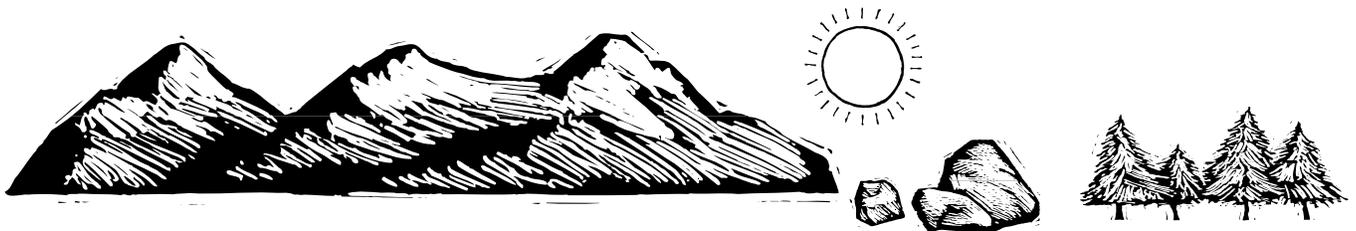




# A Guide to Developing Community Connections

Compiled by  
Patsy Davies and Claudia Bolton  
October, 1996



# A Guide to Developing Community Connections

Assisting people feel connected to their neighborhoods and communities can be both exciting and difficult, simple and mysterious. In spite of these complexities, we believe that it is one of the most important things we can do in our work in supporting people with disabilities. This workbook is a compilation of tools and information gathered from people across the country who do the work of community building. What we have included is not inclusive, and does not contain a sure to succeed method. The tools and exercises are to be used as a starting point in your work of connecting people. Each situation is different; what works for one person will probably not work for another. We want you to use these exercises as one way of exploring ways to connect others.

We encourage you to do these exercises for yourself first. Regardless of whether you are an extrovert or an introvert, strongly connected to your community or a loner, it is important to be conscious of the ways in which we are connected to people and places in our own lives. This consciousness is critical as you work to connect people and help them develop relationships.

Use this guide creatively and thoughtfully. We hope you will find it useful as you study, think, learn, discuss and search for ways to assist people develop ties to their communities and deepen their relationships with others.

*Patsy Davies and Claudia Bolton*  
October, 1996



# Ties and Connections

*There are a number of important ways that people relate to each other. The list below includes a number of types of ties and connections, all of which can lead to a greater sense of community and belonging.*

- **Friendship:** having friends, relationships, including a “best friend”. Mostly these can be described as “strong ties”
- **Acquaintance:** having a network of acquaintances
- **Membership:** being a member of associations and organizations
- **Keeping in touch:** with trends and movements of interest; subscribing to them; belonging to “social worlds”
- **Being part of a family:** having an active connection with family life
- **Having a partner:** or someone to whom a long-term commitment has been made
- **Being a neighbor:** living next door to, or at least near to someone (down the street or across the road)
- **Knowing or being known in a neighborhood:** using the resources of the neighborhood (usually the area within easy walking distance from where you live) and recognizing and being recognized by others who use them too

*Four main themes to consider which impact all relationships are:*

- **Time:** The amount of time people spend together and the length of time they have spent together in the past
- **Intensity:** Some ties and connections are invested with a lot of emotion. They mean a lot to us, perhaps more than anything or anyone else. Others are less important, and some not very important at all.
- **Intimacy:** We share confidences with some people more than with others. Some of our ties and connections involve a lot of trust.
- **Reciprocity:** The exchange of services between people. This may range from simply following the rules of politeness, to providing practical help, to sharing major parts of our life and work.

(Adapted from *Friends: A Manual for Connecting Persons with Disabilities and Community Members*, Amado, Conklin and Wells, and *Ties and Connections*, Ordinary Life Working Group, King’s Fund Centre)

