

Skills Training for Community Engagement Modules

Module 7 — Getting There

Introduction to Module

Being able to get around your community is an important skill in life. It helps you become more independent, build confidence, and stay connected to the people and places around you. Whether you are going to work, a doctor's appointment, the grocery store, or visiting friends and family, knowing where you need to go and how to get there safely helps you take part in your community.

This lesson teaches you how to plan trips, handle problems, and travel with confidence.

What you will learn:

- Choose a place to visit
- How can travel make you feel?
- Pack helpful items to stay calm
- Fix problems when plans change
- Practice travel skills

Why this matters:

- Everyone's travel needs and abilities are different: Use the methods that work best for you
- Gain independence: Do more things on your own
- Join your community: Visit new places and take part in local activities

Lesson 1: Where I Want to Go

Learning Objective: Travel begins with a place in mind. Learning independent travel skills can help you get where you need to go safely and confidently.

Lesson Overview:

Lesson Materials	• Paper/whiteboard for recording learner responses. • Map or internet connected device for locating chosen destinations.
Instructor Preparation	• Bring the places that were chosen in Module 6 if learners completed that module. • If this group did not complete Module 6, please reference the photographs below or similar photos for this lesson.
Lesson Details	Lesson Introduction: 1. SAY: Today you will pick two or three places in your community that you want to go, not places someone else thinks you should go. 2. Encourage learners to think about their van or bus ride to their program; do they see any places that look interesting to them? What about when they are doing things with their family near their home or places their neighbors or friends go? 3. Use the interests from “Where I Belong” as a bridge to talking about this. Lesson Activity: 1. Help each learner identify and locate their destinations on a map. Allow one follow-up question per destination: “Why do you want to go here?” 2. Reflect back on what learners say without correcting them.
Lesson Reflection	As a whole group, or as individuals, complete the “ 3-2-1 Review! ”
Lesson Reinforcement	Staff will develop a plan to reinforce and increase the skills learned from this lesson while participating in community activities. Brainstorm with staff and management, 3 places in the community where staff can prompt, instruct and reinforce the use and practice of the skills learned in this lesson. Share the lesson with other staff who accompany the person in community activities.



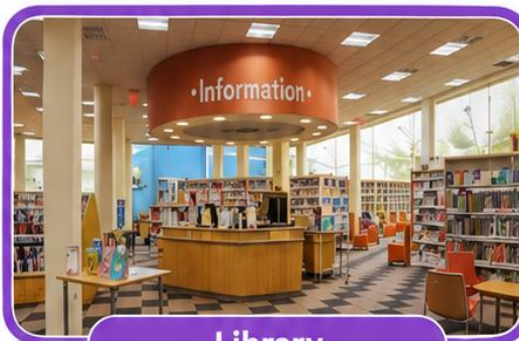
Photo Board Examples

Explore
Places
in Your
Community!

Note: Learners may use photos from Module 6 or photos shown below.



Grocery Store



Library



Park



Fitness Center



Workplace



Shopping Mall

Discover. Explore. Belong.



Photo Board Examples

Real Places
Real Possibilities!

Note: Learners may use photos from Module 6 or photos shown below.



Bank



Church



Car Dealership



Bakery



Hardware Store



Post Office



Auto Repair Shop



Fire Station

Our Community Has Something for Everyone!



Photo Board Examples

Different
Places.
Real
Possibilities!

Note: Learners may use photos from Module 6 or photos shown below.



Farm



Barbershop



Theater



Pharmacy



Hospital



Police Station



Restaurant



Zoo

Explore. Learn. Engage. Belong!



Photo Board Examples

Explore
Discover
Belong!



Note: Learners may use photos from Module 6 or photos shown below.



Beach / Lake



College / School



Shopping Mall



Park / Basketball Court



Hiking Trail



Rock Climbing



Antique Store



Coffee Shop

Places to Learn, Work, Play and Connect!



Getting There - Lesson 1

3-2-1 Review: What I Love

THREE new things that you have learned today.

TWO things that you will think about in the community and at home.

ONE thing that we should review again.

3.	A.	
	B.	
	C.	
2.	A.	
	B.	
1.	A.	

Lesson 2: How Can Travel Make You Feel?

