

GLOBE STAR

“Mentoring a Spirit of Gentleness”



Building Companionship and Formulating a Sense of Community Assessment

Name: _____

Date: _____

Assessor: _____

Building Companionship and Formulating a Sense of Community

The Building Community Assessment is a tool for the caregiver to identify what is important to the individual who is receiving services as we build companionship and formulate a sense of community. This assessment should be completed at the beginning of services and bi-annually. Part One of the assessment identifies the life of a single person and the extent to which the person is becoming integrated into their own community. Part Two of the assessment looks at the qualities and processes of community that most appeals to the person. The third part identifies the important elements of coming together, growing and parting as we build community. Part Three seeks out the possibilities and vulnerabilities of the marginalized individual. The final part, Part Four, determines what specific activities the individual needs assistance with. It is important that people who know the individual well complete each section. Family and friends, along with the individual and the caregivers should complete this together to achieve a comprehensive look at the life of the individual. After the assessment has been completed, a Personal Building Companionship and Formulating a Sense of Community Plan can be created for the individual. This plan is a guide for caregivers to best provide building companionship and community by utilizing the strengths and talents of the individual and respecting the vulnerabilities and barriers that exist in the life of the individual.

Part One: Personal Companionship and Community Inventory

A. Community Day Activities

Does the person engage in going to school or work? yes or no

If yes, describe the following:

Name of school or work:
Type of activities that are performed at school or work:
Type of support that is needed to perform activities:
Days of the week and time the person leaves and returns home from going to school or work:
How long has the person been going to school or work?
Does the person get paid for any work related activities?
How does the person get to school or work?

If no, describe daily activities and indicate reason for why not working or attending school.

- | | |
|--|---|
| <input type="checkbox"/> likes <input type="checkbox"/> dislikes 6 am _____ | <input type="checkbox"/> likes <input type="checkbox"/> dislikes 2 pm _____ |
| <input type="checkbox"/> likes <input type="checkbox"/> dislikes 7 am _____ | <input type="checkbox"/> likes <input type="checkbox"/> dislikes 3 pm _____ |
| <input type="checkbox"/> likes <input type="checkbox"/> dislikes 8 am _____ | <input type="checkbox"/> likes <input type="checkbox"/> dislikes 4 pm _____ |
| <input type="checkbox"/> likes <input type="checkbox"/> dislikes 9 am _____ | <input type="checkbox"/> likes <input type="checkbox"/> dislikes 5 pm _____ |
| <input type="checkbox"/> likes <input type="checkbox"/> dislikes 10 am _____ | <input type="checkbox"/> likes <input type="checkbox"/> dislikes 6 pm _____ |
| <input type="checkbox"/> likes <input type="checkbox"/> dislikes 11 am _____ | <input type="checkbox"/> likes <input type="checkbox"/> dislikes 7 pm _____ |
| <input type="checkbox"/> likes <input type="checkbox"/> dislikes 12 pm _____ | <input type="checkbox"/> likes <input type="checkbox"/> dislikes 8 pm _____ |
| <input type="checkbox"/> likes <input type="checkbox"/> dislikes 1 pm _____ | <input type="checkbox"/> likes <input type="checkbox"/> dislikes 9 pm _____ |

In the activities described above, how often does the person have the opportunity to interact with people who are not paid caregivers? Circle the number that most accurately reflects the person's opportunity for interaction.

1	2	3	4	5	6	7
Never	Rarely		Sometimes		Frequently	All day

B. Community Resources

The following table is designed to help us construct a resource map of resources that are used by the person for whom we are building community.

How often in the past month did the person use:	Resources/Activities	With Whom (paid staff, friends, family, significant others)
	Church/synagogues	
	Grocery store/food shopping	
	Clothing/personal shopping	
	Adult education program	
	Community/civic groups	
	Parks/playgrounds	
	Movies/theater/cultural events	
	Medical/dental services	
	Banking	
	Post office	
	Restaurants	
	Library	
	Laundromat	
	Community centers for social events	
	Sports/health club facilities (e.g., YMCA, bowling, swimming, etc.)	
	Public transportation	
	“Governmental” activities (e.g., voting, town meetings, public hearings, etc.)	
	Vacation/holiday, resort	
	Coffee house/bar	
	Hobby/special interest club	
	Membership/participation in performing arts group (e.g., chorus, theater, band, etc.)	
	Other recreational facilities or community resources	

C. Personal Relationships

This section explore interactions that the person has with family, friends, significant others and acquaintances within there own community.

