Functional Assessment of Cognitive Transit Skills

FACTS

GUIDELINES FOR PRODUCTION, ADMINISTRATION AND SCORING

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Introduction

Project ACTION funded the development of the Functional Assessment of Cognitive Transit Skills (FACTS) as one component of A Model Eligibility Determination Procedure. FACTS is a functional assessment designed to evaluate applicants who might have difficulty using fixed route transit due to a developmental cognitive disability. It was developed by Susan Chase of the Center for Applied Neuropsychology, Dr. Graham Ratcliff of Harmarville Rehabilitation Center, and Karen Hoesch of ACCESS Transportation Systems. Bonnie Dodson-Burk served as the primary Orientation and Mobility (O & M) instructor, and Dr. George Zimmerman, University of Pittsburgh, served as the Special Mobility Consultant. Considerable input was provided by the Project ACTION Steering Committee, and over a dozen professional O & M instructors in the Pittsburgh area.

FACTS takes 30 - 45 minutes for most individuals to complete, can be reliably administered by transit staff with no special education or O & M background with training and, was designed to be administered in the transit authority office. FACTS offers transit authorities a shell for developing a customized assessment that features photos and slides of their own community in a simulated transit trip.

FACTS is designed to represent the cognitive skills an applicant needs to take fixed route transit. The structure of the assessment, built around a simulated transit trip, helps the applicant become readily engaged. It is also designed to optimize community acceptance of the assessment procedure. The connection between the assessment tasks and the skills needed for a real transit trip are readily apparent.

Role of the Simulation Component in Eligibility Determination

FACTS is only one part of a model paratransit eligibility procedure. In conjunction with consumer groups within the community, the transit authority can develop a comprehensive eligibility procedure. This would include application forms that tap into functional skills and previous experience with community mobility, professional verification forms that stress functional skills, a functional assessment procedure specific to the nature of the individual's disability, and an appeals procedure.

In its current form, FACTS can offer information about how an individual with cognitive challenges due to a developmental disability might perform on community mobility tasks. Validity data has not yet been gathered on individuals with cognitive disabilities of other etiologies such as head injury or stroke. Interpretation of assessment results should be made with extreme caution in these cases. FACTS was not designed to tap into the functional obstacles that individuals with mental health diagnoses might face in taking fixed route transit, since these obstacles are not primarily cognitive in nature.
Test Development and Validation

The test was developed based on a Functional Skills List developed by several O & M specialists, an extensive literature review and the local Project ACTION Steering Committee. This committee included paratransit and fixed route consumers, and representatives of disability advocacy groups and transit authority officials in the community. The Functional Skills List was the group's recommendation for the essential skills that an individual should demonstrate if he or she was ready to travel safely and independently using fixed route transit.

The simulated transit trip that forms the basis of FACTS was developed from this Functional Skills List. Photos are used to teach the skills needed for this simulated trip (such as the name of the target bus) and slides are used to evaluate if the individual has mastered these skills. Photos are also used to evaluate the applicant's prerequisite skills that are needed for community mobility, but which are not taught as part of the assessment, such as safe street crossing.

A pilot version of FACTS was tried by individuals with and without cognitive disabilities. Steering Committee members and early participants suggested refinements in the test materials and scripts to enhance the effectiveness of FACTS. A photo journalist was hired to take the final teaching and assessment photos and slides.

Transit staff was trained to administer FACTS. They administered it to 85 individuals with cognitive disabilities due to developmental disabilities. These same individuals were independently given a mobility evaluation in the community by a Certified O & M Specialist. Performance on FACTS was a good predictor of the individual's performance in real life community mobility tasks.

General Test Materials

The test materials used for the original FACTS are:

- Eleven 4" x 6" inch color photos, used to teach the specific skills needed for the simulated trip
- Nine 20" x 30" color posters mounted on free standing easel boards, used to teach a specific route and evaluate the ability to follow it;
- Fifty 4" x 6" color photos, used to evaluate existing community mobility skills, not just specific to the simulated trip;
- color slides, used to evaluate the specific skills taught for the simulated trip;
• An audio tape of sounds that might be heard during a transit trip, to be used to provide distracting test conditions;

• A tabletop slide projector with audio tape player;

• A small hand bell or desk clerk bell;

• A bus pass in a bus pass holder;

• Blank ID cards to be completed for each applicant and placed in the bus pass holder;

• A digital clock with large (about 2"), clear numbers;

• Yellow "Post-It" notes for posting the target completion time on the clock;

• A photo album for holding all teaching and assessment photos;

• Directional arrows that can be mounted to show the way from the waiting room to the testing room;

• A script to introduce teaching and assessment items and provide cues in a standard fashion.

**Customizing the Test for Specific Transit Systems**

Work is preparations are underway to make duplicates of the original test photos available in a complete test package. However, some transit authorities may wish to take photos and slides that reflect their particular system. Guidelines are provided for customizing each specific item under the listing of training and testing materials. A customized audio tape, which is used as a distracter during two sections of the test, can also be produced. This should include approximately 30 minutes of sounds that might be heard when traveling in the community and taking a transit trip. The various sounds on the original tape include traffic, dogs barking, snatches of conversation and children playing. Some of the sounds included should be mildly aversive such as a siren or people yelling, since these might present a greater distraction.

In general, if a transit system customizes the test, the following guidelines are strongly recommended:

• Use a very experienced and competent photo journalist to take the photos and slides. In the pilot project, commercial photographers were less experienced at conveying the intended meaning through the photos, and had less success taking photos in the community under less than ideal conditions, such as through the window of a moving
bus. Also, the technical competence of the photo journalist is important so that the absolute clarity of the photo is not an issue for the applicant.

- Test the customized test with a community advisory group, including individuals with disabilities. Limitations in the photographs often do not become clear until used in the context of the assessment with several individuals.

Selecting and Training Transit Staff to Complete Assessments

The highest priority must be set on excellent communication and observation skills. The person who administers the test must, to the greatest extent possible be able to understand and make themselves understood by persons with speech, language, hearing or cognitive disabilities. Staff members who effectively handle customer service telephone lines, especially for paratransit, would be likely to have developed these skills in the course of their work. The tester must be sensitive to verbal and nonverbal communication in order to determine when to cue or provide additional training, and to recognize what the applicant understands.

Attention to detail and accuracy are also important skills for a tester. These are essential for consistent administration of the test according to the script and guidelines. They are also important for recording test behaviors and correct scores, which directly effect eligibility determination.

The individual who is selected to do the testing needs to have excellent speech, language and hearing skills to present items clearly. He or she needs vision that is adequate to closely observe the applicant and to see the test materials. The tester must have adequate mobility to demonstrate the route and adequate fine motor skills to manipulate the test materials in a fast and efficient manner. Divided attention skills are also critical so that the tester can attend to what the applicant says and does, manipulate test materials and record responses all at the same time.

Familiarity with the nature of various disabilities, and the types of documentation used, if any, to verify disabilities also helps. Test procedures can be modified slightly to meet the needs of the applicant, and the tester will be in a better position to do this if they understand the nature of the applicant's disability and the documentation included with the application. Training for the tester should include general background knowledge concerning ADA eligibility and disabilities.

Specific training on this assessment tool first requires a thorough review of the test training manual. The tester needs to be entirely familiar with the overall nature of the assessment tool and with the specific purpose, procedure and script for each item. The tester can begin to develop a working familiarity with the assessment after several readings of the training materials by practicing the test on at least ten individuals without cognitive or language disabilities. At first the tester will need to read from the script to be sure the wording is correct for each item. By the tenth practice run, this wording will become more automatic.
For transit staff who may not have a background in cognitive or education assessments, supervision or "coaching" should be sought during the training period from a professional in the community who does psychological or educational assessments for persons with cognitive disabilities. This could be a special educator, psychologist, neuropsychologist, speech pathologist or vocational rehabilitation counselor, for example. The coach, with expertise in testing, could review the training and testing materials, then observe the tester while he or she administers the test to another person without a cognitive or language disability. The coach can provide general feedback concerning the tester's ability to establish rapport, adhere to the standardized test procedures and record responses. Only when the coach feels that the tester is ready should practice be undertaken with individuals who have cognitive disabilities. Several (at least five) practice tests should be completed with individuals with disabilities. The coach should observe at least two of these trials, and again provide feedback before the tester begins to use the test to make eligibility determinations. If the coach recommends additional practice trials, they should be undertaken.

Ideally, testers should be trained by professionals with a strong background in cognitive assessment of individuals with disabilities, and who have a working familiarity with FACTS. The test developers are willing to provide training through workshops or on site training. Contact Project ACTION for more information regarding training.

**Testing Guidelines**

It is important to help the applicant feel comfortable throughout the assessment, in order to put forth his or her best effort. The tester needs to be totally familiar with FACTS, so his/her attention during the assessment can be on the applicant's responses. This will require extensive study of the test manual and script, and practice on many individuals with and without disabilities. This is not, however, significantly more difficult than mastering a new type of computer software.

The tester should create an atmosphere that is pleasant and relaxed. The "pretend" aspect of the simulated transit trip should be stressed to help engage the applicant. This will help the applicant understand the relation of the assessment to the real task of taking a bus or train ride.

Encouragement and reinforcement should be offered frequently to help the applicant stay invested. Redirection may be necessary if the applicant becomes distracted or restless. This type of behavior and any other behaviors that might relate to how the applicant might do in real community mobility should be carefully noted.

The tester will need to become proficient at carefully recording the applicant's responses and behaviors. If applicants are evaluated in rapid sequence one after the other, the tester will not be able to recall who did what by the end of the day. Accurate recording of the applicant's responses and behaviors during the assessment are essential for accurate scoring at a later time.

**Cueing Guidelines**
Items requiring the applicant to learn new information require a specific cueing sequence, summed up as Train, Test, Retrain, ReTest, Final Demonstration.

- **Train**: The applicant is taught new information specific to the simulation such as where to get off the bus.
- **Test**: The applicant is asked to demonstrate the skill just taught.
- **Retrain**: If needed, the applicant is trained on the new skill a second time.
- **Retest**: The applicant gets a second chance to demonstrate that he/she has learned the skill.
- **Final Demonstration**: The skill is taught one final time, for future recall.

The tester has a great deal of flexibility in how to teach the components of the simulated bus trip, doing whatever it takes to make sure the applicant understands the skill being taught and what is expected of her/him. The script offers suggestions. In testing, if the applicant has learned the task, the tester has much less leeway. To maintain the validity of the assessment, the applicants should only be given the cues described in the script, and only if needed.

**Scoring Guidelines**

Special care should be taken to avoid errors in transcribing or adding scores. In general, the applicant's performance on an item is scored as totally accurate, learned the first time, learned only partially / requiring retraining, or not learned at all. See the manual for scoring specific items.
FACTS

Test Items

Administration and Scoring
Item 1: Responds to Greeting

Purpose

To assess general level of responsiveness and social competence.

Materials

None.

Procedures

Meet applicant in waiting room, a slight distance away from testing room. Greet the applicant (see script) and wait for a response if necessary. Greeting can be repeated once if no response is given.

Scoring

Score 2 points for any reasonable response, verbal or nonverbal, in which the applicant acknowledges the greeting.

Examples of appropriate verbal responses:

"Fine, thank you, how are you?", "Hi", "OK".

Examples of appropriate nonverbal responses:

Looking at examiner and nodding
Waving
Smiling at examiner
Extending a hand to shake

Score 0 points for inappropriate responses, verbal or nonverbal, or no response

Examples of inappropriate responses:

Saying, "This place stinks. I hate coming here."
Saying, "Leave me alone."
Turning away and hiding head in hands
Rocking and flapping hands.
### Item 1: Responds to Greeting

<table>
<thead>
<tr>
<th><em>Meet client in the waiting room. Wait briefly for response to greeting if necessary.</em></th>
<th>Hello, I'm __________. How are you?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I'll be working with you today to learn about some of your skills for using the bus or ACCESS. (Name of local paratransit)</td>
</tr>
</tbody>
</table>
Item 2: Provides Identification

Purpose

To assess applicant's ability to provide identifying and emergency contact information, verbally or nonverbally. This is an essential skill for anyone who would be traveling independently in the community. The ID card is given to the applicant and provides even nonverbal applicants with a means of identifying themselves during the simulation (may be used for later items) and in the community.

Materials

A blank identification card, including name, address, phone number of the individual and name and phone number of an emergency contact. A collateral source of the information is also needed, such as a companion or completed application form in case the applicant is unable to provide it independently.

Procedures

As described in the script, ask applicant to give as much identifying information as possible. If applicant cannot provide complete information verbally, even with cueing, ask to see any ID card he or she carries. If information cannot be obtained this way, check with companion or application.

Review completed ID card with applicant, item by item, and explain that he/she will be given the card to use later if needed.

Scoring

The items scored are: Name
Address
Phone Number
Contact Name
Contact Number

Score 2 points for item when applicant provides complete information intelligibly, without cueing. Information can be provided verbally, or nonverbally, by writing or producing an ID card.

Score 1 point for item when only partial information is given, such as first name only, partially correct phone number, street name but not address.

Score 0 points for item if information had to be obtained from another source.
<table>
<thead>
<tr>
<th>Fill in identification card.</th>
<th>I'd like to fill out an identification card for you. Try to tell me as much as you can. If you get stuck, we'll check with your family or companion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Can you tell me your name, please?</td>
<td></td>
</tr>
<tr>
<td>B. Where do you live?</td>
<td></td>
</tr>
<tr>
<td>C. Can you tell me your phone number?</td>
<td></td>
</tr>
<tr>
<td>D. Can you tell me the name of someone you would call if you were away from home and needed help?</td>
<td></td>
</tr>
<tr>
<td>E. Can you tell me that person's phone number?</td>
<td></td>
</tr>
<tr>
<td>CUE</td>
<td>Do you have an identification card that you can show me? Or anything that will tell me your name and address? If not, let's see if we can get the information from the person who came with you.</td>
</tr>
<tr>
<td>If responses are incorrect or unintelligible, ask:</td>
<td></td>
</tr>
<tr>
<td>Obtain correct information and complete the card.</td>
<td>Here is an ID card for you to keep and to use if you need it. Here is your name. (John Smith) Here is your name, your address, and your phone number. Here is your address. (142 Oak Street) Here is your phone number. (422-2121) Here is the name of someone to call if you need help (Janet Smith) and his/her phone number (271-9595). You can show this if you need to tell someone your name and address. I will give this to you a little later.</td>
</tr>
<tr>
<td>Present card and teach:</td>
<td></td>
</tr>
<tr>
<td>point and say name:</td>
<td></td>
</tr>
<tr>
<td>point and say address:</td>
<td></td>
</tr>
<tr>
<td>point and say phone number:</td>
<td></td>
</tr>
<tr>
<td>point and say name:</td>
<td></td>
</tr>
<tr>
<td>point and say phone number:</td>
<td></td>
</tr>
<tr>
<td>Hold on to ID card until it is presented with bus pass (Item 5).</td>
<td></td>
</tr>
</tbody>
</table>
**Item 3: Follows Directions**

**Purpose**

A transit trip may require the rider to follow directional arrows if the bus stop has been changed. If the rider asks the driver for help, he/she should be able to follow simple verbal directions. This item is designed to assess the individual's ability to follow directional signs and simple verbal directions in context.

**Materials**

Brightly colored arrows mounted on walls and doorways that mark the path from the waiting room to the testing room. Path should be marked at a level that can be easily spotted by individuals using wheelchairs.

A testing table with one chair for the applicant and one for the examiner, both facing the slide screen on the table.

**Procedures**

Give verbal and gestural cues for individual to follow you out of the waiting room.
Give verbal and gestural cues for individual to follow arrows from waiting room to test room.
Give verbal and gestural cues for individual to sit in the applicant's chair.

**Scoring**

- Score 2 points if applicant follows a direction independently after one verbal request with gestural cue.
- Score 1 point if applicant follows direction after repeated requests or redirection
- Score 0 points if applicant requires physical prompts to follow direction.
### Item 3: Follows Directions

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stand up and gesture for applicant to accompany you.</td>
<td>Let's go to the assessment room, and we'll come back here when we are done. It should take about half an hour. Please come with me.</td>
</tr>
<tr>
<td>Point to first arrow.</td>
<td>These arrows will show us how to get to the room we need. Can you follow the arrows and show me the way?</td>
</tr>
<tr>
<td>CUE</td>
<td>If applicant does not attend to arrow, have him/her pause and direct his/her attention to the arrow.</td>
</tr>
<tr>
<td>Point to indicate the way to go.</td>
<td>This is an arrow sign.</td>
</tr>
<tr>
<td>IN ASSESSMENT ROOM</td>
<td>We walk the way it is pointing, this way. You look for the next one and see if you can follow it.</td>
</tr>
<tr>
<td>Point to seat.</td>
<td>Please sit down there.</td>
</tr>
</tbody>
</table>
Item 4: Monitors Time

Purpose

To independently take fixed route transit, the ability to track time is helpful to assist in planning trips and knowing how long it is reasonable to wait. This item is designed to assess whether the individual can monitor time given some structure and cues.

Materials

- A digital clock with a large (approximately 2 inches high) display of minutes and hours
- A yellow "Post-It"

Procedures

The applicant is told that the test should take approximately 20 minutes. They are shown the time on the clock, and a "target" time 20 minutes later is written on the "Post It" note (in digital terms, for example, 11:20) and placed beside the clock. The applicant is asked to tell the examiner when the clock reaches the posted time. If the applicant does not spontaneously initiate reporting the time, two probes are given at the end of the assessment. See script for exact wording and cues.

Scoring

- Score 4 points if the applicant spontaneously reports when the posted time is reached (within a 3 minute window in either direction), or
  
  he/she gives only one premature reminder, and then reports the posted time correctly.

- Score 2 points if the applicant spontaneously monitors the time, but is more than 3 but less that 8 minutes off in either direction, or
  
  does not spontaneously monitor time, but responds to both probes correctly, one of which requires a "yes" answer and one of which requires a "no".

- Score 0 points if the applicant does not spontaneously monitor and misses either probe.
**Item 4: Monitors Time**

| Show time on digital clock. State time in digital terms, e.g. 2:45, NOT "quarter to three". |
| Write the estimated finish time on "Post It". State time in digital terms: |
| Place "Post It" note with finish time on clock and place both in applicant's view. |
| When applicant gives reminder, reinforce with: |
| If applicant fails to give reminder, present probes included at end of test (see Item 32). |
| INTRODUCTION TO TEST |

This whole test should take a little more than 20 minutes.

This clock says that it is now ________

In 20 minutes it will be _____. (State time it will be after twenty minutes, again in digital terms)

I will leave this little clock here so you can see the time. When this clock says ______ (target time), I want you to let me know. I'll put the time here by the clock to remind you.

Thanks for reminding me. Let's do these last few things to finish up.

I want to see how you would do if you were learning to take the bus. To do that, we will pretend today that you are learning to take a bus to go to McDonald's. If you can do that, we will pretend that you are taking a second bus to go to the movies.
Item 5: Recognizes Bus Stop Sign

Purpose

To determine applicant's ability to learn to recognize basic signs such as those used to mark the transit stops in the community.

Training Materials

"Bus Stop" blue and white, rectangular sign, close up color photo, 4x6. For customizing the test, use a close up, clear, color photo (at least 4x6) of the sign most commonly used to mark the transit stops in the community.

Testing Materials

Close up, clear color slides of:

- "Stop" Sign (Red and White, Octagonal) This shares one word with the target sign.
  To customize the test, choose a distracter with wording similar to the test sign.
- "Watch Children" Sign (Yellow and Black, Diamond shaped)
  To customize, choose a slide of any common sign that does not share the color, shape or wording of the target.
- "Caldwell Banker" Real Estate For Sale Sign (Blue and White, Rectangular)
  To customize, choose a slide of a common sign that is the same color and similar shape to the target.
- "Bus Stop" Sign This is the target slide.
  To customize, take a slide of the same sign used in the teaching photo.
- Wrong Way" Sign (Red and White, Rectangular)
  To customize, choose a slide that is approximately the same shape as the target sign, but is a different color, and has no similar words.

Procedure

Teach the applicant to recognize the target sign according to the script. Modify script to match new target sign if used. Test by seeing if applicant can identify target from among slides. Reteach and retest if needed, according to script. If needed, give final training.

Scoring

- Score 4 points if the applicant picks out only target slide (no false positives) on first trial.
- Score 2 points if applicant picks out only target slide after retraining.
- Score 0 points if applicant does not pick out target slide only, even after retraining.
**Item 5: Recognizes Bus Stop Sign**

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give real bus pass in plastic card holder.</td>
<td>Remember, we are going to try some of the things you would need to do if you really were going to take a bus. You will need a bus pass. Your pass is here in this wallet.</td>
</tr>
<tr>
<td>Place completed ID in other side of wallet.</td>
<td>Let's put your ID card on the other side of the wallet in case you need it later.</td>
</tr>
<tr>
<td>Show photo of bus stop sign. Display for five seconds and then remove.</td>
<td>Let's be sure you know where to wait for the bus. This is what the bus stop sign looks like. Let's look at some slides. Show me the bus stop sign.</td>
</tr>
<tr>
<td>Present slides for five seconds each or until a definite response is given. Move on to the next slide after the response.</td>
<td>That's right.</td>
</tr>
<tr>
<td>If correct slide is chosen, say:</td>
<td>Let's look at the picture again. This is the sign for a bus stop.</td>
</tr>
<tr>
<td>Continue to show all five slides.</td>
<td>Look at these slides and show me the bus stop sign.</td>
</tr>
<tr>
<td>RETRAIN</td>
<td>Let's take one last look at this photo. This is the bus stop. Try to remember it and we'll pick it out later.</td>
</tr>
<tr>
<td>If the wrong slide is chosen, or more than one slide, say:</td>
<td></td>
</tr>
<tr>
<td>Show bus stop photo. Display for five seconds and remove.</td>
<td></td>
</tr>
<tr>
<td>RETEST</td>
<td></td>
</tr>
<tr>
<td>Present slides as above.</td>
<td></td>
</tr>
<tr>
<td>FINAL TRAIN</td>
<td></td>
</tr>
<tr>
<td>If applicant fails item on retest, present photo final time.</td>
<td></td>
</tr>
</tbody>
</table>
Item 6: Identify First Bus

Purpose

To determine applicant's ability to learn to identify a specific bus given appropriate supports.

Training Materials

- Three color photos of the target bus "91A BUTLER ST"
  
a) Photo of full bus front, with bus name clear on the lighted sign.
  
b) Close up of lighted sign on top of bus "91A BUTLER ST"
  
c) Side view of bus, side name sign clearly visible.

To customize, select a target bus or train, typical of those in the system. Take three clear photos, showing full front, sign close up and side view. Sign with name and number of bus or train should be clearly visible in all photos. Using a less common bus may reduce interference from existing knowledge for some applicants.

- Cue card - business card to index card size with name and number of target bus clearly printed. Card should match letters and numbers on bus as closely as possible, for example, all capital letters, or using the same abbreviations, to minimize confusion.

Testing Materials

Close up, color slides of distracters and target buses, full front view, name signs clearly visible. If train is used as teaching photo, all slides should be trains.

- 77G FRIENDSHIP
  
  To customize, choose a bus/train with dissimilar name and number from target.

- 1A NEW KEN
  
  To customize, choose a bus/train with two numbers or letters in common with target, dissimilar name.

- 91A BUTLER ST.
  
  Target bus. To customize, take slide to match teaching photo of bus/train front.

- 67A MONROEVILLE
  
  To customize, choose a bus/train with one number or letter in common with target, dissimilar name.

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To customize, choose bus/train with one number or letter in common with target. Choose a
different common number or letter from slide showing target.

Procedure

Teach the applicant to recognize the target bus/train according to the script. Modify script to match
new target if used. Test by seeing if applicant can identify target from among slides. Reteach and
retest if needed, give final training.

• Score 2 points if the applicant picks out only target slide (no false positives) on first trial.
• Score 1 point if applicant picks out only target slide after retraining.
• Score 0 points if applicant does not pick out target slide only, even after retraining.
**Item 6: Identify First Bus**

<table>
<thead>
<tr>
<th>TRAIN</th>
<th>If you wanted to take a bus to get to McDonald's, you need to get this bus, the 91A. Here is a card with the bus number written on it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present card with bus # printed on it.</td>
<td>Here are some pictures of the bus. Do you see these numbers 91A up at the top of the bus? Here is a bigger picture of the numbers 91A. Even on the side of the bus, the numbers say 91A. That is the bus we will look for. I'll give you a few seconds to look at it and try to remember it.</td>
</tr>
<tr>
<td>Present photos of 91A.</td>
<td>Let's look at some slides of buses and see if you can pick out the 91A. Watch the screen and show me when you see your bus. You can use your card to help you.</td>
</tr>
<tr>
<td>TEST</td>
<td>That's right. That's the 91A.</td>
</tr>
<tr>
<td>Show first bus slides. Leave each slide for five seconds, or until applicant gives a definite response, whichever happens first.</td>
<td>Let's look at a picture of the 91A again. Do you see these numbers 91A up at the top of the bus? They are the same numbers that are on your card. That is the bus we will look for.</td>
</tr>
<tr>
<td>If applicant indicates 91A, say:</td>
<td>I would like you to pick out the 91A this time. No other bus except the 91A. Watch the screen again, and show me the 91A.</td>
</tr>
<tr>
<td>RETRAIN</td>
<td>This is the bus. These numbers match the ones on your card. Try to remember it.</td>
</tr>
<tr>
<td>If item is failed, show photos of 91A again. Display for five seconds and remove.</td>
<td></td>
</tr>
</tbody>
</table>
Item 7: Recognize Driver, Present Pass

Purpose

To determine if applicant can learn to manage the most simple way to pay a fare by presenting a pass to the driver. The task requires initiation of a response with minimal cues.

Training Materials

- Color photo of the bus driver as he or she would be seen by an individual boarding the bus. The photo shows the driver at the wheel of the bus.
  - To customize, take a photo of a transit driver in uniform on the bus or train and use it for the rest of the simulation.
- Bus pass in a holder.
  - To customize, use a transit pass and holder from the system.

