



# **The Utah Family Coalition Policy and Training Manual 2014**

## **1 Section Six**

- *FRF Community Resources*
- *Networking*
- *Taking Care of Yourself*



## Section 6: Community Resources Collaboration at Work

**Definition:** Resources available in the community that help to support families. These resources include both formal and informal or natural supports.

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**Purpose:** The role of a family resource facilitator includes having information about community resources and their services. This section provides knowledge and skills in identifying, collecting and managing information about the resources available in the local community.

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### Participant Objectives:

- Define and identify formal supports (Agencies and programs that support your child and family to succeed in the community) when the informal supports are not enough.
  - Begin a community resource map.
  - Begin a Community Support File for collecting resource information about formal and informal supports in their community.
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## COMMUNITY RESOURCES

### Exercise #1:

Take out a clean sheet of paper and grab a pencil or pen. Read the scenario below and without talking to anyone, list the first three telephone calls you would make.

You have just received a telephone call from your family physician telling you that you need surgery before the end of the month. List the three telephone calls you would make.

When it is your turn, please tell the presenter the first call you made (by role—not name). When it is next your turn, give the presenter the second call you made, then the third.

Review and discuss the list the presenter has put together. What stands out? Who did most people call first? Second? Third?

When you try out this exercise (or another one like it that deals with a life crisis) with your family and friends, most will tell you that they got through tough spots with support of family, faith community, and/or friends. While services are vital, most of us get through life, day-to-day, by depending on our families and our unique communities.

Each family is the source of information about their own natural or informal supports. Often, it takes time for the family to share that information. Trust builds slowly and not all information comes at once. Informal community resources can be identified by linking with the communities in which the family lives. Recognizing the importance of informal supports, keeping informed about your community, its activities and supports is vital.

Sometimes, families lose connections to family and community supports. Reasons may be abuse, violence, stress, addiction or any number of situations. Part of being an FRF is to help families learn skills to identify and connect with community supports.

**Examples of formal resources:** Services with eligibility criteria – Paid services

- DCFS
- Case management
- Respite Services
- Home-Based Services
- Mental Health
- Community Health
- Government Offices
- Schools and Schools Boards
- Others

**Examples of Natural/Informal Resources:** Supports that do not cost money to get, people who know the family and will be honest with them. Parent support can be improved through the effective use of resources.

- Families
- Close friends
- Neighbors
- People who “have been there”
- Business and Community Leaders
- Cultural Groups and Leaders
- Faith Community
- Volunteer networks

- Service Organizations
- Universities
- Leagues and Teams
- Others

Many resources are available for families with children with complex needs. Finding them, however, can be difficult. A few suggestions as to how to find resources are:

- Ask doctors, therapist, teachers, school counselor, etc.
- Call the referral numbers list in parent resource directories (Parent center directory)
- Ask everyone you know. Time and time again, we find our best source of information is other parents.

By contacting all of the above sources of information, you accomplish several things. First, you may find the resources you are looking for. Second, you may find someone interested in helping you develop the resource, if it does not already exist. Third, you heighten professional's awareness about the need for resources in the community and their need to be informed.

## **Mapping Community Resources**

Community mapping is one way to identify community resources. Mapping helps us find and get to where we want to go. Planning to accomplish a goal or create a community resource is much like creating a map. With a community map we can see resources that are available and their various relationships to each other.

Community mapping is a tool. It can help us look at what our communities have to offer and begin a process of building, creating and developing. When we know who is out there, what skills and resources are available, we can bring people together to meet needs and accomplish goals. Building relationships with people, agencies, community organizations, business and local resources (the magic people) increases our connections as well as access to resources that are able to help meet our needs.

Community mapping can be done on many levels and in many different situations. A family could do a community map of resources for a child with challenges. A group of citizens who wish to make a change in public policy could do a map to help the group accomplish change. A parent support group could do a community map to find all of the resources that might be helpful in running their local group.

Once the assets in the local community are identified, a variety of new ideas for community building may follow. The more people come into the process with their new ideas, skills and resources the more effective the plan. The group may also find new approaches to old issues.

**Exercise #2:** Let's get started:

We all know a lot about our what is available in our communities, but there is often much we do not know, because we don't know how or what to ask. The community mapping process will start by building on what is already available in the community.

