a simple drawing of a smiling face with radiating lines above its head. The words 'pleasure', 'energy', and 'aliveness' are written around this face. Below the line is a simple drawing of a frowning face. The words 'disconnected', 'frustration', 'irritation', and 'boredom' are written around this face.

Matching support for: _____

Date: _____

What it does

Gives us an idea of what skills, supports and people make for good matches.

How it helps

Encourages people to think about what kind of support they want from people who will support them in their community.

Describe key skills and qualities when recruiting people to act as community connectors.

Support wanted and needed	Skills needed	personality characteristics needed	shared common interests

How to use it

Complete each section in order. When completing personality characteristics, think about the following questions:

Who is the person closest to?

Who has helped the person to have good days?

What are the things they do together? What personality characteristics do they have in common?

What or who create a bad day? (Things/ characteristics to avoid)

Support wanted and needed	Skills needed	Personality characteristics needed	Shared common interests

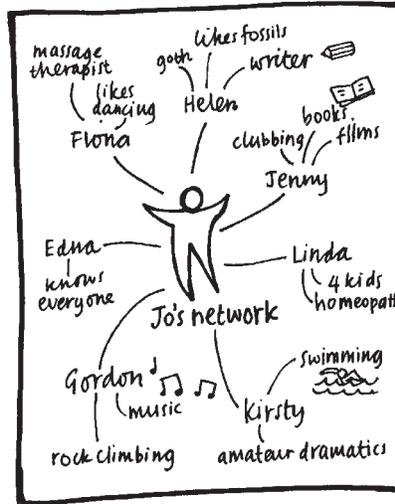
Mapping our networks for: _____

What it does

Helps supporters map out their own networks.

How it helps

The person supported may be linked to someone in the networks.



How to use it

Explore what the networks are, how they might be used and how we feel about it. Ask:

- What are the networks?
- How might we use them?
- What are the common interests?
- What links you?
- Who do you know who knows someone who might provide networking opportunities?

What are the networks?

How might we use them?



What are the common interests?

What links you?

Who do you know who knows someone who might provide networking opportunities?

Histories and life stories for: _____

What it does

Captures the story of the person including key relationships, events and memories.

How it helps

Provides a way to see the person in the context of their own history.

Gives insight to what we appreciate about the person and their gifts and skills.

Gives insight into important events, roles and relationships in the person's life.

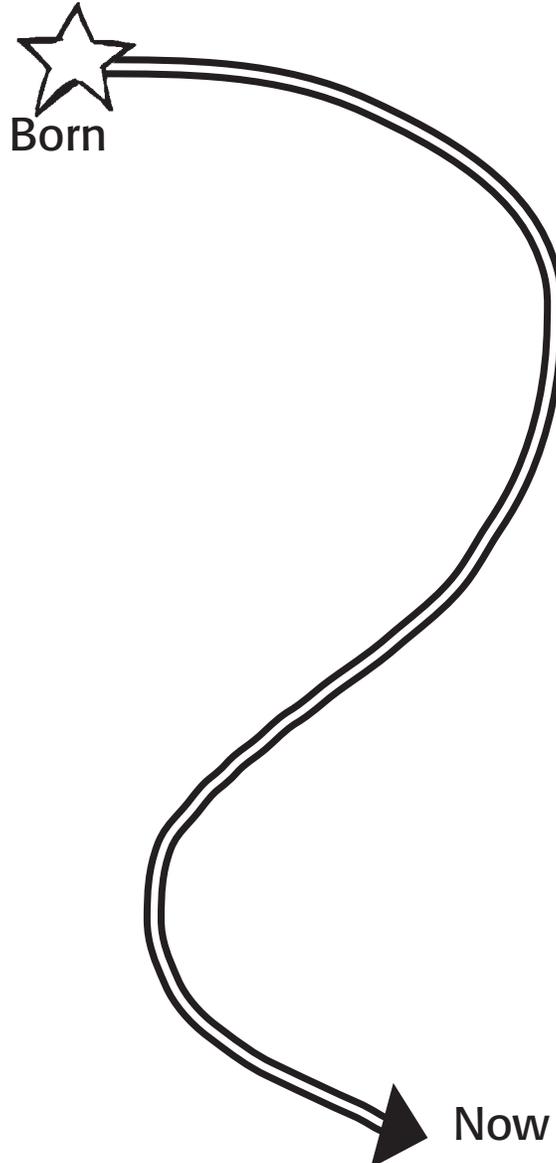
Identifies things that the person has in common with others.

