

National Center on Deaf-Blindness



Transition Activities

People Who Support Me

Topic:

People Who Support Me will help your son/daughter develop skills and use the supports that will aid in employment success as an adult.

Overview:

The progression through ages 14-21, or the transition years, is a time when parents and youth identify the conditions in which the youth can be most successful. This activity is a step toward teaching your son/daughter to take more and more responsibility for himself/herself, understand the conditions in which he/she is most likely to succeed at a task, the people who help him/her, and to the ability to ask for what he/she needs. We begin with acknowledging the people in your son's/daughter's life that support him/her through his/her daily schedule.

Outcomes for your child's transition development:

Your son/daughter will increase in his/her understanding of supports and the people who provide the supports that help him/her throughout a typical day.

Activity Directions:

There are a number of ways to structure this activity and it will depend on your son's/daughter's understanding of time and sequence. You will co-actively chart either a daily or weekly timeline of activities and name any people who help with specific tasks. The people may be family members, service providers, friends, or relatives.

1. Create your chart.
 - a. Consider the timeline that is most beneficial for your son/daughter. Here are some examples:

Daily Activity Chart

Time	Activity	Who helps and in what way?
6:30 am	Get up, shower, and dress	Independent
7:00	Eat breakfast	Mom makes my oatmeal.

7:30	Get on the school bus	Bus driver helps me up the steps
7:45	Arrive at school; get off bus	Ms. Ellie helps me off the bus (physical support) and follows me to my locker. She helps me with buttons and zippers, but I hang up my own jacket.

Weekly Recreational/Therapy Activity Chart

Day	Activity	Who helps and in what way?
Monday	Swimming lessons	Mom provides transportation. Mr. Ed helps me in the locker room and pool.
Tuesday	Physical Therapy	Ms. Francis helps me learn to walk with a walker.
Wednesday	Wheelchair bowling club	Mr. Elmo physically assists me in releasing the ball in the guide.

2. After filling in the chart with your son/daughter in the way that makes most sense for how he/she perceives and organizes information (you could also use a calendar system, calendar box) and then use it to make an action plan based on any of the following questions. An action plan starts with the current status, identifies a preferred way of being or status, and then identifies ways to meet that goal.
 - a. Do I do more things with people or by myself? Do I want that to change in any way?
 - b. Is there a person I would like to spend more time with? Or less time?
 - c. Are there things I want to learn to do by myself?
 - d. What am I most proud of in this chart? What do I want to feel better about, and in what way?
 - e. Do I want to spend more time on a particular activity? Why?
 - f. Are there things I must do and things I have choices about?
 - g. What other choices do I want to make?
3. Follow through on the action plan during the month.
4. Revisit the chart at the end of the month to note any changes in status or activity.

Ways to either Simplify or Increase Complexity:

Ideas for Simplifying Activity

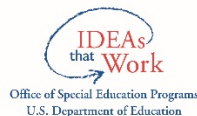
- During daily or weekly routines, encourage your son/daughter to use a person's name at least once per interaction with that individual. This can be accomplished through

voice, name sign, physical reach to touch the person. A thank you or good bye at the end of an interaction is a great time to encourage this. "Thank you, Jenna." "Good-bye Ms. Fox."

- Play, "Who Helps You?" with daily or weekly routine activities.

Ideas for Increasing the Complexity of the Activity

- Add or detract complexity through the action plan that is made as a result of making the chart. Add several actions to a plan; get more specific about the steps that are to be taken, keep track of progress throughout the month.
- Celebrate accomplishments. Have your son/daughter explain this activity and its results to another person, perhaps a parent, sibling, teacher or relative.



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