Testing Material

Color slides of individuals who might be seen on the bus:

- Individual in street clothes, same race and gender as the driver in the training photo, sitting in passenger seat.
- Driver, exactly as seen in the training photo, sitting at the wheel of the bus.
- Individual in a transit uniform, same race and gender as the driver, but sitting in passenger seat.
- Individual in street clothes, different gender, same race as the driver, sitting in passenger seat.
- Second individual in street clothes, different gender, same race as driver, sitting in passenger seat.

  To customize, take slides that match these criteria. Each slide should be of the same clarity and distance from the subject.

Procedure

Teach the applicant to recognize the transit driver and to present the bus pass when he/she sees the photo of the driver. See script for details on wording. Test by presenting slides to determine if applicant can pick out driver and present pass only to driver. Reteach and retest according to script if necessary. Since this is a two part task, specifically reteach only the segment that is missed. If retest is failed, give final training.
Scoring

Score ability to identify driver and presentation of the pass as two separate items.

ID Driver:

- Score 4 points if the applicant picks out only bus driver (no false positives) on first trial.
- Score 2 points if the applicant picks out only the bus driver after retraining.
- Score 0 points if applicant does not select bus driver even after retraining.

Present pass:

- Score 4 points if the applicant shows pass only to bus driver slide on first trial.
- Score 2 points if applicant shows pass only to bus driver slide after retraining.
- Score 0 points if applicant still cannot show pass only to bus driver slide even after retraining.
### Item 7: Recognize Driver Present Pass

<table>
<thead>
<tr>
<th>TRAIN</th>
<th>When we get on the bus, we need to show our bus pass to the driver. This is what the bus driver looks like. Look at the uniform. The driver is the man or woman who drives the bus. This is the person you show your bus pass to.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show photo of bus driver in uniform.</td>
<td>When you see the bus driver on the slide, I want you to get your bus pass out like this.</td>
</tr>
<tr>
<td>Model getting out bus pass. Pantomime showing to bus driver in photo. Assist applicant to do so. Remove bus driver photo.</td>
<td>Let's see if you can pick the bus driver out from the slides. When you see the bus driver, I want you to get out your bus pass and show it.</td>
</tr>
<tr>
<td>TEST</td>
<td>That's right. That's how you would show your pass to the driver.</td>
</tr>
<tr>
<td>Present slides as usual.</td>
<td>That's right, that's the bus driver. What do you need to do?</td>
</tr>
<tr>
<td>Reinforce correct response.</td>
<td>Let's look at this again. When you get on the bus, you need to show your pass to the bus driver. This is a picture of the bus driver.</td>
</tr>
<tr>
<td>RETRAIN</td>
<td>Now you try it. Find the bus driver in the slides. When you see the driver, take out your bus pass and show it.</td>
</tr>
<tr>
<td>If applicant shows bus driver, but does not present pass, provide cue:</td>
<td>When you see this bus driver, I want you to take your pass out and show it like this. Try to remember that for later.</td>
</tr>
<tr>
<td>If applicant does not show bus pass after first cue, or does not pick out bus driver, retrain. Show photo for five seconds. Demonstrate taking out pass and showing it to driver.</td>
<td></td>
</tr>
<tr>
<td>RETEST</td>
<td>If bus pass still not presented to the bus driver, demonstrate final time as 1st train.</td>
</tr>
<tr>
<td>Present slides again. Reinforce correct response.</td>
<td></td>
</tr>
<tr>
<td>FINAL TRAIN</td>
<td></td>
</tr>
<tr>
<td>If bus pass still not presented to the bus driver, demonstrate final time as 1st train.</td>
<td></td>
</tr>
</tbody>
</table>
Item 8: Select First Deboard

Purpose

To evaluate applicant's ability to learn to recognize a landmark for deboarding, and to use a signal (ringing a bell) to indicate that he or she wants the bus to stop.

Training Materials

- Two color photos of a distinctive landmark that indicate the stop for deboarding. One photo shows the landmark from street level, the other photo shows the landmark as it appears from the bus window as the bus approaches. The target landmark chosen for the pilot was a pink brick church with a steeple.
- A small hand bell or desk clerk bell to be rung as a signal.

To customize, take two photos, from street level and bus level of a relatively distinct landmark, that will have some features in common with the distracter slides.

Testing Materials

Color slides of landmarks that might be seen from the bus window, of varying degrees of similarity to the target:

1) A restaurant with a steeple.
2) A car wash
3) An electric power plant
4) A gas station
5) The target church, as seen from the bus window

To customize, take slides of one landmark that is somewhat similar to the target, three landmarks that are dissimilar, and the target landmark. All slides should be taken from the bus window.

Procedure

Teach the applicant to recognize the target photo that shows where to get off the bus, and to ring the bell when he/she sees the target slide. See script for details on wording and demonstrations. Test by presenting slides to see if applicant can pick out target slide, and ring the bell as a signal. Reteach and retest both skills according to script if necessary. Since this is a two part task, specifically retrain the segment that is missed. For example, if the applicant verbally identifies the church as his/her stop, but fails to ring the bell, stress the use of the bell in retraining. Retest, and if applicant still misses either segment, give final demonstration.

Scoring
Score ability to identify deboarding stop and to ring the bell to signal the driver as two separate items.

**ID Deboarding Stop**

- Score 4 points if applicant picks out only target slide (no false positives) on first trial.
- Score 2 points if applicant picks out only target slide after retraining.
- Score 0 points if applicant still cannot pick out deboarding stop after retraining.

**Ring Bell**

- Score 4 points if applicant rings bell only for target slide on first trial.
- Score 2 points if applicant rings bell only for target slide after retraining.
- Score 0 points if applicant does not ring bell for target slide only after retraining.
**Item 8: Select First Deboard**

| Show photo of both views of church. |
| Demonstrate and have applicant ring one time. |
| **TEST**  
Present slides as usual. |
| Reinforce if applicant rings bell at correct slide. |
| **RETRAIN**  
If correct stop is indicated, but the signal is not used, say: |
| If correct stop is not indicated, continue with retraining.  
Show photo and say: |
| If he/she does not ring the bell within five seconds, use a hand over hand prompt. |
| **RETEST**  
Remove photo. Present slides as above. |
| Reinforce for correct response. |
| **FINAL TRAIN**  
If bell is not rung at church slide, show photo & ring bell. Say: |

Now we have to see where to get off. Here is a picture of the church where you should get off the bus. This is what it looks like when you are on the bus and you see the church ahead.

When you see the church, you need to ring this bell like this. That lets the driver know you want to get off the bus. You try it once. It is important that you only ring the bell when you see the place where you want to get off.

Let's look at the slides that show some of the places the bus goes past. When you see the church, ring the bell.

That's right. The bus driver will know you want to get off here.

You were right. You showed me that the church is where you want to get off. But you forgot to ring the bell to signal the driver. Let's go over it once again

When you see this church you need to ring the bell. Ring the bell now to practice.

Now let's watch the slides again. When you see your stop at the church, remember to ring the bell.

That's right. That would let the bus driver know to let you off at the church

This is a picture of the church where you would get off the bus. When you see this church, you ring this bell like this. Try to remember that for later.
**Item 9: Route**

**Purpose**

To evaluate applicant's ability to learn to follow a route that requires some memory of directional turns and sequence of landmarks. This task simulates the skills needed to remember a route from home to the bus stop or from the deboarding stop to the destination.

**Training/Testing Materials**

Large, freestanding color posters that show five target landmarks and four distracter landmarks. Posters used in order of presentation are as follows:

1) (Target) Same church used as target for deboarding the bus  
2) (Distracter) Brick bank  
3) (Target) Gas Station  
4) (Distracter) Toy /Variety Store  
5) (Target) Playground  
6) (Distracter) Fruit market  
7) (Target) Grocery Store/Supermarket  
8) (Distracter) Taco Bell  
9) (Target) McDonald's

To customize, choose large, clear photos of landmarks that are enlarged to at least 14x22 inches and mounted on easel boards or in free standing frames. Distracter photos should share some common feature with the target photo, for example, the gas station and bank are both brick; the toy store and playground feature engaging "toys"; the Taco Bell and McDonald's are both fast food restaurants.

**Procedure**

Posters are arranged around the room so that from each target poster, only two other posters are clearly visible, the next target and a distracter. These two posters should be in approximately opposite directions. For example, when standing at the church poster, the applicant should be able to see the bank poster off to the left, and the gas station off to the right. Other posters should be turned away from the applicant's direct line of vision. If the applicant walks to the next target, the gas station, he or she should then see the toy store poster off to the right, and the playground off to the left. Note that the position of the target poster should be varied, sometimes requiring the applicant to turn to the right, and sometimes requiring the applicant to turn to the left. If the posters can be placed around a visual barrier such as a table, wall or screen, positioning the posters is easier and more realistic.

**Teach**
To teach the route, have the applicant walk with you as you start at the first target. Name it and stop briefly (about 3 seconds). Point the direction to the next target as you name it. Walk to that second target and stop briefly. Point the direction to the third target, name it, walk to it and stop briefly. The script provides exact wording. Note that the distracters are never named, nor is attention called to them in any way. The applicant follows the tester through the route the first time. Then the tester gives the applicant an error free trial by having the applicant point to the next target before walking there. As many cues as needed are given to have the applicant practice the route without error. For example, at this stage, it is acceptable for the tester to help the applicant point to the next target, while naming it, before having the applicant walk to it. Stress that the applicant is to pause briefly at each target stop.
**Item 9: Route**

<table>
<thead>
<tr>
<th>TRAIN</th>
<th>TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Lead applicant to each stop in turn. Do not stop at posters not on the route.</em></td>
<td>When you get off at the church, you can walk to McDonald's. I will show you how you would go.</td>
</tr>
<tr>
<td>Allow applicant to point to the start and to each successive stop and to say it with you if possible. Provide the applicant with as much cueing as needed to do an error free route.</td>
<td>Start here at the church.</td>
</tr>
<tr>
<td></td>
<td>Walk from the church to the gas station.</td>
</tr>
<tr>
<td></td>
<td>Go from the gas station to the playground.</td>
</tr>
<tr>
<td></td>
<td>Go from the playground to the grocery store.</td>
</tr>
<tr>
<td></td>
<td>And go from the grocery store to McDonald's.</td>
</tr>
<tr>
<td></td>
<td>Let's take that walk together one more time, and then I will follow you. Do you remember where we begin?</td>
</tr>
<tr>
<td></td>
<td>We start at the ........ church.</td>
</tr>
<tr>
<td></td>
<td>We go from the church to the .......gas station.</td>
</tr>
<tr>
<td></td>
<td>We go from the gas station to the ..... play ground.</td>
</tr>
<tr>
<td></td>
<td>We go from the playground to the .....grocery store.</td>
</tr>
<tr>
<td></td>
<td>We go from the grocery store to the ........McDonald's.</td>
</tr>
<tr>
<td></td>
<td>Now I would like you to show me how you would take that trip by yourself.</td>
</tr>
<tr>
<td></td>
<td>You did a great job. That was just right. Try to remember that trip, because I will ask you to show it to me again later.</td>
</tr>
</tbody>
</table>

**xxxii**
Item 9: Route (cont.)

Test

Have the applicant try the route independently, and score this trial.

Retrain

If errors are made, provide retraining. If the applicant stops at a distracter, such as the toy store, provide cueing by saying "No, we don't stop there. Remember, we go from the gas station to the playground." Note that the distracter poster is not named. Have that applicant complete another error free trial by following tester's demonstration and cues (see script for wording).

Retest

Have applicant try another independent trial and rescore.

Final Demonstration

If applicant made errors on retest, tester should do a final demonstration. Walk the applicant through the route one last time, point to each target in turn, naming it and walking to it. Ask the applicant to try to remember it for later.

Scoring

The entire route is scored as one item.

- Score 4 points if applicant walks to each target landmark in order, not stopping at any distracters, on the first trial.

- Score 2 points if the applicant walks to each target landmark in order, not stopping at any distracters, after retraining.

- Score 0 points if applicant omits a target stop, goes to the stops in the wrong order, or stops at a distracter after retraining.
Item 9: Route (cont.)

**RETRAIN**
If applicant makes only one error, explain it, then re-demonstrate. Otherwise, begin with re-demonstration.

Again, provide as much cueing as needed to be sure route is error free. If applicant can point to or name the correct next stop, allow him/her to proceed there. If not, guide him/her.

**RETEST**
Allow applicant to attempt route with no cues.

If route is completed correctly:

**FINAL TRAIN**
If route is not correct, complete final demonstration.

That was a good start. Let's try it together again. This time, though (explain specific error, for example "remember we go from the grocery store straight to McDonald's"). Let's try again from the beginning.

Remember, we start at the ......church.
We go from the church to the .......gas station.
From the gas station to the........ playground.
From the playground to the ........grocery store.
From the grocery store to McDonald's.

Now you show me how to go and I will follow you.

You did it just right. Remember that and I will ask you to show me again later.

Let's take the trip together once more:
From the church
To the gas station
To the playground
To the grocery store
To McDonald's.
Try to remember it and I'll ask you again later.
Purpose

Items 10 - 13 evaluate the applicant's ability to take individual skills that have been taught and sequence them in the way tasks are sequenced for a real bus trip. The skills in the sequence are to:

1) identify the bus,
2) show pass to the driver,
3) identify deboarding stop,
4) ring bell to signal driver,
5) follow a route from deboarding stop to destination.

An audio tape of distracting noises is played throughout this task to assess the applicant's ability to complete a task without getting sidetracked.

Training Materials

None. These items evaluate the applicant's mastery of previously trained skills.

Testing Materials

Slides used previously for Items 6, 7, and 8. Posters used previously for Item 9.

Procedure

The slide tray is turned back to the blank slot immediately before the first bus slide. The distraction tape is rewound and placed in the tape player, ready to begin. The applicant is told that he/she will try to put all of the things he/she has learned about this bus trip together, while ignoring distractions. (See the script for exact wording.) Start audio tape. Run through the slides for: Identifying bus (Item 10); Presenting pass to driver (Item 11); Ringing bell to signal deboarding stop (Item 12). Then have applicant follow route (Item 13). Very minimal cueing is provided during the sequence at the transition points between items, such as "First you are waiting for the bus", "Now you are getting on the bus" (see script), with no additional cueing or retraining.

Stop audio tape after route is completed and before beginning next section of test.

Scoring

The items in this chained sequence are pass or fail, as follows:

- Score 2 points if applicant completes the item accurately and independently
- Score 0 points if applicant is inaccurate or requires cueing and prompting
### Items Ten - Thirteen: First Ride Sequence

| TEST | You have been doing a good job trying to learn the things you need to do to ride the bus. Now I would like to see if you can put this together. I would like you to pick out your bus, the 91A, show your pass to the driver, ring the bell when you see your stop at the church, then show me how you would walk from the church to McDonald's. This time, I will put in this tape that has sounds on it. When you really go on a bus ride, there is a lot to see and hear. I want you to try to do your whole trip, and don't pay any attention to the noises on the tape. First you will be waiting for the bus. |
| START AUDIO TAPE | Now you are getting on the bus. |
| **Item 10**  
Present Bus Slides. | Now you are watching for your stop. |
| **Item 11**  
Present Driver Slides. | Now you can show me how you walk to McDonald's. |
| **Item 12**  
Present Deboarding Slides. | STOP AUDIO TAPE |
| **Item 13**  
Stand up and point toward route.  
Return with applicant to seat. | You have really been working at this. Thank you. Let's look at some of the other things that are important to know when you ride the bus. |
Item 14: Seat Selection

Purpose

To determine the applicant's ability to find a place to sit. Items 14c and 14d also evaluate the applicant's ability to handle simple problems that might arise in finding a seat.

Training Materials

No formal training items, since this series is designed to test existing problem solving skills. If the applicant fails test item 14a and does not seem to understand the task, provide training using this first test photo. If the applicant fails item 14b, that can also be used for training (see script.) All other items are given as test items only.

Testing Materials

A series of four photos, each on its own page, illustrating progressively more difficult seating decisions:

14a) An empty, bench style bus seat.
14b) A bench seat with two empty spots in the foreground, and one passenger. Other passengers in seats are visible in the background.
14c) A bench seat with one passenger, but the remaining empty seats on the bench are covered by the passenger's coats.
14d) A row of two passenger seats. The first seat has a passenger on the aisle, but the window seat is empty. All of the other seats in the row are filled.

To customize, take photos of the mode of transportation in your system that is being used for the test (subway, train, trolley, etc.) Match the circumstances in the items above. Fill the seats as needed with typical passengers who would be likely to commute on your system.

Procedure

Follow the script to explain to the applicant that the next several items examine some of the other skills needed to take the bus. Present items 14a and 14b according to script, providing cues and training if needed. If applicant responds in error, or not at all, demonstrate the correct answer. Have applicant imitate you, so that he or she will have a better understanding of the task. Present items 14c and 14d as test items only. Applicants are asked where they could sit, and what they would have to do in order to sit there. Cues are provided, if needed for these last two items, but training is not provided. If cues are required, the applicant receives a lower score.
Scoring

14a and 14b
- Score 1 point if applicant responds correctly and independently
- Score 0 points if cueing is required

14c and 14d
- Score 1 point if applicant identifies where to sit and what to do.
- Score 0.5 (1/2) point if applicant requires a cue to determine where to sit but can indicate what he/she would have to do, or if applicant can show where he/she would sit, but cannot explain what he/she would have to do.
- Score 0 points if applicant can neither identify a place to sit, nor indicate what they would have to do.
**Item 14: Seat Selection**

<table>
<thead>
<tr>
<th><strong>Item 14 A</strong></th>
<th>Present photo, empty bench seat.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CUE</strong></td>
<td>If no response, point to empty spot on bench.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Item 14 B</strong></th>
<th>Present photo, bench with passenger.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CUE</strong></td>
<td>If no response, or incorrect response, point to empty spot next to passenger.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Item 14 C</strong></th>
<th>Present photo of passenger with coats.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CUE</strong></td>
<td>Point to coats on seat.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Item 14 D</strong></th>
<th>Present photo, empty seat near window.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CUE</strong></td>
<td>Point to empty seat near window.</td>
</tr>
</tbody>
</table>

When you get on the bus, you have to find a place to sit.

Where could you sit in this picture?

You could sit here

Where could you sit here?

You could sit here.

Where could you sit here?

What would you have to do?

If you wanted to sit there, what would you have to do?

Where could you sit in this picture?

What would you have to do to sit in this seat?
Item 15: Sitting Correctly

Purpose

To evaluate an applicant's knowledge of behavior that is safe, effective and considerate towards other riders on the bus.

Training Materials

None. These items examine the applicant's existing knowledge and skills. If the applicant fails the first item and does not seem to understand what is expected, point to the correct picture and explain. Do not cue for later items.

Testing Materials

Four pairs of color photos, each pair on a separate page:

15a. 1) An individual sitting up and looking out the bus window.
2) The same individual asleep, slumped against the window.

15b. 1) An individual standing up in the front of the bus, blocking the driver's view.
2) The same individual sitting quietly behind the driver.

15c. 1) An individual smoking, with the "No Smoking" sign clearly visible.
2) The same individual looking out the window, not smoking.

15d. 1) Two individuals sitting at either end of a bench seat with an empty seat between them, looking straight ahead.
2) The same two individuals, sitting on the same bench seat, but one individual is turned sideways with his feet up on the seat, almost touching the other rider.

To customize, use photos of the same mode of transit (bus, train, etc.) as in the remainder of the test. Replicate the situations described for each item above. Note that the "correct" photo is staggered in position, sometimes on top, and sometimes on the bottom.

Procedures

Introduce the items according to the script. Provide a cue only if the first item is failed. This item can then be used for training but no points are scored.

Scoring

For each pair of photos, 15a-d:

- Score 1 point if the correct photo is chosen by the applicant
- Score 0 points if the wrong photo is chosen, or if no response is given.

A total of 4 points can be earned for this item.

Item 15: Sitting Correctly
<table>
<thead>
<tr>
<th><strong>Item 15 A</strong></th>
<th>When people are on the bus, it is important for them to do the right kind of sitting.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Present photos:</strong></td>
<td>They have to watch carefully for their stop.</td>
</tr>
<tr>
<td><em>Asleep/ Awake</em></td>
<td>They should not bother the driver unless they need help.</td>
</tr>
<tr>
<td><strong>CUE</strong></td>
<td>And they should be careful not to bother anyone else on the bus, or to let anyone else on the bus bother them.</td>
</tr>
<tr>
<td><strong>If no response, or incorrect response,</strong></td>
<td>Let's look at these pictures and see who is doing the right kind of sitting?</td>
</tr>
<tr>
<td><strong>point to photo of person awake.</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Item 15 B</strong></th>
<th>Look at these pictures. Who is doing the right kind of sitting?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Present photos:</strong></td>
<td>This person is awake and watching for his stop. He is doing the right kind of sitting.</td>
</tr>
<tr>
<td><em>Standing/Sitting</em></td>
<td>Who is doing the right kind of sitting here?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Item 15 C</strong></th>
<th>Who is doing the right kind of sitting in these pictures?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Present photos:</strong></td>
<td>Who is doing the right kind of sitting here?</td>
</tr>
<tr>
<td><em>Smoking/ No Smoking</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Item 15 D</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Present photos:</strong></td>
<td></td>
</tr>
<tr>
<td><em>Feet up/Feet down</em></td>
<td></td>
</tr>
</tbody>
</table>
Item 16: Approached by Stranger

Purpose

To evaluate the applicant's ability to recognize potential danger in what appears to be a non-threatening situation.

Training Materials

This item depends entirely on the applicant's existing skills. No training is provided.

Testing Materials

A photo of an attractive, pleasant looking young woman, sitting behind the bus driver with her hands folded.
To customize, take a photo of a person who is likely to be perceived by applicants as very non-threatening and attractive.

Procedure

The script is used to introduce the item and to provide cues as needed.

NOTE: *The word "stranger" is never used in introducing the item or providing cues.* The applicant must demonstrate the knowledge that someone he or she does not know is, in fact, a "stranger", no matter how pleasant he or she appears. Using the word stranger will convey a sense of danger, and must be omitted.

Scoring

• Score 4 points if the applicant clearly indicates on the first trial, that he or she would not get off the bus with the woman in the photo.

• Score 2 points if the applicant indicates, after the cue, that he or she would not get off the bus with the woman in the photo.

• Score 0 points if the applicant gives an unclear response, no response, or indicates that he or she would get off the bus, even after cueing.
### Item 16: Approached By Stranger

**Present photo of woman sitting in bus seat.**

**CUE**

If applicant's response is ambiguous and you are not sure if he or she would or would not leave with a stranger, provide probe.

Suppose this person sat next to you on the bus and talked to you very nicely. Then she asked you to get off the bus with her so she could buy you a Coke. What would you do?

You don't know this lady, but she was very nice to you. Would you go with her?
Item 17: Dressed Correctly

Purpose
To determine the applicant's potential ability to choose clothes that are appropriate for the weather, which would contribute to his or her safety.

Training Materials
None. This item assesses existing skills, not those taught during the test.

Testing Materials
Two sets of photos, four in each set.

The first set shows a woman dressed in clothes appropriate for various weather conditions as follows:

a) Winter: Heavy coat, gloves and a hat.  
   b) Summer: A sleeveless dress.  
   c) Spring/Fall: A dress with a light-weight jacket.  
   d) Rain: A rain coat, hat and umbrella.

The second set shows a man also dressed for various weather conditions:

a) Winter: Overcoat, scarf, hat and gloves.  
   b) Summer: Shorts and short sleeved shirt.  
   c) Spring/Fall: Long pants and a light weight jacket.  
   d) Rain: Rain coat and umbrella.

To customize, choose a male and female and photograph them in four sets of clothing to match the conditions outlined above.

Procedure
The item is introduced by explaining that in order to wait for the bus, it is important to wear the right kind of clothes for the weather. Then the applicant is asked for each set, to show what the person in the photo should wear if he or she "were waiting for the bus today."

Scoring
Each of the two sets can earn a maximum of 2 points:

- Score 2 points if the applicant chooses the BEST clothing for the weather (e.g. winter clothing when it is below freezing, shorts when it is 95 degrees).
- Score 1 point if the applicant chooses ADEQUATE clothing for the weather (e.g. a light-weight jacket on a mild rainy day, or a raincoat when it is dry and 50 degrees).
- Score 0 points if the applicant does not respond or chooses the WORST clothing for the weather (e.g. a sleeveless dress when it is 10 degrees).
### Item 17: Dressed Correctly

#### Item 17 A

*Present photo of first person with four choices of clothing.*

If you ride the bus you will be waiting outside, so it is important to wear the right kind of clothes.

If this person were going to wait for the bus on a day like today, what should he or she wear?

#### Item 17 B

*Present photo of second person with four choices of clothing.*

What about this person? Which clothes should he or she wear to go outside on a day like today?
Item 18: Waiting at the Bus Stop

Purpose

To evaluate the applicant's ability to judge the proper place to wait in relation to the bus stop sign.

Training Materials

None. Item assesses applicant's existing problem solving skills.

Testing Materials

Three photos showing an individual:
   a) at a distance of more that 20 feet from the bus stop sign.
   b) adjacent to a speed limit sign (a similar shape and position to the bus stop sign).
   c) adjacent to a bus stop sign.

To customize, take photos of an individual at relative distances from both the correct sign and a distracter sign. Use the typical transit stop signs from your system and any distracter sign that is a similar shape and is placed in a similar position to the transit signs. The conditions to match are: too far from the correct sign; next to the wrong sign; and next to the right sign.

Procedure

The item is introduced according to the script and the applicant is asked to select the picture that shows the person waiting in the right place.

Scoring

- Score 2 points if the applicant selects the correct picture.
- Score 0 points if the applicant selects an incorrect picture, or does not respond.
**Item 18: Waiting At The Bus Stop**

<table>
<thead>
<tr>
<th>Present photos of woman waiting at the bus stop.</th>
<th>When you wait for the bus, it is important to wait close to the bus stop sign so the driver will know to stop for you. Look at these pictures. Which person is waiting in the right place?</th>
</tr>
</thead>
</table>

xlvi
Item 19: Crossing Safely

Purpose

To evaluate the applicant's judgment on when it is safe to cross the street, given various types of intersections and traffic patterns.