“Type” of person(s)	Frequency of interactions	Frequency of received visits	Frequency of visiting others	Frequency of received phone calls	Frequency of calling others
Family					
Friends					
Acquaintances					
Co-workers/peers					
Neighbors					
Merchants					
Service professionals					

D. Friendships

People have both friends and acquaintances in their lives. Friends are people with whom we have developed trust, can share joys and problems, can depend upon in a times of need, can provide support to in their times of need, and have build a “history” with through shared experiences. Friendships go far beyond relationships with acquaintances.

Number of Friends	Category
	Family
	Roommates/housemates
	Co-workers/class peers
	People who live in the neighborhood
	Local merchants
	Volunteers
	People who belong to the same church
	People who belong to same club or organization
	Former schoolmates or childhood friends
	Others:

E. Community Characteristics

What possibilities or vulnerabilities characteristics does the person have that might facilitate the development of companionships?

√	Possibilities	√	Vulnerabilities
	Outgoing nature		Physical appearance
	Communication skills		Grooming/overall appearance
	Physical features		Behaviors that are strange or odd
	Grooming/overall appearance		Speech patterns
	Positive social behaviors and manners		Mannerisms
	Warmth		Communication skills
	Sincerity		Eating skills
	Sense of humor		Ambulation limitations
	Popular interests		Activity level
	Caring/concerns for others		Special medical problems
	Other		Other

F. Companionship and Community

The process of building companionship and formulating a sense of community can be promoted and supported by others. What have the caregivers, family members and others done in the past for this person to support, encourage and /or facilitate social relationships and involvement in community activities?

- Introduced the person to neighbors and to other people in the community
- Arranged for membership or participation in a community group, with the support of a group member.
- Emphasized training, guidance, and activities for the person to support successful and consistent community involvements, activities and relationships.
- Spoke to neighbors and to people in community groups to encourage and facilitate individual relationships and participation in community activities.
- Provided training and feedback in social “skills” necessary for various situations.
- Provided feedback and guidance in dress and grooming for specific social situations.
- Provided training and guidance in specific skills that may be necessary to participate in a community activity (e.g., skills related to travel, money, time, communication, etc.)
- Provided guidance in decision-making, in how to make choices, and in self-advocacy.
- Provided training or guidance in other relevant areas (please specify)
- Family members or caregivers presenting themselves as positive social role models with respect to appearance, grooming, social skills, behaviors, etc.

- Encouraged and/or engineered ongoing activities in the community specific to the person's individual preferences and needs to build companionship and formulating a sense of community.
- Engineered one-to-one experiences connecting the person with people in the community.
- Kept the person abreast of community events; providing an ongoing orientation to the community/neighborhood and its resources
- Provided opportunities for the person to develop new interests or hobbies.
- Became personally involved in, made use of existing ongoing involvements in community, civic, religious, service or social groups to pave the way for the person acceptance and/or to maximize the possibilities for the person to develop an individual relationships through:
 - Sponsoring the persons membership/participation
 - Public speaking
 - Informally networking with members
- Other actions taken by family or caregivers:

G. Public Education Activities

In the past month, what has the family or caregivers done with respect to community awareness activities, positive publicity or public education, to help pave the way for integration into social activities, community organizations, and generic services

- Arranged for positive publicity regarding relationships, regarding participation/involvement in community activities, regarding individuals with handicaps, etc.
- Focused some community education efforts on children, to increase their acceptance of differences in people.
- Other efforts (please specify):

H. Support/Training

In the past month, what supports and/or training have been available to family or caregivers to support their efforts in formulating a sense of community activities and involvement for the person being described?

- Training in various advocacy and attitude-change.
- Providing information with respect to the resources, supports, and activities available in the community.
- Guidance in how to represent people with developmental disabilities when taking to neighbors or people in the community.
- Suggestions as to make the most of natural encounters with people in the community.