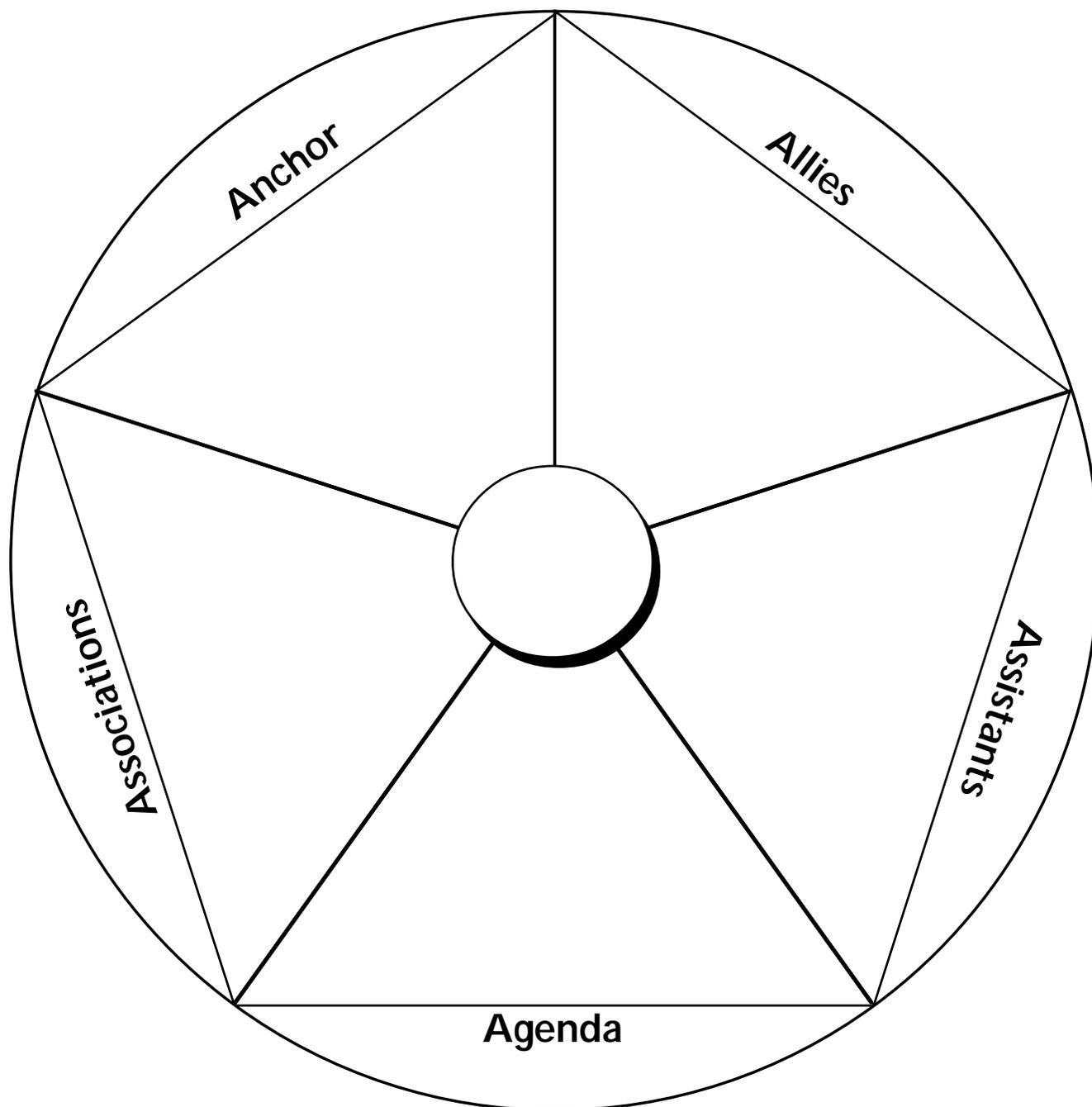
# The People We Know



*Another way to look at the people we know is to think about the role they play in our lives. These descriptions were developed by John O'Brien as he studied successful circles of support in Connecticut.*

- Anchor:** *personal commitment to...*
- a source of continuity by sharing life over time
  - stands by the person in difficult times
  - growing knowledge of the person
  - includes the person in life decisions
  - protects the other person
- Allies:** *personal relationships in which people...*
- share time and activities
  - share knowledge of person's gifts & challenges
  - share knowledge of the community
  - make contacts for one another
  - lend practical help
  - enjoy one another
- Associations:** *formal and informal groups organized...*
- to animate civic life by promoting member's interests
  - to develop member's skills
  - to work for change in policies & practices members see as unfair or unjust
- Assistance:** *cash transfer and organized services which make available...*
- money with option of person control
  - personal assistants
  - devices, adaptations, redesign of activities
  - teaching
  - advice
  - representation
- Agendas:** *political action to insure just and effective public policies such as...*
- personal assistance services
  - inclusive school classrooms
  - individual ownership of home
  - safe and accessible transportation