Training Materials

None. This item evaluates the applicant's existing knowledge of street crossing. If the applicant fails the first item, or does not respond, appearing to be confused by the task, demonstrate which is the correct picture and explain the rationale. No additional training is provided.

Testing Materials

Six sets of photos, two pairs in each set. In each pair, the position of the correct picture is staggered from left to right or top to bottom. Pairs of photos are as follows:

A) Uncontrolled intersection, no traffic light or stop sign.
   1. Pedestrian waiting to cross, no car in sight.
   2. Pedestrian waiting to cross, a car approaching the crosswalk.

B) Crosswalk with traffic light and pedestrians, no cars.
   1. Pedestrian in crosswalk with green light showing.
   2. Pedestrian in crosswalk with red light showing.

C) Crosswalk with traffic light, no pedestrians, no cars.
   1. Crosswalk with red light.
   2. Crosswalk with green light.

D) Crosswalk with traffic light, no pedestrians, no cars.
   1. Crosswalk with green light.
   2. Crosswalk with yellow light.

E) Stop sign at four way intersection, no crosswalk.
   1. Pedestrian waiting to cross, no car approaching.
   2. Pedestrian waiting to cross, car approaching.

F) Walk/Don't Walk signal, no traffic lights or pedestrians visible.
   1. "Walk" sign lit.
   2. "Don't walk" sign lit.

To customize, select intersections in your community with the same or similar conditions to the above. In laying out pictures, be sure to alternate the location of the correct photo.
**Procedure**

The item is introduced according to the script, and the applicant is asked to point to the picture in each pair that shows the "safe time to cross".

**Scoring**

Each pair is scored separately.

- Score 2 points if the applicant selects the correct picture.
- Score 0 points if the applicant does not respond, or selects the wrong picture.
### Item 19: Crossing Safely

<table>
<thead>
<tr>
<th>Item 19 A</th>
<th>Present photo:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No traffic /pedestrian</td>
</tr>
<tr>
<td></td>
<td>Traffic/pedestrian</td>
</tr>
</tbody>
</table>

**CUE**
If applicant does not respond, or chooses the wrong item, point to the correct picture and explain:

<table>
<thead>
<tr>
<th>Item 19 B</th>
<th>Present photo:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pedestrian green light/</td>
</tr>
<tr>
<td></td>
<td>Pedestrian red light</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item 19 C</th>
<th>Present photo:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Green light/ No peds</td>
</tr>
<tr>
<td></td>
<td>Red light/ No peds</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item 19 D</th>
<th>Present photo:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Green light/No peds</td>
</tr>
<tr>
<td></td>
<td>Yellow light/No peds</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item 19 E</th>
<th>Present photo:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Stop sign</td>
</tr>
<tr>
<td></td>
<td>traffic/no pedestrian</td>
</tr>
<tr>
<td></td>
<td>no traffic/pedestrian</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item 19 F</th>
<th>Present photo:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Walk/no pedestrian</td>
</tr>
<tr>
<td></td>
<td>Don't Walk/no pedestrian</td>
</tr>
</tbody>
</table>

One of the most important things about learning to ride the bus is to be sure you are safe when crossing the street.

Look at these pictures. Which shows the safe time to cross?

No cars are coming in this picture. This would be a safe time to cross. But in the other picture, a car is very close, so it would not be a safe time to cross.

When is the safe time to cross?

Look at these pictures. When is the safe time to cross?

Which shows the safe time to cross?

Which shows the safe time to cross?

Which shows the safe time to cross?
Item 20: Lost on the Bus

Purpose

- To evaluate the applicant's ability to recognize that a place is unfamiliar and he or she may become lost there.
- To evaluate the applicant's ability to recognize the bus as a safe place and the bus driver as a source of assistance.

Training Materials

None.

Testing Materials

A photo taken through the front of the bus window, as seen by an individual standing by the driver getting ready to deboard. The photo shows an unfamiliar, uninviting empty lot through the window. A side view of the driver is clearly visible in the foreground.

Procedures

The item is introduced according to the script. The applicant is shown the photo, and is told that this is what he or she sees when expecting to get off the bus at the church (the original deboarding landmark in the test). The applicant is asked what he or she would do. The best answer is one that indicates the applicant would stay on the bus, because this is not the correct stop, and would ask the driver for assistance. If necessary, cueing is provided to help the applicant understand that if he or she gets off at the wrong stop, or stays on the bus indefinitely, he or she may become lost. In this case, the probes provide a means of determining if the applicant could identify the bus driver as a source of assistance if he or she did become lost or confused.

Scoring

This item is scored in two parts.

**Part 1:** This score reflects the applicant's ability to determine from the photo that he or she recognizes the problems (not being in the desired place - at the church) and may be lost when getting off the bus.

2 point answers might include:
- Shaking his/ her head and pointing to the driver.
- Saying "I'd stay on the bus and see if the next stop was the right one. If not I'd ask the driver."*
- Saying "I don't know. I don't know where that is."

0 point answers might include:
- "I'd get off and walk to the church."
- "I don't know."
- No response.

**Part 2:** This score reflects the applicants ability to identify the driver as an immediate source of assistance. If the applicant's answer to Part 1 is complete enough, 2 points can be awarded for both Part 1 and Part 2 without further probing. (See * above). However, if needed, the probe, "If you got off here, you would be lost" can be offered.

2 point (full credit) responses, either before of after the probe might include:
- "I'd tell the driver that I want to get off at the church."
- "I'd ask the driver to help me find my stop."

If additional cue is needed, "Who could you ask for help?" the applicant can still earn:

1 point for any verbal or nonverbal response indicating the driver;

0 points if there is no response, or the response cannot be interpreted meaningfully.
### Item 20: Lost on the Bus

<table>
<thead>
<tr>
<th><strong>Item 20 A</strong></th>
<th><strong>Item 20 B</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes being lost.</td>
<td>Identifies driver as source of immediate assistance.</td>
</tr>
</tbody>
</table>

**Present photo of bus driver/unfamiliar stop.**

If applicant's answer includes or implies some understanding of being lost or unfamiliar with the stop and an indication that he or she would ask the bus driver for help, item is complete. Otherwise, present next part of item.

**CUE**

Let's say that you are taking the bus to go to McDonald's. You are ready to get off at your stop, which is at the church. But when you ring the bell and go to the front of the bus, you see this. What should you do?

When you look out the window by the driver, you see that you don't know where you are. If you get off here, you will be lost. What should you do?

Who could you ask for help?
Item 21: Lost Off The Bus

Purpose

To evaluate the applicant's safe judgment in choosing a place to seek assistance.

Training Materials

None. This item evaluates existing skills.

Testing Materials

Six pairs of photos, each pair illustrating a safe and less safe place to seek help. Position of the correct photo is alternated in the pairs.

A) 1. Open grocery store with customers coming and going.
   2. Water treatment plant far behind a fence with no people in sight.
B) 1. Drug store with open door but no people visible.
   2. Attractive, tidy house with no people outside.
C) 1. City alleyway no people visible.
   2. Hotel entrance with a uniformed staff member present.
D) 1. Taco Bell fast food restaurant with people inside and a pay phone outside.
   2. Closed industrial building with bars on the window and no people.
E) 1. Narrow alley with dumpsters.
   2. Several people waiting at a bus stop.
F) 1. Uniformed police officer, standing beside a police car.
   2. Person of the same gender, race and approximate age as the officer, standing by a late model car.

Procedure

To customize, try to replicate the conditions in the items above, using photos taken of places within the area served by the transit system.

The item is introduced according to the script. For each pair, the applicant is asked to pick the better place to go for help. No cueing is provided.

Scoring

• points for each pair in which the correct photo is selected
• points for each pair in which the incorrect photo is selected
**Item 21: Lost Off The Bus**

<table>
<thead>
<tr>
<th>Item 21 A</th>
<th>Present photo: Grocery Store/ Water Plant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sometimes, people get confused when they are off the bus. What if you got off the bus, and you weren't sure where to go?</td>
</tr>
<tr>
<td></td>
<td>Which is the better place to go for help?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item 21 B</th>
<th>Present photo: Drug Store/House</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Which is the better place to go for help?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item 21 C</th>
<th>Present Photo: Alley/Hotel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Which is the better place to go for help?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item 21 D</th>
<th>Present Photo: Taco Bell/ Closed Building</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Which is the better place to go for help?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item 21 E</th>
<th>Present photo Alley/ People at Bus Stop</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Which is the best place to go for help?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item 21 F</th>
<th>Present photo: Police officer/Driver</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Which is the best place to go for help?</td>
</tr>
</tbody>
</table>
Item 22: Asking For Help

Purpose

To determine the applicant’s ability to seek assistance from a police officer in case a problem arises.

Training Materials

None. This item evaluates existing skills.

Testing Materials

A photo of a uniformed police officer standing beside a police car.

Procedure

The item is introduced according to the script, and the cues were written to replicate what an officer might ask for in successive attempts to determine how to help the applicant if he or she were in need. The probes are only administered until the applicant can provide the officer with useful information. This point is illustrated in the discussion of scoring, below.

Scoring

- Score 4 points if the applicant spontaneously communicates the information that a police officer would need to assist the applicant

  For example:
  - "I'm trying to get to the McDonald's that is by the church. Can you help me?"
  - "I can't find my way to McDonalds. I got lost."
  - "My name is Carl and I live at 211 Oak St. Can you help me get home?"
  - Taking out and ID card and presenting it to the officer.

- Score 2 points if the applicant can provide any of the above or gives a similar response after general probes such as "Can I help you?" or "What's the problem?"

- Score 1 point if the applicant can provide such a meaningful response after a specific probe such as: "Can you tell me your name and address?" or "Can you show me something with your name and address on it?"

- Score 0 points if after all of the probes, the applicant still cannot provide meaningful information.
Item 22: Asking For Help

<table>
<thead>
<tr>
<th>Present photo of police officer.</th>
<th>Let's say you were not sure where to go and you saw this police officer. What would you do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUE</td>
<td>If answer is incomplete or unclear, probe. For example:</td>
</tr>
<tr>
<td>If still unclear, probe. For example:</td>
<td>What if the officer said &quot;Can I help you?&quot;</td>
</tr>
<tr>
<td>If still unclear, probe:</td>
<td>What's the problem?</td>
</tr>
<tr>
<td>If information is still unclear, final probe:</td>
<td>Can you tell me your name and address?</td>
</tr>
<tr>
<td></td>
<td>Can you show me something with your name and address on it?</td>
</tr>
</tbody>
</table>

If applicant has failed two or more significant parts of the first sequenced trip (identify correct bus, deboard, walk route), or failed to initially learn one of these sections and failed it again in sequence, skip to item 31, checking time.

Items 23 - 25 train and test the primary individual components of a transfer trip: learning a new bus stop; recognizing a new bus; and selecting a new spot to deboard. In general, these items are more difficult than those of the first trip, are more similar to the target, or may be related to the first trip. These items involve training and testing and, if needed, retraining and retesting. Final demonstration trials are not included. The rationale is to simulate the potentially confusing demands of a complex trip requiring a transfer. If the applicant was never able to demonstrate the key skills of the first trip: (Recognizing the bus; deboarding; and following a route), or if he or she failed two or more of these tasks in the sequence, the transfer trip is not introduced. In that case, skip to Item 31, checking time.)
Item 23: Selecting Transfer Bus Stop

Purpose

To evaluate the applicant's ability to identify a specific bus stop, and to determine if new information about a second bus trip causes confusion.

Training Materials

A photo of a bus stop along a blank wall on the side of a bank.
To customize, take a photo of any nondescript bus stop in the transit system.

Testing Materials

Slides of several bus stops in the system, some similar to the target and some quite different.

1) McDonalds
2) Stop near shrubs in a small business district
3) Crowded street with a wall similar to the target in the distance
4) The bank wall (target)
5) Awning of a restaurant

To customize, choose two locations that may cause confusion (such as the McDonald's which appears on the route, or the similar colored building) and two that are quite different.

Procedures

Teach the applicant to recognize the target bus/train according to the script. Test by seeing if applicant can identify target from among the slides. Reteach and retest if needed, according to the script. No final training is given at this more advanced stage.

Score

• Score 2 points if the applicant picks out target slide (no false positives) first trial.
• Score 1 point if the applicant picks out the target slide after retraining.
• Score 0 points if the applicant does not pick out target slide only, even after retraining.
### Item 23: Selecting Transfer Bus Stop

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sometimes, you might need to take two buses to get to where you want to go.</td>
<td></td>
</tr>
<tr>
<td>Let's say that after you took your first bus, the 91A, to get to McDonald's, you want to go to the movies.</td>
<td></td>
</tr>
<tr>
<td>So now you will have to take a different bus. You will have to wait for the bus at this stop.</td>
<td></td>
</tr>
<tr>
<td>Present slides as above.</td>
<td></td>
</tr>
<tr>
<td>Now look at these slides and show me where you have to wait for the new bus.</td>
<td></td>
</tr>
<tr>
<td>Look at this picture of the bus stop again. This is where you wait for the bus to go to the movies.</td>
<td></td>
</tr>
<tr>
<td>Let's look again at these slides. Show me where you wait for the bus.</td>
<td></td>
</tr>
</tbody>
</table>

*Show photo.*
Item 24: Identify Transfer Bus - Route # 3C

Purpose

To determine the applicant's ability to select one bus on the first leg of a trip, and to select a different bus on the second leg of a trip, even if the first bus comes past again.

Training Materials

1) Two color photos of the target bus, "3C MIDDLE ROAD EX".
   a. Photo of full bus front, with bus name clear on the lighted sign.
   b. Close up of lighted sign on top of bus "3C MIDDLE ROAD EX"
2) Cue card with name and number of bus, as close as possible to how it appears in training photos.
   To customize, select a bus or train from the transit system, dissimilar from the first target. Choosing a less common bus or train may reduce the chances of interference from existing knowledge for some applicants.

Testing Materials

Slides of distracter and target buses, full front view, name signs clear:

1) 93A CHESWICK
   To customize, choose a bus/train with similar number to first target.
2) 5C TARENTUM
   To customize, choose a bus/train with similar number to transfer target, but different name.
3) 1C MIDDLE ROAD
   To customize, choose a bus/train with a similar name to a transfer target, but a different name.
4) 91A BUTLER ST.
   To customize, choose a bus/train that matches the target from the first part of the trip, but not the second target
5) 3C MIDDLE ROAD EXPRESS Second target bus.
   To customize, include slide which matches teaching photo of second bus/train.

Procedure

Test by seeing if applicant can identify the target bus/train according to the script. Test by checking if applicant can identify target from among the slides. Reteach and retest if necessary. No final training.

Score

- Score 2 points if the applicant picks out only target slide (no false positives) on first trial.
- Score 1 point if applicant picks out only target slide after retraining.
- Score 0 points if applicant does not pick out target slide only, even after retraining.
**Item 24: Identify Transfer Bus - Route #3C**

<table>
<thead>
<tr>
<th>Task</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TRAIN</strong></td>
<td><em>Show photo.</em></td>
</tr>
<tr>
<td></td>
<td>Let's look at a picture of the bus you would have to take to go to the movies.</td>
</tr>
<tr>
<td></td>
<td>This is the &quot;3C Middle Road Express.&quot; See the sign on top of the bus? You can see it on top of this bus, &quot;3C Middle Road Express.&quot;</td>
</tr>
<tr>
<td></td>
<td><em>Show photo.</em></td>
</tr>
<tr>
<td></td>
<td>You can see it on top of this picture as well. &quot;3C Middle Road Express.&quot;</td>
</tr>
<tr>
<td><strong>TEST</strong></td>
<td><em>Present slides as above.</em></td>
</tr>
<tr>
<td></td>
<td>I will give you this card that says &quot;3C Middle Road Express.&quot; You can use this to help you remember and pick out your bus.</td>
</tr>
<tr>
<td><strong>RETRAIN</strong></td>
<td><em>Present cards.</em></td>
</tr>
<tr>
<td></td>
<td>Let's look at the pictures again. This is the &quot;3C Middle Road Express.&quot; It's the bus you can take to go to the movies.</td>
</tr>
<tr>
<td><strong>If correct slide is not chosen, present training photos again.</strong></td>
<td><strong>You showed me the 91A. That's the bus you take to McDonald's. But now you want to go to the movies. You need to take a different bus, the &quot;3C Middle Road Express.&quot;</strong></td>
</tr>
<tr>
<td><strong>Note, if applicant chose the 91A bus, give specific feedback.</strong></td>
<td>The numbers on the bus are the same as the ones on your card here. Remember, you can use this card to help you find your bus.</td>
</tr>
<tr>
<td><strong>Point to card.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>RETEST</strong></td>
<td><em>Present slides again as above.</em></td>
</tr>
<tr>
<td></td>
<td>Look at the slides again and show me the bus you take to the movies.</td>
</tr>
</tbody>
</table>

lx
Item 25: Transfer Deboard

Purpose
To evaluate if the applicant can choose a new deboarding location for the second leg of a complex trip.

Training Materials
1. A color photo of a movie theater, showing the front of the marquis. The photo is taken through the bus window.
2. The small hand bell to be rung as a signal.

To customize, take one or two photos of a distinctive landmark that will have some features in common with the distracter slides.

Testing Materials
Color slides of landmarks that might be seen from the bus window, with varying degrees of similarity to the target:

1. A restaurant with a sign similar to a marquis
2. A church similar to the target from the first trip
3. The target movie theater
4. A bank with a glass front similar to the movie theater's
5. A restaurant, different from the target

Procedure
Teach the applicant to recognize the target photo that shows where to get off the bus, and to ring the bell when he or she sees the target slide. See script for details on wording and demonstrations. Test by presenting slides to see if applicant can pick out target slide, and ring bell as a signal. Reteach and retest both skills according to the script if necessary. No final demonstration is given.

Score
Although the applicant is taught to ring the bell as the signal to deboard, this is not scored. Only the selection of the correct deboarding stop (by ringing the bell, pointing, or verbally) is scored.

• Score 2 points if applicant selects correct deboarding (no false positives) on first trial.
• Score 1 point if applicant selects only target slide after retraining.
• Score 0 points if applicant still does not ring the bell only for the target slide after retraining.

NOTE: If applicant earns 0 points on any of the three items teaching the transfer trip (Items 23, 24 or 25), he or she does not attempt the sequence, and proceeds to Item 4/32, Checking Time.
### Item 25: Transfer Deboard

<table>
<thead>
<tr>
<th>TRAIN</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Show photo.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate ringing bell one time.</td>
<td></td>
</tr>
<tr>
<td>TEST</td>
<td></td>
</tr>
<tr>
<td>RETRAIN</td>
<td></td>
</tr>
<tr>
<td>If applicant identifies deboarding slide, but does not ring bell:</td>
<td></td>
</tr>
<tr>
<td>If applicant did not identify the correct deboarding slide, show photo again.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate.</td>
<td></td>
</tr>
<tr>
<td>RETEST</td>
<td></td>
</tr>
</tbody>
</table>

- This bus will take you right to the movies. This is a picture of the movie theater where you need to get off.
- Remember, when you want to get off the bus, you will need to ring this bell.
- Look at the slides and ring the bell when you see the movies where you want to get off.
- You picked the right place to get off at the movies. Next time, remember to ring the bell when you see that slide.
- See the movie theater in this picture? This is where you want to get off the bus.
- When you see this on the slides, you should ring the bell to let the driver know you want to get off.
- Let's look at the slides again. Please watch for the movie theater and ring the bell when you see it.

If applicant has failed to learn to identify transfer stop, identify transfer bus, or identify transfer deboard, proceed to item 4/32, Checking Time. If applicant passed transfer items on test or retest, proceed to item 26.
**Items 26 - 31: Complex Bus Trip Sequence**

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**Purpose**

Items 26-31 evaluate the applicant's ability to put together in sequence all of the individual skills that comprise the simulated, complex bus trip. The skills included in this sequence are to:

1) select the first bus 91A  
2) select the first deboarding stop  
3) follow the route  
4) select the transfer bus stop  
5) select the transfer bus 3C  
6) select the transfer deboarding stop.

The audio tape of distracting noises is played throughout this task to assess the applicant's ability to ignore distractions.

**Training Materials**

None. These items evaluate the applicant's mastery of previously trained skills.

**Testing Materials**

Duplicates of the slides used for Items 6 (ID First Bus), Item 8 (Select First Deboard), Item 23 (Transfer Bus Stop), Item 24 (Identify Transfer Bus) and Item 25 (Identify Transfer Deboard) are in order as the last slides in the tray. The posters from the Route (Item 9) are also used.

**Procedures**

The slide tray is turned back to the blank spot immediately before the last sequence of slides, described above. The distraction tape does not need to be rewound since it is long enough to cover the simple and the complex trips for most applicants. The sequence is introduced according to the script. Start audio tape. Run through the slides with the minimal cueing described in the script. No additional cueing, retraining or retesting is provided. These items are meant to reflect the complexity of taking a transfer trip. They are meant to be difficult, and earn high scores accordingly.

**Score**

The 6 items in this chained sequence are pass or fail, as follows:

- Score 4 points if applicant completes the item accurately and independently.
- Score 0 points if applicant is inaccurate or requires extensive cueing and prompting.
Sequence With Transfer With Audio Tape Distraction

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Point to card.</strong></td>
<td>Now I want to see if you can do all the things you would need to do if you took a bus trip to the church, walked to McDonald's, then got a second bus to go to the movies. There is a lot to remember, especially when you are going to take two different buses.</td>
</tr>
<tr>
<td></td>
<td>I am going to play the tape with a lot of noise on it again. Try not to pay any attention to it, and just show me all of the things you have to do to take the trip.</td>
</tr>
<tr>
<td></td>
<td>Let's go over the things you will need to do.</td>
</tr>
<tr>
<td><strong>Point towards route.</strong></td>
<td>Watch the slides for your first bus, the 91A Butler St.</td>
</tr>
<tr>
<td></td>
<td>Then pretend you are on that first bus, and watch the slides for the church where you get off. Ring the bell when you see the slide of the church where you would get off.</td>
</tr>
<tr>
<td></td>
<td>Then show me again how you would walk from the church to McDonald's.</td>
</tr>
<tr>
<td><strong>Point to card.</strong></td>
<td>Next you have to pick out the bus stop where you wait for the next bus to take you to the movies.</td>
</tr>
<tr>
<td></td>
<td>Then watch the slides and show me the bus to the movies, the 3C Middle Road Express.</td>
</tr>
<tr>
<td></td>
<td>The last thing you need to do is watch the slides and ring the bell when you see the movie theater where you want to get off.</td>
</tr>
<tr>
<td></td>
<td>Are you ready? Let's try it.</td>
</tr>
</tbody>
</table>
## Items 26 - 31: Complex Bus Trip Sequence

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 26</td>
<td>Present first bus slides (91A).</td>
<td>First you need to show me the first bus you will take.</td>
</tr>
<tr>
<td>Item 27</td>
<td>Present first deboard slides.</td>
<td>Now you are on the first bus. Watch for where you need to get off.</td>
</tr>
<tr>
<td>Item 28</td>
<td>Stand and move toward route.</td>
<td>You are off the bus and walking to McDonald's.</td>
</tr>
<tr>
<td>Item 29</td>
<td>Present second bus stop slides.</td>
<td>We'll come back and look at the slides again. Where do you wait for the second bus to go to the movies?</td>
</tr>
<tr>
<td>Item 30</td>
<td>Present second bus slides (3C).</td>
<td>Now you have to show me the second bus, the one that will take you to the movies.</td>
</tr>
<tr>
<td>Item 31</td>
<td>Present second bus deboard slides.</td>
<td>Now you are on the second bus. Ring the bell when you see where you want to get off.</td>
</tr>
</tbody>
</table>
Item 4 / 32: Checking Time

Purpose

This item provides the probes needed to score Item 4, if the applicant has not initiated a response concerning the elapsed time.

Training Materials

Training was completed in Item 4 with the presentation of the digital clock, and posting the target finish time by the clock with a "Post-It" note. No further training is provided at this time.

Testing Materials

The clock and "Post-It" note are left in plain view throughout the evaluation.

Procedures

Probes are provided if the applicant has not spontaneously and accurately initiated a reminder about the elapsed time. One of the probes will require a positive response and the other a negative response, "Did we finish on time?" and "Are we late?". If the applicant can respond to both correctly, it is likely that he or she is not just guessing.

Score

If the applicant does not initiate the reminder and requires probes, the maximum score will be 2 points:

. Score 2 points if the applicant does not spontaneously monitor time, but responds to both probes correctly, one of which requires a "yes" answer and one of which requires a "no".

. Score 0 points if the applicant does not spontaneously monitor and misses either probe.
**Item 4 / 32: Checking Time**

<table>
<thead>
<tr>
<th>If applicant spontaneously checks clock during test and provides appropriate feedback, omit item and give full credit.</th>
<th>You have really worked hard at all of this. We are all done now. Did we finish on time?</th>
</tr>
</thead>
<tbody>
<tr>
<td>If applicant has not checked clock or mentioned time during test, provide two probes, one requiring a &quot;yes&quot; answer to be correct, one a &quot;no&quot; answer:</td>
<td>Look at the clock and the note we put on it. Are we late?</td>
</tr>
<tr>
<td>If applicant then checks clock and gives appropriate answers to both probes, score as cued.</td>
<td></td>
</tr>
</tbody>
</table>

lxvii
**Item 33: Finding Way Back to Elevator/Door**

**Purpose**

To evaluate further the applicant's general route finding skills, in a more real life task.

**Training Materials**

None. The training would have been incidental when the applicant attempted to follow the directional arrows from the waiting room to the test area in Item 3. The applicant may use these arrows in reverse to find the way back if he or she self initiates that strategy.

**Testing Materials**

No special materials are used for testing this item. The directional arrows are still in place from Item 3 if the applicant should independently decide to use them.

A bus pass holder and the ID card are a small thank you which may be provided to applicants who participated in the evaluation.

To customize, the transit authority should determine what, if any, tokens are appropriate for the applicant's participation.