- Training in how to assist people in developing social behaviors and other necessary skills so that they can better participate in activities and establish/strengthen relationships.
- Training specific to community integration (e.g., PASS; PASSING; normalization; social role valorization; review of other programs that provide information on community integration – types of integration, what to expect, strategies to increase the potential for integration, strategies for supporting and safeguarding relationships; etc.) specify:
- Other training relevant to community integration (please describe):

I. Time/Scheduling Priorities

How much time is direct caregiver able to devote to each of the following activities on a day-to-day basis. (time devoted in minutes per day, per week or per month; level of priority, 1 = very important, 2 = important, 3 = less important, and 4 = not important at this time)

- Building relationships with people in the community. Time devoted to _____. Level of priority _____.
- “Setting the stage” or “paving the way” for involvements in community activities. Time devoted to _____. Level of priority _____.
- Teaching skills necessary for successful interactions, participation, or involvement in community activities. Time devoted to _____. Level of priority _____.
- Paperwork and documentation of activities (broadly defined to include individual planning for the person, financial planning or record keeping, keeping medical or dietary records, etc.). Time devoted to _____. Level of priority _____.
- Promoting family involvement. Time devoted to _____. Level of priority _____.
- Providing physical care for the person (e.g., dressing, bathing, toileting, providing assistance with eating, etc.). Time devoted to _____. Level of priority _____.
- Providing training in daily living skills (i.e., grooming, housekeeping, cooking, money management, functional academics, etc.). Time devoted to _____. Level of priority _____.
- Attending school, agency or organizational meetings. Time devoted to _____. Level of priority _____.
- Providing supervision (i.e., time not involving training or other direct interactions). Time devoted to _____. Level of priority _____.
- Other activities relating to the person (please specify): Time devoted to _____. Level of priority _____.

J. “Rules” and Guidelines

What are the guidelines or “rules” in the program or within the family or caregivers for being out in the community?

- Group size: That is, is there a maximum/minimum group size allowed/required for being out in the community? Yes/No, Describe:

- Dress/grooming: Is there a “dress code” of any sort for being out in the community? Yes/No, Describe:

- Dress/grooming for family members or caregivers: Is there a “dress code” or any “understanding” regarding the appearance of the people who are supporting the person in the community? Yes/No, Describe:

- Behavior: Are there behaviors that would restrict community outings or involvement? Yes/No, Describe:

- Type of activities in which one can participate: That is, are there any types of activities that are restricted or prohibited, and are there any that are specifically promoted? Yes/No, Describe:

- Treatment of individual choice/preference: How, and to what extent, is the person allowed or encouraged to choose the activities and involvements participated in the community? Yes/No, Describe:

- Types of places/settings in which one can participate in an activity: Are there any restrictions or preferences? Yes/No, Describe:

- Scheduling of activities: Are there any restrictions or preferences for when people participate in community activities or interact with people in the community? Yes/No, Describe:

- Degree/type of supervision required: Are there any rules or criteria about the degree or type of supervision necessary while out in the community for different individuals? Yes/No, Describe:

- Other rules or policies that would effect involvements and/or participation in the community? Yes/No, Describe:

K. Other Supports

During the past month, what other supports have been used to assist family or caregivers in their interactions with people in the community?

- Introductions to key people in the community/neighborhood. Yes/No, Describe:

- Relief/respice from other responsibilities, to allow time specifically for activities that will support /foster the person's community integration and acceptance, and the person's relationships. Yes/No, Describe:

- Ongoing, regular feedback, guidance, and emotional support, especially regarding the community activities and relationships in which the person (or perhaps has not) been involved(for caregivers, this could be from supervisors, colleagues or family members, this could be from program caregivers, other family members, and so on, as long as it is ongoing, regular feedback.). Yes/No, Describe:

- Financial support for extra caregivers expenses, travel expenses, or cost of community activities themselves, when necessary, so that the person can participate in, and be supported during, activities that have a high potential for integration or for establishing and/or strengthening relationships. Yes/No, Describe:

- Ongoing, systematic evaluation of efforts that are being made to integrate the person into the community and to assist the person in building relationships. Yes/No, Describe:

- Providing opportunities for caregivers or family members to learn about and/or visit other people/programs that are successfully integrating people into their

communities and assisting them in establishing friendships and relationship.
Yes/No, Describe:

- Other available supports.

