

Clip 3 Transcript

Cori: That's easy, because I remember when I taught my daughters when they were teenagers, young teenagers, preteens, whatever. Taught them. It's how you would teach any individual to take the bus. You bring them on the bus. You talk to them. You show them what is necessary on the bus, and but then you watch what skills because remember, you know your individual that you're working with or your child. You know their needs. And you basically take them on the bus. Show them. Show them the website. Show them how to read the signs for what number they're looking for. You let them practice with the comfort of you sitting right beside them with you helping them, and then, eventually, you wean yourself off. You might say, okay. You get us on the bus. I'm just another person standing here and they go on the bus and then you maybe sit the seat right behind them.

So you're there for the comfort. You're there for their own anxieties, but they're responsible to ring that bell, and you're not telling them. When it's ready, you have to you don't just do it on the second time. And then you quit you eventually do it more and more. I mean, with my students, eventually, I drop them off at a bus stop or make them walk from their house if we're leaving from their house to the bus stop. I get in my car and I say, okay, I'll meet you where we're going. But that's when I knew, you know?

So I would basically meet them. I remember sitting at Algonquin College one day with a milkshake and waiting for my student to arrive. He arrived. He had to come to my car, say hi. I said, okay. I'll meet you at home. He turned around, went right back to the bus stop, headed home, and I drove back to his house. But he had my phone number, so if something were to happen, which I knew nothing would because he was ready. He could call me and I could say, where are you? We practiced looking at the street signs, so he knew how to call me and tell me where he was if there was an issue.

But that's you know, you do it step by step by step until one day you say, you're gonna try it on your own. And you hope for the best, but they I mean, now that we have cell phones, you know, you make sure they have a way of communicating with you if there is an issue. I mean, I remember when I taught my daughter the first time waving to her was on the old train just driving away because she had to go where she was supposed to. And I waved her and said, I'm not coming this time.

You know? It's just what you need to do, but you do it step by step knowing the individual that you're working with.

Mike: Right. And you need to take the time, to do that and, you know, however long, that is for the individual.

Cori: And don't be worried if it takes 6 months, because it could take 6 months. It could take longer. I mean, I had one individual who he was totally independent. He could take

the bus. Problem is he always fell asleep on the bus, so it wasn't safe. So we continued to work on it, figuring out ways of what he could do so he wouldn't fall asleep. Because he'd miss his stop. But he knew how to take the bus, so you have to figure out things for each individual.