

National Center on Deaf-Blindness



Transition Activities

On-site Visit: Community College

Topic:

On-site Visit: Community College will help your son/daughter develop skills for employment options and community living arrangements that will aid in success as an adult.

Overview:

It is likely that a visit to a community college is in your son's/daughter's transition plan and will be arranged by school personnel during school hours. However, an exploratory trip with parents is a valuable experience for both parents and youth. It can be a fun adventure where your son/daughter gains insights into future options that prepare him/her for employment.

This activity involves a visit a community college campus. We know that this activity is dependent on resources in your community or neighboring communities and will take some pre-planning. If you're thinking that this activity doesn't fit your son/daughter as a perspective student, please consider there may be extra-curricular activities at the community college open to any participates from the community and courses open as non-credit opportunities to pursue interests and develop relationships.

Whether or not your son/daughter eventually attends a community college, the experience will be valuable in terms of practicing known travel skills in a new environment.

Outcomes for your child's transition development:

Your son/daughter will develop interests in options for post-graduation that might be found at a local community college; determining not only preferences from these travel experiences but also determining the supports that would enhance this part of successful adult life in the community.

Activity Directions:

1. Find the nearest community college campus. If a 4-year college is closer, you can use that instead.
2. Choose the best purposes for your visit.
 - a. To find out what training programs are offered:

- i. Talk to high school classroom teacher and counselor and the Vocational Rehabilitation transition counselor assigned to students graduating from your son's/daughter's community college.
 - ii. Visit the community college student services and ask about options and supports.
 - iii. Sit in lounge areas around the campus with information fliers and talk with other students.
 - iv. Talk about interests with campus advisors.
3. To have experience in traveling in a new environment:
 - a. Find restrooms, read signs, find wheelchair ramps, get in and out of buildings and rooms, look for room numbers, use elevators, use stairs, practice cane travel, practice orientation skills, ask people for directions, use a vending machine, find specific types of locations (library, eating areas,), look at what people are doing, make a map of a floor, building or area, read bulletin boards to see what activities are being offered, make judgements about own interests, read braille labels and room numbers, practice sidewalk travel, turn corners, find doors.
4. To make a list of what to spend time doing, when visiting to find out what a campus includes or looks like, begin with asking the following questions:
 - a. What would you expect to find at a community college campus? (students, libraries, books, rooms, some place to eat, teachers, offices, etc.) Use current experiences in a school as a starting point for ideas. (What do you have in your school?) Make a list for a scavenger hunt.
 - b. What is available on campus for students who need help? Transportation? Accessible materials? Recreational activities? Fun? Clubs and groups? Tutoring?
5. To practice social skills, consider introducing self and:
 - a. Asking for directions
 - b. Greeting people
 - c. Shaking hands (if meeting someone in an office who is giving information)

Ways to either Simplify or Increase Complexity:

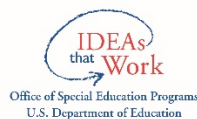
Ideas for Simplifying Activity

- Other community buildings closer to home are appropriate for practicing social skills, travel skills, orientation skills, and active participation skills.
- Visit a work setting that employs older students or young adults with multiple disabilities. Note the environment and the supports provided, and if this kind of setting might fit in with your son's/daughter's proven preferences for space, people, noise, set-up, smell, lighting, independent abilities. What skills or tolerances might your son/daughter need to work on to be successful in this type of employment placement?
- Visit a place where your son/daughter can envision using his/her unique abilities in an employment task. Example: Visit a hospital cafeteria. What tasks can I do? Can I wipe of tables, clear tables—use a tray to balance items to take to the dirty dish area?

Handout napkins? Take an order? Be a greeter? Talk to people who are sad and help them smile? Take a furry pet into rooms? Entertain people with song?

Ideas for Increasing the Complexity of the Activity

- Have your son/daughter make contacts and set up appointments with student services ahead of time.
- Have your son/daughter think about what he/she would like to do when he/she comes back a second time.
- Encourage him/her to “remember” the way from one specific place to another to use on the next visit.



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