

Community Independence Skills – Parent Coffee Morning

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Community Independence Skills

What do we mean by community independence skills?

Being able to access the community facilities around you, to do the things that you want to do, such as:

- Getting the bus
- Walking to a destination safely (like a shop, a friend's house, a place of worship)
- Choosing and buying something in a shop or a café



Background - community skills

- Community Skills groups last year:
 - Focusing on building skills in crossing the road safely and accessing a café
- What we did:
 - 5 sessions
 - Role play
 - Interactive discussion – is it safe?
 - Visuals
 - Consistent strategies – stop, look, listen, think song
 - Practiced – went to a café, crossed the road
- Aims of today
 - Handover these strategies to allow all students to benefit and to help with consistency
 - Support with this from a parent perspective – discussion about common barriers and enablers and share ideas



1) Getting around

Road safety, public transport etc

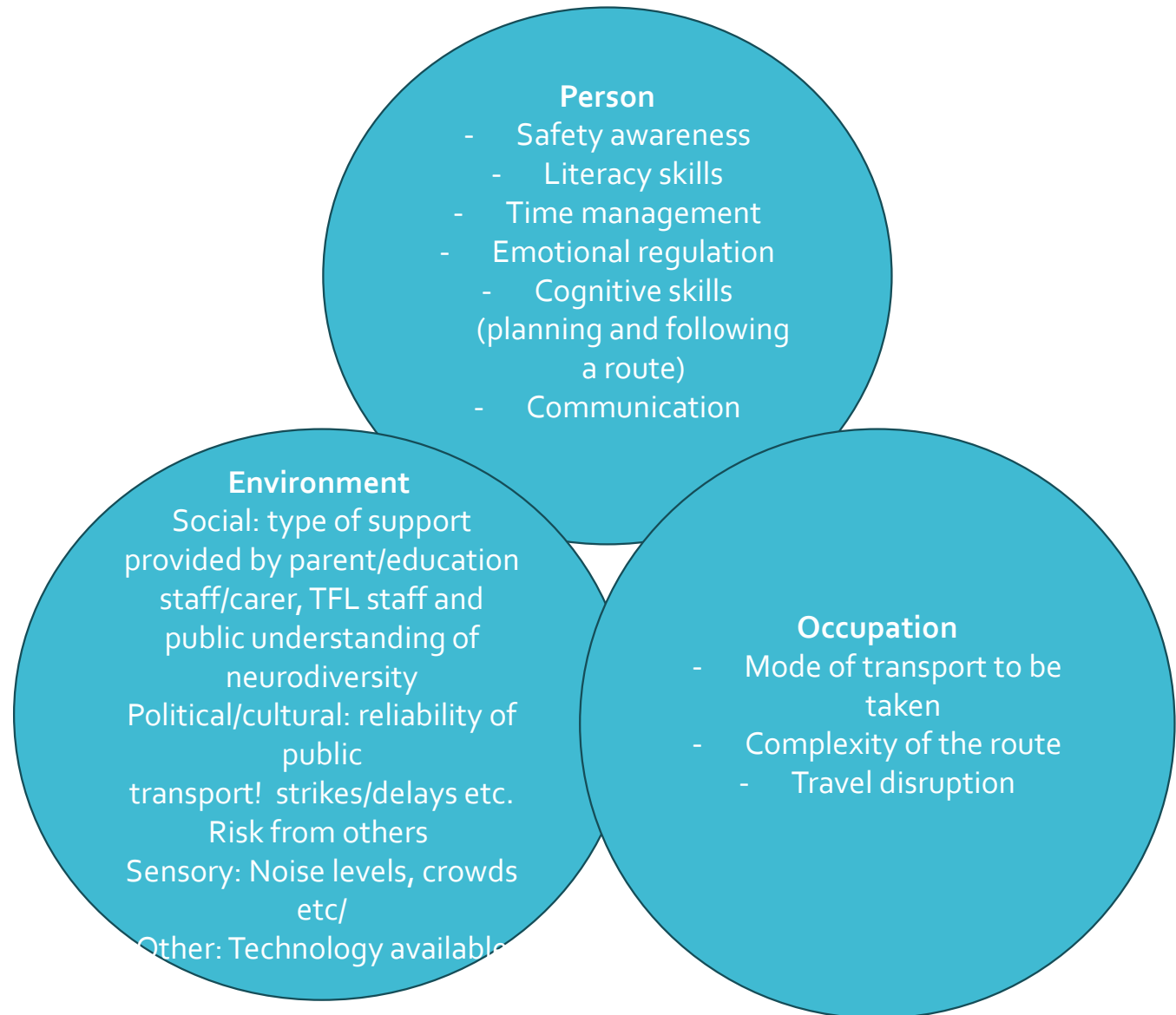
Introductions and discussion

Community Independence with Travelling

- Your name & child's name
- How independent is your child when accessing the community?
- For example, how are they with crossing the road? Getting the bus? What kinds of journeys do they take?
- As a parent, what do **you find difficult** about your child doing these skills?
- What do you think **your child** finds difficult about doing these skills?
- What do you want to get out today's session?