Offers clues about what may be important to the person now.

How to use it

Use a range of mediums to capture the person's history or life story such as a graphic history map or timeline, collating photographs and keepsakes, building a scrap book or writing a story. Ask:

- Who are and have been the key people in your life?
- What roles have you had through your life?
- What achievements are you most proud of?
- When have you been well supported?
- What places have you lived?



Date: _____

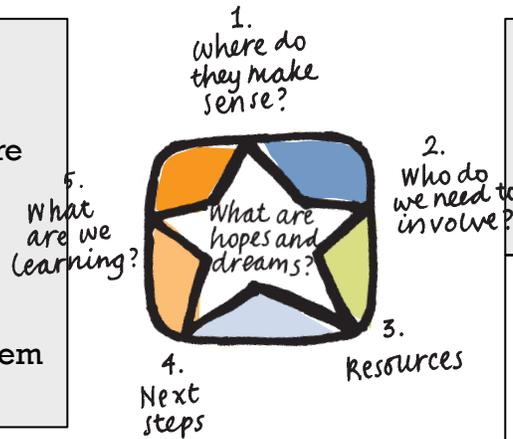
Hopes and dreams: _____

What it does

Explores hopes, dreams and aspirations and where they are likely to succeed.

How it helps

Shows others what steps the person could take to move them closer to their dream.



How to use it

- Take notes on the **Questions to ask**.
- Ask the individual (or best friends) the answers to:

1. What are the places where these hopes and dreams make sense?
2. Who are the people who need to be involved and would be interested?
3. What resources are needed to get closer to the hopes and dreams?
4. What are the next steps or actions?
5. What are we learning?

Questions to ask

In an ideal world what would life look like for you?

What would you be doing and with whom?

What gives you direction in life, what pulls you?

What kinds of relationships do you want in your life?

Where do you dream of living?

Which places would you like to visit?

What new things would you like to try?

Notes

Community map for: _____

What it does

Gives a graphic representation of what is happening in the community - places and people. Is a way to learn about the possible associations in your community.

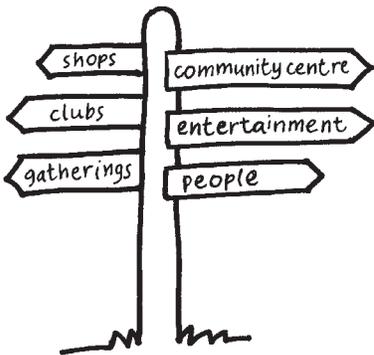
How it helps

Discovers what is unique about the community and the 'third' places. Finds out what people do for fun, where people feel valued and welcomed. Identifies the various organizations and networks in your local community. Matches the person's interests, gifts and skills with what is present in the community.

How to use it

Invite people to create a map that includes significant places and people. Gather information by talking to others, checking out newspapers, newsletters, and the internet. Ask:

- What are the major streets for shopping, entertainment? What are the public places (community center) where people go?
- Where is the center of the community? What are favorite places to shop? What is unique to your community?
- Where are the informal places that people hang out? Who are helpful people and where can they be found?



Capacity mapping for: _____

What it does

Explores community around gifts and skills and identifies how the interests, gifts and skills can be community contributions.

How it helps

Shows what the person is good at and enjoys doing.

Helps us to think about the types of people the person may get on with.

Identifies the places and people who may welcome and value the person's interests,

How to use it

Invite the person and people closest to them to fill in the headings focusing on positive possibilities. Ask:

- What do others like and admire about the person?
- What does the person have to offer or contribute to others?
- What is the person interested in or passionate about?
- Where can these contributions thrive?
- Who are the people who might help the person to make a contribution?