**Procedures**

Follow the script to thank the applicant and explain that the assessment is over. Ask the applicant to show you the way back to the waiting room, assuring him or her that you will follow and provide help if needed. Provide cues only if the applicant becomes disoriented and cannot find his or her way independently. Count the number of cues necessary if any, and use this count to score the item.

**Score**

- Score 4 points if applicant is independent in returning to waiting room
- Score 2 points if applicant requires only one cue.
- Score 0 points if applicant requires more than one prompt.
## Item 33: Finding Way Back

| **Follow applicant back to waiting room.**<br>**Provide direction only if necessary.** | Thank you very much for all your hard work. Let's go back to the waiting room now. |
| **Count the number of cues the applicant needed, if any to return to the waiting room.** | Do you think you can show me how to get back to the waiting room? You lead the way and I'll follow you. |

This concludes the FACTS Guidelines for Production, Administration and Scoring

Included in this Paratransit Eligibility evaluation program are:
<table>
<thead>
<tr>
<th>Doc No: 95-0086</th>
<th>FACTS: Guidelines for Production, Administration and Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doc No: 95-0087</td>
<td>FACTS: Development and Validation of a Functional Cognitive Test</td>
</tr>
<tr>
<td>Doc No: 95-0088</td>
<td>Guidelines for Evaluating Environmental Barriers</td>
</tr>
<tr>
<td>Doc No: 95-0130</td>
<td>Program Overview and sample session Videotape</td>
</tr>
<tr>
<td>Doc No: 96-0143</td>
<td>Photograph set as B&amp;W sample set to use as examples for local photo shoot or on Photo CD for use and replication as is.</td>
</tr>
</tbody>
</table>

The first four documents listed above are available for download as Microsoft Word Docs. from the Project ACTION WebPage at:

```
HTTP://www.projectaction.org
```
FACTS

DEVELOPMENT AND VALIDATION OF A FUNCTIONAL COGNITIVE TEST

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Pittsburgh, PA
1996

Doc No: 95-0087
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Functional Assessment of Cognitive Transit Skills (FACTS)

Development and Validation of a Functional Cognitive Test

Introduction

ADA eligibility criteria require that applicants who qualify for paratransit service must be functionally unable to use fixed route transit services by virtue of their disability. In the case of individuals with cognitive disabilities, this implies that they must be unable to use fixed route services because their disability affects the cognitive skills required to do so. However, although the orientation and mobility literature provides some information about what skills are required for mobility in the community, neither a review of the literature nor the survey of best practices carried out as part of this project revealed an appropriate method by which transit authorities might determine with a reasonable degree of certainty which applicants for paratransit services possessed the relevant mobility skills. No functional test was discovered that was at once practical for use by transit authorities, known to be a valid predictor of functional ability, likely to be acceptable to individuals with disabilities and capable of universal application.

Several possible methods were considered but rejected as unsuitable or impractical. A full mobility evaluation, taking several hours in a natural environment would clearly be too expensive, probably too burdensome to applicants and might expose transit authorities to potential liability because of the risks of injury to applicants during the evaluation process. Formal neuropsychological assessment of cognitive function requires the services of professionals who are unlikely to be available to many transit authorities. In any case, neuropsychological test results are not typically easy to translate into statements about functional capacity in everyday life and, currently, there is no evidence that neuropsychological testing can be used to determine whether an individual has the ability to use
fixed route transit. Similarly, neither professional certification (e.g. by a physician, psychologist or occupational therapist) nor self-certification by the individual have been shown to be valid measures of functional mobility skill and it is unlikely that the same standards are applied by different individuals when making eligibility recommendations. This creates the potential for the introduction of unfairness and personal bias into an eligibility determination procedure that should be equitable and objective. There is also considerable pressure on professionals to serve their own clients by arranging paratransit services for them in the same way that they prescribe medications and other mobility aids.

A key part of this project, therefore, was the development of a cognitive functional assessment protocol designed to fill this gap and enable us to determine whether applicants either possessed the cognitive skills required to use fixed route transit services or could be trained to use such services. In consultation with paratransit staff and consumers, it was decided that any cognitive assessment tool that forms part of an eligibility determination process must meet the following criteria:

- It must be practical for transit systems in that it must be capable of being administered by appropriately trained transit staff without a professional background in medicine or behavioral science.
- It must be brief, taking an average of no longer than 30 minutes to administer.
- It must have a high degree of community and individual acceptance and be respectful of people with disabilities. To this end, it must be seen to assess relevant functional skills in a face-valid manner which is non-medical, non-academic and does not infringe on the dignity of applicants or cause them undue distress, discomfort or other burden.
- It must be reliable and adequately standardized so that it can be administered in a consistent manner and yield an objective measure of an applicant's functional ability.
. The results must be a true reflection of the individual applicant's real-life skills such that the results can be used to determine with reasonable certainty whether applicants possess the functional ability to use fixed route transit services and, if so, in what circumstances.

. It must be adaptable for use by other transit systems which differ in detail from the system in which it was developed.

. In addition, it would be desirable if the assessment provided some guidance on what particular skills, if any, needed to be developed so that applicants could be given feedback and scarce training resources could be allocated efficiently.

. Development and validation of the functional assessment device proceeded in 5 stages.

. First, the general principle of an evaluation based on an assessment of the applicant's ability to learn to take a simulated bus trip involving key mobility skills was articulated and the basic experimental design was set out.

. Then, a list of essential mobility skills was prepared under the auspices of a steering committee composed of consumers, mobility experts and paratransit staff. This was accomplished by conducting a task analysis of a bus trip and refined by reference to the literature and thorough discussion with a number of O & M Specialists.

. Third, the test format was worked out, stimuli were prepared and selected, appropriate responses were agreed and the prototype assessment device, known as the Functional Assessment of Cognitive Transit Skills (FACTS), was reviewed and modified with the guidance of the steering committee.

. The fourth stage was a field test of the prototype in which 85 potential applicants for paratransit services, all with developmental disabilities, were tested with the prototype functional test. Each person's mobility skills were independently evaluated in the community by a trained O & M Specialist whose ratings constituted the "gold standard" against which the results of the functional test were evaluated. The project staff who administered FACTS were unaware of the individuals actual mobility status as rated by the O & M Specialist, and she was blind to the results of the functional test.

. Finally, the data were examined to determine how far the functional test scores corresponded with the O & M Specialist's decision.
**Description of FACTS**

The resulting assessment device meets the first three criteria for a functional test that were set out above - it is practical, reasonably brief and acceptable to the community for whom it was designed. Our data also suggest that it meets the fourth and fifth criteria (reliable and valid prediction of functional mobility skills) in that FACTS score correctly predicted potential mobility status in 85% of our experimental population in the pilot study. Plans have been made to confirm this with an independent sample. The results also provide some information about which functional skills need further development in individuals whose cognitive disabilities prevent them from achieving full mobility although further studies are required in order to help us determine just how useful FACTS may be in this connection.

The key features of FACTS are that it is an individually administered, one-on-one functional test of the cognitive skills required for independent travel. It can be administered in any reasonably large space which does not have to be exclusively reserved for this purpose. There should also be access to some other definable space (e.g. a separate corner of a large room or another room) that can serve as a waiting area. During standardization, for example, the FACTS prototype was administered in large Therapeutic Activities Centers and workshops where other activities were going on in other parts of the large common space, in a conference room, a classroom and in a large office. FACTS takes about 30 minutes to administer although additional time is required for scoring. It was administered by two trained paratransit staff members who were shown to be able to administer and score the test reliably.
Most of the test stimuli are clear, professional-level colored photographs shown in a large booklet or back projected as slides on a table top unit. For one subtest (route finding) ten colored posters of environmental scenes are laid out in a pre-arranged order to serve as landmarks. FACTS emphasizes functional responses (e.g., verbal or non-verbal responses are acceptable provided the respondent's intention is clear) and it is hierarchically organized, proceeding from easy to harder items such that the test can be discontinued when individuals' competence is exceeded to avoid causing them distress. FACTS assesses ability to learn as well as current competence and it is modeled on existing criterion referenced assessment devices such as the Vineland Social Maturity Scale and ecologically valid psychological tests such as the Rivermead Behavioral Memory Test. Particular attention was devoted to the development of a clear, unambiguous script to ensure standard, objective presentation of the stimuli and scoring of responses.

FACTS is organized into four main scoreable sections reflecting (i) General Orientation, (ii) Community Skills and Safety, (iii) the ability to learn a simulated Simple Trip involving one bus, and (iv) a more Complex Trip involving two buses with distinct destinations. The Complex Trip is attempted only by those individuals who have demonstrated the ability to master the Simple Trip. The two bus trip sections use a "train and test" format in which applicants are first trained in each component of the task separately (e.g. selecting the correct bus) and then tested to see whether they have mastered it. If not, the task is re-trained and they are re-tested. Up to three training trials are provided for each individual component of the task.

When each component has been trained individually, applicants are asked to link them together and "travel" the whole simulated trip including selecting the right bus, identifying and showing their bus
pass to the driver, selecting the right exit stop, signaling the bus to stop and travelling the appropriate route through the simulated neighborhood to their eventual destination at McDonalds. Scores are assigned for each component of the task and total scores for each section (General Orientation, Simple Trip, Community Skills and Safety, Complex Trip) as well as an overall grand total score are automatically calculated by a scoring program. In addition, provision is made for observation and recording of behaviors which might interfere with community mobility (e.g. repeated stereotypical behavior; inappropriate touching of the examiner; need for frequent redirection to task).

The following specific behaviors were assessed based on task analysis of the bus trip and the functional skills list prepared by the steering committee.

**General Orientation**

Response to greeting

The ability to provide personally identifying information

Following directions

Time monitoring

The ability to reverse a route and incidental learning (finding the way back to the waiting room at the end of the test)
**Simple Trip**

The ability to identify a bus stop
Selection of the correct bus
Identification of the driver
Showing a bus pass appropriately
Identification of the exit stop
Signalling exit
Learning a route

**Community Skills and Safety**

The ability to select a seat on the bus, appropriate on bus behavior
The ability to deal with an unsolicited approach from a stranger
Selecting appropriate clothes for the weather
Appropriate waiting at the bus stop
The ability to cross the street in a variety of situations
Strategies to deal with becoming lost
The ability to seek assistance and knowledge of where to get it

**Complex Trip**

The ability to distinguish between buses and bus stops appropriate for different journeys
The ability to sequence elements of a complex trip
In addition, test items were configured in such a way as to require some of the more abstract abilities required for community mobility including:

- memory
- judgement
- self-initiation
- resistance to distraction
- impulse control
- communicative ability

Validation Study: Methods

Reliability and validity of FACTS was determined by administering the test to 85 individuals with developmental disabilities whose mobility status was independently determined by a professional O & M Specialist on the basis of a full mobility evaluation conducted in the community specifically for the purpose of this project.

Subjects

Subjects were 85 individuals with developmental disabilities recruited through Therapeutic Activities Centers, workshops, employment centers, schools and other community based agencies in the area. Some were already consumers of paratransit services but their eligibility status was kept
hidden from project staff including those who administered FACTS and, particularly, the O & M Specialist. An attempt was made to stratify the sample by probable eligibility status such that about 50% would be potentially fully eligible for paratransit services, about 25% would be conditionally eligible and the remaining 25% would be ineligible by virtue of the fact that they were fully mobile in the community. The proportions were chosen because they approximate the certification rate for eligibility in Pittsburgh (unconditional or transitional eligibility = 61%; conditional eligibility = 21%; refusals = 18%) with some oversampling of the conditional and ineligible categories to increase statistical power. Subjects ranged in age from 16 to 76 years (mean age = 37.2 years); 46 (54%) were male and 39 (46%) female. In all cases, the evaluation procedures and purpose of the study were described to the subjects and their responsible caregivers before informed consent to participate was obtained.

Procedure

Mobility Evaluation: The O & M Specialist interviewed each subject, either at home or at the agency, in order to obtain a preliminary assessment of their orientation skills. Where necessary, she also observed them on an actual trip through the community involving a bus trip, street crossing, route finding and other representative situations typically encountered in community travel. Fifty-two individuals (70%) were determined to require this level of evaluation in the community and no subject was assigned to one of the categories limiting their eligibility (conditional or ineligible) without having actually demonstrated their skills in a naturalistic setting. The O & M Specialist rated each person's mobility skills both as they were currently developed and, separately, the level
they could be expected to reach with appropriate training. In each case, she assigned the subject to one of three groups based on their actual or potential skill level.

- INDEPENDENT: Travelers with the cognitive skills required for full community mobility defined as the ability to travel on multiple complex routes involving transfers (or having the potential to develop such skills with appropriate training). Such individuals would not be eligible for paratransit services on the grounds of cognitive disability.

- CONDITIONALLY Independent: defined as the ability to travel independently only on a single complex route involving a transfer, only on simple routes or in some other restricted set of circumstances (or having the potential to do so with appropriate training). Such individuals would be eligible for paratransit services under appropriate conditions.

- DEPENDENT on others for assistance: defined as being unable to travel consistently independently under any circumstances (or being unable to develop the skills to do so). Such individuals would be unconditionally eligible for paratransit.

In addition, each of the individual skills assessed in FACTS was independently rated for each subject.
Twelve subjects, including at least one from each of the mobility categories, were independently evaluated by a second professional O & M Specialist to investigate the reliability of the mobility evaluation. The two evaluators were in complete agreement on the mobility category to which they assigned each of the twelve subjects, both with respect to their current level of ability and their potential following training. Satisfactory inter-rater reliability (kappa intraclass correlations of 0.8 or above) was also established for most of the individual skill ratings after a consensus conference at which points of initial disagreement were discussed. The two evaluators generally agreed more closely on their ratings of individuals' potential to benefit from training where they met the above criterion of agreement with respect to 19 of the 24 behaviors rated.

In the great majority of cases, the mobility evaluation was carried out and the results documented before FACTS was administered. Great care was taken to ensure that neither the investigators nor the staff administering FACTS were aware of these results. In the few cases where FACTS was administered before the mobility evaluation, the O & M Specialist was kept blind to the test results.

Functional Test: Two members of the paratransit broker's staff were trained to administer FACTS and they carried out the great majority of the evaluations. The evaluators were not considered fully trained until they had each practiced administration on several other staff members and until they had been observed successfully administering the functional test to at least one individual with a developmental disability whose data was not included in the subsequent analyses. Following training, they were observed during testing of twelve further subjects by one of the investigators (Susan Chase) to ensure adequate inter-rater reliability of FACTS. Their scores never differed by more than 5.5 points from those of the test designer (Susan Chase) who independently rated 12
evaluations and the average difference was 2.4 points. As the mean FACTS score for the whole sample was 73.24 with a standard deviation of 41.1, this is equivalent to a difference of $z = 0.06$ if scores are converted to $z$ scores, representing reasonable inter-rater agreement. FACTS also exhibits good internal consistency (Cronbach's ALPHA = 0.89) and split-half reliability between odd and even numbered test items was 0.94.

Responses were recorded on a test form during the administration of FACTS and scored after the evaluation was completed on a separate score sheet. These scores were then entered into a database maintained in Paradox on a PC and summary scores were automatically calculated by a scoring program.

**Validation Study: Results**

**Mobility Evaluation**

The results of the independent mobility evaluation are shown in Table 1. The O & M evaluation indicated that 60 individuals did not currently possess the skills for any independent travel, 13 individuals were functionally capable of travel under some but not all conditions, and a further 12 were capable of independent mobility in the system. However, the O & M Specialist also noted that 25 individuals' skills could be improved with training such that 21 had the potential to become fully, independently mobile, a further 23 could be trained to take some trips such that they would be conditionally eligible for paratransit services while only 41 were judged incapable of developing sufficient skills to be community mobile under any circumstances. Independent, Conditional and Dependent groups did not differ significantly in terms of age or gender distribution.
Table 1: Actual Community Mobility Level of 85 subjects as determined by the Orientation and Mobility Specialist

<table>
<thead>
<tr>
<th>Current Status</th>
<th>Potential with Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent</td>
<td>12</td>
</tr>
<tr>
<td>Conditional</td>
<td>13</td>
</tr>
<tr>
<td>Dependent</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>41</td>
</tr>
</tbody>
</table>

Functional Test

FACTS scores were analyzed in two general ways.

Group Differences: First, the overall scores of subjects in the three skill groups defined by the O & M Evaluation were compared to determine whether independent, conditional and dependent individuals differed in terms of FACTS performance. These analyses were carried out separately for the groups defined by the mobility level they could potentially achieve with training and, subsequently, for groups defined by their current level of mobility skill using separate, one-way analysis of variance in each case.

Considering potential after training was complete, there was a main effect of mobility category (F2,81=131.77, p<0.0001). Potentially independent subjects' FACTS scores were significantly higher than those of potentially conditionally eligible subjects and both of these groups achieved significantly higher scores than individuals determined to be incapable of learning to travel independently in any circumstances (both p<0.05).
Considering current mobility status, there was again a significant main effect of mobility level (F2,81=33.83, p<0.0001) but while currently independent and conditionally eligible subjects again achieved significantly higher scores than did individuals incapable of any independent travel (p<0.05), the difference between the two former groups was not statistically significant in this case.

**Prediction Of Eligibility:** Second, FACTS scores were analysed to determine how accurately actual eligibility status could be predicted from performance on the functional test. Several approaches to this issue were tried including CART analyses based on individual test items and a discriminant function based on scores on the four FACTS subscales. However, predictions based simply on total FACTS score were ultimately found to be as accurate as those derived by the more sophisticated statistical methods and have the virtue of being considerably simpler and easier to apply.

The total FACTS scores on which the following predictions were based are shown in Figures 1 and 2. Scores achieved by individuals in each skill group are plotted separately, Figure 1 showing the scores broken down by potential skill group while Figure 2 shows them broken down by current mobility status. As can be seen from the figures, FACTS scores are strongly related to applicants' potential skill level after training while current status can also be predicted substantially better than chance. The resulting distributions were examined to identify cut points that would maximize the accuracy with which eligibility class could be retrospectively predicted from FACTS scores.
FACTS Total Score
Potential with Training

- Independent (n=21)
- Conditional (n=23)
- Dependent (n=41)
Note that FACTS' purpose is to provide information about applicants' functional skill level. Thus, it is only intended to form a part of an eligibility determination procedure in which other sources of information will also be considered. However, for the purpose of the following discussion it has been assumed that eligibility is determined by FACTS score alone, an assumption which is not warranted and a purpose for which FACTS is not intended. With this proviso, independent travelers (as determined by the O & M evaluation) have been categorized as "ineligible" in the following tables, conditionally dependent individuals have been labeled "conditional", and those unable to travel independently have been described as "eligible".
Tables 2a and 2b show examples of the accuracy with which potential eligibility status after training could be predicted using FACTS score cut points chosen with different goals in mind: (a) to maximize overall accuracy of classification and (b) to minimize the number of individuals assigned to lower levels of paratransit service than their needs required.

Table 2a shows the eligibility status predicted by FACTS score compared with the "actual" potential as determined by the O & M Specialist when the cut points were simply chosen to yield the best overall correct classification rate. As can be seen, 72 individuals or 85% of the total sample were correctly classified and only two subjects (less than 3% of the sample) would have been assigned to a lower level of eligibility for services than their functional skills dictated. These were the two subjects who were actually only eligible under some conditions but were predicted to be fully community mobile, and thus ineligible on the basis of their FACTS score. On the other hand, 11 subjects would have been assigned to a higher level of paratransit service than that to which they were entitled on the basis of their functional skills. Thus, FACTS predicted that 8 subjects were eligible for paratransit services under some conditions when they were in fact fully mobile and 3 subjects who were capable of independent travel in some conditions would have been given unconditional eligibility. Nevertheless, the great majority (72 of 85) subjects would have been assigned to the appropriate eligibility category.
Table 2a: Potential Eligibility Status After Training: actual status as determined by mobility evaluation versus status predicted by FACTS using cut-points chosen to maximize overall classification accuracy.

<table>
<thead>
<tr>
<th>ACTUAL STATUS</th>
<th>STATUS PREDICTED BY FACTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ineligible</td>
</tr>
<tr>
<td>Ineligible</td>
<td>13</td>
</tr>
<tr>
<td>Conditional</td>
<td>2</td>
</tr>
<tr>
<td>Eligible</td>
<td>0</td>
</tr>
</tbody>
</table>

Overall correct classification 85%

Table 2b shows the accuracy with which eligibility status was predicted by FACTS score when cut-off scores were adjusted to maximize sensitivity, i.e., to ensure that no eligible applicant would have been denied at least the level of eligibility appropriate to their actual skill level. In this case, 81% of subjects would still have been assigned to the correct eligibility category. However, the increased sensitivity is achieved at the cost of lower specificity and 19% of subjects would have been assigned to a higher level of paratransit services than their actual needs dictated, the majority of them being individuals who would have been given conditional eligibility when, in fact, they were independently mobile in the community. This reflects the difficulty in distinguishing between partially and fully mobile applicants.
Table 2b: Potential Eligibility Status After Training: actual status as determined by mobility evaluation versus status predicted by FACTS using cut-points chosen to ensure that no applicant is denied at least the level of eligibility appropriate to their potential functional skill level.

<table>
<thead>
<tr>
<th>ACTUAL STATUS</th>
<th>STATUS PREDICTED BY FACTS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ineligible</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Conditional</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Eligible</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overall correct classification 81%

Similar data regarding subject's current mobility status (as opposed to their potential status following training) are shown in Tables 3a and 3b. In these cases, the overall correct classification rate based on cut points designed to maximize overall accuracy of classification is almost as high (80% correct) as the figures for potential eligibility status, but specificity declines more rapidly as sensitivity is maximized. Thus, table 3a shows that the 16 subjects who would have been misclassified with respect to current mobility status using the cut-points yielding maximum overall accuracy were almost equally divided between individuals assigned to higher levels of paratransit service than their actual skill level dictated and those assigned to a lower level than that to which they were entitled. Consequently, in this case, if the cut-points used to classify subjects are moved downwards so that no individual is underserved, a somewhat larger number (23 individuals) would be incorrectly assigned to lower levels of service than were mandated by their skill level.
Table 3a: Current Eligibility Status: actual status as determined by mobility evaluation versus status predicted by FACTS using cut-points chosen to maximize overall classification accuracy.

<table>
<thead>
<tr>
<th>ACTUAL STATUS</th>
<th>STATUS PREDICTED BY FACTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ineligible</td>
</tr>
<tr>
<td>Ineligible</td>
<td>9</td>
</tr>
<tr>
<td>Conditional</td>
<td>2</td>
</tr>
<tr>
<td>Eligible</td>
<td>2</td>
</tr>
</tbody>
</table>

Overall correct classification 80%

Table 3b: Current Eligibility Status: actual status as determined by mobility evaluation versus status predicted by FACTS using cut-points chosen to ensure that no applicant is denied at least the level of eligibility appropriate to his/her current functional skill level.

<table>
<thead>
<tr>
<th>ACTUAL STATUS</th>
<th>STATUS PREDICTED BY FACTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ineligible</td>
</tr>
<tr>
<td>Ineligible</td>
<td>1</td>
</tr>
<tr>
<td>Conditional</td>
<td>-</td>
</tr>
<tr>
<td>Eligible</td>
<td>-</td>
</tr>
</tbody>
</table>

Overall correct classification 73%

Sources Of Error: The data were also examined qualitatively to determine the source of error in the minority of cases when FACTS scores, if considered in isolation, would have led to an individual being assigned to the incorrect eligibility category. Three important factors have so far been
identified: a history of mobility training, experience of community transit, and presence or absence of inappropriate behaviors.

First, several of the subjects whose FACTS scores were lower than might have been expected on the basis of their actual functional skills (and who would therefore have been assigned a higher level of paratransit service than they needed if a decision were based on FACTS score alone) were graduates of a particularly thorough, high quality mobility training program. These individuals had been able to develop their skills to their full potential, thereby maximizing their independence compared with other individuals in the sample who had not been exposed to an equivalent quality of training.

By contrast, some individuals whose FACTS scores suggested that they should be capable of more independent travel than the mobility evaluation indicated came from backgrounds in which they had not been exposed to public transportation and had virtually no experience of, or training in, independent travel. In both cases, as might be expected, FACTS scores were a much better reflection of these individual's potential than of their current skill level and this largely accounts for the fact that FACTS scores reflect potential more accurately than current status. When these factors are taken into account in conjunction with FACTS scores, as would be the case in any actual eligibility determining procedure, classification accuracy would be improved over that achieved by FACTS alone.

Finally, in the case of a few individuals, the actual mobility evaluation revealed behaviors which had not been evident during FACTS testing and which contraindicated independent mobility. Thus, one individual who achieved a high FACTS score and sailed through most of the mobility evaluation
without problem is apparently a collector of popsicle sticks. Towards the end of the community mobility evaluation she noticed a popsicle stick on the sidewalk and could not be dissuaded from the search for further collectibles or re-directed back to the task at hand. No such behavior was noted during FACTS although in several other instances behaviors which would have precluded independent travel were picked up in the behavioral observations section of the functional test.

For example, 9 individuals were noted to touch the examiner repeatedly and inappropriately during administration of FACTS, 6 (including some of the same individuals) repeatedly interrupted the examiner during the assessment and 5 exhibited inappropriate vocalization that might have caused a problem if directed at members of the public in the community. All of these individuals were found to be unable to travel independently under any circumstances by the O & M Specialist and the problem behaviors were quite evident during FACTS. By contrast, unintelligible speech during FACTS did not constitute a barrier to mobility; 5 of the 15 individuals whose speech was unintelligible during FACTS were found to be capable of independent travel under at least some circumstances (a success rate not significantly different from that found among intelligible individuals) and another individual with unintelligible speech was judged to have the potential for fully independent travel after training.

