

National Center on Deaf-Blindness



Transition Activities

Make a Route Directory

Topic:

Make a Route Directory will help your son/daughter with people skills and community belonging which will have a positive impact on employment success.

Overview:

By now your son/daughter has some travel routines and routes—that is, places that he/she goes on a regular basis. Hopefully, this includes a part-time place of employment. Like all of us, there can be challenges remembering how to get somewhere. “Where do I turn exactly? Was it by the blue house?” “How many blocks east do I go before traveling south?” “Which driver was available for trips more than 50 miles from home?” “What time does the red line bus pick up at State/Oakhill to go to the mall?” “Do I stand on the Northeast corner or Southwest corner for the bus?” “How much did it cost to get to the athletic club by taxi?”

The purpose of this activity is to develop a directory of familiar routes that your son/daughter can access at will. Options for high-tech and low-tech strategies will be offered and your son/daughter can choose an option that is most likely to work best. Or, you can experiment with them to determine preferences.

Outcomes for your child’s transition development:

Your son/daughter will increase in his/her ability to function independently in the community by remembering the routes to and within familiar locations in the community.

Activity Directions:

Evaluate memory systems or directory systems that your son/daughter uses to see if they work to keep travel information. Find out from school if your son/daughter has been introduced to any technology or processes that would work for this purpose.

- Have your son/daughter discuss this process with his/her Orientation & Mobility (O&M) specialist to discuss what routes should be added from school, levels of safety supervision provided, and any considerations for skill practice, efficiency, independence, communication strategies or monitoring.
- Please note these principles:

- Learning to get to a destination and learning to get home again are two different routes.
- Knowing how to problem solve when something goes amiss in the route is yet another set of thinking skills. If recovery skills have not been practiced, then your son/daughter may need more safety supervision because he/she may not know what to do if he/she miscounted the number of blocks or missed the bus.
- If the O&M specialist will engage in this process with your son/daughter, your work is done!

Resources:

- Low tech idea: 3x5 or 4x6 note cards are sturdy enough to be brailled or written on and take a beating in a purse or backpack. A single hole punched in the upper left-hand corner of each card allows a circular paper ring to hold all of them together. They are easy to page through and easy to add to and delete from.
- When asked, an intervener can help interpret information gleaned from any of the high-tech or low-tech devices.
- iDevices have a variety of ways to store small documents that can be recalled. Voice output is the how the information is received.
- BrailleNote takers are like small computers with braille output. Routes are stored and retrieved in files.

Ways to either Simplify or Increase Complexity:

Ideas for Simplifying Activity

- Review route directions before your son/daughter starts a route.
- Don't interrupt his/her processing by adding more directions or repeating them.

Ideas for Increasing the Complexity of the Activity

N/A



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