

Integrating Transportation Content in Individualized Education Programs and Transition Planning

Module 6



Module 6: Integrating Transportation Content in Individualized Education Programs and Transition Planning

Learning Objectives

- Develop skills around assessment of independent travel skills
- Learn how transportation education content can be integrated into Individualized Education Programs
- Understand the alignment between transportation content and transition planning

For students with disabilities in the K-12 school system, supports and services are coordinated through each student's

Individualized Education Program (IEP)

IEPs are developed annually and include:

- Clinical and related services, if required
- Multidisciplinary assessment results
- Needed accommodations or modifications
- Specific goals and benchmarks
- Statements on the student's present levels of performance
- Transition Plans (beginning no later than age 16)
- Transportation Services, if required
- Plus more

Transportation content can be integrated across the IEP

Assessments

Present Levels

Goals and Benchmarks

Transition Plans

Transportation Services

ASSESSMENTS

Assessments

Review IEP and psychological assessments for information about a student's independent travel skills:

- Academic performance
 - Reading and math levels
- Independent functioning skills
 - Safety, activities of daily living, behavior
- Speech/language/communication
 - Use of assistive technology or augmentative communication devices
- Occupational or physical therapy
 - Fine and gross motor skills
- Standardized or alternative assessment results

Assessments

Consider using additional methodologies to learn about a student's independent travel skills

Structured Observations

Observe student moving about the school, building, interacting with peers/staff in her natural environment (hallway, classroom, lunch area) over the course of the school day to gather data. Consider:

- Appearance/hygiene
- General demeanor
- Interaction with authoritative figures
- Interaction with peers
- Interpersonal skills
- Navigation within the school building
- On-task behavior task, distractibility
- Phobias
- Response time to directives
- Responses to sensory input
- Speech and Communication
- Stereotyped behaviors
- Use of assistive technology or mobility aids
- Use of hearing aid or glasses

Assessments

Consider using additional methodologies to learn about a student's independent travel skills

Skill-Based Data Collection

Gather data points on the student's knowledge of travel related skills. Consider whether the student can (independently, or with verbal or physical prompting as needed):

- Articulate answers to a variety of safety scenarios
- Identify directions or directional indicators
- Identify community signs and safety signs
- Identify traffic signals and pedestrian signals
- State personal information (Name, address, phone)
- Tell time or recognize time indicators
- Identify numbers
- Identify money
- Identify shapes
- Identify colors

PRESENT LEVELS OF PERFORMANCE

Present Levels of Performance

Review or include information in the present levels of performance on how the assessment results inform transportation education needs, particularly if there are IEP goals intended to build prerequisite skills for independent travel.

- Academic performance
 - Reading and math levels
- Independent functioning skills
 - Safety, activities of daily living, behavior
- Speech/language/communication
 - Use of assistive technology or augmentative communication devices
- Occupational or physical therapy
 - Fine and gross motor skills

Developing Supports to Overcome Performance Limitations

- If a student has limitations in particular performance areas, such as verbal ability or mathematical skill, they may need alternate means to access transportation
 - If a student is non-verbal or has memory difficulties, using an identification card is important
 - If a student has difficulty in math, having exact change or using a loaded fare card may reduce the challenge of a mathematical limitation

IEP GOALS AND BENCHMARKS

IEP Goals and Benchmarks

- A student may have IEP goals and benchmarks aimed at equipping him with skills relevant to independent travel, although these skills may not be required for independent travel, if alternate supports are available to students.
 - Functional time telling
 - Using technology to plan a travel route
 - Reading and understanding signs and symbols in the community
 - Independently using a self-advocacy plan
- IEP goals can be implemented in a continuum of educational settings, especially as part of community-based instruction activities

IEP Goals and Benchmarks

Example (Literacy and Transportation Content)

- Given picture representations of 25 community signs or symbols with which he is unfamiliar at the start of the IEP year and the verbal prompt “What (sign or symbol) is this and what does it mean?,” Manuel will independently verbally state the name and meaning of each one in five of five trials to demonstrate mastery
 - Benchmarks can fade level of prompting
 - Benchmarks can increase number of correct responses
 - Benchmarks can increase number of signs/symbols