**Name people in your own circle on the exercise on the following page.**



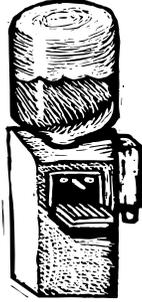
# Staff Development and Community Building Skills



Helping individuals with disabilities get better connected to their communities would be much easier if the staff who worked with them were themselves connected to their communities. Unfortunately, it is not always possible to hire staff who already have strong community ties. It is possible, however, to train staff about the importance of community connections and relationships, and to encourage them to use their existing connections as well as to develop personal connections in the community.

- *Have staff do their own relationships maps.* This can help staff see opportunities within their own networks of relationships for connecting people with disabilities. If staff people within an agency begin thinking about their own connections and brainstorming ideas for connecting various individuals served by the agency, they might find that a wide variety of opportunities are already available.
- *Identify staff people who are natural “connectors”.* Some staff people are more comfortable in roles as “community connectors” than others. These people are generally the outgoing, sociable types. Some are already active in their neighborhoods and community organizations, and know lots of people through their activities. Some may be new to the community, or unfamiliar with particular activities or opportunities, but have no hesitation calling up, asking questions, finding out information, and meeting new people. These staff people can act as resources to other staff, can take the lead and help other staff learn about community building, can inspire others to try. When one staff person discovers that “It never hurts to ask”, and help someone make a connection, others see that it can be done.
- *Encourage staff to get involved in community themselves, and recognize this involvement.* One way to encourage involvement is to make information about various community organizations available to staff using a bulletin board, newsletter, or information presented at staff meetings. Acknowledging staff who participate in community organizations is one way to let them know that their participation is valued and to encourage others to get involved. Often, when one staff person joins or becomes involved, others follow.
- *Encourage people learning to be more self-generative, curious, outgoing, and to take more risks.* With continuing encouragement, staff will become more willing to ask more people to become involved and to investigate more possibilities. Staff become more of a part of their own communities just by helping others do so.

(Adapted from *Friends: A Manual for Connecting Persons with Disabilities and Community Members*, Amado, Conklin and Wells.)



# Third Places

*A community life exists when one can go daily  
to a given location at a given time  
and see many of the people one knows.*  
*Philip Slater*

From a book by Ray Oldenburg *The Great Good Place: Cafes, Coffee Shops, Community Centers, Beauty Parlors, General Stores, Bars, Hangouts, and How They Can Get You Through the Day*

In his book *The Great Good Place*, Oldenburg writes about what he refers to as “Third Places”, those places in every community where locals gather to visit, share news and be among others. Such places are a great spot to meet the neighborhood “connectors” (those people who know everyone else) and to assist someone to become a “regular” in a neighborhood place. Oldenburg describes the characteristics of *Third Places* in this way:

**They must be on neutral ground** - places where individuals come and go as they please, none are required to act as the host, and in which all feel comfortable and at home.

**They act as a leveler** - a place that is inclusive, accessible to the public and does not set criteria for membership and exclusion.

**Conversation is the main activity** - a place where the “talk is good”, lively, colorful and engaging. You can see it in the smiles of others, handshaking, back-slapping, and pleasurable, entertaining conversation.

**There are regulars** - a place where the customers are a source of attraction, giving the place its character and the assurance that on any given visit someone will see someone they know.

**They have a low profile** - the place is typically plain, sometimes looks unimpressive, and do not attract a high volume of strangers and transient customers. This discourages pretense and people “come as they are”.

**The mood is playful** - there is laughter, which is the magical element that warms the insider. The urge to return is there, to recreate the good time and to recapture the experience.

**They can feel like a home away from home** - people feel rooted, see familiar faces, and may have special privileges because they are a regular.

### Looking at Life Behind the Counter

by Sharon Gretz



Rock's Cafe is no slick, glamorous, Tiffany lamp or ferns place. In fact, it is best described as "nondescript." Rock's lies in a small shopping strip hidden off the intersection of two busy state routes in a small, rather rural community near my home. One can barely notice the small sign or detect its presence beside a video rental place and the convenience store. I am on a mission early in the morning, with specific intent and purpose.

