A Workbook for Community and Relationship Building

NorthStar Services
2/11
A Workbook for
Community and Relationship Building

Most of these tools have been adapted with permission from Community Connecting HSA Press (10/08; 11/10). ISBN 978 1 906514 05 1

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:

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<td>Explores gifts and capacities and what a person has to contribute.</td>
<td>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.’</td>
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<td>Encourages us to think about situations where the person can best make a contribution.</td>
<td>Build on this with stories about when the person is at their best, from others who know them well.</td>
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<tr>
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<td>Ask what this tells us about the person’s gifts and contributions.</td>
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| What are the gifts of the hands (and feet and voice)? |
| What are the gifts of the head? |
| hands+feet+voice | head |

| What are the gifts of the heart? |
| What are the gifts of history and identity? |
| heart | history+identity |

| What have we learned by naming these gifts? |  |

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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.

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?

Date: ________________
Relationship circle for: __________________

**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.).

Date: ________________

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

<table>
<thead>
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<th>What it does</th>
<th>How to use it</th>
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<td>Identifies specific responsibilities.</td>
<td>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:</td>
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**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.

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?

**Core Responsibilities**

**Use**
Judgment/Creativity

**Not Our Responsibility**

Date: ____________
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:**

<table>
<thead>
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<th>activity</th>
<th>being present</th>
<th>having presence</th>
<th>actively participating</th>
<th>opportunity to connect</th>
<th>opportunity to contribute</th>
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**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?
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.

### Questions to ask

### 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.

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Date: ________________
Matching support for: ________________

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<th>Support wanted and needed</th>
<th>Skills needed</th>
<th>Personality characteristics needed</th>
<th>Shared common interests</th>
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**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.

**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)
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?

Mapping our networks for: __________________

Date: __________

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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: ________________

Born

Now
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.

**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?

**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?
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?
**Challenges and supports for:**

**What it does**
Provides a snapshot of the current reality and informs an action plan.

**How it helps**
Encourages people to think about all the things that might get in the way of developing relationships, as well as what could help them succeed.

**How to use it**
Encourage people to imagine all the possible and actual challenges and supports. Ask:
- What things are getting in the way of making connections?
- What things are helping to make connections?
- How can we get around some of the obstacles?
- How can we build on supports?

### Challenges - Things That Can Get in the Way of Relationships and Connections
- What things are getting in the way of making connections?
- How can we get around some of the obstacles?

### Supports - Things That Can Help Develop Relationships and Connections
- What things are helping to make connections?
- How can we build on supports?

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Adapted from *Community Connecting* for NorthStar Services, HSA Press (10/08; 11/10). ISBN 978 1 906514 05 1
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?
Passion audit for: ____________________

**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?

Date: ________________
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

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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?

The Process Summarised
A person centred approach to risk uses questions around a framework of purpose, people, process and progress – it is important that right at the beginning of the process we think seriously about what it is we are trying to achieve. Our thinking about how the process can be used to enable the person to have choice and control in their life, and to be a citizen in the community, will influence who the people are that are called to participate in the process.

**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?
   - What people like and admire about the person, what is important to them and how best to support them.

2. Where are we now?
   - What is working and not working from the person’s perspective and others perspectives?
   - Clarify the risk - what is the problem you are trying to solve?

3. Where do we want to be?
   - What does success look like, for the person and others.

4. What have we tried and learned already?
   - What have you tried and learned already?
   - What are the consequences if we do nothing?

5. What shall we do next?
   - What is obvious?
   - What are potential solutions?
   - How do the potential solutions measure up to what matters to the person?
   - What will you try? Who will do what, by when?
   - How can you ensure that the person has as much choice and control in this as possible?
   - What are your responsibilities?
   - What does good support mean in implementing the action plan?
   - How will you record what you are learning?
   - What can you do if things don’t go to plan?
Putting it all together!

- Learning about the person
- Getting started
- Networks
- Making a contribution
- Sustaining
- Exiting

- Places
- Associations
- Community mapping
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2/11