Engaging Students, Families, Transportation, and Other Key Stakeholders

Module 3
Module 3: Engaging Students, Families, Transportation, and Other Key Stakeholders

Learning Objectives

• Understand the contributions of a range of stakeholders in transportation education

• Develop strategies to invite the participation of students and families into transportation planning

• Identify the process related to implementing a student-family summit
Building an Accessible Transportation Continuum for Students with Disabilities to Support Transition

Interconnected Systems and People

- Students & Families
  - Educators/Transition Professionals/Rehabilitation
    - http://www.cec.sped.org
    - http://www.dcdt.org/
    - http://www.rehabnetwork.org
  - Safe Routes to Schools
    - www.saferoutesinfo.org/
- Pupil Transportation & Campus Transportation
  - http://www.napt.org/
  - www.nasdpts.org
  - www.ahead.org
- Public Transportation
  - http://www.apta.com/

www.saferoutesinfo.org/
Interconnected Systems and People

• Students and their families drive the process

• Educators and transition coordinators include content in teaching and develop IEP goals around transportation skills. Working with related services professionals such as occupational and physical therapists, educators inform transportation planning in areas such as:
  – Student learning styles and instructional methods
  – Behavioral and social performance
  – How transportation content can be aligned with academic content and classroom instruction
Interconnected Systems and People

- Pupil transportation and college campus professionals can offer information about school and college based transportation services.
  - Pupil transportation professionals participate in IEP meetings and share information about student mobility, travel and transportation options

- Public transportation can support school content related to the use of public transportation and the services provided in particular areas.
STRATEGIES FOR ENGAGING STUDENTS
Engaging Students

• Students are critical informants to transportation education
  – Integrating transportation content into academic standards and curriculum (Module 5) will help students become more involved in transportation content and discussions about transportation options as they move across grades
  – Providing students with opportunities to express their preferences and interests in transportation options will better ensure that choices are aligned with student needs
  – Using tools, such as the social and sensory scans, can help engage students
  – Assisting students in developing a self-advocacy plan teaches self-determination
Social and Sensory Scans for Students

- One way for students to become involved is to help them understand their own preferences and styles.

- Students have sensory and social preferences which are factors that may affect their choice to participate in a particular activity.

- These preferences can influence their choices in selecting particular modes of transportation.

- Students can build transportation plans that are aligned with these preferences.
Self-Advocacy to Enhance Transportation Choice: Tools to Assist Students in Identifying Transportation Options Based on Preferences

These materials are part of the Integrated Self-Advocacy (ISA) Curriculum developed by Dr. Valerie Paradiz, an internationally recognized researcher and educator. Dr. Paradiz adapted the ISA Sensory Scan™ and ISA Social Scan™ for ESPA to help students understand and address sensory and social challenges. This increased knowledge and awareness enables students to build a self-advocacy portfolio around accessible transportation that is aligned with sensory and social needs.
Social and Sensory Preferences Webinar

Transportation and Self-Advocacy Education to Support Student Transition to Post-school Settings

Self-Advocacy Webinar

• This ESPA webinar, conducted with the support of nationally recognized researcher Dr. Valerie Paradiz, introduces both educators and students to basic self-advocacy and ways to develop advocacy plans related to using transportation.
ESPA tools you can implement in your classroom

• ISA Sensory Scan™ for Transportation
  – This is an activity that can be done in or out of class (or both). Students can work in pairs or solo (then share with the group). The worksheet prompts you to assess your individual sensory experiences in the environment you are scanning. For students who need support, a fellow student can assist with the scan, or a teacher or other classroom staff can fill out the worksheet by student self-report or by staff observation. The scan can be completed first in the classroom setting for practice, then again later in a transit setting. Link to ESPA resources.
My Self-Advocacy Experience
- This is an in-class activity that educators and students can do to identify the three steps of self-advocacy by reflecting on an experience from their own lives [Link to ESPA resources]

My Sensory Experience
- This is an in-class activity for educators and students to support the exploration of the different sensory systems and what they do. The activity also provides opportunity to explore one’s own sensory experiences [Link to ESPA resources]
STRATEGIES FOR ENGAGING FAMILIES
Engaging Families

- Families may be fearful or hesitant to let their children explore a continuum of transportation options
  - Providing forums for families to express their concerns is important
  - Facilitating connections across families whose children have successfully received a continuum of services, with those families who may be fearful, can demonstrate the positive outcomes related to transportation education
  - Organizing events such as a summit is one way to engage families

Click here to listen to Shawanna Upchurch's comments on her child’s experience.
Developing Student-Family Summits to Engage Families

- Determine targeted audience
- Determine the number of attendees
- Secure a location
- Set a date/time
- Create an agenda
- Market the event by flyers, phone calls, emails, and mail
- Reach out to potential panelists such as:
  - Students and their families of students who have learned to use public transit, employers, educators, vocational rehabilitation counselors.

Link to Summit Planning Template

Link to Summit Agenda
Developing Student – Family Summits

• Prep panelists on questions before the summit

• Meet with facilitators and review breakout session questions

• Do a walk through at location prior to the summit

Link to Sample Facilitator Notes

Link to Sample Summit Flyer
STRATEGIES FOR ENGAGING PUPIL TRANSPORTATION PROFESSIONALS

Learn how Pete Meslin, Director of Transportation, Newport-Mesa Unified School District, CA Works with Educators

Click here for a transcript

Click here to watch video of Pete Meslin.
Engaging Pupil Transportation Professionals

The National Association for Pupil Transportation (NAPT) www.napt.org is the school transportation industry’s largest and most diverse membership organization, providing cutting-edge education and timely information services for its members throughout the world. NAPT’s vision is to be first and foremost in leading, supporting and developing world-class professionals who provide safe and efficient pupil transportation for our children. The NAPT mission is CLEAR: Communication; Leadership; Education; Advocacy; Resources.

Review the ESPA Presentation conducted with pupil transportation professionals to learn about ways to collaborate
Engaging with Pupil Transportation Professionals

- Using the yellow school bus as the first step to orient students to public transportation

- Complete this exercise to think about the yellow school bus features that could resemble a public bus

Creating Linkages Between Pupil Transporters and Educators
STRATEGIES FOR ENGAGING PUBLIC TRANSPORTATION PROFESSIONALS
Engaging Your Local Transit Agency

• Most public transportation agencies have an ADA Compliance Officer that would be a good initial contact

• Transit agencies are invested in increasing fixed route use while reducing paratransit ridership costs
  – Highlight your efforts in increasing the use of the fixed route system rather than paratransit

• Ask your transit system how you can partner with their Travel Training Program if they offer a program

• Ask transit professionals about local transit policies and fare programs for people with disabilities

Click here to hear a message about the importance of transit.
Learning Activity

You want to have a student-family summit. Use the planning template and sample agenda to record your answers to the following questions:

- Who representing transit would be invited?
- How would you amend the sample agenda for your district?
- Where would the summit be hosted?
- What parents would be targeted?
- How many people would be invited?
- What other stakeholders would need to be invited?
- How would the summit be marketed?
- What accommodations and/or modifications would be needed?
- What would be the duration of the summit?
Learning Activity

• Use the Building a Continuum of Transportation Education tool introduced in Module 2 to identify the opportunities for students, families, pupil transportation and public transportation professionals to support your work.

Building a Continuum of Transportation Education
Discussion Questions

• What kind of questions would be asked during the student-family summit panel and breakout sessions?

• Who are the key participants at the summit?

• How would you use the information learned at the summit to influence your planning around transportation education?
Congratulations, you have completed Module 3!

Please take a few minutes and provide us with feedback.

Time to move on to Module 4!