Learning Objective: The purpose of this activity is to understand how traveling in various environments will affect us. Different ways of getting around feel different. What types of travel work, which don't, and what might help people we support feel more comfortable traveling

Lesson Overview

Lesson Materials	• Whiteboard/easel for writing learner responses • Emotion Cards • Internet connected device that can be shared with the group.
Instructor Preparation	• Cue up video/audio clips • Copy of the Emotion Cards for each learner
Lesson Materials	Lesson Introduction: 1. SAY: There are no right answers in this activity. You are learning what works for you. 2. We're going to watch and listen to some clips of sounds from using trains, buses, and walking busy streets, some of the sounds might be loud Lesson Activity: 1. Play one clip. Watch each person's body, not the screen. 2. Wait 15 seconds. Then ask: How did your body feel? 3. Give learners a chance to answer in their own words first. If someone is stuck or unsure what to say, ask them to use the emotion cards. 4. Accept the answer. Reflect without interpretation. 5. Play three to five clips. Stop if anyone signals overload. 6. Next, discuss how people can feel safer and more confident if they identified emotions such as anxious, nervous, scared, fearful, overwhelmed. 7. Write on the whiteboard ways people can ask for help and reduce their stress. Examples may include asking a staff person to go with you until you feel confident in your abilities. Or a person

	may want to bring their ear buds/headphones to listen to music BUT not when walking or listening for their stop (unless they know it well). 8. If this group is moving on to lesson 3, staff can mention that “we will discuss ways to make travel feel more comfortable by working on a Travel Toolkit”.
Lesson Reflection	As a whole group, or as individuals, complete the “3-2-1 Review!”
Lesson Reinforcement	Staff will develop a plan to reinforce and increase the skills learned from this lesson while participating in community activities. Brainstorm with staff and management, 3 places in the community where staff can prompt, instruct and reinforce the use and practice of the skills learned in this lesson. Share the lesson with other staff who accompany the person in community activities.

Getting There - Lesson 2

Transit Video Links [hold Ctrl and click the link]

1. Sounds of a Subway

2. Driving on the Highway
(Black Screen)

3. Bus Driving POV

4. Knocking Train Wheels
(Black Screen)

5. Walking in a City

6. Walking Along Busy Road

Getting There - Lesson 2



Emotion Cards

Cut out the cards
and use them in activities!



Calm



Tense



Nervous



Relaxed



Scared



Tired



Okay



Unsure

Getting There - Lesson 2

3-2-1 Review: How Can Travel Make You Feel?

THREE new things that you have learned today.

TWO things that you will think about in the community and at home.

ONE thing that we should review again.

3.	A.	
	B.	
	C.	
2.	A.	
	B.	
1.	A.	

Lesson 3: My Travel Toolkit

Learning Objective: In this activity, learners will acquire knowledge of how to prepare for traveling, including what they should bring, who should know their plan, and what helps them feel ready.

Lesson Overview:

Lesson Materials	• One printed My Travel Toolkit for each learner • Pens or pencils • A staff example of a filled out My Travel Toolkit, to show what one looks like
Instructor Preparation	• Print the number of My Travel Toolkit checklists needed. • Review discussion prompts • Maybe prepare a physical backpack if possible (optional)
Lesson Details	Lesson Introduction: 1. SAY: Today we will build a personal travel toolkit using a checklist to make sure you are prepared before you travel somewhere in your community. Each toolkit will be different based on your personal needs and skills. 2. Next, share two or three items from you own toolkit; hold them up for the group to see if you can. For example; “I always bring my phone charger, wallet, and headphones. 3. SAY: Now you’ll build your own toolkit. There are no right answers, everyone’s toolkit will look different. Lesson Activity: 1. Hand out the My Travel Toolkit to each learner. 2. Walk through each category one section at a time. For each one, help the learner understand the purpose of each item and decide if they need that item. 3. Help each learner fill out the Travel Toolkit checklist. 4. Close with discussion questions listed below, and if there are volunteers, ask them to share.
Lesson Reflection	As a whole group, or as individuals, complete the “3-2-1 Review!”