The impetus for my visit to Rock's is my excitement and anticipation of a scheduled visit to Pittsburgh by author and sociologist, Ray Oldenburg. Oldenburg wrote a book a few years back that I am fond of and that got me thinking a lot about community life. The book is called, The Great Good Place: Cafes. Coffee Shops. Community Centers. Beauty Parlors. General Stores. Bars. Hangouts and How They Get You Through the Day. In his book, Oldenburg illuminates the importance of what he calls "Third Places", the informal spots, neither home nor work, where locals gather on neutral ground to associate, share good cheer and converse with a diverse group of others. Oldenburg writes, "There must be places where individuals may come and go as they please, in which none is required to play host, and in which all feel at home and comfortable. If there is no neutral ground in the neighborhoods where people live, associations outside the home will be impoverished." It was and is obvious to me that these "third" places and their hospitality are key as we seek ways for people who have been labeled and exiled from community life to find places of belonging. My mission at Rock's is quite clear - is this a "third place" or not?

I first heard of Rock's when I was discussing the notion of the third places with a friend. She too had spent many years working in human services. After giving her my best description of third places, my friend launched into a story about Jim, a man she knows who has mental health labels. Jim, as it turns out had lived in the vicinity of Rock's for a number of years (as did my friend). She told me how Jim, on his own, had come across Rock's Cafe and became one of it's "regulars", stopping in periodically in the day. Over time, Jim could be found behind the lunch counter serving coffee, both to himself and to other regulars at busy times. At yet other times, Jim helped out by washing dishes and clearing tables. It was a place where he found belonging; where others came to know him; and where he was appreciated for being a regular and for helping out when needed.

I asked my friend if Jim was still there. She reported that not long ago, Jim moved from the community to another, which was some 20 miles away. The reason for his move was that in order to receive certain services he needed he had to go (translated - he entered a residential program that required he fit into a "slot" or "bed"). In ending, my friend said that if I was checking out third places; I might do well to stop by at Rock's.

As I pulled into the parking area, I wondered to myself why I had never noticed Rock's Cafe. After all, I don't live far from here. I have gone to the convenience store 2 doors down any number of times. I had stopped for food at the McDonald's and Taco Bell down the road. Yet, I had never even known that Rock's Cafe existed. Getting out of my car, I wondered if I would stand out like a sore thumb going into Rock's. I knew from my friend that it was quite small. Would it truly be a third place? Would I know it even if it was? The litmus test for third places can be found in Oldenburg's book. Before I entered, I reviewed my mental checklist:

- Must be on neutral ground
- Is a "leveler" - an inclusive place where one's station in life is insignificant and where one's personality is the most important characteristic.
- The main activity is conversation, regardless of the functional purpose of the setting.
- Regulars are trusted
- One can become a regular if one wishes to be.

## A Guide to Developing Community Connections

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As I entered Rock's, I found it to be even smaller than I had imagined. In front of me was the lunch counter. To the left were six, maybe seven small tables, many of them filled. One group appeared to be retired senior citizens, predominantly men but one couple also included. At another table was a group of employees from the gas company across the road. They were easy to identify by their company logo emblazoned on their shirts. Nearly everyone looked up at me as entered. I was sure they were looking for a familiar face. I smiled at them. Several folks smiled a somewhat cautious smile back. One man nodded a greeting to me. I chose a table near the gas company table. Then came a call from the small kitchen beyond the counter, 'I'll be right there!'. As it turns out this call came from the woman who owns Rock's. Wiping her hands on a towel, she arrived at my table with a "good morning, what can I get for you". She was a robust pleasant woman who quickly went off to prepare my breakfast order.

Back to my mission - is this a third place or not. It took all of about 15 minutes for me to come to a conclusion. The answer was an undeniable, an unequivocal - yes.

As I sat at my table, the buzz of conversation and laughter abounded. Good natured quips were exchanged between tables of folks who obviously knew each other. Soon the door opened again and a gentlemen in a suit entered. The owner from the kitchen looked out and yelled, "Tom! Hi! Hey, I'm busy back here. Go behind the counter and get your coffee. The cream's down below and don't forget your spoon!" The man did exactly as she said, obviously familiar with the scene "behind the counter". The man, Tom, took his coffee in the company of the retired group and quickly inserted himself in the conversation. A short while later, one of the retired men yelled out, "Hey, what does it take to get some more coffee in this place?" Out of her kitchen came the owner, who yelled back, "Hey, you're a big boy. Get it yourself! !!". Everyone laughed aloud - the banter was most certainly made possible by the familiarity in the cafe.