Part Two: Building Community

The following steps are designed to help the person identify the qualities and processes of community that most appeals to them, and then to begin pursuing the forms that suit them best.

Step One: Taking Stock – Your Personal Resources

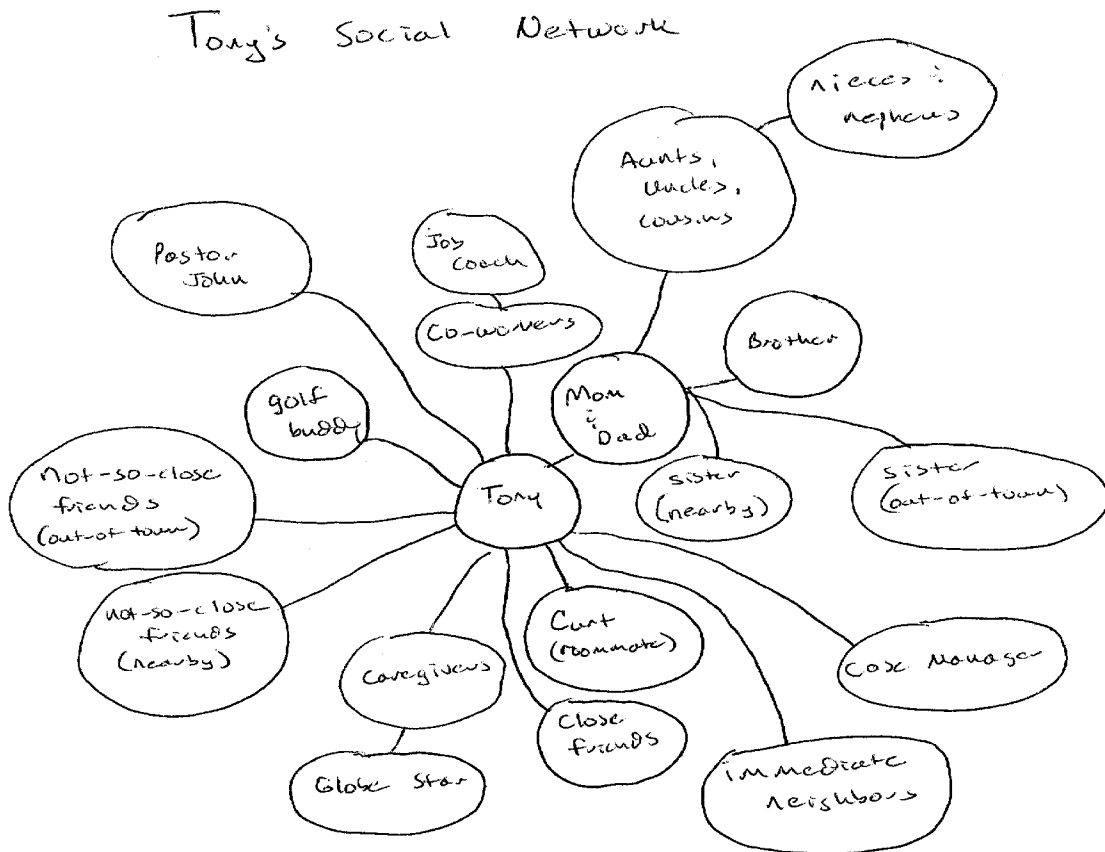
This encloses taking an inventory assessment of the resources the person has: the reservoir of past community experiences and their current web of social connections and personal support.

Create a Current Social Web

1. On a blank sheet of paper, draw a circle in the center and label the person's name.
2. Now contemplate those people in the person's life with whom they interact personally. They may include co-workers or caregivers whom the person also considers friends.
3. Draw circles around the center circle for each of these person's or groups of persons. Position the circles closer or farther away from the center one, depending upon how close or distant the person perceive the relationship. To help determine how close and supportive people are, ask the person, Whom can you ask to drive you to the store or help you cart boxes when you move? From whom can you borrow things from? To whom can you reveal your fears and doubts-and who trusts you enough to reveal theirs? Whom can you depend on to follow through on personal commitments? Some of the circles may overlap.
4. Label the circles either with generic names such as "work group" or "roommate" or with specific names such as "Tony" or "Amanda." Other examples of categories we might include are family, housemates, close friends, church group, neighborhood, not-so-close friends, and professional association.