Selection Of Potential Trainees: FACTS score can also be used as a guide in selecting individuals who may benefit from mobility training. As mentioned previously, the O & M Specialist determined that 25 of the 85 subjects in this study could improve their mobility with appropriate training sufficiently to change their eligibility category. Not surprisingly these individuals tended to achieve FACTS scores in the upper part of the range for their current mobility category. Thus, 19 of
the 26 subjects whose current dependence on assistance for community mobility would render them unconditionally eligible for paratransit but who scored relatively highly (total score of 62 or higher) on FACTS were judged capable of moving to conditional or, in 3 cases, complete independence. Similarly, the O & M evaluation suggested that 6 of the 10 currently conditional individuals who scored above 90 on FACTS could become fully independent with training. Focusing training efforts on individuals with FACTS scores in these ranges may therefore be a cost effective use of resources.

Limitations of FACTS: It should be noted that the results discussed here were obtained from a post-hoc analysis of the data from an empirical study including only individuals with developmental cognitive disabilities and that only the overall FACTS score was analyzed. On the one hand, this indicates a need for caution in interpreting FACTS scores because it is unlikely that the cut-off levels based on optimal classification rates for the current experimental sample would yield quite such high classification rates as those observed here if they were applied to other samples. Nor have we yet shown that FACTS scores would accurately reflect functional skill in individuals whose cognitive disabilities are not of developmental origin (such as individuals with head injury or elderly individuals) although we expect that it will be useful in these groups also. On the other hand, FACTS is not intended to be the sole basis on which eligibility for paratransit services is determined and we anticipate that it can form part of a very effective, valid and accurate eligibility determination procedure.

The Place of FACTS In An Eligibility Determination Procedure
As has been repeatedly emphasized, FACTS is not, by itself, intended to determine eligibility for paratransit services. Rather, it is intended to be a cost-effective, face valid, acceptable and reasonably accurate way of determining whether individuals with developmental disabilities have (or are capable of acquiring) the functional skills required for community mobility. As such it will form an important part of an eligibility determination procedure which also takes account of other information about the applicant.

We do not propose a single fixed cut-off score that should be used to determine an individual’s functional status. Rather, our data can be used to generate a range of cut-off scores, each of which is associated with a known sensitivity and specificity (i.e., the proportion of individuals who need a given level of paratransit service who can be expected to be identified as needing that level of service by a given FACTS score and the proportion of individuals whose disabilities do not mandate that level of service but who would appear to need it based on their FACTS score). Individual transit authorities could adjust sensitivity and specificity to meet their needs and in the light of other aspects of their eligibility determination procedure. In Pittsburgh where FACTS was developed, it is helpful to be able to determine applicants’ potential mobility level after training both for purposes of eligibility determination and in order to allocate training resources effectively.

In the validation study, FACTS scores of 129 or greater are always associated with potential independence, with scores in the 78-128.5 range reliably indicating potential conditional independence and scores below 78 achieved only by permanently eligible individuals. These score ranges (129 or greater indicating independence, 78-119.5 = conditional, less than 78 = incapable of
independent travel) have been provisionally adopted as guidelines for the eligibility determination process in Pittsburgh with individuals in the 100-129 range being referred for mobility training.

In contrast, where current functional status rather than potential is key, the cut off scores yielding the maximum correct classification rate for the study sample based on current status would have been as follows: 123 or greater = independent; 100-122.5 = conditional; 99.5 and below currently incapable of independent travel. However, as pointed out earlier, these cut off scores would lead to the misclassification of about 20% of the study sample, including just over 10% who would have been denied a level of service to which they were entitled.

In general, we would recommend the use of cut-off scores close to those which yield the greatest overall correct classification rates but suggest that they are weighted in the direction of maximizing sensitivity in order to keep to a minimum the number of individuals who might be denied a needed level of service if their FACTS score were the only criterion on which eligibility was determined.

FACTS is appropriate for administration by transit staff without a background in medical, rehabilitation or behavioral science. However, we recommend that staff who are to administer it be trained in an intensive two to three day workshop by the test designers and that they pass a test of competency in administration, scoring and interpretation of the results before being certified as fit to administer it to applicants.

Further FACTS Research
Based on the above considerations, we propose three extensions to our current work involving FACTS. First, we think it important to confirm the validity of FACTS as a predictor of eligibility status by conducting a prospective study of a second sample of individuals with developmental disabilities in order to test the cut-off scores derived from the current study. This will enable us to define cut-off scores with greater confidence and to provide more specific guidelines for the interpretation of FACTS data. Second, we recommend a study of older individuals and individuals with acquired cognitive disabilities, such as those resulting from head trauma or stroke, in order to explore the validity of FACTS as a measure of functional skills in these groups also. Finally, we recommend a study of the utility of FACTS as an indicator of the training needs of individuals with cognitive disabilities. We suggest that this be accomplished by administering FACTS to a group of individuals who will subsequently undergo mobility training with a view to determining not only whether or not FACTS score before training predicts whether training will be successful but also whether the pattern of skill weaknesses revealed by difficulty with individual FACTS items accurately reflects the training needs of these individuals. Informal analysis of our current data suggests that FACTS may have some potential along these lines and, if so, it would be extremely useful with a view to effective utilization of scarce and expensive mobility training resources.

Table 1: Actual Community Mobility Level of 85 subjects as Determined by the Orientation and Mobility Specialist.

Table 2a: Potential Eligibility Status After Training: actual status as determined by mobility evaluation versus status predicted by FACTS using cut-points chosen to maximize overall classification accuracy.

Table 2b: Potential Eligibility Status After Training: actual status as determined by mobility evaluation versus status predicted by FACTS using cut-points chosen to ensure that no applicant is denied at least the level of eligibility appropriate to their potential functional skill.
Table 3a: Current Eligibility Status: actual status as determined by mobility evaluation versus status predicted by FACTS using cut-points chosen to maximize overall classification accuracy.

Table 3b: Current Eligibility Status: actual status as determined by mobility evaluation versus status predicted by FACTS using cut-points chosen to ensure that no applicant is denied at least the level of eligibility appropriate to their current functional skill.
## FACTS RESPONSE SHEET

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Responds to Greeting</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Provides I.D.</th>
<th>Appropriate</th>
<th>Wrong or unintell.</th>
<th>N.R.</th>
<th>From Informant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Address:</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Contact Name:</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Contact Number:</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3a. Follows Simple Directions</th>
<th>Independent</th>
<th>Repetition</th>
<th>With Cue Physical Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Come with me:</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Follows arrows:</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Please sit there:</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Monitors Time</th>
<th>Independent</th>
<th>With Cue</th>
<th>Inappropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checks time:</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Judges lateness:</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>
5. Selects Bus Stop Sign

Let's be sure you know where to get on the bus....

<table>
<thead>
<tr>
<th>Stop Sign</th>
<th>Watch Children</th>
<th>Real Estate</th>
<th>Bus Stop</th>
<th>Wrong Way</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Retrain</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

*Today I will try to teach you what you would have to do if you wanted to take a bus to get to McDonald's....*

6. I.D. First Bus (91A)

| Initial | _____ | _____ | _____ | _____ | _____ | _____ |
| Retrain | _____ | _____ | _____ | _____ | _____ | _____ |

7a. I.D. Driver

<table>
<thead>
<tr>
<th>Male Passenger</th>
<th>Driver</th>
<th>Instructor</th>
<th>Female Passenger</th>
<th>Female Passenger</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>Retrain</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
</tr>
</tbody>
</table>

7b. Show Pass

| Initial | Y N | Y N | Y N | Y N | Y N | Y N |
| Retrain | Y N | Y N | Y N | Y N | Y N | Y N |

8a. Select First DeBoard

| Initial | _____ | _____ | _____ | _____ | _____ |
| Retrain | _____ | _____ | _____ | _____ | _____ |
b. Ring Bell

| Initial | Y | N | Y | N | Y | N | Y | N |
| Retrain | Y | N | Y | N | Y | N | Y | N |

<table>
<thead>
<tr>
<th>Church</th>
<th>Gas Station</th>
<th>Playground</th>
<th>Grocery</th>
<th>McDonald's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Retrain</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

You have been doing a good job... Now I would like to see if you can do all the things you need to remember to take that bus trip to McDonalds that we have been practicing.
I would like you to....

**AUDIO TAPE:** Repeat Entire Sequence

<table>
<thead>
<tr>
<th>10. Repeat 1st Bus I.D.</th>
<th>77G</th>
<th>1A</th>
<th>91A</th>
<th>67A</th>
<th>71B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Male Passenger</th>
<th>Driver</th>
<th>Instructor</th>
<th>Female Passenger</th>
<th>Female Passenger</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Repeat Driver I.D.</th>
<th>Male Passenger</th>
<th>Driver</th>
<th>Instructor</th>
<th>Female Passenger</th>
<th>Female Passenger</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present Pass</th>
<th>Y</th>
<th>N</th>
<th>Y</th>
<th>N</th>
<th>Y</th>
<th>N</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cue</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Repeats 1st deboard</th>
<th>King's Wash</th>
<th>Power Plant</th>
<th>Sheetz</th>
<th>Church</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Cue</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>
Repeat Ring Bell  Y  N  Y  N  Y  N  Y  N
13. Repeats Route

<table>
<thead>
<tr>
<th>Church</th>
<th>Gas Station</th>
<th>Playground</th>
<th>Grocery</th>
<th>McDonald's</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

REMOVE TAPE

14. Seat Selection

<table>
<thead>
<tr>
<th>Correct</th>
<th>Cued</th>
<th>Incorrect</th>
<th>N.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empty Bench</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Bench with Passenger</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Passenger with Coats</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

What to do:__________________________________________________________________________

<table>
<thead>
<tr>
<th>Empty Window</th>
<th>_____</th>
<th>_____</th>
<th>_____</th>
</tr>
</thead>
</table>

What to do:__________________________________________________________________________

15. Sitting Correctly  Which picture shows the right way to sit?

<table>
<thead>
<tr>
<th>Correct</th>
<th>Cued</th>
<th>Incorrect</th>
<th>N.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Awake/Asleep</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>b. Stand/Sit</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>c. Smoking/Not</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>d. Feet Up/Down</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

16. Approached by Stranger

<table>
<thead>
<tr>
<th>Correct</th>
<th>Cued</th>
<th>Incorrect</th>
<th>N.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>
17. Dressed Correctly:  *Which clothes should they wear on a day like today?*

<table>
<thead>
<tr>
<th>Best, Worst, Adequate</th>
<th>Winter</th>
<th>Summer</th>
<th>Rain</th>
<th>Spring/Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woman Cue</td>
<td>B.W.A.</td>
<td>B.W.A.</td>
<td>B.W.A.</td>
<td>B.W.A.</td>
</tr>
<tr>
<td>Man Cue</td>
<td>B.W.A.</td>
<td>B.W.A.</td>
<td>B.W.A.</td>
<td>B.W.A.</td>
</tr>
</tbody>
</table>

18. Wait at Bus Stop

<table>
<thead>
<tr>
<th>Too Far</th>
<th>Wrong Sign</th>
<th>Correct</th>
<th>N.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Repeat/Cue</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

19. Crossing:  *Which picture shows the safe time to cross?*

<table>
<thead>
<tr>
<th>Correct</th>
<th>Cued</th>
<th>Incorrect</th>
<th>N.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Uncontrolled
   No traffic/light

b. Pedes. green/red

c. No pedes. green/red

d. No pedes. green/yellow

e. Stop Sign
   traffic/no traf.

f. Walk/Don't
20. Lost on Bus

a. Let's say you are taking the bus to go to the McDonald's. You are ready to get off the bus at the church. But when you ring the bell and go to the front of the bus you see this..... What should you do?

   Verbal Response:
   
   Non Verbal:

b. When you look out the window by the driver you see that you don't know where you are. If you get off here you will be lost. What should you do?

   How could you ask for help?

21. Lost off bus: Which is the best place to go for help?

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Cued</th>
<th>Incorrect</th>
<th>N.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Grocery/Water Plant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Drug Store/House</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Alley/Hotel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Taco Bell/Closed Bldg.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Alley/People at Stop</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Police Officer/Driver</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

22. Asking for help: If you were not sure where to go, how would you let the officer know you needed help?

   Cue: What if the officer said: "Is there a problem?"
   
   Cue: "How can I help you?"
   
   Cue: "Can you show me something with your name and address on it?"
Intro - Transfer trip

*Sometimes you might need to take two buses to get where you want to go. Let's say that after you took your first bus, the 91A to get to McDonalds, you want to go to the movies. So now you will have to take a different bus. I'll show you how to take this second bus trip.*

<table>
<thead>
<tr>
<th>23. I.D. Transfer Bus Stop</th>
<th>McDonalds</th>
<th>w/ Shrubs</th>
<th>Crowd</th>
<th>Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restaurant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initial</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retrain</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>93A</td>
<td>5C</td>
<td>1C</td>
<td>91A</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>24. I.D. Transfer Bus (3-C)</th>
<th>Initial</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Aiken's</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Church</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Movies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bank</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If 91A is chosen, provide explanation

| Retrain                     |         |       |       |      |

If applicant failed, after retraining, to I.D. transfer bus stop, transfer bus, or transfer deboard, do not attempt sequence. Proceed to ITEM 31 CHECKING TIME.... Otherwise, continue with sequence.

*Now I want to see if you can do all the things you would need to do if you took a bus to the church, walked to McDonalds and then took a second bus to go to the movies.*

**INSERT AUDIO TAPE:**

<table>
<thead>
<tr>
<th>26. Final I.D. 1st Bus</th>
<th>77G</th>
<th>1A</th>
<th>91A</th>
<th>67A</th>
<th>71B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A-7
Now you are on the first bus. Watch for where you need to get off.

<table>
<thead>
<tr>
<th></th>
<th>King's</th>
<th>Car Wash</th>
<th>Power Plant</th>
<th>Sheetz</th>
<th>Church</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.</td>
<td>Final 1st DeBoard</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ring Bell</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
</tr>
</tbody>
</table>

Now you are off the bus, and you need to walk to McDonalds.

<table>
<thead>
<tr>
<th></th>
<th>Church</th>
<th>Gas Station</th>
<th>Playground</th>
<th>Grocery</th>
<th>McDonalds</th>
</tr>
</thead>
<tbody>
<tr>
<td>28.</td>
<td>Final Route</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now show me the bus that will take you to the movies.

<table>
<thead>
<tr>
<th></th>
<th>McDonalds</th>
<th>Sidewalk w/ Shrubs</th>
<th>Downtown Crowd</th>
<th>Bank</th>
<th>Restaurant</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.</td>
<td>Final I.D. 2nd Bus Stop</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now you are on the second bus. Ring the bell when you see where you want to get off.

<table>
<thead>
<tr>
<th></th>
<th>George Aiken's</th>
<th>Church</th>
<th>Movies</th>
<th>Bank</th>
<th>Restaurant</th>
</tr>
</thead>
<tbody>
<tr>
<td>30.</td>
<td>Final I.D. Transfer Bus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td>Final Transfer Deboard</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A-8
ITEM 32. Checking Time

<table>
<thead>
<tr>
<th>Self initiate time check</th>
<th>Approp.</th>
<th>Early</th>
<th>Late</th>
<th>Persev.</th>
<th>N.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cued time check</th>
<th>Correct</th>
<th>Incorrect</th>
<th>N.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Did we finish on time?</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>are we late?</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ITEM 33.

<table>
<thead>
<tr>
<th>Find a Way Back to the elevator</th>
<th>Verbal</th>
<th>Physical</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Independent</td>
<td>Cue</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

BEHAVIORAL CHECKLIST

Easily Agitated: Y N Frequent Redirection: Y N
Unresponsive: Y N Distractible: Y N
Nonverbal: Y N Interrupts repeatedly: Y N
Inappropriate Behavior: Y N Inappropriate Vocalization: Y N
Stereotypical Behaviors: Y N Stereotypical Vocalization: Y
Unintelligible Speech: Y N Other: specify ________________________________

COMMENTS:
____________________________________
____________________________________
A-9
## FACTS SCORE SHEET

**NAME:**

**I.D.:**

**DATE:**

**LOCATION:**

**EXAMINER:**

**CHECKED?**

### BEHAVIORAL CHECKLIST

- Easily Agitated: Y N
- Unresponsive: Y N
- Nonverbal: Y N
- Inappropriate Touching: Y N
- Stereotypical Behaviors: Y N
- Frequent Redirection: Y N
- Distractible: Y N
- Interrupts repeatedly: Y N
- Inappropriate Vocalization: Y N
- Stereotypical Vocalization: Y N
- Unintelligible Speech: Y N

### A. Orientation

<table>
<thead>
<tr>
<th><strong>1. Response to Greeting</strong></th>
<th><strong>Appropriate</strong></th>
<th><strong>Inappropriate/None</strong></th>
<th><strong>Total</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>2. Provides I.D.</strong></th>
<th><strong>Full/Independ.</strong></th>
<th><strong>Partial/Cued</strong></th>
<th><strong>Wrong or N/R</strong></th>
<th><strong>Total</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Phone Number</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Contact Name</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Contact Number</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>3. Follows Direction</strong></th>
<th><strong>Independent</strong></th>
<th><strong>Cued/Repeated</strong></th>
<th><strong>Physical Prompt</strong></th>
<th><strong>Total</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Come with arrows</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>sit</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>4/32. Monitors time</strong></th>
<th><strong>Independ./Accur.</strong></th>
<th><strong>Cued Correct or Indep./Delay.</strong></th>
<th><strong>Perseverates or Incorrect</strong></th>
<th><strong>Total</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(ignore 1 early response)</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>33. Back to Waiting Room</strong></th>
<th><strong>Independ./Accur.</strong></th>
<th><strong>Cued</strong></th>
<th><strong>&gt; 1 Prompt</strong></th>
<th><strong>Total</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**COUNT A**
## B. Simple Trip

<table>
<thead>
<tr>
<th>Step</th>
<th>Initial</th>
<th>Retrain</th>
<th>Fail</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Bus Stop</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>6. Bus</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>7a. I.D. Drive</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>7b. Show Pass</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>8a. I.D. Stop</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>8b. Ring Bell</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>9. Learns Route</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step</th>
<th>Pass</th>
<th>Fail</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Bus</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>11a. I.D. Drive</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>11b. Show Pass</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>12a. I.D. Stop</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>12b. Ring Bell</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>13. Learns Route</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

A-2
<table>
<thead>
<tr>
<th>C. Travel Skills</th>
<th>Spontaneous Corr.</th>
<th>Incorrect/None</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Seat Selection</td>
<td>a 1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>b 1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>c 1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>d 1</td>
<td>0</td>
</tr>
<tr>
<td>15. Sitting</td>
<td>a 1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>b 1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>c 1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>d 1</td>
<td>0</td>
</tr>
<tr>
<td>16. Stranger</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>17. Clothes</td>
<td>a 2</td>
<td>Inadequate 0</td>
</tr>
<tr>
<td></td>
<td>b 2</td>
<td>0</td>
</tr>
<tr>
<td>18. Wait at Stop</td>
<td>Spontaneous 2</td>
<td>Incorrect/Name 0</td>
</tr>
<tr>
<td>19. Crossing</td>
<td>a 2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>b 2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>c 2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>d 2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>e 2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>f 2</td>
<td>0</td>
</tr>
<tr>
<td>20. Lost on bus</td>
<td>Adequate/Spont 2</td>
<td>Cued 0</td>
</tr>
<tr>
<td></td>
<td>Inadequate 0</td>
<td>Total</td>
</tr>
<tr>
<td>21. Where to get help</td>
<td>a 2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>b 2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>c 2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>d 2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>e 2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>f 2</td>
<td>0</td>
</tr>
<tr>
<td>22. Ask for help</td>
<td>Spontaneous 4</td>
<td>1 Cue 2, &gt;1 Cue 1, Inadequate 0</td>
</tr>
<tr>
<td>COUNT C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL COUNT</th>
<th>A+B+C</th>
<th>A+B+C Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Complex Trip</td>
<td>Initial</td>
<td>Retrain</td>
</tr>
<tr>
<td>23. Transfer Stop</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>24. Transfer Bus</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>25. Transfer Deboard</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Transfer Chain  
Chain  
26. 1st bus | 4 |
27. 1st deboard | 4 |
28. Route | 4 |
29. Transfer Stop | 4 |
30. Transfer Bus | 4 |
31. Transfer Deboard | 4 |

COUNT D  
Total D  
Grand Total
TABLE OF CONTENTS

Introduction ...........................................................................................................................................1
  Purpose .............................................................................................................................................1
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  Environmental Barriers ...............................................................................................................4
  Personal Barriers .........................................................................................................................6

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Appendix II: FORM B - Orientation & Mobility Instruction History
Appendix III: FORM C - Environmental Analysis Checklist
Appendix IV: FORM D - Barrier Identification Summary/Eligibility Decision
Appendix V: FORM E - ACCESS Trip Appeal Procedure
Appendix VI: AER Recognized University Orientation and Mobility Training Programs
Appendix VII: ACCESS’s Personal Assistant Certification Form
INTRODUCTION

PURPOSE OF GUIDELINES

The purpose of the following guidelines is to enable paratransit systems to identify those transit routes within their communities which contain environmental barriers for persons with a visual disability. These barriers make independent travel dangerous or impossible. Paratransit services are provided to travelers with visual disabilities along these identified transit routes because a combination of a barrier in the environment and the traveler's disability prevents independent travel. One of the goals of this project was to demonstrate that it is possible to accurately identify most of the barriers.

SUMMARY OF ELIGIBILITY PROCESS

This eligibility model begins by granting Conditional eligibility to all applicants who meet the criteria of legal blindness and can provide a current visual acuity statement. Eligibility is then determined on a trip-by-trip basis. Many persons with visual disabilities are capable of using some fixed transit routes safely and independently. However, certain features of the environment constitute barriers for even the most experienced travelers. These barriers prohibit safe travel along certain routes. Paratransit trips are provided only along routes which contain one or more environmental barriers.

The assessment tool focuses on identifying potential barriers along fixed transit routes. The process for identifying barriers involves collecting input from three sources:

1) The **applicant** - input from the applicant regarding his/her travel abilities, mobility training, needs and concerns about travel along particular transit routes.

2) The applicant's **Orientation & Mobility (O&M) Specialist** - input regarding the applicant's abilities/needs in the areas of bus travel, street crossings and related skills.

3) An **environmental analysis** conducted by paratransit staff - a detailed analysis of the bus stop area, travel path between the applicant's residence and destination(s) and street crossings encountered along the route.

After reviewing the application and the report from the O & M Specialist, paratransit staff determine if any barriers are indicated. Next, paratransit staff reviewing the case complete an "on the street" evaluation of barriers using the Environmental Analysis Check List. If one or more barriers exist, the client is eligible for paratransit services along these specific routes.
STEP BY STEP PROCESS USED TO DETERMINE ELIGIBILITY

STEP 1: Person with visual disability contacts paratransit system to request services.

STEP 2: Application is sent to applicant. (Form A - Application)

STEP 3: Information is collected from applicant's eye care practitioner to verify legal blindness.

STEP 4: If legally blind, applicant is granted Conditional Eligibility.

STEP 5: Orientation & Mobility Instruction History is sent to applicant's Orientation and Mobility Specialist, if instruction was provided. (Form B - O & M Instruction History)

STEP 6: Barriers from both the application and the O & M Instruction History are noted on Form D. (Form D - Barrier Identification Summary/Eligibility Decision)

STEP 7: Routes/street crossings/bus stops which need to be analyzed for the presence of environmental barriers are identified.

STEP 8: Paratransit staff analyze all route barriers (Form C - Environmental Analysis) by conducting an "on the street" look at fixed transit routes from the starting point to the destination.

STEP 9: Information from Environmental Analysis is noted. (Form D - Barrier Identification Summary/Eligibility Decision)

STEP 10: Eligibility decisions are made on a trip-by-trip basis based on identified barriers.

STEP 11: Applicant is informed regarding eligibility decisions.

STEP 12: Applicant is notified of right to appeal eligibility decisions for specific trips.
Persons with visual disabilities can learn mobility techniques which enable them to travel safely, efficiently, and independently within the community. University trained Orientation and Mobility (O & M) Specialists are certified to provide instruction to persons with visual disabilities. They are certified by the Association for Education and Rehabilitation of the Blind and Visually impaired (AER). A list of AER recognized university O&M training programs can be found in the Appendix. O & M Specialists teach on an individualized, one-to-one basis, following a specific training curriculum and utilizing travel techniques designed to enhance the traveler's safety. After an O & M assessment is conducted, instructional goals specific to each individual are selected. Instruction in the use of public transportation may be part of an individual's training.

Some persons who are visually disabled are totally blind, relying upon a long cane, sighted guide or dog guide as a travel tool. These individuals use tactual landmarks and auditory input to direct their travel. When riding a bus, they may ask the driver to identify the bus route to help them find an empty seat, and to announce their exit stop. When crossing streets, persons who are totally blind may use the sound of traffic to determine when it is safe to cross and to guide them straight across the street to the opposite corner. For example, the individual may begin crossing when she/he hears the surge of traffic on the parallel street (indicating that the light has turned green). Some persons are taught to ask other pedestrians to assist them when crossing streets, finding the right bus, locating rooms within a building, etc.

Other persons who are visually disabled are not totally blind, relying on limited vision or optical aids as travel tools. These individuals may be able to see some traffic lights, bus numbers, and visual landmarks under certain conditions. Their ability to see is greatly affected by illumination, viewing distance, and the size of the object being viewed. For example, a traveler who has difficulty with glare may not see as well on a sunny or bright snowy day.

O&M Specialists are trained to analyze the physical environment in order to select the safest route of travel, to identify barriers, to familiarize travelers to routes, and to select the best place to teach/practice specific mobility skills. When selecting a walking route between the bus stop and the destination, factors such as total distance, presence of good sidewalks, type of streets to be crossed, number of changes of direction, presence of barriers, and the traveler's skills are considered. In most instances, the bus route which has a drop-off point closest to the traveler's destination is optimal.

Persons with visual disabilities who have had mobility training are often very independent travelers, but need paratransit under certain circumstances. Other persons with visual disabilities are either newly blind and have not yet had the opportunity to be mobility trained, have another accompanying disability which makes learning independent travel difficult, or have had limited success in mobility training.