WHO

my gifts,
talents +
contributions

WHAT

my interests



places where my
contributions
can thrive

WHERE

who what by when

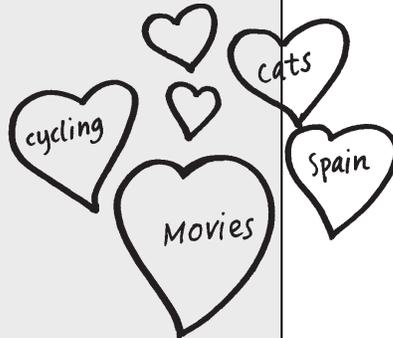
ACTIONS

What it does

Develops a treasure chest of shared interests.

How it helps

Explores the passions, hobbies, and interests of supporters and encourages matching these with the persons wanting supports.

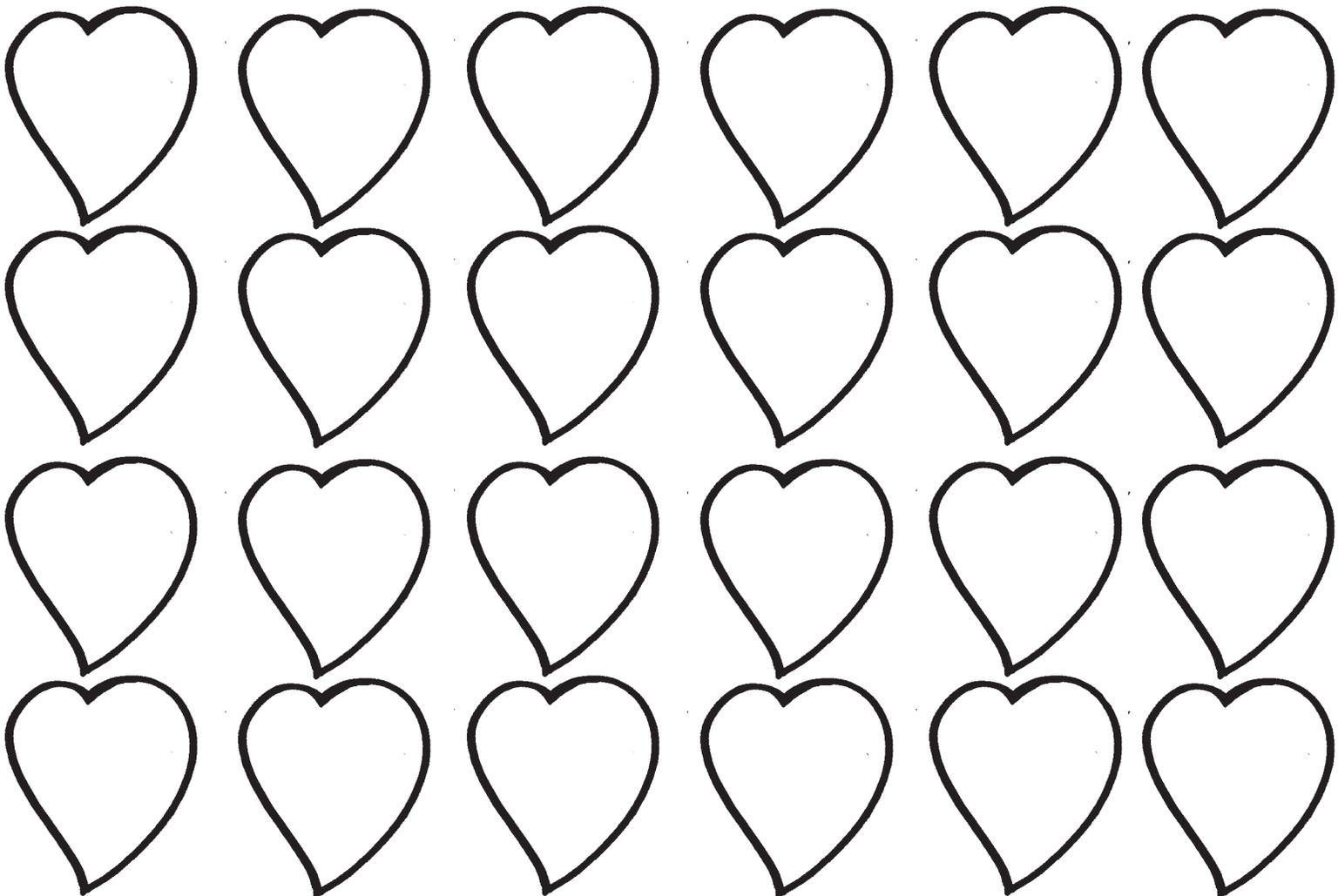


How to use it

Invite supporters to write down all of their passions, hobbies and interests.

Then ask them to think about the person they support and choose one which they think would be good to try together. Ask:

- What are your hobbies, passions and interests?
- What brings you joy?
- What gets you going in the morning?
- What motivates you?
- Which of these can you share to support someone to make connections?



Person centered review for: _____

What they do

- Explore what is important to and for a person now and in the future.
- Create a shared understanding and clarifies what needs to change.
