

Life skills – Travelling to and Through Toronto

Placement at Woodview Learning Centre

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Students

Woodview Learning Centre is a private school for children on the autism spectrum. The school is split into three groups; The Home Star Runners, The Clubhouse and The Leadership Team. This life skills program was run with The Clubhouse. This is a group of four boys at the junior level of achievement.

Kenny is an 8 year old boy who was diagnosed with PDDNOS. He is currently running a modified grade 3 program. Samuel is a 9 year old boy diagnosed with Asperger syndrome. He is currently running a modified grade 3 program. Andrew is a 14 year old boy diagnosed with Asperger syndrome. He is currently running a modified grade 8 program. Eric is a 14 year old boy diagnosed with autism. He is currently running a modified grade 9 program.



Life Skills – Travelling To and Through a City

Life Skills are skills that are necessary for successful living. These skills are needed for a person to live an independent life.

Being able to safely travel to and through a city is an important life skill, especially for someone with a disability. Many people with disabilities need resources that are often located in cities. Therefore persons with disabilities need to know how to travel to and through these cities.

This program focused on the following areas of safe traveling in the city:

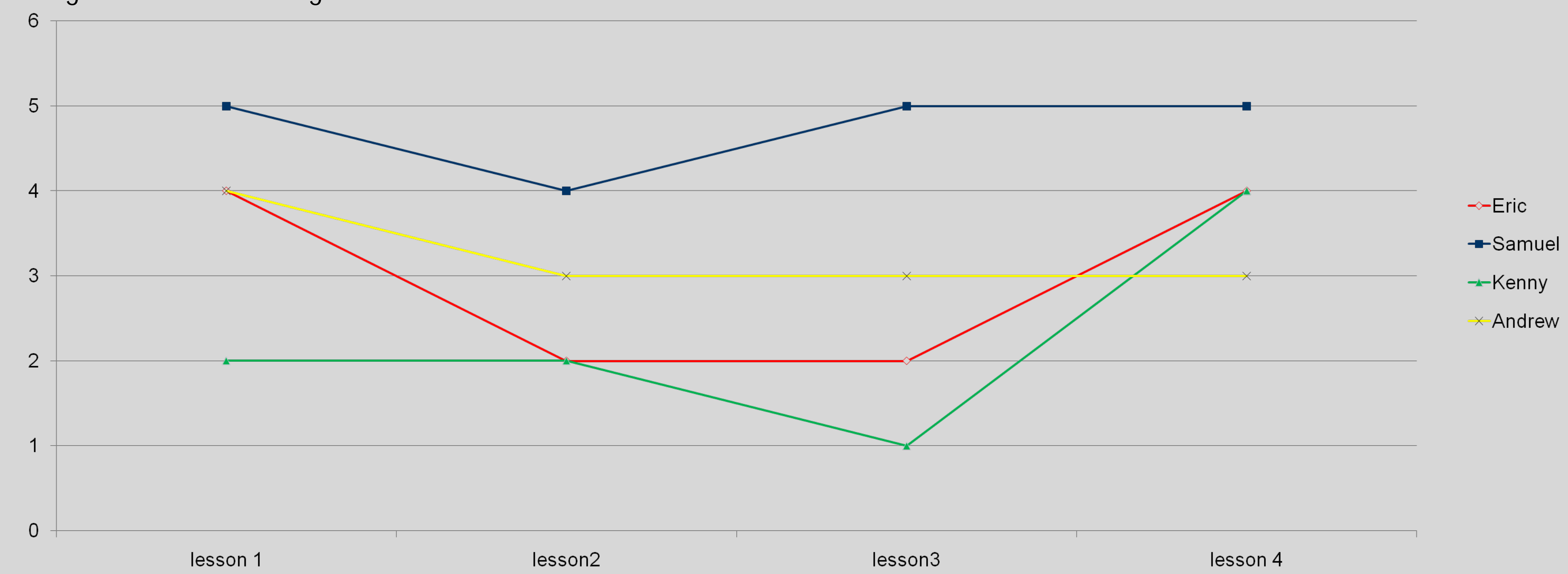
- Knowledge and comprehension of safety rules
- Knowledge and comprehension of street signs
- Knowledge and comprehension of social cues