5. Indicate which people the person sees or talks with frequently and which only occasionally. We might outline each circle in the first category with a red marker and each in the second category with blue marker.
6. Show which individuals or groups are linked with each other by drawing lines between circles. We might use solid lines to indicate close links and dotted ones to indicate not-so-close links.

Keep this diagram for use in step two. These members of the person's social network are often the easiest to start with when we begin moving toward community. The diagram can help us start making decision about whether to rejuvenate the person's support network, create a new one, or combine old and new. Try repeating this diagramming exercise every six months from now to notice how-or whether-this network has changed.



Social Network

Step Two: What Type of Community Do You Want?

Community comes in many of shapes, sizes, and levels of commitment. To avoid false starts and disappointments, it is important to think about what the person wants to get out of it and what the person wants to put in, including how much time the person is willing to spend. Saying “I want community” is not specific enough. What kind of community is the person looking for?

Which of the following statements are true for the person we are building community with?

- I want more emotional closeness in my life. I would like to gather around me a group people who are always there for me, as I am for them, and with whom I can be completely honest.
- I want to develop relationships with a network of others who share my interests, values, background, profession, spiritual or religious orientation, or political view.
- I want to broaden my perspective by forming relationships with people from different backgrounds and with different interests and ideas.
- I feel that my mission is to create a better world, and the kind of community I’m looking for has to be dedicated to a specific purpose related to this goal.
- Although I support the creation of a better world, I believe I need to heal myself first, so I’m looking for a community that focuses on mutual support and assistance.
- I would like to share living space with people beyond my immediate family.
- I want to create a nurturing environment for family, and myself where we will have plenty of interaction with other adults and kids.
- I don’t have much time to develop or participate in community building, and would like to start with a small commitment.
- I want a low-cost living situation that is based on mutual assistance and support.
- I want an ongoing, committed community that I can grow old with.
- I would like to start my own community.
- I prefer to join a group that already exists.
- I don’t want to join a group at all-just deepen the relationships I already have and build them into a support network.

Add your own “I want’s here, followed by “I don’t want’s”:

Step Three: Personal Requirements for Successful Community

Community begins with one-to-one relationships. The most basic of these is your relationship to yourself. Looking back at the circle diagram, you are the person in the center. To be successful in creating community, we need to start here. We may find that before—or-while-we reach out to others, we need to develop certain personal qualities that are necessary for successful participation in functional and conscious community.

Identify from the following the certain personal qualities that you believe are necessary for successful participation within your community.

A healthy sense of self: This means self-esteem and self-awareness

- | Possibilities | Vulnerabilities |
|---|---|
| <input type="checkbox"/> e.g., secure of oneself, self-confidence | <input type="checkbox"/> e.g., lacks self-esteem, self-absorption |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

Openness and flexibility

- | Possibilities | Vulnerabilities |
|---|---|
| <input type="checkbox"/> e.g., views different options, tolerates diversity | <input type="checkbox"/> e.g., lacks tolerates and others options |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

A sincere interest in others

- | Possibilities | Vulnerabilities |
|--|---|
| <input type="checkbox"/> e.g., loves being with others, shares | <input type="checkbox"/> e.g., lacks sharing, focus on self |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

Willingness to abide by community agreements

- | Possibilities | Vulnerabilities |
|---|---|
| <input type="checkbox"/> e.g., interdependence, focus on we | <input type="checkbox"/> e.g., independence, focus on I |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

Willingness to pursue group goals

- | Possibilities | Vulnerabilities |
|--|--|
| <input type="checkbox"/> e.g., trust others, works for the group | <input type="checkbox"/> e.g., focus on individual needs |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

Willingness to risk asserting yourself

- | Possibilities | Vulnerabilities |
|---|--|
| <input type="checkbox"/> e.g., works well with others | <input type="checkbox"/> e.g., lacks group participation |

-
-

-
-

Willingness to practice skills that enhance community

- Possibilities
- e.g., makes good-decisions, resolves conflicts well
 -
 -

- Vulnerabilities
- e.g., makes poor decisions, unable resolve conflicts
 -
 -

Willingness to give and to receive

- Possibilities
- e.g., takes care of others, have others care take of self
 -
 -

