

# FINDING RESOURCES

**COMPETENCIES: COMMUNITY LIVING SKILLS AND SUPPORTS; COMMUNITY INCLUSION AND NETWORKING**

## INTRODUCTION

Supporting an individual with autism to find resources within his or her neighborhood, town, county or broader metropolitan region provides a unique opportunity for you to teach fundamental skills in community living. One method of teaching these skills is to involve the person you support in researching, contacting, and connecting with local and regional resources. By scaffolding network-building in gradual steps that consider the individual's needs and learning process, you can empower him or her to play a more active role in shaping his community involvement. Below is a helpful planning tool to get you started. Try to complete as many steps as possible with the person you support.



### GET FOCUSED

- Identify the person's strengths and challenges.
- Review the person's current goals that involve community living or inclusion.
- Pinpoint a specific need or interest that relates to each goal.
- Research neighborhood, local, and regional opportunities.
- Choose 2-3 resources that he or she will contact.

### MAKE AN ACTION PLAN

- Map the steps that he or she will follow in contacting resources.
- Use visual supports to make the plan concrete, such as a flow chart, images that illustrate the steps involved, or a timeline/calendar for taking steps.
- Support him or her in creating a script to follow when he or she calls, speaks to, or emails a contact.
- Talk to the individual you support about the type of support he or she needs from you while he or she is making the contact.
- Support the individual in making the contact.
- If the resource is a good fit, review any follow up steps needed to use the resource.

### TRY OUT THE RESOURCE

- Support the person in mapping the steps to try out the resource.
- Use visual supports to make the plan concrete, such as a flow chart, images that illustrate the steps involved, or a timeline/calendar for taking steps.
- Discuss with the individual how much support you will provide in trying out the resource.
- After he or she has used the resource, debrief with the individual regarding his or her experience.
- Provide support if she needs to find other resources or try that resource again.
- Map any next steps needed to continue pursuing the resource.

## WHAT YOU CAN DO NOW!

- 1** Once you have decided which resources you will explore with the individual, plan a timeline for making first contact with the resource and trying it out.
- 2** As you develop resource possibilities together, consider the individual's transportation options, daily routines and schedule.