1. Start the map by placing in the center, the main person, cause, group, etc. that you wish to benefit. Your map can be done as a graphic organizer, or it can be a simple list.
2. The next step is to write down all the resources that come to mind immediately, most likely resources that you use regularly. The resources can be people, skills, or resources. Working in a group to list the resources can be helpful. Input from other people will bring ideas that one person may not have thought of. Invite a variety of ideas. Brainstorming ideas at this stage can be valuable. Encourage a free flow of ideas without analyzing or eliminating ideas. As the process continues, get input from anyone who has an interest. You may be surprised at what you find. The end result of the map becomes much more than the pieces from anyone one person.

## **COMMUNITY RESOURCES**

Each person should obtain a portable file folder/3-ring binder. This folder will be for the FRF to use, organize and collect information and materials from agencies, community providers, physicians, and other sources that will be of value to the children and families.

Now, take a few minutes to determine how you want to organize that information: alphabetically, chronologically (as you gather it); type of service...This is for you to decide.

Label the sections with the resources you have already identified in the exercises above and from the agenda and table of contents you have received.

This is your binder. You will continue to add to it as you contact agencies and providers in your own community.



## NETWORKING

**Definition:** When you are involved in the family movement you often hear the word “Networking”. This means to be interconnected. In the dictionary it says networking is a fabric or structure of cords or wires that cross at regular intervals and are knotted or secured at the crossings.

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**Purpose:** This section provides information and set of skills that will assist family resource facilitators in reaching out to families and community resources.

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### **Participant Objectives:**

- Develop a written draft brochure that contains information needed to conduct outreach to both families and community resources.
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## NETWORKING WITH FAMILIES

We all need to be networking with other parents and families: ALL families who are seeking help in our communities. As we are all aware, it is tough to meet all the challenging needs of our children and families. Families need help finding access to services and programs. Training on knowing how to ask the right questions, deciphering the paperwork and terminology that they will come across. There are parents that have been “wading” through it and have experience that they are willing to share! We all have something that will make someone’s life a little easier.

Whether good or bad, we all have experiences with school, Medicaid, SSI, doctors, therapist, state agencies or community partners. If we share the things we have learned from these experiences with others it can help them navigate the system better, avoid some mistakes, and not feel alone in the process.

Community partners and resources are available to provide information and assistance in areas of basic knowledge. They may assist with accessing services, navigating systems, as well as family information and support groups. Involving community partners in making presentations at family meetings is an important way to facilitate effective working relationships and benefit children and families.

## NETWORKING WITH COMMUNITY RESOURCES

Networking with agencies and organizations in our communities is critical to us as family resource facilitators. This is where we live, work and raise our children. These are the people with whom we interact daily. These are the people who will provide needed services and supports to us and our families.

**Remember:** We need to remember the second part of networking – **being knotted or secured at the crossing.** We do this as we share our experiences and support one another: family-to-family and with community resources! Who can better understand us than someone who has been through a similar situation? Increased communication benefits everyone: the child, family and community.

As we cross regularly with one another and secure those crossings with support for one another we will be amazed at the difference we will make in each other's lives and the growth we can make in our communities. Let's work together!

Community resources have a common theme: they provide something to us. Think about it! Physicians provide service to us to keep us well, or to get us well. Grocery stores provide food and supplies to us. Faith communities provide spiritual nurture to us. Schools provide education to us. 4-H provides knowledge, skills, and support to our children. The piano teachers provide knowledge and skills for us to play beautiful music. So goes the list.

As community family resource facilitators, we have something to provide to these Community Resources. We have experience and knowledge about needs of children and families, how to maximize resources, how to get the "word" out about services; how to problem-solve in a positive way...

Our challenge is to create a mutually beneficial partnership with Community Resources and to create an effective Family Information and Support Network.

The training you have had so far has provided some insight into the parent/professional relationship. You are continuing to develop policies and procedures that address confidentiality, ethics and your personal mission as a family resource facilitator. Now, you will take these to a new level. Reaching out to parents and community resources to partner with will build a more positive relationship.

What do you think you will need to do that? Quickly write down some THINGS you can think of that you would need to do, to take, information to provide, questions to answer.

**Let's discuss these.**

Are you ready today to reach out to your community resources? What do you need to get in place? Can you answer the following?

- Who are you? (Who are you, personally and who are you representing)
- What do you do? How do you do it? How will you do it?
- What do you want me to do? What can I do for you?
- What can you do for me?
- Can you be trusted? How do I know?
- How can we work together?
- What will that mean for me? For you?
- How much time will it take?
- What will it cost?