These areas were focused on through different types of teaching skills. These were:

- discussions
- worksheets
- Board game
- Trip to Toronto

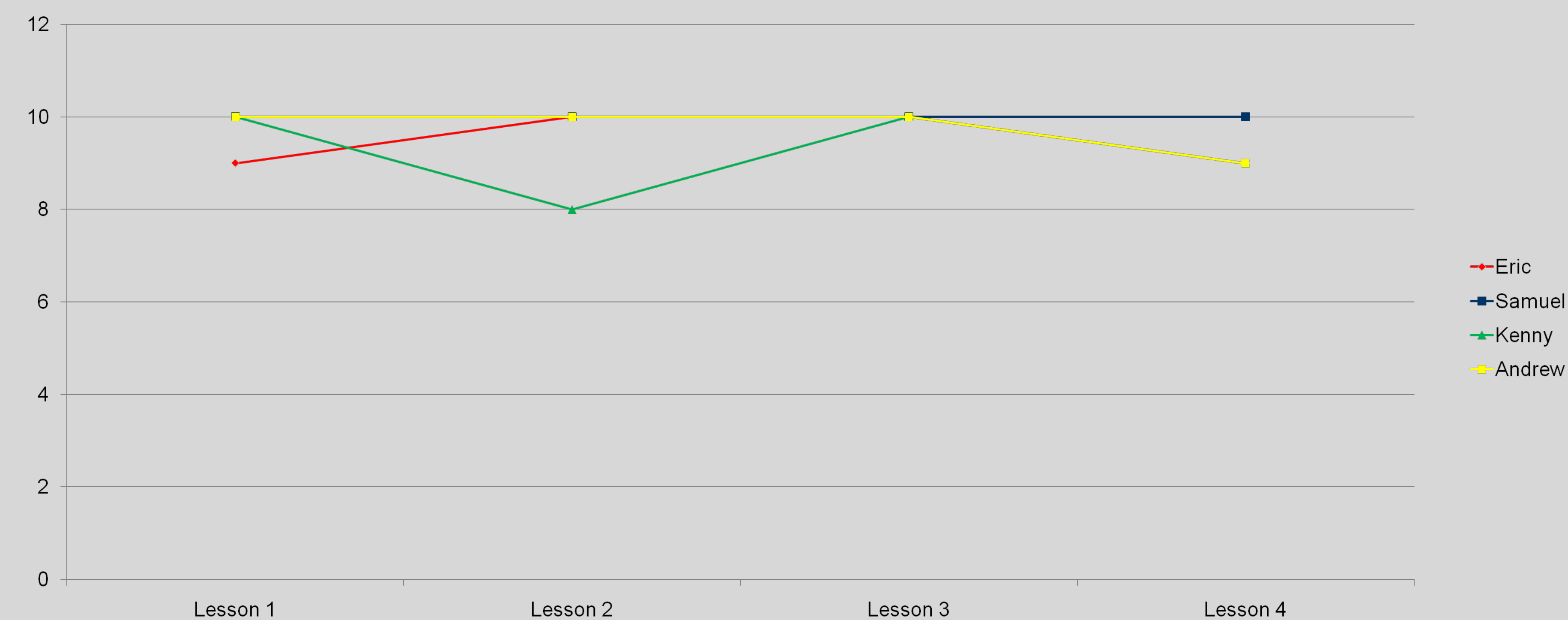
Baseline Data

Baseline data was taken on different areas of knowledge based on the life skill. This data was taken through discussions and work sheets. Each child was scored out of 10 on each of the 4 baseline points. Each baseline point was based on a corresponding lesson to be taught during the intervention stage.