- There are four styles of person centred reviews - working/not working, important to/for, citizenship and outcome focused.

How they help

- Pull people together to collectively think about existing networks and connections and how they can be built on.
- Generate new ideas to try, based on what we are learning from the person, their friends and allies.
- Problem solve what might be getting in the way of maintaining or developing relationships.

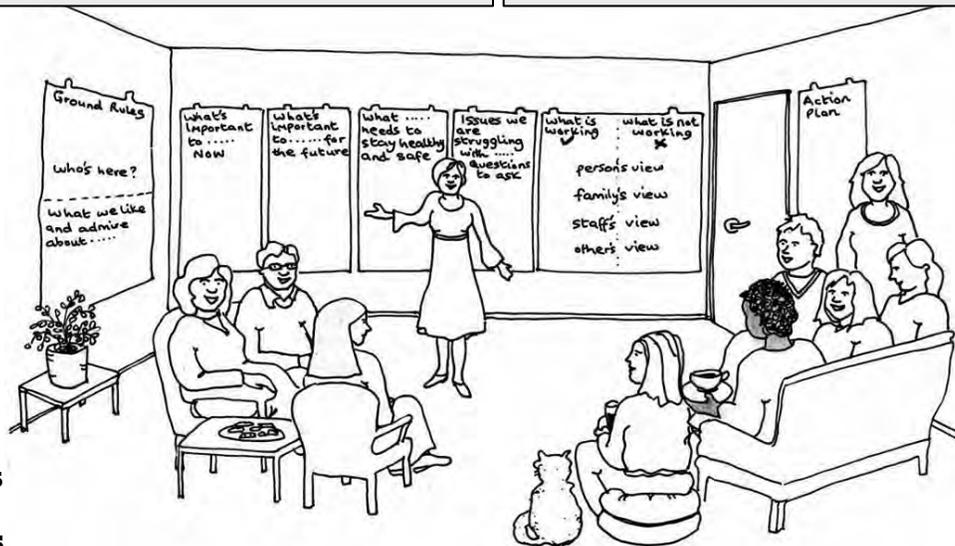


Chart Headings

- Ground Rules
- Who's here?
- What we like and admire about
- What's important to now
- What's important to for the future
- What needs to stay health and safe
- Issues we are struggling with questions to ask
- What is working | What is not working from
 - Person's view
 - Family's view
 - Staff's view
 - Other's view
- Action Plan

Person centered risks for: _____

What it does

Helps us to support the person to live the life they want while keeping risk in perspective.