Enablers and Barriers to Community Skills

Person, Environment and Occupation



Strategies

Every child is different

When identifying strategies consider individual:

- Strengths
- Preferences
- Challenges
- Person, environment, occupation

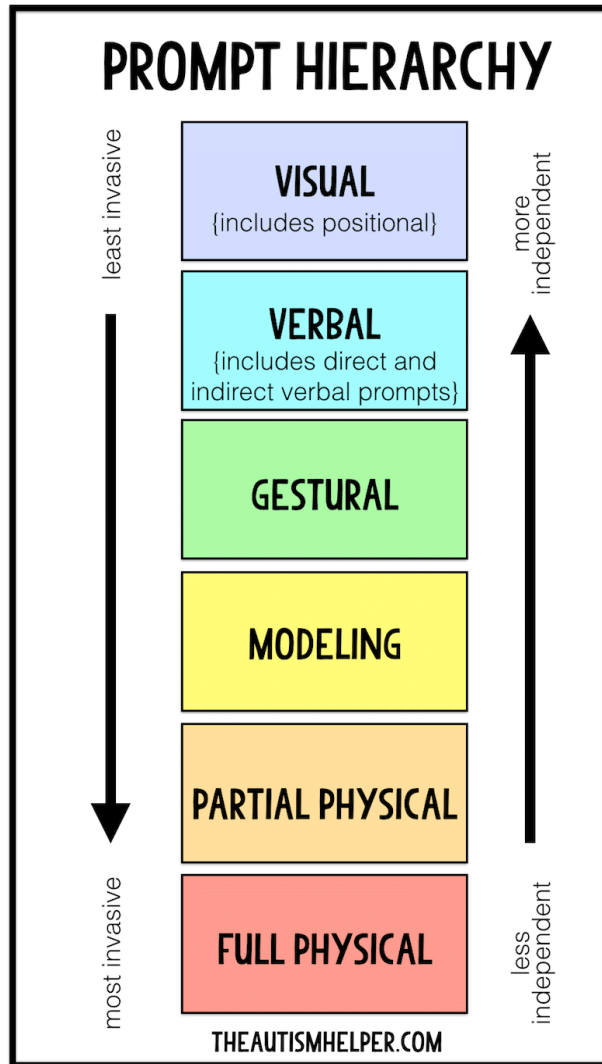
Grade the activity and breaking it down



What is your child doing at the moment to participate in journeys?

What's one step you could take to work towards them participating more in that journey?

Graded support



Prompt vs. Cue

Ask yourself, "Who is doing the thinking?"

Prompting is the adult doing the thinking.
With cues, the child has to do the thinking.

People habitually prompt instead of cue. That is because they don't have confidence in the child.

putting words in your mouth

Examples of cueing / open-questioning:

- What's next?
- What should we do now?
- Where should we cross?
- How can we ask the driver to stop?
- Is there someone who could help?
- Who should we ask for help?

Repetitive
practice



Safety awareness



What is **safe**? What is **not safe**?



Not safe ❌

Lots of **traffic** and **no crossing** to use



the road

Safe ✓

Crossing when the **Green Man** shows



Crossing the road

Visuals



Go to the bus stop.



Wait for the bus.



Signal the bus to stop.



Get on the bus.



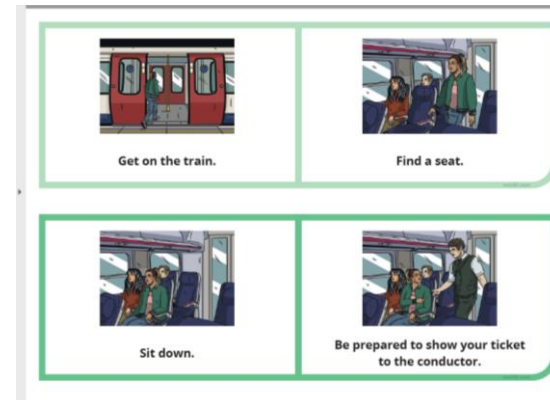
Pay your fare or show your bus pass.












Sit down.


















Press the bell for your stop.
















Social stories








 Sometimes  I  need  to  take  the  bus  to go  to







 school  or to  visit  places  I  like.





 I  will  wait  at  the  bus stop.  Sometimes  the  bus

 might  be  late.  This is  ok.  I  will  wait  for  the

 bus  to  arrive at the bus stop.

 I  get on the bus  and  I  tap  my  card to the card reader.

 Sometimes  I  may  need to  ask for help.  This is

 ok.  I can  ask the bus driver  for help.

My Journey Help Card

-  Ask the bus driver for help
-  Ask a safe person for help
-  Use Google Maps to plan my journey
-  Read the information at the bus stop. This may
-  help you to plan your journey
-  Call your parents to ask for help

Roleplay

The train display board says that all the trains are delayed. What should you do?



The bus you are on breaks down and everyone needs to get off. What should you do?



You have been waiting at the bus stop for a while and see your bus coming towards you. However, it is full and continues driving past the bus stop. What should you do?



Technology

Journey planning



Twitter

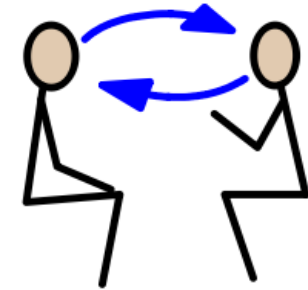


Useful to consider if it's relevant for your child



Self-reflection

1. Decide where to go
2. Plan the journey
3. Do the journey (video if possible)
4. Reflect on the journey:
 - Watch the video back if you have it
 - What went well?
 - What was difficult?
 - What could you do differently next time?
 - What do you need to practice?



Easy



Hard

Environmental factors

- Difficult to control all environmental factors
- Prepare for environmental challenges:
 - Look for travel updates
 - Plan the journey
 - Avoid disruption
 - Ensure access to sensory strategies
- Help others to understand



Summary of strategies

- Repetitive practice
- Grading support
- Grading activity
- Safety awareness
- Visuals
- Social Story
- Roleplay
- Use technology
- Self-reflection
- Consider environmental factors

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THANK YOU!