Lesson Reinforcement	Staff will develop a plan to reinforce and increase the skills learned from this lesson while participating in community activities. Brainstorm with staff and management, 3 places in the community where staff can prompt, instruct and reinforce the use and practice of the skills learned in this lesson. Share the lesson with other staff who accompany the person in community activities.
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My Travel Toolkit Checklist

Plan
Prepare
Go!



Name: _____

Date: _____



Where am I going?



What is the weather like today?

- ☐ Sunny
- ☐ Cloudy
- ☐ Rainy
- ☐ Snowy
- ☐ Hot
- ☐ Cold



Why is this important?





How am I getting there?

- ☐ Walking
- ☐ Bus
- ☐ Subway/Train
- ☐ Ride Share Service
- ☐ Other: _____



What should I wear because of the weather?

- ☐ Sunglasses
- ☐ Hat
- ☐ Umbrella
- ☐ Raincoat
- ☐ Jacket/Coat
- ☐ Gloves
- ☐ Boots



What Do I Need to Bring?



Phone



Money



Keys



Water Bottle



Snacks



Personal
Items



Medication
(if needed)



Notebook
and Pen



Other: _____



Be Ready for
a Great Day!



Plan



Prepare



Explore



Stay Safe



Enjoy

 Pack ✓ Plan ✓ Go!

 Be Prepared
Be Safe
Enjoy Your Day!



Check the items I need today:

- ☐ Phone
- ☐ Transit Pass/Ticket – if the pass is on your phone or do you carry a card?
- ☐ Money/Wallet – how much money? _____
- ☐ ID – which ID? _____
- ☐ Keys
- ☐ Emergency contact list (on phone or card)
- ☐ Backup plan (phone or card)
- ☐ Water Bottle
- ☐ Sunscreen
- ☐ Snack (healthy, won't spoil or become messy)
- ☐ Medication (if needed)
- ☐ Charger/Battery Pack
- ☐ Passwords or Entry Codes (optional)
- ☐ Other: _____



 Check your bag before you go!



Will I bring headphones?

- ☐ Yes
- ☐ No



If yes, how can I use them safely?

- ☐ Keep the volume low
- ☐ Remove them when crossing the street
- ☐ Stay aware of traffic and people around me
- ☐ Listen with only one earbud in my ear



Will I bring a snack?

- ☐ Yes
- ☐ No



If yes, when is the best time to eat my snack?

- ☐ While walking
- ☐ After I arrive
- ☐ During a break
- ☐ Not sure



A little planning
can make a big difference!

Ready for the journey!





Plan Today → More Freedom Tomorrow!

Know
Plan
Be Ready
Go!



What Do I Need to Know Before I Leave?

- ☐  Where I am going
- ☐  How I am getting there
- ☐  How long the trip will take
- ☐  What I need to bring
- ☐  Who to contact if I need help
- ☐  What to do if my plans change



A little
planning goes
a long way!



How Can Staff Help Me Learn to Travel?

- ☐  Help me choose the best transportation option
- ☐  Help me learn the route(s)
- ☐  Go with me for several trips
- ☐  Help me learn safety travel
- ☐  Help me learn to cross streets
- ☐  Help me learn what to do if I get lost
- ☐  Help me feel more confident



Support today. Greater independence tomorrow!



My Travel Plan



One thing I am
looking forward to:



One thing I want to
remember to do safely:



My goal for this trip:



New Places. New Skills. A Brighter You!

EXPLORE

LEARN

TRAVEL

SUCCEED

Review
Reflect
Remember
Grow!

My Travel Toolkit Review Questions

You're
Building
Independence!

PLAN

PREPARE

PRACTICE

GO!

1 Which items did you choose to bring? Why?



2 Is there anything you packed that you may not need today?



3 How can headphones help you? How might they make travel harder?



4 What should you be paying attention to while walking or using public transportation?



5 How can you tell if now is a good time to eat your snack?



6 What would you do if the weather changed while you were out?



7 What would you do if you got lost or missed your stop?



Learn Today.
Travel Tomorrow.



Plan



Prepare



Practice



Succeed



New Places.
New Possibilities!