When the owner came out of the kitchen with my breakfast in tow, she commented as she passed her regulars, "Hey guys, give me a break today. Cindy can't come in 'till later. Her baby-sitter is sick and she has to get her son off to school. This is help yourself day." She went through the story again when she placed the food on my table with an apology that it had taken too long.

Moments later the gas company employees sauntered to the counter to pay their checks. Again, friendly quips were exchanged. Once man had a large bill. The owner said, "You're going to leave me stuck if I have to break that bill. Pay up tomorrow." While she's talking, one of the retired men goes behind the counter and pours coffee for himself - "When do I get on your payroll?"

I had a warm feeling at Rock's that morning. When I paid my check, the owner told me this was prime time for her regulars and again at lunch time. She chuckled as she added, "My regulars are great! They solve all the world's problems over their morning coffee." She thanked me for stopping in and asked that I come back sometime. You know what? She really meant it. Her comments weren't like the robotic "thank you and have a nice day" phrase that I have encountered in so many places of business - where the person doesn't even look up at you and they're already ringing up the next customer. She was genuine. Her place was genuine - the real thing - a welcoming place, a belonging place, a third place.

To finish this paper I have stopped at a Burger King on my way to a meeting. I always seem to write better over a cup of coffee. There is no "group" here at the Burger King. Individuals fill individual tables, all absorbed in themselves. As I coolly look through this place, I notice a rather disheveled looking man busily writing notes on a piece of paper. At the same time, the man is talking to himself in a loud voice - loud enough for all the patrons to hear his confused words. I wonder if this is his "place." Not one of the other patrons seems to notice him at all. They must hear him yet they certainly do not SEE him. It's as if he is invisible.

I think again about Jim - the other man with a mental health label. Jim had found his place at Rock's Cafe. He was not invisible there. After all he was trusted behind the counter. I wonder about Jim's new community. Was there a "Rock's" there? Had he found it? Or did he now take his coffee alone, in a Burger King - where he would be arrested for going behind the counter. I think it tragic that Jim no longer has his place - tragic that to receive services he had to abandon his place - the place where he was somebody - where he helped to solve the problems of the day and of the world, over coffee.



## An Associational Map

Prepared by John McKnight  
 Northwestern University  
 Center for Urban Affairs and Policy Research

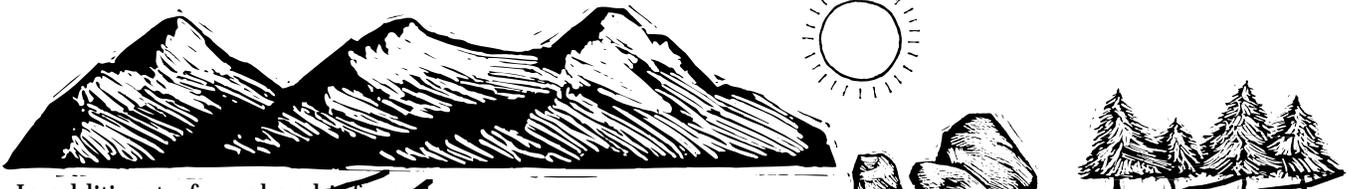
*Associational life is rich in all of our communities. Learning about where the community networks are is useful information to have on hand. This is a guide to help you learn about the possible associations in your community. Use this list to think about the various organizations people belong to. You can identify groups in your area in a number of ways - talking to others, looking in the phone book, reading area and neighborhood newspapers, surveying churches and existing groups, checking with the Chamber of Commerce, etc. Make your own listing and use it as a resource as you think about connecting specific people.*

Associations (examples)	Your Area
<b>Artistic Organizations</b> choral, theatrical, writing	
<b>Business Organizations</b> Chamber of Commerce, business associations	
<b>Charitable Groups &amp; Drives</b> Red Cross, Cancer Society, United Way	
<b>Church Groups</b> service, prayer, men's, women's, youth, seniors	
<b>Civic Events</b> July 4th, art fair, festivals, Halloween	
<b>Collectors Groups</b> stamp collectors, flower dryers, antiques	
<b>Community Support Groups</b> Friends of the Library, nursing home, hospital	
<b>Elderly Groups</b> Senior Citizens	
<b>Ethnic Associations</b> Sons of Norway, Black Heritage Club, Hibernians	
<b>Health &amp; Fitness Groups</b> bicycling, jogging, exercise	
<b>Interest Clubs</b> poodle owners, antique car owners	