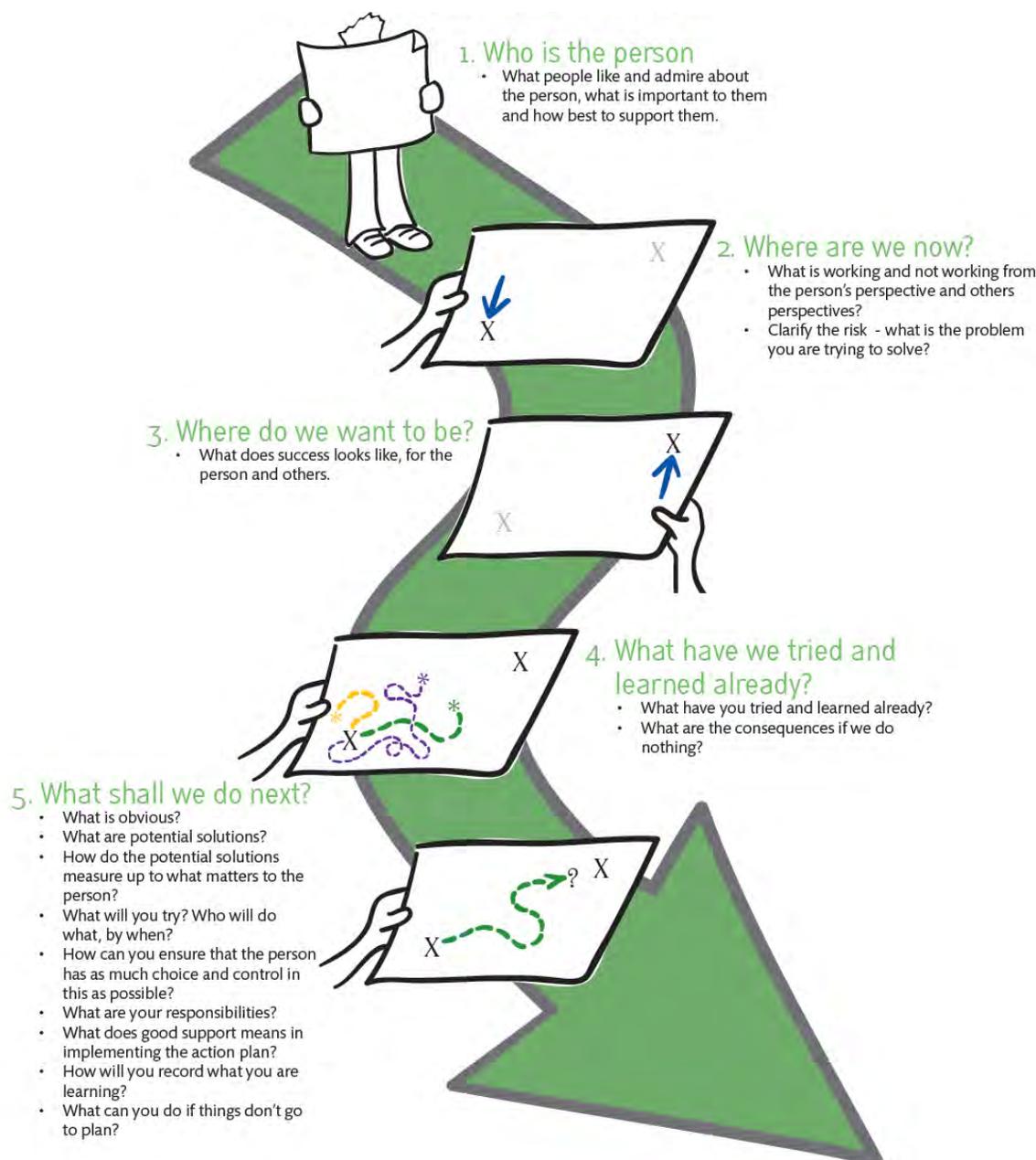
How it helps

- Focuses on positive possibilities.
- Helps to find a balance between what is important to and for the person.
- Encourages shared decision making.
- Explores community resources.