### **Exercise #1:**

**FIRST STEP FIRST:** Put in writing the following:

- 1) Vision and mission statement about your services or organization
- 2) Values and Principle summary (may be part of the vision/mission statement)
- 3) Describe what is provided: how, when, where, by whom
- 4) Describe benefits to families and to community resources
- 5) Describe how working together will be beneficial
- 6) Qualifications of those providing the services
- 7) Ethical standards of you or the organization
- 8) Describe who can receive the services, when, and how and the cost

Keep it short and straightforward. Don't promise what you can't deliver.

### **Family Information and Support Network:**

Community Family Information and Support network members invite professionals to provide training or make a presentation at meetings or conferences. The following letter is an example of an invitation requesting an agency to present at a meeting or conference. When inviting a professional to present or train, it is important to be clear about the date, time and topic(s) as well as the type of group. A telephone call to set the date and time is not enough. A follow up letter must contain all the information needed. The one below contains needed information. Before the date, send an additional letter and make a telephone call to remind and confirm. Always send a thank you letter after the presentation or training.

Here is a sample letter to invite agency partners to present at a meeting or conference.

July 31, 2006

Faye Hubbard  
Workforce Services, WIA representative  
162 No. 400 E.  
Building B  
St. George, UT. 84770

Dear Faye,

Thank you for your willingness to present at our Family Academy Training for Families, Staff, and agency partners. We would like you to talk about the services your agency has to offer and the mandates. We are especially interested in the WIA program for youth.

You are scheduled to present from 11:30 – 12:00 pm at the Southwest Behavioral Health Center Building Room # --- located at 474 West 200 North in St. George.  
If you have further question please call me at 801-870-3470 (cell) or office 435-676-2599.

New Frontiers for Families staff is looking forward to an exciting and informative training, we appreciate your help.



## Taking Care of Yourself

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**Definition:** Take time for yourself. Understand yourself. Be sensitive to family members and friends. Be willing to ask for help. Respect yourself. Advocate for yourself and for others.

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**PURPOSE:** “Put on your own oxygen mask before helping those around you.”

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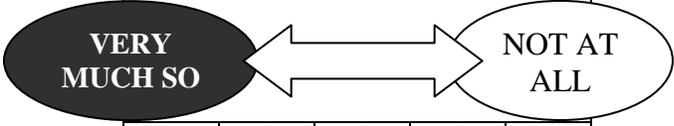
### **Participant Objectives:**

- Identify personal stress triggers.
  - Develop activities that will help them address triggers.
  - Develop an understanding of resiliency and how it relates to their work
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# TAKING CARE OF YOURSELF

**Exercise #1:**

## SELF-DISCOVERY PRETEST

					
	5	4	3	2	1
I feel my life matters.					
I am living my dream.					
I feel the energy of optimum health.					
I have “nutritious” people in my life.					
I enjoy being alive.					
I regularly enjoy hearty belly laughs.					
I take time for solitude.					
My recreation re-creates me.					
I take time to nurture my soul.					
My life is balanced.					
I have the courage to say “no”.					
Source: <i>The Hope Heart Institute, Seattle, Washington</i>					

## **TAKING CARE OF YOURSELF**

For families living with people with disabilities, the problems that arise in getting through one day can be overwhelming. Families who have a person with a disability have all the same problems and obligations of ordinary families. They also have the added burden of the extra needs of that person. These families' lives are different than the lives of most families. Talking to people who have had to get through days much like their own provides an outlet that can't be found anywhere else.

Parents of young adults with disabilities feel there are a lot of things they "should" be doing. There are also a lot of things they think others, including teachers, doctors, relatives, counselors, expect of them.

### **What Is Taking Care of Your Self?**

Working with people can be stressful. Working with families who have challenges can be more difficult. It is important to take care of yourself – physically, emotionally, and socially. You may have opportunities to attend time management and stress management workshops. At workshops, they will go into more detail about coping with the challenges of your job and your life.

### **How to Take Care of Your Self**

#### **Time Management**

- Make a daily plan of tasks.
- Prioritize the list. Identify those tasks that have to be done today (A's) from those which should be done, but could be done tomorrow (B's), and those which are not that important (C's).
- Be sure to do your "A" tasks first.
- Keep lists simple and realistic.
- Carry your list with you – consult with it often.
- Let your list be your guide, not a ball and chain. You will find that you often have to adapt and revise.
- Be on time. Treat co-workers and family members the way you want to be treated.
- Make a "grass-catcher" list. This is an ongoing list of things to be done, without a specific deadline. When you are making your daily "to do" list, consult this "grass-catcher" list.
- Always ask 'what is the best use of my time right now?'
- Don't do other peoples "A" tasks at your expense.