- Vulnerabilities
- e.g., unwilling to give and receive
 -
 -

Commitment to see it through

- Possibilities
- e.g., works through hard times
 -
 -

- Vulnerabilities
- e.g., lacks patience
 -
 -

Other(s)

- Possibilities
- -
 -

- Vulnerabilities
- -
 -

Step Four: Overcoming Resistance

Besides the fear of giving up too much time, individually, or just independence in general, many people experience anxiety about rejection or failure when they think about creating community. “If I try to join an established group,” an internal voice might whisper, “I won’t be accepted. If I ask family friends to form deeper bonds with me, they’ll be threatened by my desire for greater intimacy and commitment.” Another message might be: “I’ll put in lots of time and energy and others won’t follow through. Or, even if they do, we’ll botch our attempt. Then I’ll end up feeling more disillusioned and lonely than I do now?”

What resistances might disturb the community building process?	How can you prevent this event from happening?	How will you react?

Comments/concerns:

Step Five: Reaching Out

Start with the people we know. When we are ready to reach out to others, to go public with our intention to generate more community in the person's life, look again at the diagram of the person's current social network. Jot down the names of those in this web of connections that the person would like to know better, those who might enjoy meeting one another, and those the person feels might wish to join us in creating a community, at whatever formal or informal level the person desires.

Name of Person	What community activity would you like to do with them?	How can we begin building community with this person?

Comments/concerns:

Step Six: If at First You Don't Succeed Try Again

Do not be discouraged if your first attempts at creating community fizzle or if we find ourselves carrying the ball alone for a while. Remember that we are blazing new cultural trails. Also recognize that what we get may not last in exactly the same form we had in mind. Community today is more flexible and fluid than that of yesterday.

Community is where we find it. Whether we want to deepen existing associations or begin venturing further into new forms of interdependence, we will feel more empowered, more connected, the minute we take the first small steps.

What are the areas of difficulties as we build community?	How will we teach the feeling of belongingness during this area of difficulty?

Comments/concerns:

Part Three: Coming Together: Growing, and Parting: Natural Phases in Community Life

Building companionship and community is a major component in improving the quality of life for the individuals we provide services' for; understand that as we build community it is important to understand the phases on the road to maturity. Jan Hisbet and David Hagner, authors of Part of the Community, have noted that building community for individuals with developmental disabilities is part of a large scale conceptual change process called a paradigm shift. In the Quality of Life Volume II,

Robert Schalock describes this building of community as based on experiences with others.

Shaffer and Annundsen, *Creating Community Anywhere*, describe five phases of coming together, growing and parting as we build community. The following are the five phases of the community transformation:

1. Excitement: getting high on possibilities
2. Autonomy: Jockeying for power
3. Stability: Setting into roles and structures
4. Synergy: Allowing self and group to mutually unfold
5. Transformation: Expanding, segmenting, or disbanding

It is this model along with the 6 steps that we have identified to understand and teach others as we build and formulate a sense of community.

Phases	What support do you give?	How do you teach a feeling of belongingness during this phase?	What events disturb this phase?
Excitement			
Autonomy			
Stability			
Synergy			
Transformation			

Comments/concerns:

Part Four: Culture Diversity in Community Life

Listed below are some questions that have to do with ethnic or cultural groups and that sometimes are important to take into consideration in building companionship and community. Please indicate which of these issues you think are important for us to understand about your cultural or ethnic group. For the important issues, tell us some of the information you would like to discuss.

Lifestyle patterns (schedules, routines, way of life):

Want to discuss

Don't need to discuss

Values and beliefs (right and wrong, what is considered important in life):

Want to discuss

Don't need to discuss

Parent and/or guardian/individual relationships (authority, respect, obedience):

Want to discuss

Don't need to discuss

Ways to discipline the individual (rewards, punishment, discussion):

Want to discuss

Don't need to discuss

Religion and spirituality (church, synagogue, mosque, beliefs about God):

Want to discuss

Don't need to discuss

Mental health and emotional/behavioral problems:

Want to discuss

Don't need to discuss

Getting help from people outside the family:

Want to discuss

Don't need to discuss

Views about the world (a good place, a bad place, a hard place):

Want to discuss

Don't need to discuss