## A Guide to Developing Community Connections

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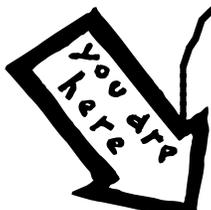
Associations (examples)	Your Area
<b>Local Government</b> town, fire department, emergency units	
<b>Local Media</b> radio, newspaper, local access cable TV	
<b>Men's Groups</b> cultural, political, social, educational, vocational	
<b>Mutual Support (Self Help) Group</b> Alcoholics Anonymous, LaLeche League	
<b>Neighborhood &amp; Block Groups</b> crime watch, beautification, Christmas decorations	
<b>Outdoor Groups</b> garden clubs, conservation clubs	
<b>Political Organizations</b> Democrats, Republicans, caucuses	
<b>School Groups</b> printing club, PTA, child care	
<b>Service Clubs</b> Zonta, Kiwanis, Rotary, AAUW	
<b>Social Cause Groups</b> peace, rights, advocacy, service	
<b>Sports Leagues</b> bowling, swimming, baseball, fishing, volleyball	
<b>Study Groups</b> literary clubs, bible study groups	
<b>Veterans Groups</b> American Legion, Veterans of Foreign War	
<b>Women's Groups</b> cultural, political, social, educational, vocational	
<b>Youth Groups</b> 4H, Future Farmers, Scouts, YMCA	



In addition to formal and informal associations, learning about the places in your community is an important exercise. The following map was developed by Allen, Shea & Associates as a way for you to explore the various places in your own community. It is helpful to do this exercise with someone else who lives in your community (two heads can be better than one!). Consider the various places, setting, activities and gathering places that are part of your community.



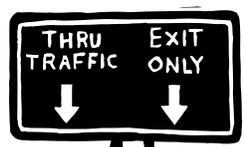
Where do people go on the weekends?



What do people go for fun?  
Where do they go?

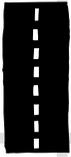


Where do people gather?



What clubs do people join?

**TAKE A WALK AROUND YOUR**



What are the major streets for shopping, services, entertainment?



What are the public places (library, community center) that people go?



Where is the center of the community? What's there?



What are favorite places to shop?



What is unique to your community?

**COMMUNITY, WHAT DO YOU SEE?**



# Characteristics of a Community Connector

- has confidence in his/her *understanding* of the person with disabilities
- *trusts* in community members
- someone with *high expectations*
- someone who can trust people to work out problems on their own and at the same time,
- *sensitive* to and *gently assists* when there are problems or difficulties
- has no hesitation in *calling on and requesting* others' willingness
- is *well connected* themselves and understand the value of community connections
- *focuses on the gifts* and capacities of people with disabilities
- believes that the community is filled with *hospitality* for strangers
- is a "*people person*" - an enduring confidence in the capacity of people to do what is right, knowing they will not always live up to their ideas
- has replenished capacity to *forgive others for mistakes*; yet remembering that people with disabilities cannot afford to have more mistakes made in their lives
- has *flexibility, maturity and a willingness to laugh* when things go wrong

### Person centered planning

is a way of getting to know a person, learning about who they are and what their life is like now, as well as helping someone think about how they would like their life to be different. There are various of methods to do this planning, including Personal Futures Planning, Essential Lifestyle Planning, PATH, and MAPS.



Regardless of the method used, information gathered about a person's interests, skills, potential skills, and preferences are critical to understanding how to begin assisting someone build community ties. Just as important is to know what doesn't work and things to avoid.

Here are some areas to think about when exploring what a person's interests and skills are. Remember, what you are looking for is what a person likes to do, what creates energy and motivation for them, what skills, identities, environments, settings, habits and qualities they have that we can build on.