## MANAGING STRESS

### What Is The Real Reason We Feel “Stressed”?

People say one of the main reasons they feel stressed is that they don't have time to think anymore. E-mail, voice mail, cell phones, pagers, faxes, and overnight mail all create a sense of urgency.

In the “good old days,” we had longer work weeks (42 hours in 1952 vs. 40 today). There was downtime between tasks – to lick a stamp, walk to the mailbox, change a typewriter ribbon, flip through a dictionary, or dial a phone number.

### TAKING CHARGE OF YOUR EMOTIONS

*“You have the capacity to choose what you think about.  
“If you choose to think about past hurts, you will continue to feel bad.*

*While it's true you can't change the effect past influences had on you once, you can change the effect they have on you now.”*

Gary McKay, Ph.D.,  
Author of *How You Feel is Up to You:*

### What can you do?

- Make a concerted effort to be the master of technology in your life.
- Limit your use of gadgets. (An amazing number of people are getting rid of their car phones. They want to reclaim the private time between home and work.)
- Limit the number of people who have access to you through technology (i.e., don't give out your access numbers to everyone).
- Limit the amount of “information” that comes into your life (it makes no sense to listen to radio and TV news reports).
- Unplug technology regularly. The world doesn't need you to be on call 24 hours a day.
- Make a special effort to connect with real things – people, animals, nature, music, art, play, laughter, and exercise.

## Recognize the stages of burnout:

Stage I – Early Warning Signs	Stage II – Initial Burnout	Stage III – Burnout	Stage IV – Burnout
Vague anxiety. Constant fatigue. Feelings of depression. Boredom with one’s job. Apathy.	Lowered emotional control. Increasing anxiety. Sleep disturbances. Headaches. Diffuse back and muscle aches. Loss of energy. Hyperactivity Excessive fatigue. Moderate withdrawal from social contact.	Skin rashes. Generalized physical weakness. Strong feelings of depression. Increased alcohol intake. Increased smoking. High blood pressure. Ulcers. Migraines. Severe withdrawal. Loss of appetite for food. Loss of sexual appetite. Excessive irritability. Emotional outbursts. Irrational fears (phobias). Rigid thinking	Asthma. Coronary artery disease. Diabetes. Cancer. Heart attacks. Severe depression. Lowered self-esteem. Inability to function on job and personally. Severe withdrawal. Uncontrolled crying spells. Suicidal thoughts. Muscle tremors. Severe fatigue. Over-reaction to emotional stimuli Agitation. Constant tension. Accident proneness and carelessness. Feelings of hostility.

- Take action to deal with your burnout if you recognize it.
- Take time-outs. These can be mini time-outs, such as taking the afternoon off, or longer vacations.
- It is okay to say you are having a difficult time. We all do at times. It is not okay to ignore the stress symptoms and do nothing about them;
- Cultivate pleasurable activities and hobbies that will offer you balance and peace.
- Develop a positive, nurturing support system
- Set limits for yourself and others. Know your own boundaries.
- Exercise regularly

### Exercise #2:

## STRESS TRIGGERS

Discussion: What are your stress triggers?

- |   |                                    |
|---|------------------------------------|
| *A school meeting for your child            | *A feeling of being out of control |
| *Challenging behavior in the home           | *Husband/wife working long hours   |
| *Friends/relatives/etc. demanding your time | *Work                              |
| *Doctor’s appointments                      | *Therapy appointments              |

List your stress triggers:

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |

For your consideration:

*“Often the person who identifies himself as the curer or fixer-type healer is vulnerable to burnout.”* (Rachel Naomi Remen, MD)

*“Perhaps the most important thing I have learned from my work is that I can be a friend and supporter of healing; I can be a guide to people; but it is not I who does the healing. I try to heal by creating situations that seem to allow or foster healing – calmness, faith, hope, enthusiasm – and sometimes just the idea that healing is a possibility.”* (Martin Rossman, MD)

**Exercise #3:**

- 1. WRITE DOWN ALL THE PEOPLE YOU ARE.**  
(Possible answers: mother, father, sister, brother, aunt, uncle, teacher, coach, etc.)
- 2. WRITE DOWN ALL THE PEOPLE THAT EXPECT SOMETHING FROM YOU**  
(Possible answers: children, clergy, husband, wife, mother, father, etc.)
- 3. WRITE DOWN YOUR EXPECTATIONS OF YOUR CHILD.**  
(Possible answers: have friends, finish school, go to college, etc.)