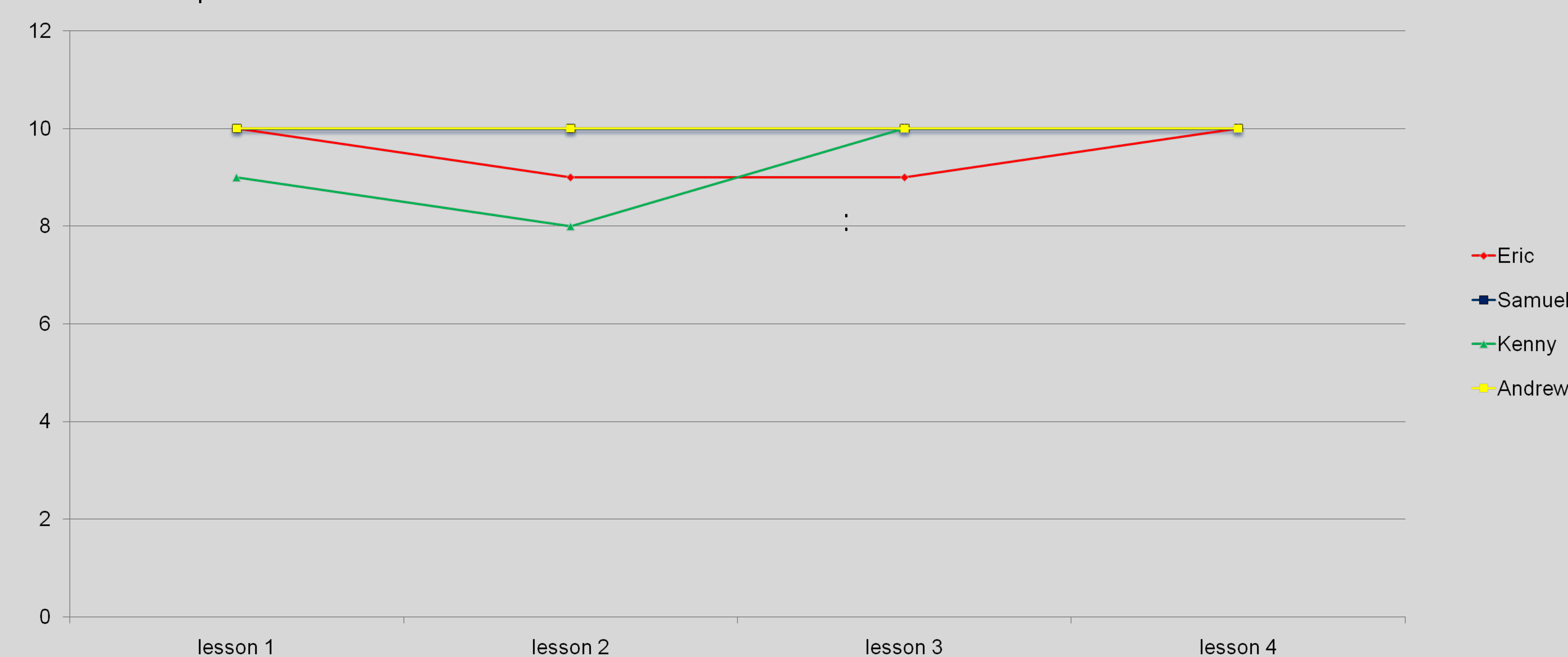
Intervention Data

Intervention data was taken on the number of correct responses on each lesson. Each child was scored out of 10 on each of the 4 lessons.



Follow-up Data

Follow-up data was taken on knowledge shown from each child corresponding with each lesson. Each child was scored out of 10 on each data point.



Intervention schedule/ location

Intervention schedule:

The intervention was implemented for two lessons per week for 2 weeks. Each lesson was 1 hour in length.

Location of intervention:

The interventions were implemented in the classroom with the children in their assigned desks in the square.

Follow-up location:

The follow up was implemented while on a field trip to Toronto. The children took the Go train to Toronto, then travelled through Toronto to get to a restaurant.

pictures



Resources

Machalicek, Wendy; O'Reilly, Mark F.; Beretvas, Natasha; Sigafoos, Jeff (2008) A review of School Based Instructional Interventions for Students with Autism Spectrum Disorders. *Research in Autism Spectrum Disorders*, 22

Smith, Marcia Dattlow; Belcher, Ronald (1985) Teaching Life-Skills to Adults Disabled with Autism. *Journal of Autism and Developmental Disorders*, 15(2), 163-175