

Training Skills for Community Participation: From Classroom to the Community

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About the Trainer

Background

- 10 years as K-12 special education teacher
- 4 years in state level special education
- 9 years as Statewide Transition Coordinator

Focus/Passion

- Transition to all post-school things
- Interagency Collaboration
- Professional Development
- Youth Leadership

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Objectives for Today

It is my hope today, participants will:

- understand effective strategies for teaching skills;
- discuss transferring skills into the community;
- share how to support participants in the community with respect and dignity; and
- explore fading supports to foster independence.

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Level Setting Your Experiences

- 1. If you learned to drive, give me a thumbs up.
- 2. If you learned to manage your own money, give me a thumbs up.
- 3. If you had help learning how to navigate your transportation independently, give me a thumbs up.
- 4. If you had opportunities to try new sports, clubs, organizations, and volunteering or working in your community, give me a thumbs up.



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Expectations Polls



Poll #1

- 1. Did you have chores growing up (or called responsibilities you had to help with) in your home?
 - a. Yes
 - b. No

Poll #2

- 2. How many of the people you support in the Day Hab program have had or currently have similar responsibilities?
 - a. Many
 - b. Some
 - c. Very Few
 - d. None
 - e. I'm not sure

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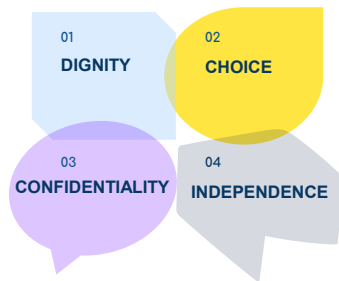
Independence and Inclusion

“Inclusion works to the advantage of everyone. We all have things to learn and we all have something to teach.”

–Helen Henderson, Writer, Author, and Disabilities Advocate

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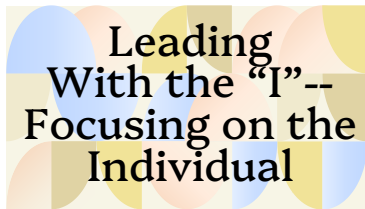
Key Principles



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Let's Hear from You

1. How intentional are you about using person-centered practices for finding out what each person needs and wants and tailoring their plans accordingly?
2. How do you go about doing that?



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Classroom-Based Skills Instruction

Task analysis	Modeling	Visual supports	Peer teaching
Breaking down skills (e.g., preparing a snack, being on time, or saving money) 1	Demonstrate skills, hand-over-hand, visuals, role plays, video modeling 2	Pictures, visual schedules, written prompts, lists 3	Practice skills in multiple contexts, varied settings, different people, & different environments 4

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Strategies Poll and Discussion



Poll #3

3. Which strategy do you use most often for teaching new skills?
- a. Visual cues
 - b. Verbal prompts
 - c. Physical guidance
 - d. Begin with the end in mind
 - e. Role play, video feedback
 - f. Peer modeling

Discussion

- 1. What do you do to increase motivation and ownership?
- 2. How do you track and decide when fading support is appropriate?

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Step 4: Develop a Plan for Facilitating Independence and Fading Support				
Directions: Use the data and information gathered to develop a plan for reducing the types and levels of assistance provided to the student who exhibited co-occurring behaviors in order to increase independence.				
Routine/Activity	Needs Assistance With	Type of Assistance Currently Provided	Steps to Reduce Level of Assistance	Commitments

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Begin with the End in Mind (aka Backward Chaining) Purchasing Example

- Step 1 (start):** Staff select item, go to cashier, and pay. The individual's role is to **take the change and receipt**.
- Step 2:** Next time, staff add one more step **back**: the individual **hands the cashier the item and money to pay and takes the change/receipt**.
- Step 3:** On the next trial, the individual now gets to **choose the item**, hand it to the cashier, pay, and then **take the change**.

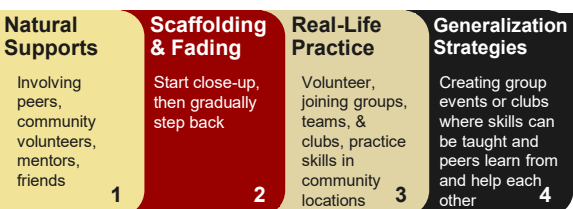
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Transferring Skills to the Community



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Transferring Skills to the Community



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Respectful and Confidential Coaching and Support

- LANGUAGE MATTERS.
 - "Support" vs. "Help" vs. "do for"
- CONSENT IS REQUIRED.
 - Do you get consent before offering help? If so, how? For all?
- COACHING/SUPPORTING FROM THE SIDELINES
 - Prompt discreetly; celebrate successes (How? When? With whom?)
- CONFIDENTIALITY IN PUBLIC SETTINGS
 - Avoiding overexposure or calling out disabilities or your role

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Be a safety net, not a spotlight. Support quietly, respect privacy, and let the person shine in the community.

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1. It takes more than one recipe to make the meal—families and partners bring the secret ingredients.
2. Supporting someone isn't a solo act—it's a band, and families and community partners help us make the music.
3. Collaboration is like a potluck—everyone brings something to the table, and together it's a feast.
4. We can't build a full puzzle with only our pieces—families and community partners complete the picture.



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Now, let's put it into practice.

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Cooking Example

Marco loves watching cooking shows and talks about wanting to make his own meals, yet he doesn't contribute to preparing any meals.

How could you tap into that interest to help Marco learn new skills and practice with you, at home, and in the community?

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Community Participation Example

Jasmine is obsessed with bowling, participated in special olympics bowling, watches bowling on TV, and visits her local bowling alley regularly to watch. She really wants to join a bowling league.

How can you support her in her social interactions and meaningful involvement?

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Work Readiness Example

Steven is learning punctuality and task completion. You've used a visual schedule with him at the day hab. He practices arriving on time for his volunteer position at the local library and other activities.

What would you do to help teach him about how to get to/from places on time?

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Confidence Poll



Poll #4

4. How confident are you in helping people transfer skills from the "classroom" to the community?
- a. Very confident
 - b. Somewhat confident
 - c. Not very confident

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Questions and Lingering Thoughts

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Resources

- [Community-Based Skills Assessment: Developing a Personalized Transition Plan](#)
- [Community Observation Assessment](#)
- [Life Skills Assessment](#)
- [Me! Lessons for Teaching Self-Awareness and Self-Advocacy](#)
- [Planning for Community Living Worksheet](#)
- [Self-Determination Curricula and Assessments](#)

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Thank you!

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