

National Center on Deaf-Blindness



Transition Activities

Transportation Trial

Topic:

Transportation Trial will help your son/daughter develop work related skills within the home and the community that will aid in job success as an adult.

Overview:

As youth enter the transition years, the school is taking a level of responsibility for transition planning and training. But there is still much a parent can do in the context of family activities that provide opportunities to broaden their child's general life experiences that support self-determination and employment readiness.

This activity is intended to increase your child's participation in using transportation systems and is not intended to teach independent travel skills. It is recommended that parents contact their child's O&M specialist so that appropriate bus travel skills are used and reinforced by the parents.

Outcomes for your child's transition development:

Your son/daughter will increase in his/her abilities to use public transportation to any community experience – recreational or work related.

Activity Directions:

If your community has a public transit (bus/commuter train) system you will want to consult your child's O&M specialist. Find a bus route that will be simple and whose destination is familiar and engaging for your child. Malls are a good choice for many.

If a public transit system is not available, your child will practice contacting people who can provide a ride.

1. Taking a known bus route (rote route). (A rote route means that your child is not expected to gather all the information about schedules and routes, but is simply taught which bus to catch from "here" to "there" and does it with you.) The O&M specialist teaches the bus route planning skills based on your child's individual capacity and use of assistive technologies.

- a. Choose a destination and plan a route. Include your child in discussions and give choices where appropriate.
 - b. Travel the bus route with them several times so that an unfamiliar experience becomes a familiar experience.
 - c. These are some things to consider reinforcing:
 - i. Don't stand too close to the curb when waiting for a bus. The rearview mirror on the outside of the bus can stick out past the curb when pulling to a stop.
 - ii. While waiting for the bus, stand facing the direction from which the bus is coming. This gives the bus driver a visual clue that you want him to stop. This is especially helpful if you are mistakenly standing in the wrong place.
 - iii. Don't move into the bus until it is completely stopped and anyone who is exiting does so first.
 - iv. Pay the driver and verbally tell him where you want to get off, modeling these words, "Please tell me when we get to ***". Your child can have this on a communication card or preprogrammed into a speech output device.
2. Contacting/Hiring a Driver. Hiring a driver is an option that many non-drivers use, even if they know how to take a bus. Have your child rehearse the following information before using it for real! Adapt this to your child's communication system. Coactively participate. You can use a relative or friend as a practicing opportunity. Provide appropriate social safety supervision.
- a. Give your name and say which day of the week you are seeking transportation for.
 - i. This is Jonathan Smith and I'm looking for transportation to the clinic on Tuesday.
 - b. Be ready to tell the driver where you are starting; a home address or other location and where you want to go. Have these addresses ready.
 - i. I want to be picked up from my work place, Piggly Wiggly on South Franklin St. My clinic is at 4567 Clinic Drive.
 - c. Tell the driver what time you need to be there by.
 - d. I need to be there by 2:45.
 - i. Are you available?
 - e. What time will you pick me up?
 - f. Where should I wait?
 - g. What is the name of the driver?
 - h. Please tell him to approach me by name and my destination because I won't see his vehicle.
 - i. If he doesn't know my name I will not leave with him.
 - i. What will the cost be?

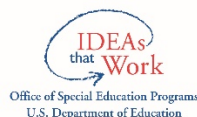
Ways to either Simplify or Increase Complexity:

Ideas for Simplifying Activity

Use communication objects or cards to identify 2 or 3 specific community destinations. Let your child choose the destination and facilitate the use of terminology we use when we are giving directions. (Distance, Time, Direction, Sequence)

Ideas for Increasing the Complexity of the Activity

- Create an opportunity for your child to secure his own transportation to a place that he goes to regularly. Over time, decrease the amount of assistance that you give.
- Use memory strategies such as: note cards with information written it, note taking devices, recording devices. Have your child start a file of directions to specific locations.



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