Think Forward

- To increase his skills with a future goal, the context might be recognizing those same signs/symbols when out in the community as part of community-based instruction

IEP Goals and Benchmarks

Example (Technology, Mathematics and Transportation Content)

- Given access to an online route mapping tool and a list of destinations to which she has to travel after school, Destiny will calculate how much time she will need to reach each destination and record the results on a trip planning sheet.
 - Benchmarks can increase component skills
 - Reading and understanding schedules and timetables
 - Calculating elapsed time
 - Using an online tool

Think Forward

- To increase future skills, Destiny will execute a trip with a teacher as part of a community-based instruction opportunity to see if her trip planning is accurate.

Example of IEP Goal Related to Travel Instruction

Bay District Schools Individual Education Plan		
Student Name: [REDACTED]	Student No: [REDACTED]	Current Date: 05/10/12
Goal Addresses: Transition - Community - Independent Functioning		
Measurable Annual Goal: [REDACTED] will learn and demonstrate safe travel in the community using public transportation with supervision, support and transit training within the community.		
05/09/13	rubric score of 2.5	curriculum-based assessments, teacher-made tests, standardized tests, textbook tests, grades, work samples, LCCE, Tchr-dev. checklists/charts, observations, sit.&perf. asses, grades, interview with student
by (date or time line)	with (criterion for mastery)	as measured by (evaluation)
by whom : <u>ESE Teacher/Provider/School Staff</u> how often: <u>each 9 week period</u>		
Short Term Objectives (The use of short-term objectives are optional unless the student takes alternate assessment or is in the Gifted program. They must be measurable. Refer to IEP instructions)		
Objective # 1:	When traveling in the community, [REDACTED] will not board, or attempt to board trolley until other passengers have deboarded with indirect prompts or cues and decreased proximity of supervision to address needs and ensure safety.	
Objective # 2:	When riding public transportation, [REDACTED] will remember to show trolley pass to driver before proceeding to seat with indirect prompts or cues and decreased proximity of supervision to address needs and ensure safety.	
Objective # 3:	When riding public transportation in community with supervision to ensure safety and address needs, [REDACTED] will remain in seat until the block before deboarding with indirect prompts or cues from staff or following peer model.	
Objective # 4:	When in the community, [REDACTED] will communicate to staff person her desire to participate in a specific activity within the community with indirect prompts or cues and decreased proximity of supervision to ensure safety.	

TRANSITION PLAN

Transition Plan

Every student with an IEP has a transition plan beginning not later than age 16, per federal law (laws and age vary by state)

Transition planning is meant to be a results-oriented process directed toward adult outcomes that:

- Includes academic, career and extracurricular instruction and activities delivered through a variety of formats
- Is responsive to the local context and the students' learning and support needs
- Maintains the expectation for all students to achieve a quality of life valued within the context of their family, school and community.

Transition planning is the student's road map to life after high school...



What will the student achieve and how will he get there?

Transition Plan

Transportation education can be embedded into the transition plan through the:

- Transition assessments
- Conducted to evaluate relevant skills in:
 - Education/training
 - Employment
 - Independent living

Transition Plan

Transportation education can be embedded into the transition plan through the:

- Post-secondary outcomes
- Written to establish what the student is working to achieve **after** leaving high school in the areas of:
 - Education/training
 - Employment
 - Independent living

Examples of Post-Secondary Outcomes

- After graduating from high school, Andrew will independently travel to and from work using public transportation
- After completing high school and moving to college, Mikela will utilize campus transit options to attend her weekly classes
- After completing high school and while continuing to live with his family, Devon will, with assistance, use pedestrian skills to walk to businesses in his community

Transition Plan

Transportation education can be embedded into the transition plan through the:

- Course of study
- Designed to assist the student in achieving her post-secondary outcomes by ensuring coursework is aligned with her goals in:
 - Education/training
 - Employment
 - Independent living