Many persons with visual disabilities travel independently only along memorized routes they use frequently. They receive instruction with repeated practice prior to traveling these routes alone.
safely. These persons usually do not go to new places alone for the first time. Being unfamiliar with an environment may be a barrier for some persons. This is more likely for persons who are totally blind, persons who have an additional disability, or persons with poor orientation and/or travel abilities. In some instances, obtaining directions may enable the traveler to try a new route on his/her own. In other cases, the person with the visual disability must physically walk along the route with a sighted person or O&M Specialist familiarizing the traveler to the route prior to any safe, independent travel. Thus, transit systems may wish to consider offering a paratransit ride the first time a traveler goes to a new destination.

Persons with visual disabilities may or may not be able to read bus route number/names, to find a seat on the bus, and to locate their desired stop without assistance. The Americans with Disabilities Act (ADA) specifies that transit drivers announce bus route names and numbers, help persons with disabilities locate an empty seat, and announce major stops as well as those requested by the rider. These accommodations enable many more people with visual disabilities to independently use fixed route public transportation.

ENVIRONMENTAL BARRIERS

Despite the accommodations mandated by the ADA, some individuals are not able to travel along some fixed transit routes alone. There are certain environmental conditions which may prove hazardous to persons with visual disabilities. In some instances, even with O&M instruction, the environment prohibits the traveler from using a particular transit route, crossing a particular street, or finding and waiting at a particular bus stop.

The best person to determine whether or not environmental barriers exist along a specific route are university trained, professionally certified O&M Specialists. These specialists are trained to analyze the environment in order to identify barriers. Due to the wide range of travel abilities in this population, what may be a barrier for one person may not be a barrier for another.

It is the relationship between the environment and the traveler's abilities which defines a particular environmental feature as a barrier. For example, consider a route which involves crossing a wide street which has a short traffic light cycle. Some persons with visual disabilities may walk quickly enough to make it across the street safely, while others may not. This situation constitutes an environmental barrier for the slower traveler because the traveler's safety is jeopardized. Again, the O&M Specialist who evaluates and/or teaches a particular individual is in the best position to give input regarding whether or not a particular fixed bus route can be negotiated safely without assistance.

Due to a variety of visual functioning and travel abilities, this population is quite diverse. However, some general guidelines for identifying environmental barriers may prove useful to paratransit systems in their efforts to determine eligibility for individuals with visual disabilities. The following situations will, in most cases, be barriers to independent travel:
Bus Stop Barriers

1. Lack of a detectable landmark or physical indicator to mark the bus stop.
2. Standing to wait for bus too close to moving vehicles (ex. along a busy road without sidewalks less than 5 feet from traffic).
3. Bus stop area covered or blocked by snow, ice, or construction.
4. Temporary relocation of bus stop.

Route Barriers

1. No sidewalks or well defined path of travel.
2. Construction which involves blocking off part of a sidewalk.
3. Very poor quality sidewalk -- broken, disintegrated, numerous level changes, highly irregular surface, etc.
4. Crossing a large parking lot which has no sidewalk or reference point (to arrive at destination).
5. Snow, ice, or vegetation on sidewalk or travel path.
6. Poorly lit travel path - no street lights, etc.
7. Travel path has obstruction(s) at head or chest level.

Street Crossing Barriers - At Intersections

An intersection denotes a place where two (or more) streets intersect. By definition, all intersections have some type of traffic control (stop sign(s), traffic light, yield sign, pedestrian controlled signal, etc).

1. Wide street with a short traffic light cycle.
2. Intersection in which heavy traffic continues to turn into traveler's path throughout light cycle.
3. Lack of an easily detected signal which indicates when it is safe to cross.
4. Corners are offset (not in alignment) so that it is difficult to locate the desired corner after crossing.
5. Crossing street where there is a posted NO PEDESTRIAN CROSSING sign.
6. No difference in the texture, slope/level, and/or contrast/color between the end of the block and the beginning of the street.
7. Frequent background noise near intersection which is so loud it blocks the blind traveler from hearing vehicles and/or pedestrian auditory signals. (ex: airport, manufacturing).
8. Crossing a street which has a moderate or heavy flow of traffic at time of crossing and NO traffic control.

Street Crossing Barriers - At Mid-block Crossings
A mid-block crossing denotes crossing a street/road in an area which does NOT have a crosswalk nor is near an intersecting street. There is NOT a traffic control device as this is not typically an area in which persons cross the street. Travelers cross when there is NO traffic nearby.

1. Crossing a street which has a moderate or heavy flow of traffic at the time of crossing. (and no traffic control)
2. Crossing near sharp curve in the street/road or other situation which makes traveler poorly visible to drivers.
3. In area without sidewalk(s), while waiting to cross traveler must stand to close to moving vehicles. (defined as less than 5 feet from traffic)
4. Crossing street/road which has a high speed of traffic. (MAY be defined as more than a 25 mile per hour speed limit).
5. Crossing a WIDE street/road (more than two lanes wide) which has moderate to heavy traffic at time of crossing.
6. No difference in texture, slope/level, and/or color/contrast between the end of the berm and the beginning of the street.
7. Frequent background noise near the crossing that is so loud it blocks the traveler from hearing vehicles.

PERSONAL BARRIERS

Some individuals with visual disabilities have additional impairments which prevent them from using transit systems independently. These additional disabilities may make it difficult or impossible for persons to acquire the travel skills necessary to be considered community mobile. Some of these conditions, such as a severe hearing impairment, may be permanent. Consider any personal barriers which are noted on either the application or the report from the applicant's O&M Specialist when making decisions regarding paratransit eligibility. In many cases, these applicants may be eligible for paratransit services for all or most trips.

Personal Barriers

1. Slow speed of travel
2. Additional disabilities (hearing, physical, cognitive).
3. Vision which is affected by changes in illumination.
4. Lack of availability of O&M instruction or not yet completed mobility instruction.
5. Poor orientation abilities (frequently disoriented, difficulty following directions, etc).
DIRECTIONS FOR CONDUCTING ENVIRONMENTAL ANALYSIS

SELECTION OF TRANSIT ROUTES TO BE ANALYZED

Routes with barriers identified by either the applicant or the applicant's O&M Specialist need to be analyzed. Analyze routes for which applicant is not aware of barriers and/or an O&M Specialist's input is unavailable. Environmental features which will need to be evaluated include:

1. Route from applicant's residence to inbound bus stop
2. Route from inbound bus exit to destination
3. Route from destination to outbound bus stop
4. Route from outbound bus exit to applicant's home
5. Immediate area near bus stops
6. Streets crossed along all routes of travel

Route refers to the travel path (sidewalk, edge of road, etc.) between two points of travel.

PROCEDURE

Identify all barriers stated on the application form (A) and on the O&M Instruction History (form B). Contact the transit authority for bus route maps, location of relevant bus stops, and schedules. Analyze the transit route which takes the rider closest to the destination, requiring the least amount of walking.

Stand at the bus stop, walk along the route, and cross the streets the applicant will travel between his/her starting point (often his/her residence) and his/her destination. Complete Form C - Environmental Analysis Checklist during your inspection of the trip. It is best if the trip is analyzed in the correct sequence (starting point of destination). As soon as one environmental barrier is noted, analysis of the trip may be stopped. There is no need to evaluate the entire trip unless time permits or paratransit staff feel the additional information will be useful as other applicants may travel portions of this same route.

Transfer the information gathered from the applicant, O&M Instruction History, and Environmental Analysis to Form D - Barrier Identification Summary/Eligibility Decision. When a barrier is noted, alternate transit routes should be evaluated. If no reasonable alternate route exists, paratransit eligibility is granted.

In addition to the Environmental Analysis, you may wish to use community resources to gather information. Some examples of potential information sources include traffic engineers, city planning, O&M Specialists, police departments, and frequent riders along specific routes, etc.
TIME

The Environmental Analysis must be conducted at the time of day the applicant is traveling. For example, if the applicant must arrive at work at 8:30 AM, paratransit staff should analyze the bus stops, route, and street crossings at the time the applicant would travel along this transit route. This enables the paratransit system to collect accurate information regarding the amount and flow of traffic which is typically present at the time the applicant is crossing the street.

ROUTE OF TRAVEL

If the applicant has not specified the exact route, analyze the walking route (between bus drop-off point & destination) that is the most direct and shortest. Walk along the route in both directions and look at the travel path. If there is NOT a sidewalk, note the width of the path. In most cases, the applicant will return to home via the same route but in the opposite direction (maybe on opposite side of street). Note any broken sidewalks, parked vehicles, debris, or other obstacles which force the traveler to walk out into the street in order to move around the obstacle. For travelers with functional vision, note the amount of lighting along the route.

STREET CROSSINGS

Determine whether each street crossing is at either an intersection (of 2 or more streets) OR at a mid-block crossing. Complete the appropriate section for EVERY street crossing along the route. You must make extra copies of the intersection questions for trips involving more than one street crossing. Stand at each intersection for several minutes to determine traffic flow, length of light cycles, amount of safe time for actual crossing, etc.

PARATRANSIT SYSTEM POLICIES

Paratransit systems should consider adopting the following policies when determining eligibility for persons with visual disabilities:

1. For travelers with "night blindness" or significantly reduced vision in dimly lit areas, eligibility is granted for all trips occurring between dusk and dawn.

2. The O&M Specialists' input takes priority. If the O&M Specialist reports a barrier, paratransit staff grants eligibility for this particular trip. There is no need to conduct the environmental analysis.

3. Eligibility is granted on all snowy and/or icy days for those clients who report these weather conditions are a barrier for them.

4. When a particular transit route contains a barrier, paratransit staff should identify and evaluate alternate transit routes.

NOTE: The process for appeals is included in the Appendix.
These additional procedures are also recommended:

1. For persons traveling along the same route, the transit route analyzed for one applicant may need to be analyzed again for the next application for the following reasons:
   a) If time has passed, the environment and/or the transit route may have changed.
   b) The applicant's travel abilities are different.

2. It is NOT the role of the paratransit staff person to teach applicants with visual disabilities how to travel in the community. This skill is best taught by certified O&M Instructors.

3. If reliable information about particular routes cannot be obtained, grant presumptive eligibility for the trip until such time as the information has been collected.
DESCRIPTION OF FORMS USED

FORM A - Application
Completed by the applicant. The paratransit system application addresses information about applicant's visual disability, current use of transit system, mobility instruction, travel abilities, applicant's perception of barriers along requested trips, and emergency contact.

FORM B - Orientation & Mobility Instruction History
Completed by applicant's O&M Specialist. Intended to obtain information about transit system instruction provided to applicant, applicant's travel abilities related to transit travel and street crossings, modifications needed by applicant to use transit system, and identification of environmental barriers along specific transit routes.

FORM C - Environmental Analysis Checklist
Completed by paratransit system staff. Used when evaluating specific bus stops, routes, and street crossings to identify barriers which prohibit safe travel. Intended to help staff focus on important environmental features and to serve as a means of recording information as they are inspecting the actual transit route(s).

FORM D - Barrier Identification Summary/Eligibility Decision
Completed by paratransit staff. Used to summarize information collected from applicant, O&M Specialist, and environmental analysis (Forms A, B and C). Barriers are identified for each specific transit route. Eligibility decisions are documented on this form.

FORM E - Trip Appeal Procedure and Form
To be used by individuals who wish to appeal the decision when told the paratransit trip requested does not meet the conditions of his/her eligibility.

A copy of each of these forms may be found in the Appendix.
SAMPLE CASE VIGNETTES

Traveler Who is Totally Blind

Traveler A is a 27 year old man who is totally blind. He received Orientation and Mobility instruction as a teenager and has been traveling independently throughout the community for years. He recently moved and needs to learn new bus routes. He selected a home near a bus line in a neighborhood with sidewalks. Although he will still be able to travel alone to most places, he reports there are environmental barriers along some bus routes. He includes the following information on his application:

1. To his doctor's office - must cross street at a dangerous intersection. Traffic always moves as there is a green arrow for right turn on red. The light is red on the 4 lane wide street being crossed for a very short time. The corners are not in a straight line from each other. The Environmental Analysis conducted by a paratransit staff member verifies this information.

   RECOMMENDATION - The applicant is eligible for this route due to street crossing barriers.

2. To the grocery store - must travel to a shopping plaza which is not directly on a bus line. The nearest stop is about 1/2 mile from the store. There is NOT a sidewalk along this busy 4 lane road. The berm of the road is only 2 feet wide and the road crosses a narrow bridge. Using the Environmental Analysis form, paratransit staff verified this information.

   RECOMMENDATION - The traveler is eligible for this transit trip due to barriers along the route.

3. To work - sidewalks along entire route, typical intersections with easily detected surges of parallel traffic, bus stop about 3 blocks from work.

   RECOMMENDATION - Not eligible for this trip.

Traveler with Visual Disability

Traveler B is a woman who is visually disabled due to Retinitis Pigmentosa. In addition to her visual disability, she is hard-of-hearing. Her visual functioning fluctuates radically, depending upon the amount of light available. During daylight hours she is able to see the colors of street lights, to avoid obstacles in her path of travel, and to find the correct bus and destination. Although she previously received instruction in the use of the long cane, she has not retained her skills as she has relied heavily upon her limited vision, never going out alone after dusk.

   At nighttime, on cloudy days, or in dark areas, she functions as a traveler who is totally blind. She sees traffic lights better at night, due to increased contrast. However, she cannot find the
right bus nor travel safely down the sidewalk without bumping into obstacles. Because she is hard-of-hearing, she cannot hear the driver call out the bus route numbers nor her bus stop. When she has asked other riders, she cannot consistently understand their verbal directions. She has been offered a better job but is reluctant to take it as it involves working two evenings a week. The route she must travel between the bus stop and her new office is poorly lit.

Her paratransit application states that her vision is much worse at night, she cannot see bus route numbers at night, and she has a severe hearing impairment. Her O&M specialist states she received training over 13 years ago. Because of the applicant's decreased vision and the length of time elapsed since training, the O&M specialist suspects at this time the client may no longer be a safe, independent traveler, especially in situations with dim lighting. Due to a waiting list, it will be several months until the applicant can receive additional mobility training.

RECOMMENDATION - To work - some days, must travel after dusk. Eligible for paratransit during hours when it is dusk before she must leave work due to route barrier of poor lighting. In addition, consider immediate unconditional eligibility for a limited duration, stipulating she must receive additional "refresher" orientation and mobility instruction to improve her travel skills. This training is readily available in her community, and the paratransit system assists in making a referral for this instruction.
FORM A

ADA PARATRANSIT APPLICATION - FOR A VISUAL DISABILITY

Please complete this application as thoroughly as possible and to the best of your ability. If there are questions you cannot answer, please call ACCESS (562-5353) for assistance before your appointment. In order to be considered complete, every question on the application must be answered. If you would like to complete the application by telephone, please call ACCESS (562-5353) for assistance.

The purpose of the application is to provide an opportunity for you to describe barriers in the environment or limitations you may have which prevent you from using PAT bus service. Tell us which places you are having trouble getting to, where you would like to go but cannot, and what prevents you from using the bus for these destinations. The more information you provide, the better ACCESS will understand your transportation needs and travel challenges.

Please Print:

Name________________________________________________Date of Birth __________________

Last     First

Address_____________________________________________________________ Apt. __________

City______________________________________________State_______ Zip Code _____________

Phone   (Home) ________________________________ (Work) ______________________________

I certify that the information provided in this application is true and correct.

_________________________________________________________________________________

Signature         Date

==============================================================================

To be completed if the applicant was helped by another person in the completion of the application.

Name _________________________________________Daytime Phone ________________________

Address __________________________________________________________________________

Relationship _________________________________________Date __________________________
PLEASE READ THE FOLLOWING STATEMENTS AND CIRCLE THOSE WHICH BEST DESCRIBE WHAT YOU BELIEVE IS YOUR ABILITY TO USE PAT BUS SERVICE BY YOURSELF. YOU MAY SELECT MORE THAN ONE:

1. I can use PAT bus service sometimes, but for certain trips either I have not been trained, or there are other barriers present.

2. I have a temporary disability which prevents me from getting to the bus stop. I will need ACCESS only until I recover.

3. I have an ambulatory disability which prevents me from boarding any PAT bus which is not accessible.

4. I have an ambulatory disability which prevents me from boarding even an accessible PAT bus without assistance.

5. I can never get to the bus stop by myself.

6. I have a cognitive disability which prevents me from remembering and understanding all I have to do to find my way to and from the bus stop and ride the bus. I don't feel that I can ever learn.

7. I have a cognitive disability which prevents me from remembering and understanding all I have to do to find my way to and from the bus stop, and ride the bus. I think that with training I can learn, but I don't know how right now.

8. I have a visual disability which prevents me from finding my way to and from the bus stop. I think that with training I can learn, but I don't know how right now.

9. I have a visual disability which prevents me from getting to and from the bus stop. I don't feel that I can ever learn.

10. I have a severe medical condition. My condition results in an impairment which makes it impossible for me to use PAT service.
11. I have an episodic disability. I can use the bus on those days when I am feeling well, but on "bad days", I can't make it to the bus stop,. or even get on the bus.
A. INFORMATION ABOUT YOUR DISABILITY AND MOBILITY DEVICES

Please attach a Visual Acuity Statement from your eye doctor to verify legal blindness.

1. Name of Eye Disease/Condition: ________________________________

2. My vision is worse during these conditions:
   ______ bright sunlight
   ______ dimly lit or shaded places
   ______ night time
   ______ see the same in different lighting conditions
   ______ I have no vision at all

3. My eye condition is considered to be:
   ______ stable
   ______ degenerative
   ______ other (please explain) ________________________________

4. Most often, I use the following mobility aids when I walk outdoors:
   ______ sighted (person) guide
   ______ dog guide
   ______ long white cane
   ______ optical devices (telescope, light, special glasses, etc.)
   ______ none of the above

5. I can easily see steps and curbs.      Yes      No      Sometimes

6. While waiting to board my bus, I can see bus route numbers on the buses.      Yes      No      Sometimes
7. I can find my destination without assistance.  Yes  No  Sometimes
INFORMATION ABOUT YOUR DISABILITY, CON’T.

8. My hearing is normal.  
   Yes  No  
   If NO, please describe your functional hearing problems. 
   ____________________________________________________________
   ____________________________________________________________
   a. I can easily hear the bus drivers’ voices when they:
      announce bus routes when I stand outside the bus  Yes  No
      announce bus stops when I am inside the bus  Yes  No
   b. I can hear traffic well enough to be safe crossing streets consistently.

B. INFORMATION ABOUT YOUR CURRENT USE OF LOCAL BUS SERVICE

1. What is the closest bus stop to your home? Please give exact location (Ex: Corner of 5th and Grant) ____________________________________________________________
   ____________________________________________________________

2. Which bus routes serve your neighborhood? __________________________________________
   ____________________________________________________________

3. Do you currently use the bus service?  Yes  No  
   a. Which bus routes do you use? (list all routes)
      ____________________________________________________________
      ____________________________________________________________
**INFORMATION ABOUT CURRENT BUS USE, CONT.**

b. Where do you go on the bus? (list all destinations)

____________________________________________________________________________
____________________________________________________________________________


c. Do you need the assistance of another person? (Circle one)

Always   Sometimes   Never

d. Can you walk to the bus stop without help?    Yes    No

e. How do you know when/where to get off the bus?

  _______ I ask the driver to announce my stop
  _______ I ask another passenger to help me
  _______ I can see my stop from inside the bus
  _______ Other - please explain: ____________________________

____________________________________________________________________________

4. When was the last time you used the bus service?______________________________

5. What is it about riding the bus that is the most difficult for you? (Ex: I can't find my stop, the bus moves before I am seated). Please list as many things as you can think of: ____________________________

____________________________________________________________________________
____________________________________________________________________________

6. What are the specific conditions of your disability which prevent you from using the bus? (Ex: I can't travel from the bus stop to my destination, it's difficult to find the right bus, etc.):

____________________________________________________________________________
____________________________________________________________________________
C. MOBILITY TRAINING

1. Have you ever received mobility training?  _____ Yes  _____ No
   If YES, by which agency were you trained? _________________________________________
   By whom? (Instructor’s name) ___________________________________________________
   When? _____________________________________________________________________

2. Did you receive instruction in bus travel?  _____ Yes  _____ No
   Did you successfully complete training?  _____ Yes  _____ No
   If YES, what route(s) did you learn? _______________________________________________
   __________________________________________________________________________
   What destinations did you learn? _________________________________________________
   __________________________________________________________________________
   If NO, do you think you would like to participate  _____ Yes  _____ No
   in mobility training?

D. TELL US ABOUT YOUR ABILITY TO TRAVEL

1. Can you walk outdoors alone?  _____ Yes  _____ No
   If YES, answer (a), (b), and (c). If NO, Skip to 2.
   a. On your own property?  _____ Yes  _____ No
   b. To places within same block of residence?  _____ Yes  _____ No
   c. To places farther away?  _____ Yes  _____ No
2. If NO, (don’t walk outdoors alone), why not? (check all that apply):

________ a. I have never been taught.

________ b. My neighborhood is too dangerous (crime, vulnerability).

________ c. I don’t want to go out alone.

________ d. Environmental barriers prevent me. (Ex: no sidewalks, very busy intersection, etc.)

________ e. Other - please explain __________________________________________

3. Can you cross streets without help?

   a. At quite streets with very little traffic? (stop signs or no traffic control)  _____ Yes  _____ No

   b. At traffic lights?  _____ Yes  _____ No

   c. At very busy intersections?  _____ Yes  _____ No

E. THE ENVIRONMENT AROUND YOUR HOME

How would you describe the terrain where you live? (Ex: very steep hill, long gradual hill, flat, etc.)

____________________________________________________________________________

Are there sidewalks at your residence?  _____ Yes  _____ No

How many steps are there at the entrance you use at your residence? __________
F. YOUR CURRENT TRAVEL

List your 3-4 most frequent destinations and how you get there now?

<table>
<thead>
<tr>
<th>Destination Address</th>
<th>Frequency of Travel</th>
<th>How you get there now</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

YOUR FUNCTIONAL ABILITY

Your answers to the questions in this section will help us better understand your functional ability in specific areas. For each question, circle one answer. Your answers should be based on how you feel most of the time, under normal circumstances, and whether you can perform this activity independently. Can You:

1) Walk up and down three steps if there are handrails on both sides?
   - Always
   - Sometimes
   - Never
   - Not Sure

2) Use the telephone to get information?
   - Always
   - Sometimes
   - Never
   - Not Sure

3) Travel one level block on the sidewalk if the weather is good?
   - Always
   - Sometimes
   - Never
   - Not Sure

4) If you are able to do this, how long does it take you?
   - Less than five minutes
   - Five to ten Minutes
   - Not Sure

5) Cross the street if there are stop signs or traffic controls?
   - Always
   - Sometimes
   - Never
   - Not Sure
YOUR FUNCTIONAL ABILITY, Cont.

6) When the weather is good, travel three level blocks on the sidewalk?

<table>
<thead>
<tr>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
<th>Not Sure</th>
</tr>
</thead>
</table>

7) If you are able to do this, how long does it take you?

<table>
<thead>
<tr>
<th>Less than ten minutes</th>
<th>Ten to fifteen minutes</th>
<th>Not Sure</th>
</tr>
</thead>
</table>

8) Wait ten (10) minutes at a bus stop that does not have a seat and a shelter?

<table>
<thead>
<tr>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
<th>Not Sure</th>
</tr>
</thead>
</table>

9) Find your own way to the bus stop, if someone shows you the way once?

<table>
<thead>
<tr>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
<th>Not Sure</th>
</tr>
</thead>
</table>

10) Are you currently able to travel by yourself?

<table>
<thead>
<tr>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
<th>Not Sure</th>
</tr>
</thead>
</table>

11) If you need assistance of another person, what do they do for you?

____________________________________________________________________________
____________________________________________________________________________

WEATHER RELATED CONSIDERATIONS

Does the weather affect your ability to use PAT bus service?  _____ Yes  _____ No

If you answered yes, please explain how:

____________________________________________________________________________
____________________________________________________________________________

____________________________________________________________________________
INFORMATION ABOUT ACCESSIBLE PAT BUS SERVICE

Traveling by PAT bus is a good transportation option for people who are able to use the bus. Even if you cannot ride the bus by yourself, you may want to consider using the bus if someone is going with you. PAT also offers special fare incentives to ACCESS riders using the bus - half fare all day. If you are certified to take a personal assistant on ACCESS, you can take someone with you on the bus at no extra charge.

If you’d like to try the bus with someone accompanying you one or two times to "show you the ropes," the ACCESS Travel Partner Program is for you. An ACCESS staff member will meet you, help you plan the most accessible route to get to the bus stop, and actually ride the bus with you to "show you the ropes."

If you are interested in more information about accessible PAT bus service, please check the items you would like to have sent to you:

_____ PAT's Fare Incentive Program       _____ PAT's Accessible Routes
_____ ACCESS Travel Partner Program     _____ Using PAT Customer Service

EMERGENCY CONTACT

May we have the name of someone you would like us to contact in case of an emergency? Please select someone who would not be riding in the vehicle with you.

Name ____________________________________________ Relationship____________________

Phone (Home) ________________________________ (Work)____________________________
The questions in this section are designed to give us a better understanding of your opinions about certain aspects of accessible fixed route bus service. Please read each question carefully and circle the number that indicates whether you agree, disagree, or are not sure.

<table>
<thead>
<tr>
<th>Agree = 1</th>
<th>Disagree = 2</th>
<th>Not Sure = 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>1. The bus system is too complicated for me to figure out.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. I've heard really good stories about PAT bus service from other people.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3. I'm not at all interested in using PAT bus service for my transportation.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4. I have to have a seat on the bus, and I'm afraid I won't get one.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5. Everyone on the bus will be inconvenienced since it takes me longer to get on. People will get angry.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6. Riding the bus makes me more vulnerable to crime. I'm afraid for my safety.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7. I think my neighborhood has good bus service.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8. I'm afraid I'll get off at the wrong stop.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>9. Arriving at my destination on time is not very important to me.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>10. Lower PAT bus fares compared to ACCESS are an incentive for me to ride the bus.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>11. Taking my trips by bus would take me too long.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>12. I'd have to get up earlier in the morning to use the bus, which would be a problem.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>14. I'm afraid I'll get on the wrong bus.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>15. If the bus moves before I'm seated, I'm</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
afraid I might fall.
FORM B -- ORIENTATION & MOBILITY TRAINING HISTORY

_____________________________ has applied for ACCESS. Please tell us a little about his/her current travel abilities (related to transit).

