

# National Center on Deaf-Blindness



## Transition Activities

### Group Gravitation

#### Topic:

*Group Gravitation* will help your son/daughter with people skills and community belonging which will have a positive impact on employment success.

#### Overview:

Your son/daughter is part of the group called "family." He/she has learned many important skills and concepts related to living as a group, participating in household chores, taking care of home and pets, cooperating and how to follow rules. We hope that your son/daughter has learned these skills and can apply to them to peer groups. Whether part of a club, interest group, scouts, team, or faith-based group, your son/daughter will benefit from becoming a member of an organized group in order to learn skills that apply in the work place.

#### Outcomes for your child's transition development:

Your son/daughter will experience connection to a group of peers in an activity of interest to him/her. This community connection will provide opportunities to learn and practice "soft skills", i.e., communication, cooperation, teamwork, planning and reasoning all while building interest or talents.

#### Activity Directions:

Coactively with your son/daughter, review his/her interests and preferences for settings, activity, and dynamics. Make a list of membership groups that are available in your community and in your son's/daughter's school. Think about youth extracurricular activities (sports, non-sports, or group lessons) and clubs, as well as community groups such as faith-based groups or topic specific youth groups (computer geeks, train enthusiasts, canoe club, service organizations). From the list, choose a few that might be of interest to your son/daughter, noting transportation needs, frequency and schedule of meetings that are doable as part of your life for at least several months.

1. Coactively with your son/daughter, review his/her interests and preferences for settings, activity, and dynamics.

2. Discuss why he/she might like to be part of a group that is involved in the same things he/she is interested in. Remember any “positive” past experiences being involved with a group of youth peers.
3. Provide the choices from your parent preparation research.
4. Facilitate your son’s/daughter’s ability to follow through with sign-up and participation.
5. Debrief with your son/daughter after each group meeting following a simple but consistent set of questions, such as:
  - a. Did you have fun? What was fun?
  - b. What did you do?
  - c. Did you learn anything new?
  - d. Who else was there? Who did you sit by?

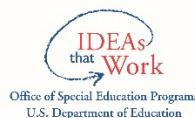
## **Ways to either Simplify or Increase Complexity:**

### Ideas for Simplifying Activity

- Organize a weekly or bi-weekly activity (based on your son’s/daughter’s interests) at your home with your son/daughter and his/her age peers.
- Orchestrate opportunities for turn taking, leadership, followership, active listening, & conflict management, but be as much in the background as possible.
- Assist your son/daughter in planning and preparing the activity so that he/she can “run” as much of the group dynamics and activity as possible.

### Ideas for Increasing the Complexity of the Activity

- Represent the groups your son/daughter can choose between in a literary format: paper, tactile representations.
- List choices vertically with a place for a signature or name stamp directly to the right of each choice.
- When your son/daughter makes his/her choice, have him/her “initial” his/her choice with his/her signature or name stamp.
- Use a signature guide if appropriate.



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