- activity levels
- using one's body and hands
- artistic abilities
- analytical thinking
- leadership abilities
- work identities and interests
- ethnic and religions identities
- interests
- appearance
- noise levels
- familiar places
- health issues
- disability issues
- routines
- personal qualities

**The activity on the next two pages was developed by Beth Mount as a way to match interests to opportunities in the community. If you have done the preceding exercises, you have already identified people in your life (or someone you are supporting), formal and informal organizations, and places in the community. Now you can begin to brainstorm places that can enhance interests, gifts, and personal qualities, and develop strategies for getting started.**

# These Are The Opportunities In My Community



**Brainstorming Places That Enhance Community Contributions.** *Be creative and develop a wide variety of opportunities. Consider all of the possible sites, settings, and roles in which people can contribute.*

<b><i>Summarize the interests, gifts, qualities and identities you hope to develop.</i></b>	<b><i>List the community opportunities, settings, associations, networks and places where people come together with similar interests, talents and values.</i></b>

Adapted from *Capacity Works: Finding Windows for Change Using Personal Futures Planning*, Mount, 1995

## Five Action Steps for Getting Started

*Identify several ideas that seem most appealing and then outline five specific strategies for getting started. Remember to include who you will contact, when, and any additional information you may need to get started.*

# Community Groups, Organizations and Places



**Thinking** about how to connect a person to a place requires: knowing the person well; knowing the place; thinking about the supports everyone involved will require; providing support in the most effective, flexible manner; and, thinking, rethinking and evaluating your approaches.

*The next exercise was adapted from one developed by Kathryn Kemery McClain as a way to think through the characteristics and rituals of a particular place or organization. It is designed to assist you to explore the various possibilities for involvement in a particular activity or place. It is important to know about the setting, the demands and the opportunities it may place on the person. This activity helps us remember the progression of activity one would go through in order to participate. The next step for you after this exercise is to consider the supports a specific person will need during each stage of interaction.*

## **THE STAGES OF INTERACTION.**

**Arrival:** List things related to how other people arrive at the group or place.

**Entry:** List things related to how people actually get into the building or location. Do people have to walk up steps, knock, open the door?

**Getting started:** List anything that happens from the point that you get into the building until the activity actually starts. This could include things like finding a seat, knowing to be quiet when the meeting begins, greeting other people, introducing yourself, etc. Sometimes the atmosphere is very informal while other situations have more formality. Are there unwritten ground rules?

**Participation:** List anything that occurs during the main portion of the situation or meeting. This varies greatly. Look for the unwritten rules, types of interaction, types of conversation, as well as the “things” that are required. For example, you would want to go to a coffee house with money.

**Finishing up:** How can you tell the activity is winding down? Are there specific things that occur? Again, remember the unwritten rules.

**Exit:** List whatever is required to leave the building. Pay attention to whether people talk with one another on the way out, whether folks go out for coffee after the activity, etc.

**Departure:** List how people leave.

**CHARACTERISTICS.** A running description of anything relevant that occurs at that particular stage. This can include things like how people are dressed, seating arrangements, or anything else that seems relevant given the setting and the person you will be supporting.

**EXPECTATIONS AND DEMANDS.** Includes anything that the setting demands during a particular stage. It could be a response such as shaking hands or saying good-bye, an ability or skill, etc.

**DESCRIBE THE PEOPLE WHO ARE PART OF THE SOCIAL SETTING.** This can include a variety of things such as age, sex, “type” of person, anything that strikes you as relevant or defining about the group.

## A Guide to Developing Community Connections

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Name of Group or Place: \_\_\_\_\_

Location: \_\_\_\_\_

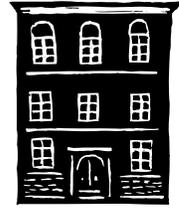
<b>Community Places</b>		
<b><i>Stages of Interaction</i></b>	<b><i>Characteristics</i></b>	<b><i>Expectations and Demands</i></b>
Arrival		
Entry		
Getting started		
Participation		
Finishing up		
Exit		
Departure		

Describe the people who are part of this place or group:

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# More on Building Connections

*Another way to think about this work of connecting is to look at it as occurring in several stages.*

**Exploring:** Get to know the community and search for social settings. Having identified them, fully explore some of them with a specific person in mind.

**Strategizing:** Develop support to include a specific person by fully knowing the community settings and by knowing the person. Think about the various interests, gifts and skills of the person, and the possible places they can contribute.

**Engaging:** Carry out the support plan you have developed to introduce the person to the setting.

**Analyzing:** Consider how effective you were in supporting the person and supporting others in include the person. What can you differently?

**Investing:** Is this a setting the person enjoys? Does he/she want to spend time continuing to be involved? How can you continue to support the person in building relationships in this particular setting?