Getting There - Lesson 3

3-2-1 Review: My Travel Toolkit

THREE new things that you have learned today.

TWO things that you will think about in the community and at home.

ONE thing that we should review again.

3.	A.	
	B.	
	C.	
2.	A.	
	B.	
1.	A.	

Lesson 4: What to Do When Things Go Wrong

Learning Objective: In this activity, learners will solve travel interruptions. When buses break down, delays happen, routes change, or things get too much for you to process sensory overload: what do you do?

Lesson Overview

Lesson Materials	• When Things Go Wrong scenarios • When Things Go Wrong instructor guide
Instructor Preparation	• Review of the When Things Go Wrong scenarios • Review of the When Things Go Wrong instructor guide
Lesson Details	Lesson Introduction: 1. SAY: Things don't always go as planned. This happens to everyone. Today, we are going to practice what to do when something unexpected happens while traveling. There is not always one right answer. We will practice thinking about our choices and asking for help when we need it." Lesson Activity: 1. Read one scenario aloud or act it out with the group. 2. Give participants about 30 seconds to think before anyone answers. 3. Ask: "What do you do in this situation?" 4. If participants need support, ask follow-up questions such as: • What happened? • What could you do first? • Who could help you? • How would you tell someone you need help?
Lesson Reflection	As a whole group, or as individuals, complete the " 3-2-1 Review! "

Lesson Reinforcement	Staff will develop a plan to reinforce and increase the skills learned from this lesson while participating in community activities. Brainstorm with staff and management, 3 places in the community where staff can prompt, instruct and reinforce the use and practice of the skills learned in this lesson. Share the lesson with other staff who accompany the person in community activities.
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Getting There - Lesson 4

When Things Go Wrong

Scenario 1: You miss the bus

You are on your way to the bus. When you get there, you see your bus pulling away.

What would you do?

Scenario 2: You forgot to schedule your ride

You take public transit (van or taxi) to art class every Tuesday. You forgot to call Monday to schedule your ride. Now it is Tuesday morning, and you don't have a ride.

What would you do?

Scenario 3: The bus stop moved

You take the 10:00 a.m. bus every day to get to your volunteer job. When you get to your usual bus stop, you see a sign that says the bus stop has moved because of construction. Today, it is 10:25 a.m. and the bus has not arrived.

What would you do?

Scenario 4: The sidewalk is closed

Every Saturday, you walk the same way to the grocery store to buy milk. When you get to your usual street, you see construction signs and the sidewalk is closed.

What would you do?

Scenario 5: Your staff is late

Your staff is taking you to the doctor. They are supposed to be there at 9:00 am. It is now 9:20 am, and they have not arrived.

What would you do?

Scenario 6: The bus lift is broken

The bus comes. The driver tells you the wheelchair lift is broken. You cannot get on the bus.

What would you do?

Scenario 7: The elevator is not working

You use the elevator to get to the train. Today, the elevator is not working.

What would you do?

Getting There - Lesson 4

When Things Go Wrong — Instructor Guide

Scenario 1: You miss the bus

- Stay calm
- Plan ahead and carry the bus schedule or a list of the next buses available.
- Decide if you can wait for the next bus or need another way to get to where you're going.
- Let someone know if you will be late
- Ask for help if you are not sure what to do. Use your emergency contact list if you need help.

Scenario 2: You forgot to schedule your ride (can use the local public transit name)

- Stay calm
- Call local public transit to see if a ride can still be scheduled
- Ask about other transportation options if a ride is not available
- Let your art class know that you may be late or unable to attend
- Think about ways to help you remember to call next Monday, such as setting a reminder on your phone or calendar

Scenario 3: The bus stop moved

- Stop and read the sign
- Call the public transit company phone number or check the website to find out where the new bus stop is
- If you are worried or unsure, use your emergency contact list to call for help

Scenario 4: The sidewalk is closed

- Stay calm
- Stop and look at the signs.
- Think about another safe way to get to the store
- Use a crosswalk if you need to cross the street
- Use your emergency contact list to call for help.
- Stay aware of your surroundings and follow any detour signs
- Use your map application on your phone to look up another way to your destination (Discuss how to use map apps, if appropriate)