Agency ____________________________________________________________________________

Received Instruction from: ____________________________ to ____________________________

Approximate total hours of training: ____________________

O & M Instructor ______________________________________________________________________

BUS TRAVEL

1. Did you teach individual to use the bus system? _______ Yes _______ No

If NO. Skip to question #2

If YES. Answer following questions:

If YES. Answer following questions:

a. Was the training route specific? _______ Yes _______ No

b. Was the training successful? _______ Yes _______ No

If NO. Skip to question #2

If NO. Skip to question #2

If YES. Answer following questions:

a. Was the training route specific? _______ Yes _______ No

b. Was the training successful? _______ Yes _______ No

If NO. Skip to question #2

If NO. Skip to question #2

c. Which routes/destinations were mastered?

<table>
<thead>
<tr>
<th>Bus Route Number</th>
<th>Destination</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

d. Note any concerns you have regarding individual traveling independently via bus (ses).
2. Why was training in use of the bus service not provided? (check all that apply)

_______ Individual did not want to learn to ride a bus
_______ Individual's family/staff did not want client to ride bus
_______ Individual lacked prerequisite skills
_______ Environmental barriers along intended routes (explain) refer to question #5 below
_______ Other -- please explain _______________________________________________________
                                                                                       _______________________________________________________
                                                                                       _______________________________________________________

3. At this time, I feel the individual's travel abilities (with training) in regard to use of fixed route bus service best fit into the following category: (check only one)

_______ community mobile (all routes, all conditions)
_______ several transfer routes
_______ 1 specific transfer route
_______ several simple routes (no transfer)
_______ 1 specific simple route
_______ cannot ride independently on any bus route

4. What modifications (by bus system) would be required in order for individual to ride bus alone? (announce stops, don't pull out until individual is seated, assist individual in finding seat, etc.).
5. Note environmental barriers between bus stop/home/destination entrance that would prohibit client from traveling a route alone safely? (no sidewalks, complex intersection, cross parking lot, etc.). Please give bus route number.

6. Note personal barriers (poor balance in inclement weather, problems with attention to long routes, slow speed of travel, etc.) which would prohibit client from traveling a route safely.

7. Describe street crossing skills (at stop signs, traffic lights, etc.).

8. Other comments?

Mailing Address: ________________________________________________________________
______________________________________________________________

Phone: ___________________________ FAX: ________________________________

Completed by: ___________________________ Date: ___________________________
FORM C
FORM C -- ENVIRONMENTAL ANALYSIS

Completed by: _________________________________ Date: _____________________

Applicant's Name: ________________________________________________________

Starting Point: ___________________________________________________________

Destination: _____________________________________________________________

Transit Route Number/Name: _______________________________________________

Please note barriers reported on Form A - Application and Form B - O & M Training History. This will help you decide what environmental features need to be analyzed.

BARRIERS AT BUS STOP(S)

1. Barriers at bus stop(s) reported on application

2. Barriers at bus stop(s) reported by O & M Specialist:

ROUTE BARRIERS

1. Barriers identified along route on application:

2. Barriers identified along route by O & M Specialist:

STREET CROSSING BARRIERS

1. Street crossing barriers reported on application:
2. Street crossing barriers reported by O & M Specialist:

Circle portion(s) of route which need to be evaluated for barriers:

1. Route from traveler's residence to inbound bus stop
2. Route from bus exit to destination
3. Route from destination to outbound bus stop
4. Route from bus stop to traveler's home
5. Immediate waiting area near all used bus stops
6. All streets crossed along all routes of travel
7. All travel paths (sidewalks, edge of road, etc) along routes

Determine total number of bus stops, routes, and intersections which need to be analyzed. Assemble your worksheets in the same order as the trip. Number and give the exact location of every bus stop, route, street crossing in the sequence.
BUS STOP  #______  Location: ____________________________________________________________

1. What designates bus stop? (check all that apply)
   _____ sign on a pole   _____ bench
   _____ shelter          _____ none of the above

2. While waiting for bus, can applicant stand either
   YES _____ NO _____
   on a sidewalk or at least 5 feet away from moving traffic? If NO, please describe waiting area.

3. Is the bus stop area covered or blocked by any of
   YES _____ NO _____
   the following?
   Please check: _____ snow      _____ ice      _____ construction

4. Has this bus stop been temporarily relocated?
   YES _____ NO _____
   Explain:

=============================================================================
ROUTE # _____ From: ___________________________ to _____________________________

1. Is there a sidewalk along the entire travel path? YES _____ NO _____
   If NO
   a. Is there a defined edge along the street side? YES___ NO ___ Some___
      (curb, grass, change of texture, etc)
   b. Is there a defined edge on side away from street? Describe the travel path.
      YES___ NO ___ Some___

2. Does construction block off part of the sidewalk/path? YES _____ NO _____
   If YES. must traveler walk out into street? YES _____ NO _____

3. Is sidewalk relatively smooth and level? YES _____ NO _____
   If NO, please explain.

4. Must traveler cross parking lot which does not have a sidewalk leading to businesses? YES _____ NO _____

5. Is sidewalk/travel path covered with any of the following: YES _____ NO _____
   Check: ___snow ___ ice ___ heavy vegetation

6. The lighting along this path is best described as:
   _____ very well lit along entire path
   _____ well lit in most areas, with some areas dark
   _____ poorly lit along most of route

7. Are there any chest or head level obstacles on path? YES _____ NO _____
ROUTE # _____ From: _________________________ to _________________________

1. Is there a sidewalk along the entire travel path?  YES _____ NO _____
   If NO
   a. Is there a defined edge along the street side?  YES___ NO ___ Some___ (curb, grass, change of texture, etc.)
   b. Is there a defined edge on side away from street?  Describe the travel path.  YES___ NO ___ Some___

2. Does construction block off part of the sidewalk/path?  YES _____ NO _____
   If YES, must traveler walk out into street?  YES _____ NO _____

3. Is sidewalk relatively smooth and level?  YES _____ NO _____
   If NO, please explain.

4. Must traveler cross parking lot which does not have a sidewalk leading to businesses?  YES _____ NO _____

5. Is sidewalk/travel path covered with any of the following:  YES _____ NO _____
   Check: ___snow ___ ice ___ heavy vegetation

6. The lighting along this path is best described as:
   _____ very well lit along entire path
   _____ well lit in most areas, with some areas dark
   _____ poorly lit along most of route

7. Are there any chest or head level obstacles on path?  YES _____ NO _____
STREET CROSSINGS -- AT INTERSECTIONS  #: ________________________________

Location: ___________________________________________________________________________

Be sure to analyze intersection in same direction as applicant will be traveling along route.

1. Is the destination corner directly across from the starting corner? (i.e., are the corners in straight alignment?)
   If NO, please explain. YES _____ NO _____

2. Specify type of traffic control at street.
   _____ two way stop sign  _____ four way stop sign  _____ regular traffic light
   _____ complex traffic light (turn arrows, staggered lights, right on red, etc.)
   _____ no traffic control where traveler crosses

3. Describe amount of vehicular traffic at this street during the time person will be crossing this street.
   _____ very little traffic  _____ moderate traffic  _____ heavy traffic

4. PARALLEL street
   a. Which street is parallel to traveler? ________________________________
   b. Traffic moves in which direction(s) along this street? ________________________________
   c. How wide is this street (number of lanes)? ________________________________

5. PERPENDICULAR street
   a. Which street must traveler cross? ________________________________
   b. Traffic moves in which direction(s) along this street? ________________________________
   c. How wide is this street (number of lanes)? ________________________________

6. When crossing the street (at the safest time), which of the following conditions exists?
   a. All traffic is stopped          YES _____ NO _____
   b. Only parallel traffic moves    YES _____ NO _____
   c. Cars may turn in front of traveler's path    YES _____ NO _____

7. How does traveler know when to initiate his street crossing?
   _____ surge of parallel traffic  _____ audible signal
   _____ visible traffic lights or Walk/Don't Walk signals  _____ it's very difficult to tell when to cross
   _____ total absence of traffic
8. Approximately how long is the safe time period for crossing? _____ seconds

9. Is there frequent background noise which interferes with the traveler’s ability to hear traffic?
   YES _____  NO _____
   
   If YES, please explain.

10. Is there a curb which separates the end of the block from the street? YES _____ NO _____
    
    If NO, which of the following is present at the area where the end of the block meets the street?
    a. a distinguishable texture change YES _____ NO _____
    b. a distinguishable change in color/contrast YES _____ NO _____
    c. a distinguishable change in vertical level or slope YES _____ NO _____
    
    Other Comments About This Intersection:
FOR MID-BLOCK CROSSING - NOT AT A CROSSWALK #:_______________________________

Location: ______________________________________________________________________

1. Does the traveler cross when NO traffic is present? YES _____ NO _____
   If NO, explain how to identify safe time to cross street.

2. How many lanes wide is the street? ______________

3. Describe amount of traffic on this street during the time when traveler will be crossing it.
   _____ very little traffic
   _____ moderate traffic
   _____ heavy traffic

4. Approximately how long is the safe time period for crossing? ________seconds

5. What is the speed limit at crossing? _______________mph

6. If NO sidewalk, how far away is traveler standing from moving vehicles while waiting to
   cross street? __________ feet

7. Is the traveler highly visible to drivers while s/he is waiting to cross this street? If NO,
   explain why visibility is a problem. YES _____ NO _____

8. Is there a distinguishable change between the berm and the street/road? (this can be a
   change in color/contrast for VI persons, a texture change for blind persons, or a change in
   vertical level/slope for either persons). YES _____ NO _____

9. Is there frequent background noise which interferes with the traveler’s ability to hear traffic?
   If YES, please explain. YES _____ NO _____
FORM D
FORM D -- BARRIER IDENTIFICATION SUMMARY/ELIGIBILITY DECISION

Applicant: ______________________________________________________________________

Trip from: ______________________ to _____________________ via _____________________
          starting point       destination   route #

Please look at all of the bus stops, routes, intersections, and mid-block street crossings you analyzed. Summarize the information below. In each instance  YES = BARRIER and  NO = BARRIER FREE

BUS STOP BARRIERS

1. Barriers identified by environmental analysis:
   a. It is difficult to locate bus stop because there is no detectable landmark?   YES _____ NO _____
   b. Must person wait for bus too close to moving vehicles?   YES _____ NO _____
   c. Is there snow, ice and/or construction at the bus stop?   YES _____ NO _____
   d. Has the bus stop been temporarily located?   YES _____ NO _____

2. Should applicant be granted eligibility for this trip based on identified bus stop barriers?   YES _____ NO _____

ROUTE BARRIERS

1. Barriers identified by environmental analysis:
   a. Are there areas which do not have sidewalks nor well defined paths of travel?   YES _____ NO _____
   b. Is part of the sidewalk blocked from pedestrian travel due to construction and/or parked vehicles?   YES _____ NO _____

      If YES, when is completion date for construction? ___________________

   c. Is the sidewalk broken, disintegrated, has numerous level changes, highly irregular surface, etc.   YES _____ NO _____
d. Must applicant cross a large or busy parking lot? YES _____ NO _____

e. Is there snow, ice, and/or heavy vegetation along the travel path? YES _____ NO _____

f. For applicants with functional vision - are parts of the route poorly lit? YES _____ NO _____

g. Is there a chest or head level obstruction along path? YES _____ NO _____

2. Should applicant be granted eligibility for this trip based on identified barriers along the route? YES _____ NO _____

STREET CROSSING BARRIERS

1. Street crossing barriers identified during environmental analysis:

At Intersections

a. Is the light cycle so short that the traveler has insufficient time to cross street? YES _____ NO _____

b. Is traffic continually crossing traveler's path while s/he is in street? YES _____ NO _____

c. Is it difficult for the traveler to determine when to initiate the street crossing (due to lack of easily detected signal)? YES _____ NO _____

d. Are the corners offset (not in straight alignment)? YES _____ NO _____

e. Is there a NO PEDESTRIAN CROSSING posted for this street? YES _____ NO _____

f. Is it difficult to know when the traveler has reached the beginning edge of the street (by texture/color/level change)? YES _____ NO _____

g. Is there frequent background noise which prevents the traveler from hearing traffic? YES _____ NO _____

h. Is there a moderate or heavy flow of traffic on this street at the time the traveler will be YES _____ NO _____
crossing and NO traffic control?

At Mid-block Crossings

a. Is there a moderate or heavy flow of traffic on this street at the time the traveler will be crossing? (not a break in traffic for 5 or more minutes at a time?)

YES _____  NO _____

b. Are there obstacles (sharp curve in road, objects) which interfere with the driver's ability to see the traveler while s/he is waiting and crossing this street (poor visibility)?

YES _____  NO _____

c. If there is no sidewalk, must the traveler stand 5 feet or less to moving vehicles while waiting to cross street?

YES _____  NO _____

d. Is the speed limit on this street in area of crossing over 25 miles per hour?

YES _____  NO _____

e. Is this street more than 2 lanes wide with moderate r heavy traffic?

YES _____  NO _____

f. Is it difficult to tell where the berm ends and the beginning of the road/street begins?

YES _____  NO _____

g. Is there frequent background noise which prevents e traveler from hearing traffic?

YES _____  NO _____

2. Should applicant be granted eligibility for the trip based on identified barriers at street crossing(s)?

YES _____  NO _____

If a BARRIER or BARRIERS exist, list alternate transit routes which may be used to complete this trip.

FACTS ---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------Form D Page 3
ACCESS TRIP BY TRIP ELIGIBILITY

TRIP REQUEST REVIEW PROCEDURE

Individuals with Conditional eligibility for ACCESS request trips which are then screened to determine if the specific trip request meets the conditions of eligibility.

How to file an Appeal

People who are told that the trip they have requested is not an eligible ACCESS trip have the right to appeal a review of this decision. A Trip Request Review application form must be submitted. The application form is available in Braille, regular print or large print, or audio tape. The application form may be returned to ACCESS by mail, or assistance in completing the application over the telephone will be provided upon request. The completed Trip Request Review application must be received within fifteen (60) days of the initial trip request in order for the review to be considered. The completed application is forwarded to the Review Committee as soon as it is received.

The Review Committee

The Trip Review Committee is a group of three people whose function is to consider requests for reviews of specific trips which have been determined not eligible. The three members are: a mobility instructor; a CAT Steering Committee member and an ACCESS staff member not involved in the initial decision.

The Trip Review Committee, will have access to the applicant’s review application and any pertinent information from the original ACCESS application which will help the committee better understand the individual’s travel skills. The Committee will be permitted to contact the individual for additional information as needed. It will be the job of the Trip Review Committee to make a recommendation concerning the particular trip requested and to outline their decision as it relates to the eligibility criteria.

Notification of Final Decision

The individual will be notified of the Trip Review Committee’s final decision no more than five (5) working days from the date the application was received by ACCESS. If the Trip Review Committee has not made a final decision within this time, the applicant will be permitted to take the trip in question until the committee has notified the applicant of their final decision. Each specific trip will only be considered by the Trip Review Committee one time, unless the applicant can demonstrate that some condition of the trip has changed significantly.

For additional information or assistance, please call ACCESS at 562-5353.
FORM F
(Form F)
TRIP DENIAL - REQUEST FOR REVIEW

Name _____________________________________  ID Number ____________________________
Address ___________________________________  Daytime Phone _________________________
City _______________________________________  State ____  Zipcode  ____________________

Conditions of ACCESS Eligibility _______________________________________________________

ACCESS Trip Requested: _______________________________________________________________

Origin: ______________________________________________________________________

Destination: __________________________________________________________________

Trip Date and Times: __________________________________________________________

Corresponding PAT Bus Trip: _______________________________________________________

Please explain why you disagree with the decision, and what barrier prevents you from taking this trip on
a PAT bus.
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

I certify that the information provided is true and correct to the best of my knowledge.

__________________________________________     ________________________________
Date       Applicant’s Signature

If the applicant was assisted by someone else in the completion of this form, please complete the
following:

Name _____________________________________  Daytime Phone _________________________
Address __________________________________________________________________________

____________________________________    ___________________________________________
Relationship to Applicant    Signature
AER Recognized University Orientation and Mobility Training Programs
AER Recognized University Orientation and Mobility Training Programs

Dr. William H. Jacobson
Dept. of Rehabilitation Personnel Programs
2801 S. University Avenue
University of Arkansas at Little Rock
Little Rock, AR 72204

Mr. Purvis Ponder
Visual Disabilities
College of Education
Florida State University
Tallahassee, FL 32306

Dr. Diane Fazzi
Department of Special Education
California State University at Los Angeles
5151 State University Dr.
Los Angeles, CA 90032

Dr. Sandra Rosen
Department of Special Education
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

Dr. David L. Kappan
Division of Educational Studies
University of Northern Colorado
Greeley, CO 80639

Mr. Bob Bryant or Mr. Bill Bryan
SFA Station, Box 13019
Stephen F. Austin State University
Nacogdoches, TX 75962

Dr. Nora Griffin-Shirley
College of Education
Texas Tech University
Lubbock, TX 79409

Dr. William Wiener
College of Health and Human Services
3407 Sangren Hall
Kalamazoo, MI 49008-5111

Ms. Belinda Hawkins
Department of Educational Psychology, Counseling, and Special Education
Northern Illinois University
DeKalb, IL 60115-2867

Dr. Brad R. Walker
Department of Special Education
Education Bldg. 306
The University of Texas at Austin
Austin, TX 78712-1290

Dr. Annette Skellenger
Department of Special Education and Rehabilitation
College of Education
The University of Arizona
Tucson, AZ 85721

Dr. Kathleen Huebner
Department of Graduate Study in Visual Impairment
Pennsylvania College of Optometry
1200 W. Godfrey Ave.
Philadelphia, PA 19141-3399
PERSONAL ASSISTANCE CERTIFICATION

Name: _________________________________________________________ ID No. __________________________

Last       First       MI.

Address ___________________________________________________________ Apt. # _______________________

City

State

Zip Code

Home Phone: _______________________________ Work Phone: _______________________________

What is your disability?

________________________________________________________________________________________

What mobility equipment do you use?

________________________________________________________________________________________

I certify that I need the services of a personal assistant to make independent travel possible. A personal assistant is someone designated or employed specifically to assist me with the completion of at least one daily activity on a regular basis.

I will need a personal assistant _______ permanently or _______ temporarily or _______ occasionally. If temporary, provide expected duration ________________________________.

I certify that the information provided is true and correct.

Signature: ___________________________ Date: __________________________
Witness (if completed by some else):
___________________________________________________________
This concludes the FACTS Guidelines for Evaluating Environmental Barriers

Included in this Paratransit Eligibility evaluation program are:

<table>
<thead>
<tr>
<th>Doc No: 95-0086</th>
<th>FACTS: Guidelines for Production, Administration and Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doc No: 95-0087</td>
<td>FACTS: Development and Validation of a Functional Cognitive Test</td>
</tr>
<tr>
<td>Doc No: 95-0088</td>
<td>Guidelines for Evaluating Environmental Barriers</td>
</tr>
<tr>
<td>Doc No: 95-0130</td>
<td>Program Overview and sample session Videotape</td>
</tr>
<tr>
<td>Doc No: 96-0143</td>
<td>Photograph set as B&amp;W sample set to use as examples for local photo shoot or on Photo CD for use and replication as is.</td>
</tr>
</tbody>
</table>

The first four documents listed above are available for download as Microsoft Word Docs. from the Project ACTION WebPage at:

HTTP://www.projectaction.org
SURVEY - CURRENT PRACTICES AND SATISFACTION

ADA ELIGIBILITY DETERMINATION TECHNIQUES

Access Transportation System, Inc.
1996
This material was produced with assistance derived from Project ACTION of Easter Seals, through a Cooperative Agreement with the U.S. Department of Transportation, Federal Transit Administration.

This document is disseminated under sponsorship of Project ACTION of Easter Seals in the interest of information exchange. Neither Project ACTION, Easter Seals, nor the Federal Transit Administration assumes liability for its contents or use thereof. The contents of this report reflect the opinion of the author.
SURVEY - CURRENT PRACTICES AND SATISFACTION

ADA ELIGIBILITY DETERMINATION TECHNIQUES

Introduction

The purpose of conducting this national survey was to determine techniques currently in use by various transit properties for evaluating ADA eligibility. The survey, upon completion, was intended to provide sufficient data to compile current best practices from properties using a variety of techniques to determine eligibility, as well as representing the spectrum of large urban, small and rural transit authorities. In addition, every attempt was made to evaluate more "intangible" measure of effectiveness such as satisfaction, effectiveness and acceptance by the community.

Development of the survey instrument was a true collaborative effort between the Pittsburgh project team, the Multisystems team and the Steering Committee. From the outset each group had input into the development of the survey, which went through numerous preliminary versions before all properties involved agreed upon a draft that could be pretested on three properties. Multisystems, Inc. had the task of conducting the survey and compiling the information. The survey was completed in late 1994.

There was agreement from the beginning that the survey results would provide a "menu" of best practices, being careful to include a variety of processes including everything from pure self-certification to complete functional assessments for every applicant - and everything between. In addition, there was consensus that there should be no less than 12 final participants which should represent not only the variety of procedures, but also provide complete geographic representation of the country as well as including small to very large size systems.

The final survey instrument "paints a picture" of the following: respondent's service area; size of the community and the transit system; size of the paratransit program; ADA compliance in both fixed route and paratransit services; administration of the paratransit program; method of eligibility determination; trip by trip eligibility screening applications (if used); specific functional skills evaluated; details of any functional assessments or professional verification utilized; administration of the eligibility determination procedures; rates of certification and refusal; appeals procedures; cost and general satisfaction.

A pre-test was conducted on three properties, which included Worcester Regional Transit Authority, MA, Madison Metro, WI, and the Sacramento Transit Authority, CA. Based on the pre-test, the survey and the proposed list of target respondents was modified. The survey was sent out to thirteen transit properties spanning eleven states and ranging in size from a two vehicle operation to a 200 vehicle operation.
The respondents include:

<table>
<thead>
<tr>
<th>Agency</th>
<th>City, State</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPTA</td>
<td>PHILADELPHIA, PA</td>
</tr>
<tr>
<td>ACCESS</td>
<td>CINCINNATI, OH</td>
</tr>
<tr>
<td>FAST</td>
<td>FAYETTEVILLE, NC</td>
</tr>
<tr>
<td>OMNITRANS</td>
<td>SAN BERNARDINO, CA</td>
</tr>
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<td>METRO</td>
<td>SEATTLE, WA</td>
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<td>NEW JERSEY</td>
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<td>BRIDGEPORT, CT</td>
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<tr>
<td>NYCTA</td>
<td>BROOKLYN, NY</td>
</tr>
<tr>
<td>SUN METRO</td>
<td>EL PASO, TX</td>
</tr>
<tr>
<td>SUNLINE TRANSIT</td>
<td>THOUSAND PALMS, CA</td>
</tr>
</tbody>
</table>

This following represents a summary of the results of the survey responses received from these thirteen transit systems.

**Survey Process:**

To begin the survey, we contacted each potential respondent and explained the Project ACTION Survey and then asked if he/she would be willing to participate. The survey was faxed to those properties who agreed to participate so they could review the questions. Once the respondent looked over the questions, they were contacted again, usually within 3-4 hours, to determine the best procedure for collecting the information. In addition to filling out the survey, all participants were asked to share information on their existing certification form as well as other information pertaining to the certification process, such as the appeals process.

The survey process changed slightly from the anticipated approach. It was originally thought that this would be a telephone survey. However, only four respondents (El Paso, TX, Cincinnati, OH, Fayetteville, NC, and Santa Fe, NM) out of the thirteen were able to take the survey over the phone. Some respondents felt that since the survey would require gathering information from various departments or staff members, a phone survey was not feasible for them. Other respondents felt that a phone survey would be too time consuming. As an alternative, the survey was faxed to respondents to be completed and returned to us as soon as possible.

Once the survey was completed and returned, the information was reviewed and call backs to respondents were made to clarify survey responses that seemed questionable. Most properties were helpful with follow-up questions while other respondents were difficult to
reach and short on time. Nevertheless, information was gathered as much as participants were willing to offer or could gather. During the final conversation with each contact person, a mechanism was established for future contact and follow-up information as would become necessary.

Each session of the survey appears below with a summary of the responses. For the purposes of this memorandum the survey has been divided into five parts: Program Data; ADA Enhancements; Eligibility Determination; Certification Rates/Appeals; and Satisfaction Review. Since the responses varied greatly depending on what information they had available, there is discontinuity among the responses received. In addition, it seems that the reliability of information varies based on the source from which properties got it. For example, some of the respondents reported that they were providing only estimates on the questions related to program size, while others provided figures from their section fifteen reports for program size data. In some cases the figures represent the entire paratransit program instead of the ADA portion only.

Section One: Program Data -- size of paratransit program

The list of participants provided a good cross section of transit properties both geographically and by size of service area. A review of the program information provided by transit programs can be found in Exhibit I. The size of transit program service areas ranges between 56,000 for Wilmington, North Carolina to 7.3 million for New York City Transit Authority. The total trips served ranged from a low of 75,300 in New Jersey to a high of 1,430,000 in Philadelphia. Total fleet size ranges from two in Wilmington and Fayetteville, NC, to 312 in SEPTA, Philadelphia. Sun Metro of El Paso reported a 71% increase in ridership from 1993 to 1994 as a result of ADA service expansion. As a result, they are now struggling with scheduling problems caused by this dramatic increase in ridership. New Jersey reported they are experiencing a per passenger trip frequency which is twelve to thirteen higher than the estimates used from the FTA provided formulas.

