# Travel Planning and Instruction for Specific Students

## Persons within the Autism Spectrum
- 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

## Considerations for Instruction
- 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
- Atypical movements
- Tremors
- Unsteady gait
- Loss of coordination
- Speech difficulties
- Visual perceptual problems
- Hearing difficulties which can include hypersensitivity and startle reflex

## Considerations for Instruction
- 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
### Persons with Spina Bifida
- 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

### Considerations for Instruction
- 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

### Persons with Traumatic Brain Injuries
- 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

### Considerations for Instruction
- 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