Scenario 5: Your staff is late

- Stay calm
- If possible, contact the staff to see when they might be there
- Call the doctor's office to let them know you are running late
- See if there is someone else who can take you
- Use your emergency contact list to call for help if needed

Scenario 6: The bus lift is broken

- Stay calm
- Ask the driver when the next bus is coming and if it has a lift
- Call the public transit company phone number or check the website to find out where the new bus stop is with a working lift
- Call your destination and let them know you will be late
- Call someone else to see if they can pick you up and take you
- Use your emergency contact list to call for help if needed

Scenario 7: The elevator is not working

- Talk to someone who works at the station; is there another elevator or can you get to another station with an elevator
- Use your emergency contact list to call for help if needed

Getting There - Lesson 4

3-2-1 Review: People I want in my World

THREE new things that you have learned today.

TWO things that you will think about in the community and at home.

ONE thing that we should review again.

3.	A.	
	B.	
	C.	
2.	A.	
	B.	
1.	A.	

Lesson 5: Practicing on Purpose

Learning Objective: This lesson is a real-world application. The group will go somewhere together to apply what they have learned.

Lesson Overview

Lesson Materials	• My Travel Toolkit (from lesson 3) • Staff Travel Guide
Instructor Preparation	• Review destinations from Lesson 1 • Review each person's skills to help them develop an individual learning plan • Review Staff Travel Guide • Choose a destination that will test their skills in various forms of transit, transferring to another transit (optional), will allow you to test back up options, is in a neighborhood familiar to the person, etc.
Lesson Details	Lesson Introduction: 1. Pre-trip huddle: each person reviews their destination and their travel toolkit. 2. Develop an individualized travel training learner plan. Lesson Activity: 1. This activity could take place over several days in order that everyone gets a chance to go to their chosen destination. 2. During the trip: each person handles their own steps whenever possible. 3. As staff you should help but do not lead: "What do you need next? Take your time." 4. Spend 30 minutes at least at the designation. Do not just arrive there. 5. After, debrief: each person answers: • Did you get where you wanted to go? • What helped you? • Did you ask for help? • Would you do anything different next time?

Lesson Reflection	As a whole group, or as individuals, complete the “3-2-1 Review!”
Lesson Reinforcement	Staff will develop a plan to reinforce and increase the skills learned from this lesson while participating in community activities. Brainstorm with staff and management, 3 places in the community where staff can prompt, instruct and reinforce the use and practice of the skills learned in this lesson. Share the lesson with other staff who accompany the person in community activities.

STAFF TRAVEL GUIDE

Purpose

Use this guide to teach and prepare adults with disabilities to travel in their communities with increasing safety, confidence, choice, and independence. Work one-to-one with each learner. Build instruction around the person's destination, transportation options, communication needs, mobility needs, learning style, and current travel skills.

How to use this guide

- Teach skills in real community settings whenever possible.
- Explain and model a skill, practice it together, then give the learner opportunities to try it with less help.
- Use the My Travel Toolkit with the learner to plan what to bring, how to travel, and what to do if plans change.
- Focus on observable skills. Mark skills that are consistent and identify those that need more teaching or practice.
- Adjust support based on the learner's needs. Independence may look different for each person.

Phase 1: Pre-Trip Planning

Prepare the learner, route, equipment, and backup plan before leaving.

- **Map the route:** Use a mapping application to identify accessible paths, ramps, crosswalks, transit stops, and other important route features.
- **Choose safe crossings:** Select intersections with clear markings, pedestrian signals, or accessible sound/tactile signals when available. Safety is more important than the shortest route.
- **Complete the My Travel Toolkit:** Support the learner to identify the destination, transportation method, weather, items to bring, and backup plan.
- **Prepare the fare:** Make sure the learner knows how fare will be paid. Load transit cards and explore reduced-fare programs when appropriate.
- **Check equipment:** Confirm that phones, mobility devices, communication devices, and other assistive tools are working and charged.
- **Plan for changes:** Review who to contact, what to do if transportation is delayed, and how the learner can safely ask for help.

Phase 2: Walking & Transit Navigation

Teach the route in small steps and assess what the learner can do with decreasing support.