The list can get so overwhelming that finding time to attend a parent support group seems impossible. If parents look at their list of things to do they may notice that some of the things listed could be done more easily (or might have already been done) by a group of parents who share some of the same experiences.

## Not to Worry

“We are rapidly becoming a nation of nervous wrecks, but the problem is hardly a new one.

It’s been observed that 40% of the things we worry about will never happen, 30% happened in the past and can’t be changed, 12% reflect needless health concerns, and 10% represent petty, miscellaneous details.

That means only 8% of our worries are legitimate.

So how much better would we all feel if we eliminated 92% of our worries?

Chances are we’d feel more relaxed, become more productive, and sleep better.

We could also spend a lot less money on tranquilizers, antidepressants, and sleeping pills.

As Thomas Jefferson once wrote to a loved one, ‘How much pain has cost us the evils which have never happened.’

No one would argue with that.

Now, if I could just figure out which 8% of my worries I really do need to worry about, I’d feel so much better.”

*Mary O’Brien, MD, in American Medical News, Vol. 40, No. 39*

**Exercise #4:**

**Self – Reflection Exercise**

Think back to a crisis event, one that was difficult to cope with, e.g. hospitalization. Write down a list, in order, of all the emotions that you remember experiencing. You do not need to write down the details of the event, just the emotions.

- 1. \_\_\_\_\_ 4. \_\_\_\_\_
- 2. \_\_\_\_\_ 5. \_\_\_\_\_
- 3. \_\_\_\_\_ 6. \_\_\_\_\_

The following recommendations are adapted from Joan K. Blaska, PhD, “Reminders for Resilience.”

Resilience is “the tendency for a child, or family to rebound from stressful circumstances or events and to resume usual activity, accord and success.” Resilience is the power of recovery. (Garmezy, 1992)

**How resilient are you?**

Resilient people find ways to live that allows them to answer the following questions in the affirmative:

	<u>Yes</u>	<u>No</u>
1. Do you take time for yourself?	_____	_____
2. Do you understand yourself well?	_____	_____
3. Do you look at things in a positive way?	_____	_____
4. Do you have realistic expectations?	_____	_____
5. Are you sensitive to family members?	_____	_____
6. Do you and your family process situations?	_____	_____
7. Do you feel that you know who is important?	_____	_____
8. Do you prioritize?	_____	_____
9. Do you find time to enjoy things in life?	_____	_____
10. Are you willing to ask for help?	_____	_____
11. Do you respect yourself?	_____	_____
12. Do you advocate for yourself and other?	_____	_____

**ASSIGNMENT:** Write a plan for each of the above questions that you answered with a “NO”.

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Remember these recommendations and share them with the parents you work with:

**Take time for yourself:** It is important to take time for you. Recharge so you can continue to have energy and enthusiasm. Stress is a part of life. What are you doing to help relieve yours and recharge? Take time for you! This is not a luxury, but a necessity.

**Understand yourself:** Be honest about the cyclical feelings you have regarding your situation. Be patient with yourself, family members and friends. Employ coping strategies that work for you, such as time alone, running, reading, a night out or time with a friend. Taking time for yourself helps you to understand your situation and emotions.

**Be sensitive to family members and friends:** Be sensitive of reactions to circumstances from grandparents and other family members. They need time to work through their feelings too. They also need information and time to understand, feel comfortable with changes and develop relationships. Try to remember that most often they do not know what to say or do but really want to help and support you.

**Who is important?** All of your family and friends are very, very important; frequently plan quality time with each of these individuals.

**Be willing to ask:** Sometimes we need help in knowing what to do or how to do it. Other times, we need help by getting a break from the daily demands. Be willing to admit that you need help. This is not a sign of weakness, rather a sign of strength because you are aware of your needs and those of people with whom you interact.

**Respect yourself: Respect your abilities:** Work to have appropriate expectations that will help you grow and develop to the best of your ability. Be proud and celebrate these gains, however small they may be. Demonstrate respect by having expectations, taking responsibility and promoting independence.

**Advocate for yourself and others:** Advocate by understanding your needs, knowing what is available for services and how to gain access to them. Be assertive, NOT aggressive! While life is not perfect for any of us, we must continue to have hope for the future. Be optimistic yet realistic in your dreams. **Dream new dreams.**