

National Center on Deaf-Blindness



Transition Activities

Managing Appointments

Topic:

Managing Appointments 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:

The ability to make appointments and keep them involves a number of skills which most independent adults use on a frequent basis. Whether your son/daughter learns to manage appointments independently or with supports, experience with these 3 specific skills will be beneficial.

- Have some way to make an appointment.
- Have a functional schedule system.
- Arrange transportation.

Outcomes for your child's transition development:

Your son/daughter will increase in his/her abilities to make a calendar for appointments; understanding what, why, where, and how.

Activity Directions:

For this activity we will focus on medical appointments. These can be doctor, therapy, dentist, or other medical kinds. You and your son/daughter will use a calendar to record known appointments already scheduled in the next 7 months. (Even if you have a calendar that already has appointments, please help your son/daughter have his/her OWN calendar for keeping track. New appointments made during the 7-month period can be added to the calendar by your son/daughter.

- 1) Make or use a monthly calendar for the next 7 months, beginning with the current month. Sit down with your son/daughter and plot any medical appointments that are already scheduled.
 - a) Include what, when and why.
- 2) With the support needed, your son/daughter initiates a new appointment some time during the current month.

- a) Supports can be people, assistive technology, co-active participation
 - i) If your son/daughter does not have a system for using a phone and has the capacity to do so, seek a technology consultation from iCanConnect or local resources.
 - ii) Here are some ways that your son/daughter could participate, if he/she cannot physically operate a phone:
 - (1) Locate the phone
 - (2) Activate a memory device in which the phone number is recorded
 - (3) Push some of the numbers
 - (4) Listen to the conversation on speaker
- b) Add the new appointment to the calendar
 - (1) Do it independently
 - (2) Do it with help
 - (3) Put a big X or other mark on the date
 - (4) Use a Google calendar
 - (5) Enter it into an iPhone/iPad or other electronic device
- 3) Help your son/daughter review the calendar once per week (Saturday or Sunday) for the next week to see if an appointment is scheduled.
- 4) When planning for an appointment during the upcoming week, support your son/daughter to determine the options for transportation.
 - a) If he/she asks someone to drive him/her, he/she should tell them where to pick him/her up and at what time; the address of the place he/she is going for appointment; and how long appointment is likely to take.
 - b) Bus travel, taxi, or train might be appropriate options in your community. If so, encourage a high level of expectations for at least one appointment (one that you have more time for).
- 5) Before the appointment, your son/daughter should make a list of questions or concerns he/she wants answered or discussed. Use the memory system that is established: recording devices, note cards, braille, electronic memory.

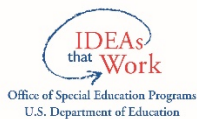
Ways to either Simplify or Increase Complexity:

Ideas for Simplifying Activity

- Use a daily or weekly calendar that is part of your son's/daughter's routine.
 - Review a day, two or three in advance so he/she can anticipate the appointment.
 - Assess his/her understanding of where he/she is going and why based on direct questions, emotions (anxiety, fear, joy), or language.
 - After the appointment, tell him/her when the next one will be.

Ideas for Increasing the Complexity of the Activity

- Ask your son/daughter to find and download calendar templates from the internet.
- Have him/her ask a different adult for a ride; then meet him there.
- Have him/her to make arrangements for a ride back home.



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