Skill to Observe / Teach	Yes	Needs Practice
Safe street crossing: Stops at the curb, checks traffic and signals, crosses at the planned location, and limits phone distractions.	☐	☐
Uses landmarks: Recognizes useful landmarks that show where they are and what comes next.	☐	☐
Finds the correct stop or station: Locates the correct bus stop, bay, platform, entrance, or boarding area.	☐	☐
Reads travel information: Uses the travel tools that work for them, such as an app, paper schedule, station screen, route sign, or visual cue.	☐	☐
Pays the fare: Uses the planned fare method with the level of support appropriate for the learner.	☐	☐

Phase 3: Riding Public Transportation

Practice boarding, riding, social expectations, and getting off at the correct stop.

Skill to Observe / Teach	Yes	Needs Practice
Boards safely: Waits in the designated area, allows others to exit, and boards without rushing.	☐	☐
Chooses a useful seat or position: Selects a location that supports safety, comfort, mobility, and awareness of the stop.	☐	☐

Uses safety supports: Uses handrails, seat belts, or mobility-device securement as appropriate.	☐	☐
Respects shared space: Uses an appropriate voice level, manages belongings, and gives others reasonable space.	☐	☐
Stays aware: Pays attention to surroundings, announcements, landmarks, and personal belongings.	☐	☐
Signals the stop: Recognizes when the stop is approaching and uses the cord, button, or other method at the right time.	☐	☐

Safety connection: Use the Safety Skills module to teach what the learner can do if another person approaches them, makes them uncomfortable, or creates an unsafe situation.

Phase 4: Problem-Solving & Emergency Preparedness

Practice realistic problems in a planned, supported way so the learner knows what to do when travel does not go as expected.

- **Finding safe help:** Identify appropriate people and places for assistance, such as transit employees, station staff, customer service locations, or emergency services when needed.
- **Missing a stop:** Practice what to do if the learner rides past the planned stop, including staying calm, getting off at a safe location, and using the backup plan.
- **Sharing location:** Practice using a phone, map, landmark, address, or identification/emergency card to explain where they are.
- **Managing sensory needs:** Plan strategies and tools that help the learner manage crowds, noise, waiting, or other travel stressors.
- **Using a backup route:** Practice what to do when the usual bus, train, ride, or walking route is unavailable or delayed.
- **Contacting support:** Make sure the learner knows who to call and what information to share when they need help.

Phase 5: Fading Support & Building Independence

Reduce assistance gradually as the learner demonstrates safe and consistent travel skills.

- **Increase distance:** Move from side-by-side support to observing from farther away when it is safe and appropriate.
- **Reduce prompts:** Allow time for the learner to notice cues, make decisions, and problem-solve before staff step in.
- **Use planned observation:** Observe the learner's travel skills in a way that respects dignity, privacy, informed participation, and the person's support plan.
- **Debrief after travel:** Ask what went well, what was difficult, and what the learner wants to practice next.
- **Reassess skills:** Review travel skills periodically and whenever the route, transportation system, health or mobility needs, or support needs change.

Staff Coaching Approach

The goal is not simply to complete the trip. The goal is to help the learner understand and use the skills needed for future trips.

1. Explain	2. Show	3. Practice	4. Fade
Use plain language. Explain what to notice and why it matters.	Model the skill or demonstrate the travel step.	Let the learner try. Prompt only as much as needed for safety and learning.	Reduce prompts and support as the learner becomes more consistent.

After Each Practice Trip

- What did the learner do independently?
- What required a prompt, reminder, or physical assistance?
- What safety skill needs more practice?
- What did the learner say felt easy, difficult, comfortable, or uncomfortable?
- What will staff teach or practice on the next trip?

Teach • Practice • Reflect • Fade Support • Build Independence

Getting There - Lesson 5

3-2-1 Review: Practicing on Purpose

THREE new things that you have learned today.

TWO things that you will think about in the community and at home.

ONE thing that we should review again.

3.	A.	
	B.	
	C.	
2.	A.	
	B.	
1.	A.	

Getting There - References

Module 7 was developed in collaboration between OPWDD and YAI.