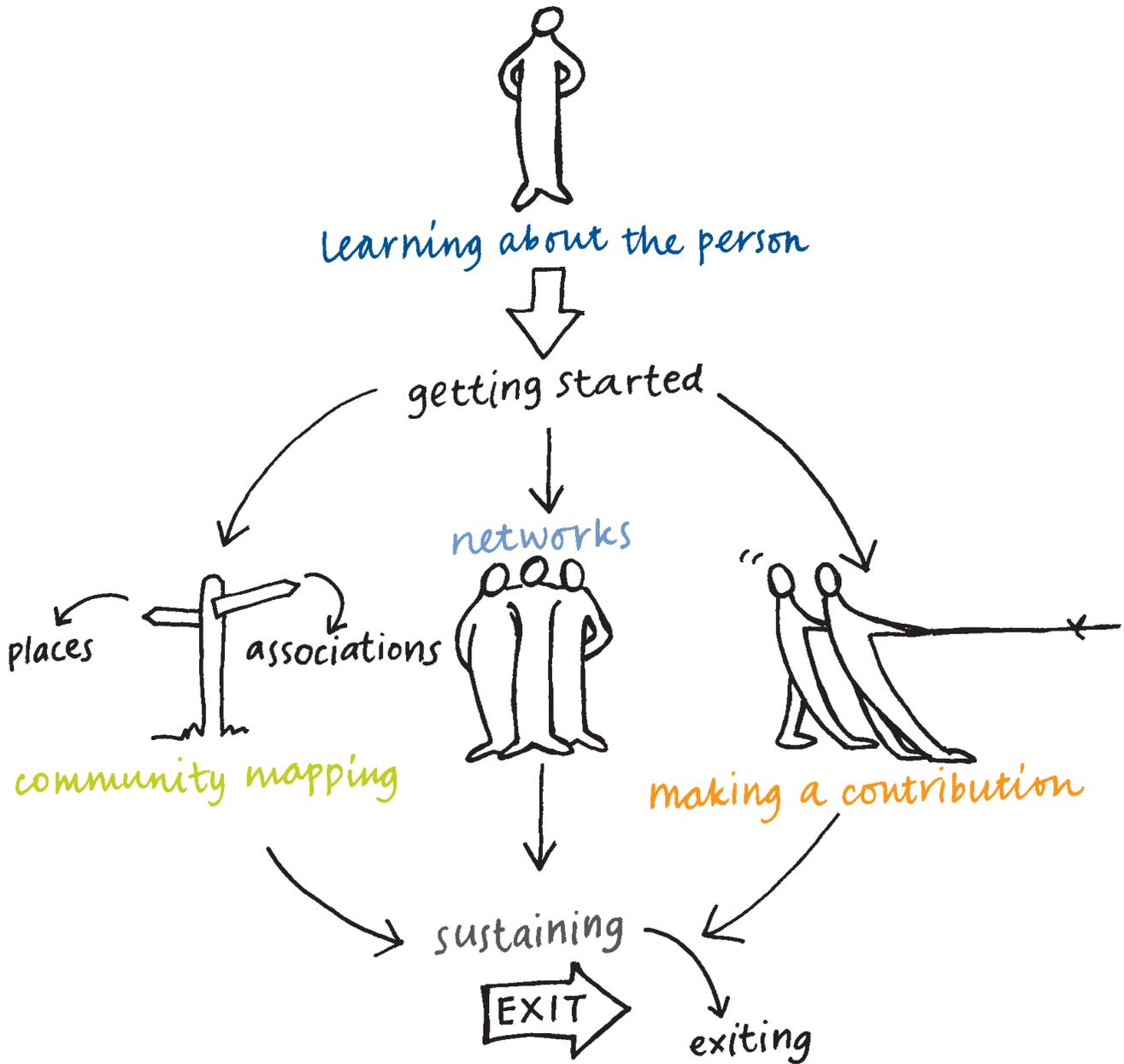
How to use it

Gather information from people who know and care about the individual. Use chart paper with the following headings to write up the person centered risk plan:

1. Who is the person?
2. Where are we now?
3. Where do we want to be?
4. What have we tried and learned already?
5. What shall we do next?



Putting it all together!





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