

Travel Planning and Instruction for Specific Students

Persons within the Autism Spectrum	Considerations for Instruction
<ul style="list-style-type: none"> • Perseverative speech and behaviors • Social impairment • Lack of eye contact • Sensory sensitivity • May dislike crowds • Can have extreme anxiety • May react in what appears to be an aggressive manner to anxious situations (to avoid or remove oneself) • May speak of self in 3rd person or reverse pronouns • Rigid with routines 	<ul style="list-style-type: none"> • May need to plan for additional time for problem-solving components • Travel may need to be adjusted if unable to handle crowds • Pedestrian route may need to be altered if sensory overload with higher traffic volume • Determine their talisman or high area of interest – could be used as an incentive, or in some cases may create an area of ‘risk’ (construction zones, trains) • Instruction cannot be just ‘direct’. Continued and frequent practice on variables – either created or naturally occurring
Persons with Cerebral Palsy	Considerations for Instruction
<ul style="list-style-type: none"> • Atypical movements • Tremors • Unsteady gait • Loss of coordination • Speech difficulties • Visual perceptual problems • Hearing difficulties which can include hypersensitivity and startle reflex 	<ul style="list-style-type: none"> • Difficulty staying in trajectory – environment needs to be evaluated for possible risks (veering off sidewalk or into traffic) • Uneven terrain can create difficulties walking or challenges to traverse with wheelchair • Perceptual problems can lead to impaired judgment at intersections, boarding transit vehicles or movement through environments in general (using lap tray) • Auditory impairment can create startle reflex, causing loss of balance or possibility to lose control of a mobility devices

<p>Persons with Spina Bifida</p> <ul style="list-style-type: none"> • Neurological difficulties • Disorders of the lower extremities and spine • Hydrocephalus • Cocktail party syndrome • Other complications and disorders based upon location of damage and extent of spinal cord injury 	<p>Considerations for Instruction</p> <ul style="list-style-type: none"> • Complications in the environment creating areas for judgment which can vary or alter by day, including complicated intersections, variances in crowds • Sensory issues including bowel or bladder problems (proximity to bathrooms or need for shortened travel route) • Possible difficulties with temperature extremes, such as risks for hypothermia • Learning difficulties, inability to process information, or perform basic functional academics, disorientation • Overly friendly with strangers to point of placing oneself at risk – socially inappropriate
<p>Persons with Traumatic Brain Injuries</p> <ul style="list-style-type: none"> • Cognitive problems: including memory, judgment, speed of cognitive processing, problem solving, multi-tasking, learning, inconsistent performance, perseveration • Communication: including understanding spoken or written language, problems with pitch in tone, inability to organize thoughts, trouble following conversations, and may not be able to interpret non-verbal signals • Emotional changes: including anxiety, depression, lack of motivation, mood swings, irritability • Sensory issues: including visual field loss or blind spots, dizziness or balance problems, impaired eye-hand coordination, difficulty recognizing objects • Behavioral: including difficulty with self-control, risky behavior, may have verbal or physical outbursts 	<p>Considerations for Instruction</p> <ul style="list-style-type: none"> • Areas with multiple visual or auditory messages may be confusing or distracting (e.g.: large cities, transportation terminals, especially those with multiple and varying transit vehicles) • Raised platforms where loss of balance can result in falling into the track area • Street crossing could prove problematic with cognitive processing issues • Visual blind spots or field loss could affect information received within the community – increased risk with walking and street crossings • Memory issues could result in misinterpreting acquired information, hence travel paths may not be learned