**Including:** Consider the ways in which you can support the person in their relationship to others. Relationships take time and effort to evolve and to mature. Think of ways in which you can support others in their relationship with this person.



## Resources on Community Building and Relationships

**The Community Place.** 730 Main Street, Manchester, CT 06040; (860) 645-3178 (formerly *The Communitas Communicator*) A catalog and newsletter based on the vision of community inclusion. *A great source for materials related to circles, inclusion and community building.*

Especially:

**Circles of Support: Building Inclusive Communities.** Describes the experiences of developing circles around people living in the U.K.

**Building Communities from the Inside out.** Written by John Kretzmann and John McKnight, this book features effective and practical ways for people to make meaningful contributions to their community.

**Stories of Circles/Circles of Stories.** Reflections on one person's experiences with several Circles of Friends formed in support of people in the Milwaukee area.

**Capacity Works.** Written by Beth Mount, this workbook summarizes the values and principles of Personal Futures Planning, circles of support and community building by providing the reader with six tools for reflection.

**The Whole Community Catalogue.** A guide for building communities and supporting inclusion. Full of ideas, resources and quotes.

**Center on Human Policy.** Syracuse University, 805 South Crouse Avenue, Syracuse, NY 13244-2280; (315) 443-3851; fax (315) 443-4338; e-mail: [thechp@sued.syr.edu](mailto:thechp@sued.syr.edu). *A source for a variety of reports and resources on the integration of people with severe disabilities into community life.*

Especially :

**Personal Relationships and Social Networks: Facilitating the Participation of Individuals with Disabilities** (1991) by Zana Marie Lutfiyya. An information package which includes three articles and an annotated bibliography.

continued



### Resources, continued

**Signs of Community Building** (1989) John O'Brien. A summary of visits with people involved in community building activities.

**Unfolding Capacity: People with Disabilities and Their Allies Building Better Communities together** (1994) John O'Brien and Connie Lyle O'Brien. A perspective on community building that explores five commitments that build community.

**Finding a Way to Everyday Lives: The Contribution of Person Centered Planning** (1993) John O'Brien and Herb Lovett. Description of the various approaches to person centered planning

**Unlikely Alliances: Friendships and People with Developmental Disabilities** (1993) John O'Brien and Connie Lyle O'Brien. A reflection on the nature of friendship, on four of its dimensions and on the meanings of friendship for people with disabilities and our communities.

**Affectionate Bonds: What We Can Learn by Listening to Friends** (1990) Zana Marie Lutfiyya. A study of friendships between people with and without disabilities.

**Inclusion Press**, 24 Thorne Crescent, Toronto, Ontario, Canada M6H 2S5, (416) 658-5363; fax (416) 658-5067. A resource of books and videos about full inclusion in school, work and community.

Especially:

**All my Life's a Circle: Using the Tools: Circles, MAPS & PATH.** Written by Mary Falvey, Marsha Forest, Jack Pearpoint and Richard Rosenberg, this book describes all you want to know about these three tools.

**What's Really Worth Doing & How To Do It!** A book about dreaming, inclusion and giftedness written by Judith Snow.

**From Behind the Piano: Building Judith Snow's Unique Circle of Friends.** Written by Jack Pearpoint, this book describes Judith's journey from living in an institution to traveling around the world.

**The Common Thread**. A periodic newsletter written by Sharon Gretz and Dianna Ploof, and published by the Community and Relationship Building Project at United Cerebral Palsy of the Pittsburgh District. Available from The Community Building Project, 17 Eisele Road, Cheswick, PA 15024.



### Resources, continued

**Friendships and Community Connections between People with and without Developmental Disabilities.** A collection of articles creating a perspective of the principles in successful experiences to help others build relationships of their own through social connections. Edited by Angela Novak Amado and available through Paul H. Brookes Publishing Co., P. O. Box 10624, Baltimore, MD 21285-0624.

**Friends: A Manual for Connecting Persons with Disabilities and Community Members.** A manual for anyone interested in supporting a person with disabilities to widen his or her circle of relationships and develop deeper relationships. Describes the Friends Project, strategies and methods that are effective and observations based on the experiences of the Friends Project. Amado, A.N., Conklin, F., & Wells, J. (1990) Available from the Minnesota Governor's Planning Council on Developmental Disabilities, 300 Centennial Office Building, 658 Cedar Street, St. Paul, MN 55155, (612) 296-4018



# **A Guide to Developing Community Connections**

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