Course of Study Examples

- The local high school offers an inclusive colloquium course focused on post-secondary planning for all students, which includes community-based instruction
- Students in the culinary arts program can have a senior capstone course that offers course credit for internships in the community. Students are expected to travel independently to internship locations and receive preparatory instruction to do so successfully

Transition Plan

Transportation education can be embedded into the transition plan through the:

- Coordinated set of activities
- Individualized transition services designed and implemented by multiple parties to assist the student in achieving her post-secondary outcomes in:
 - Education/training
 - Employment
 - Independent living

Examples in the Coordinated Set of Activities

Aside from receiving direct instruction in independent travel skills through transit familiarization, orientation or travel training, community travel experiences can be embedded in:

- Accessing recreation and leisure opportunities
- Job exploration experience
- Job shadowing experiences
- Opportunities for accessing community or government services
- Opportunities to explore post-secondary settings
- Shopping and banking experiences
- Work experiences in community-based classroom settings

Support can be provided to the student and family by:

- Assisting the student and/or family in planning for future community travel needs

Transition Plan

Transportation education can be embedded into the transition plan through the:

- Linkages to outside agencies
 - Established so the student can access the resources and supports he needs in adult life

Examples of Linkages to Outside Agencies

The student and family will be linked to:

- The center for independent living that provides travel training services for adults with disabilities
- The local transit agency to submit an application for reduced fare card eligibility

Transportation Services

Transportation services are required for students whose disabilities prevent them from traveling to and from school in the same manner as peers without disabilities

- In some districts, all students may receive school bus services to get to/from school
- In other districts, particularly urban areas, students may primarily travel using public transit
- Transportation services may include buses, vans, parental mileage reimbursement, provision of transit cards, and/or other options
- Consider the services provided in your district
 - Can travel training services be provided in order to equip students with the ability to travel independently and reduce reliance on school buses?

State Educational Agencies

- Educators are encouraged to check with their state departments of education to learn whether guidance is given on the use of non-school provided transportation services
- Educators can work with their pupil transportation colleagues to identify innovative ways of combining school bus and public transit services to students.

[Learn about the work of pupil transportation and education professionals in Volusia County School District to implement community-based instruction through relying on school and public transportation.](#)

Discussion Questions

- What sections of the IEP can include content on transportation Education?
- What assessments are you currently using to assess a student's skill levels? How can these assessments support transportation education needs?
- How does the transition plan support a student's future travel needs?
- Are there courses of study the student can engage in to provide more opportunities for independent travel?

Learning Activity

Review the following case study and answer the questions that follow:

Case Study:

Manuel is a 15-year-old, 10th grade student with a mild-to-moderate intellectual disability. Using the Kaufmann Test of Educational Achievement, Second Edition (KTEA-II) during the current school year, his literacy skills were assessed to be at the following grade equivalents: decoding 2.4, reading comprehension 2.0, and listening comprehension 5.5.

Manuel's reading ability may impact his ability to read and interpret travel information when navigating his community. Instruction in this area may need to focus on reading and understanding symbols and signs in the community and using auditory information when available, such as at bus stops with accessibility features that include auditory supports. Instructional tools and technologies should include picture-based and auditory components to give him access to instructional content.

Learning Activity

- Can this information help you plan for Manuel's independent travel needs?
- What more might you need to know?
- What assessments do you regularly conduct with students that would inform your perspective on independent travel skills?
- What might an IEP goal be for Manuel based on the information you have?
- What might you include in Manuel's transition plan related to independent travel or transportation education?

Resources

<http://www.transitmuseumeducation.org/teachers/>

<http://schools.dcsdk12.org/education/components/scrapbook/default.php?sectiondetailid=157254&>

http://www.cutr.usf.edu/pubs/news_let/articles/winterC98/news933.htm

<http://noimpactproject.org/educators-middle-high-school-environment-curriculum-html/transportation-lesson-plan/>

<http://utca.eng.ua.edu/files/2011/08/06101fnl.pdf>

Congratulations, you have completed Module 6!

Congratulations!



Please take a few minutes and
provide us with feedback

Time to move on to Module 7!