Section Two: How each system is progressing with implementing ADA enhancements

Exhibit II illustrates how well each system is progressing with ADA service enhancements. On the question of wheelchair accessibility, the systems range in their levels of accessibility from 5% of the regular fixed route bus fleet (in Cincinnati, OH) being accessible, to 100% of the fleet (in Santa Fe, New Mexico). Systems whose fleets are not 100% accessible reported that they are, in some cases, augmenting service with their paratransit fleet. In other cases, a call-in system for people who use wheelchairs allows transit systems to be sure a lift-equipped vehicle is running on a particular route for a consumer request on a specific day. This seems to explain why systems such as Access in Ohio reported that 100% of their routes are accessible but only 5% of their fleet is accessible.

Ten of the thirteen respondents reported a system of 100% accessibility in the area of stop and route announcements, although at least two respondents admitted there was no
measure of compliance on this. For example, Greater Bridgeport Transit Agency reported that even though all buses are equipped with PA systems and drivers are required to make announcements, they are not all doing it. New Jersey Transit also reported a similar feeling where even though stop and route announcements are implemented everywhere, there is no measure of compliance. In the area of vehicle accessibility, all but two of the respondents reported being in total compliance with the types of vehicles they are operating.

Information on rail or subway systems was scarce since most if not all of the people contacted are specifically working in the area of paratransit of their property or their systems does not include a rail or subway system.

Seven of the thirteen transit properties reported being 100% in compliance with ADA service requirements. Three properties which reported not being in full compliance include: Cincinnati; Santa Fe; and Fayetteville, North Carolina. These properties cited compliance problems in the areas of capacity issues, service area, fares, driver training and vehicles.

Travel Training is provided by at least number of the respondents, although Cincinnati, Bridgeport, NYCTA and Seattle did not respond and some properties reported that they area planning to implement travel training soon. The manner in which mobility training is provided varies from, the transit agency doing it themselves, to local human service agencies who train their own staff to travel train clients. Cincinnati reported that its travel training is limited to a 90 minute session which explains what services are available and how to do certain things, such as transferring from one bus to another. In the case of Sun Metro in El Paso, even though staff does not provide travel training, transit does supply agency staff members and their clients with transit passes while they are travel training. In addition, the transit authority provides as much assistance as possible to educate the agency staff members who will be training clients.

Section Three: Eligibility Determination

From the survey responses there emerged six general types of ADA certification processes which are characterized below under one of two categories which were set forth in the survey. (See Exhibit III-A and III-B for a review of the Certification Techniques). If professional verification is utilized on an as needed basis, it was assigned to category one, Self Certification. In all cases, the Self Certification acts as a screen to see if further assessment of the applicant is needed. Self Certification with professional verification as needed was the prevalent type of certification.

Category two, Authorized Professional Verification includes all processes where professional verification is done on a 100% basis. Although Authorized Professional verification includes self certification as part of the certification process, (i.e., the applicant fills out a form) we elected not to refer to this as self certification since the form does not act as a screen but rather it is simply part of the application process. There were six
properties who reported using Authorized Professional Verification while the remaining seven were in the Self Certification Category.

The certification categories include:

**Category One: Self Certification**

1. Self Certification with Professional Verification as needed using In house assessment
2. Self Certification with Professional Verification as needed using a list of approved agencies
3. Self Certification with Professional Verification as needed using a person of applicant's choosing

**Category Two: Authorized Professional Verification:**

1. Professional Verification from person of applicant's choosing
2. Professional Verification from an approved list of agencies
3. In-House Assessment

Regarding the question of what eligibility is based on, three properties reported diagnosis of disability, eight properties reported functional capability, and two reported both diagnosis of disability and functional capability as being the basis of eligibility determination. Cincinnati was not very forthcoming with information since it is in the process of marketing its functional test sale to other properties.

Of the thirteen respondents only three of them have a defined functional test in their certification process. These properties include; Metro of Seattle, New Jersey Transit (NJT), and Access in Cincinnati. In the case of NJT only those persons who are physically impaired are subject to functional testing, while the other two properties include testing for all applicants. In the case of Cincinnati, staff tests for non-wheelchair applicants only. The applicants who use wheelchairs are only required to meet with in-house staff to verify they do in fact use a wheelchair.

**Seattle -- Functional Testing:**

Seattle uses a third party contractor (Evergreen Medical Center Transit Access Program) to conduct the functional test. The test is administered in borderline cases where the applicant is not definitive, or if the decision is appealed. Seattle has three in-house staff members who review the certification forms. If they are unable to make a determination on eligibility, the applicant is referred to a third party contractor. To date, Seattle has sent
2.8% of their 5,381 applicants to an outside contractor which has resulted in three appeals being filed out of 150 referrals.

Seattle reported that out of the 8,500 applications submitted during the past 2 years, only 160 have been referred to the third party contractor for functional testing, which is less than 2% of all applications.

Seattle reported using two types of testing; one for physically and visually impaired applicants and one for the cognitively disabled. Even though the form and test are very similar, there are additional questions for the cognitive testing including questions related to retention of route information, number recognition and orientation questions, such as, "what is your address?".

The physical test itself consists of a mock up of the front end of a bus with a fare box replica inside. The majority of tests are for physically and/or visually impaired persons. Included in the test are a variety of tests to measure a person's stamina and ability to go up and down a curb. Seattle reported sending all applicants who use wheelchairs to get measured as part of the application process. During the evaluation, staff members are monitoring the person and evaluating their capabilities.

Problems encountered with the testing include: very elderly people refuse to go to an outside contractor; the contractor has had serious financial problems; and they are not sure how well the process works for mental disorders. One example that was cited was screening people with multiple personalities; there is no way to know who they are screening on any given day. Another problem which was cited with the overall application process was that many of the applications come back incomplete and must be sent back to the client. Seattle reported that 6% of these applications are not resubmitted.

New Jersey Functional Testing:

The NJT certification process is unique from other reported techniques in that the applicant never fills out his/her own certification form. If a person wishes to get certified he/she contacts NJT, who in turn will set up an appointment with one of the nine agency sites (such as Independent Living Centers) under contract to NJT. NJT also provides the person with transportation to the agency site. Once at the agency site, the interviewer goes through all the questions with the applicant and makes an assessment. At the time of the interview, the applicant is allowed to bring a support person who may help with the questions if the applicant is unable to answer.

The functional testing is used only for applicants who use wheelchairs, and is also done by the agencies under contract to NJT. The test takes approximately twenty minutes. During the test, applicants are asked to negotiate a mock-up of a bus floor. The mock-up consists of an area which is comparable in size to the entrance way and securement area of a bus. The test is geared towards identifying several things including: will the wheelchair fit; will it
maneuver on the bus; does it have the turning radius needed to maneuver in this area; and
does the person have the dexterity to maneuver in this given area.

NJT reported that the only problem they seem to have with this functional test is that the
applicants are uncomfortable with the test. They seem to resent being tested and would
prefer to be taken at their word as to what their capabilities are. In the survey itself, NJT
reports difficulty with consistency of the interviewers at the agency level. There are
presently no requirements for interviewers other than to have good observation skills and
be able to interact well with people in order to elicit responses to questions on the
application form. NJT maintains a review process (similar to an employment interview) of
any potential interviewers being hired by the agencies. NJT is presently working on ways
to improve the interview process to make it more consistent throughout all agencies.

**Cincinnati Functional Testing:**

Cincinnati reported doing testing for 100% of the applicants except for people who use
wheelchairs. The test is performed by an outside contractor and typically takes 40
minutes. The test is fairly similar for all categories of disabilities, cognitive, visual and
physical. The screening process was developed by an Occupational Therapist. The test
includes cards that the workers/interviewers need to follow when administering the test.

Detailed information and test forms were not available since Cincinnati is preparing to
market and sell its functional test to other transit properties. Cincinnati reported that the
test has problems catching temperature sensitive disabilities, which are difficult to measure,
as well as accurately measuring and evaluating epileptics, who may go through the screen
without having a seizure. In addition, staff reported that children are also difficult to screen
because the contractor is not sure if it is the disability that prevents them from riding the
bus or their age.

**Section Four: Certification Rates/Appeals**

This section of the survey attempted to identify total clients certified both under ADA and
pre-ADA as well as denial rates for ADA applications. Details of the certification rates and
appeals is shown in Exhibit IV. Unfortunately, most of the respondents do not track the
information by type of disability, (including cognitive, visual, physical, multiple and
temporary disabilities) as was requested in the survey. The information received from the
three respondents who did provide this information (NYCTA, Cincinnati and Wilmington,
NC) indicates that the predominant category of ADA eligible riders are in the physically
disabled category while the smallest number are in the cognitively disabled category.

Of the thirteen properties, there are four who reported denial rates of 9% or higher,
including, NYCTA at 22%, Cincinnati at 20%, and NJT and Santa Fe at 9%. This could
mean that the certification process is very good or that there are larger numbers of people
applying who should not apply. These high rates of denial could also be attributed to the
type of certification technique used. With the exception of Santa Fe, these properties have
some form of in-house assessment as part of their certification process.
Seven of the thirteen respondents reported using a two step appeals process, four reported using a one step appeals process while one respondent reported using a three step process. In most cases the appeals process includes the local Advisory Committee of Disabled and Elderly Citizens who are already involved in the implementation of ADA services through the transit property.

Both Wilmington, NC and San Bernardino, CA reported a 5% denial rate with no appeals to date. Both El Paso, TX and Thousand Palms, CA reported a 1% denial rate with 0% and 50% of the denials being appealed, respectively. Three respondents reported a 25% reversal rate on appeals with New York City reporting a 50% reversal rate on appeals. It should be noted that these figures include applications where conditions were changed or added to the persons eligibility and not just applicants who were denied service altogether.

**Section Five: Overall Satisfaction with Certification Process**

The responses to the satisfaction questions along with application cost information can be found in Exhibit V. Based on the review of the satisfaction questions, most if not all properties are very satisfied with their certification process.

Question two, "How effective has the certification process been in controlling shedding?" -- received the lowest overall rating among respondents. Apparently most properties feel that they are being "dumped" on by various agencies. In fact, Santa Fe identified this as a significant problem and is in the process of trying to address it. San Bernardino, CA and NYCTA were two other properties who reported that agency shedding is a significant problem and an issue which the certification process is not addressing very well.

Question four, "How satisfied are you with the cost of your eligibility determination process?" -- was somewhat difficult for respondents to answer and several people felt it was not a question they could answer, either because they had no cost estimates or because they were not sure what the expected cost of the process should be, and therefore had nothing to measure it against.

**Summary:**

Included with this summary of survey responses are the surveys, ADA certification forms and other forms that were sent by the contact person at each property. Some of the information includes program brochures, appeals processes, functional testing forms and the like.
Hello, We're conducting a Project ACTION study to develop improved techniques for determining eligibility for complementary paratransit under the ADA regulations. We're just starting the study, and one of the first steps is to learn as much as we can about what techniques have been developed already, and how well they're working out. Could you tell me about your certification process? What I'd like to do is to first understand enough about your program to categorize it. Then, we may want to follow up with more detailed questions. To begin with, I'd like to structure my questions around three types of applicants: those with physical, visual, or cognitive disabilities. First, I'd like to ask you some questions about your service area.

Date:   __________________________________________________
Agency:  __________________________________________________
Respondent:  __________________________________________________
Title:   __________________________________________________

Involvement with ADA certification process:  __________________________________________________

Phone:  __________________________________________________
Fax:   __________________________________________________
Mailing Address: __________________________________________________
City, State, Zip: __________________________________________________
Service Area

Is your service area:

_____  Large urban
_____  Urban
_____  Small urban
_____  Suburban
_____  Rural

What is the total population of your service area? ______________________

How is your system progressing in implementing ADA required enhancements?

o Wheelchair accessible
   Buses   _____ % of _____ Buses
   Bus routes   _____ % of _____ Bus routes
   Rail stations   _____ % of _____ Rail stations

o Stop announcements
   Buses   _____ % of _____ Buses
   Bus routes   _____ % of _____ Bus routes
   Rail stations   _____ % of _____ Rail stations

o Route announcements
   Buses   _____ % of _____ Buses
   Bus routes   _____ % of _____ Bus routes
   Rail stations   _____ % of _____ Rail stations

o Tactile Warnings
   Buses   _____ % of _____ Buses
   Bus routes   _____ % of _____ Bus routes
   Rail stations   _____ % of _____ Rail stations

Is mobility training available?   _____ YES      _____ No

If yes, who provides the mobility training?   _____ Provider   _____ Transit Agency

What is the size of your paratransit Program:

<table>
<thead>
<tr>
<th></th>
<th>Daily, Monthly, or Annual</th>
<th>ADA Portion</th>
<th>Entire Portion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vehicles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vehicle hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trips</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating budget</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative budget</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Service Area (Cont.)**

What other paratransit services are provided if the above information is ADA service only?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

How many vehicles are in service?

<table>
<thead>
<tr>
<th>Lift-Equipped</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sedans</td>
<td>_____</td>
<td>_____</td>
<td>% of</td>
<td>_____</td>
<td>Total</td>
</tr>
<tr>
<td>Vans</td>
<td>_____</td>
<td>_____</td>
<td>% of</td>
<td>_____</td>
<td>Total</td>
</tr>
<tr>
<td>Small buses</td>
<td>_____</td>
<td>_____</td>
<td>% of</td>
<td>_____</td>
<td>Total</td>
</tr>
</tbody>
</table>

How is transportation Operated?

<table>
<thead>
<tr>
<th>Administration</th>
<th>Private for profit?</th>
<th>Private non-profit?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-house</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Contract</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Combination</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provider</th>
<th>Private for profit?</th>
<th>Private non-profit?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-house</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Contract</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Combination</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

Do you consider your paratransit program to be in compliance with ADA at this time?

_____ YES   _____ NO
Base of Eligibility Determination

Is the determination of ADA paratransit eligibility based on:

<table>
<thead>
<tr>
<th>Diagnosis of Disability</th>
<th>Functional Capability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive</td>
<td>_____</td>
</tr>
<tr>
<td>Visual</td>
<td>_____</td>
</tr>
<tr>
<td>Physical</td>
<td>_____</td>
</tr>
</tbody>
</table>

In the following questions, we distinguish self certification and authorized professional verification. For the purposes of this survey, the following definitions apply.

Self Certification:

a.) Individual Alone: The applicant, either by him/herself or with the assistance of another person completes a form which contains all of the information needed to determine eligibility.

This is in contrast to an application which requires some form of verification from a professional as backup. We define this as authorized professional verification.

Authorized Professional Verification:

a.) Person of Applicant's choosing: This application would be accompanied by some form of professional verification from a medical or rehabilitation professional. The transit authority may limit the types of professionals who may submit verification and may even design a form to be completed by the professional, but the professional is selected by the applicant.

b.) Person from an approved list: The applicant completes the same form, and may still be required to submit information regarding his/her disability from a medical or rehabilitation professional of his/her choice, but the assessment of functional ability is made by a more limited group of outside professionals or human service agencies authorized by the transit authority.

c.) In-House Assessment: The applicant must present himself/herself for an in-person assessment by transit agency or staff.
Basis of Eligibility Determination (Cont.)

Please summarize the techniques that you use for eligibility determination.

<table>
<thead>
<tr>
<th>Evaluation Supported by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self</td>
</tr>
<tr>
<td>Cert:(1)</td>
</tr>
</tbody>
</table>

- Cognitive: [ ] [ ] [ ] [ ] YES [ ] NO [ ]
- Visual: [ ] [ ] [ ] [ ] YES [ ] NO [ ]
- Physical: [ ] [ ] [ ] [ ] YES [ ] NO [ ]

** Defined Functional Test: A specific set of defined functional tests are performed to determine eligibility.

If any boxes in column 2 are checked, please complete the section on Self Certification. If any boxes in column 3 or 4 are checked, please complete the section on Authorized Professional Verification. If any Yes is checked in column 5, please complete the section on Functional Assessment.

In evaluating eligibility, what specific skills do you consider (e.g., ability to stand 10 minutes, ability to ask for help, etc.)

- Cognitive Skills (list) ____________________________
- Visual Skills (list) _______________________________
- Physical Skills (list) _____________________________

Is eligibility determined based on specific answers to specific questions?

_____ YES  _____ NO

Could you supply us with the "answer sheet" along with the certification forms?

_____ YES  _____ NO
Conditional Eligibility

Do you award ADA paratransit eligibility on a conditional basis?

_____ YES  _____NO

Do you or the contractor screen trips to make sure they meet trip specific conditions established through the eligibility?

SUBSCRIP.
ALL TRIPS  ONLY  YES  PLAN TO  NO

Cognitive
Visual
Physical

Is/will a determination of trip-by-trip eligibility based on (check as many as apply):

_____ Fixed route inaccessibility
_____ Whether or not the customer has been mobility trained for this trip
_____ Need for transit transfers
_____ Variable or episodic rider conditions, including post-treatment
_____ Origin/destination of trip
    _____ Terrain
    _____ Dangerous pedestrian traffic situation
    _____ Safety (crime)
_____ Time/season of year
_____ Time of day
_____ Certain months of the year
_____ Extremely hot days
_____ Extremely cold days
_____ Snow days

Who handles the reservations and scheduling?  _____ YOU  _____ CONTRACTOR

Ask either the following two questions as applicable:

Was the use of a private operator a consideration in deciding not to do trip-by-trip eligibility?

_____ YES  _____NO

Was the decision to do trip-by-trip eligibility a consideration in deciding not to have a private operator handle reservations?

_____ YES  _____NO
**Self Certification**

In conjunction with the self certification of eligibility, is the applicant required to submit a statement from his/her own physician or social worker?

1. **Cognitive**
   - YES, ALWAYS
   - NO
   - YES, IF ________________
   - _____ PHYSICIAN _____ SOCIAL WORKER _____ OTHER

2. **Visual**
   - YES, ALWAYS
   - NO
   - YES, IF ________________
   - _____ PHYSICIAN _____ SOCIAL WORKER _____ OTHER

3. **Physical**
   - YES, ALWAYS
   - NO
   - YES, IF ________________
   - _____ PHYSICIAN _____ SOCIAL WORKER _____ OTHER

In the statement submitted by the applicant’s own physician or social worker based on medical records which document the medical condition or on functional questions?

- Medical Records
- Functional questions
- Functional questions related to transit

Who provides the verification form?

- Transit Agency
- Physician/agency professional
Authorized Professional Verification

If you do use professional verification, who does the verification?

<table>
<thead>
<tr>
<th>Method</th>
<th>Cog</th>
<th>Vis</th>
<th>Phys</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-person interview with in-house staff</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>In-person interview with contract staff</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>One designated community agency</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>An approved list of authorized agencies</td>
<td>___</td>
<td>___</td>
<td>___  (cite examples)</td>
</tr>
</tbody>
</table>

When do you use professional verification?

<table>
<thead>
<tr>
<th>Condition</th>
<th>Cog</th>
<th>Vis</th>
<th>Phys</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of the time</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Only for borderline cases or where the application is not definitive.</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>On a _____% sample basis</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Only if the decision is appealed</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Other</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>No verification</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

Is this verification based on medical records or a series of functional questions?

<table>
<thead>
<tr>
<th>Type</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Records</td>
<td>___</td>
</tr>
<tr>
<td>Functional questions</td>
<td>___</td>
</tr>
<tr>
<td>Functional questions related to transit</td>
<td>___</td>
</tr>
</tbody>
</table>

Who provides the verification form?

<table>
<thead>
<tr>
<th>Source</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Transit Agency</td>
<td>___</td>
</tr>
<tr>
<td>Physician/agency</td>
<td>___</td>
</tr>
</tbody>
</table>

If contractors are used for the assessment:

What training or qualifications must they have?

Who makes the final eligibility determination?
**Functional Assessment**

Does your assessment include a functional test?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Cognitive ___ ___
Visual ___ ___
Physical ___ ___

If you do use a functional test, who administers the test?

<table>
<thead>
<tr>
<th>Cog</th>
<th>Vis</th>
<th>Phys</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In-person interview with in-house staff ___ ___ ___
In-person interview with contract staff ___ ___ ___
One designated community agency ___ ___ ___
An approved list of authorized agencies ___ ___ ___ (cite examples)

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

When do you use a functional test?

<table>
<thead>
<tr>
<th>Cog</th>
<th>Vis</th>
<th>Phys</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

100% of the time ___ ___ ___
Only for borderline cases or where the application is not definitive. ___ ___ ___
On a _____% sample basis ___ ___ ___
Only if the decision is appealed ___ ___ ___
Other ___________________________ ___ ___ ___
No test

If contractors are used for the test:

What training or qualifications must they have?

_____________________________________________________________________

Who makes the final eligibility determination?

_____________________________________________________________________
Functional Assessment (cont.)

How long does the test take?

. Cognitive skills (list) ____________________________
. Visual skills (list) ____________________________
. Physical skills (list) ____________________________

In evaluating eligibility, what specific functional skills do you consider (e.g., ability to stand 10 minutes, ability to ask for help, etc.)?

. Cognitive ________
. Visual ________
. Physical ________

Detailed Follow-up Question(s) Describe the functional test

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

What problems have been encountered?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Certification Rates

The questions about certification are addressed specifically to your ADA program.

When did you begin your ADA certification process? _______________

How many persons have been certified under the ADA certification process?

Cognitive disabilities ________
Visual disabilities ________
Physical disabilities ________
Multiple disabilities ________
Temporary disabilities ________
TOTAL ________ (fill in if breakout figures are not available)

Do you plan to recertify current riders? _____ YES _____ NO

How many persons are certified under:

ADA? ________
Pre-ADA? ________
TOTAL ________

What percent of your ADA applications have been denied? ________%

What percent of your certified riders are eligible as:

Category 1 (can never use bus) ________%
Category 2 (route is not accessible) ________%
Category 3 (can not get to/from bus) ________%

What percent of your certified riders are eligible due to:

Cognitive disabilities ________%
Visual disabilities ________%
Physical disabilities ________%
Multiple disabilities ________%
Temporary disabilities ________%

What percent of your budget is used to provide service to people with:

Cognitive disabilities ________%
Visual disabilities ________%
Physical disabilities ________%
Multiple disabilities ________%
Appeals

What is your appeal procedure?  _____ One Step  _____ Two Step

Who hears appeals?________________________________________________

What percent of your denials are appealed?  _____% Of  _____ denials

What percent of your appeals are reversed?  _____% Of  _____ appeals

Overall Satisfaction with Certification Process

Please rate how satisfied you are with your certification process in the following respects:

How well it has been received by the community?

                  1  2  3  4
Least Satisfied  Most Satisfied

How effective the certification process has been in controlling agency shedding?

                  1  2  3  4
Least Satisfied  Most Satisfied

How effective it has been in screening only the truly paratransit eligible?

                  1  2  3  4
Least Satisfied  Most Satisfied

How satisfied are you with the cost of your eligibility determination process?

                  1  2  3  4
Least Satisfied  Most Satisfied

What is the average cost per application process?

In-house $ _______________
Contract $ _______________
Total $ _______________

We would appreciate it if you could provide copies of standard application forms that you use in your application process.

Thank you very much for your time and assistance.
EXHIBITS

EXHIBIT I  Program Review

EXHIBIT II  Review of ADA Service Enhancements

EXHIBIT III_a  Certification Techniques

EXHIBIT III_b  Certification Techniques

EXHIBIT IV  Certification Rates

EXHIBIT V  Overall Satisfaction with the Certification Process
# EXHIBIT 1
## Program Review

<table>
<thead>
<tr>
<th></th>
<th>Total Population</th>
<th>ADA Registrants</th>
<th>% Population Registered</th>
<th>% denied per application</th>
<th># Trips per Year</th>
<th># Trips Per year per pop.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wilimington TA -- NC</td>
<td>56,000</td>
<td>375</td>
<td>0.67%</td>
<td>5%</td>
<td>5,869</td>
</tr>
<tr>
<td>2</td>
<td>City of Santa Fe -- NM</td>
<td>108,000</td>
<td>500</td>
<td>0.46%</td>
<td>9%</td>
<td>100,000</td>
</tr>
<tr>
<td>3</td>
<td>Sunline TA-- CA</td>
<td>230,000</td>
<td>786</td>
<td>0.34%</td>
<td>1%</td>
<td>72,000</td>
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<tr>
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<td>Greater Bridgeport, CT</td>
<td>285,000</td>
<td>4,000</td>
<td>1.40%</td>
<td>3%</td>
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<tr>
<td>5</td>
<td>Hartline -- FLA</td>
<td>268,924</td>
<td>281</td>
<td>0.10%</td>
<td></td>
<td>13,596</td>
</tr>
<tr>
<td>6</td>
<td>FAST - NC</td>
<td>751,000</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>7</td>
<td>ACCESS -- OH</td>
<td>867,000</td>
<td>3,000</td>
<td>0.35%</td>
<td>20%</td>
<td>272,160</td>
</tr>
<tr>
<td>8</td>
<td>OmniTrans - CA</td>
<td>1,200,000</td>
<td>2,605</td>
<td>0.22%</td>
<td>5%</td>
<td>300,000</td>
</tr>
<tr>
<td>9</td>
<td>Metro - WA</td>
<td>1,588,000</td>
<td>5,381</td>
<td>0.34%</td>
<td>3%</td>
<td>406,000</td>
</tr>
<tr>
<td>10</td>
<td>SEPTA -- PA</td>
<td>3,700,000</td>
<td>3,600</td>
<td>0.10%</td>
<td>------</td>
<td>1,430,000</td>
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<tr>
<td>11</td>
<td>Sun Metro -- TX</td>
<td>5,500,000</td>
<td>5,854</td>
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<td>1%</td>
<td>225,700</td>
</tr>
<tr>
<td>12</td>
<td>New Jersey TA</td>
<td>unknown</td>
<td>340</td>
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<td>9%</td>
<td>105,000</td>
</tr>
<tr>
<td>13</td>
<td>NYCTA, NY</td>
<td>7,322,564</td>
<td>17,486</td>
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<td>22%</td>
<td>435,756</td>
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## EXHIBIT 1
Program Review (Continued)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th># Trips per year per registrant</th>
<th>Total # of vehicles</th>
<th># Vehicle Hrs per Year</th>
<th>Vehicle Hrs per Population</th>
<th>Operations budget per trip</th>
<th>Operations budget per vehicle hour</th>
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<tbody>
<tr>
<td>1</td>
<td>Wilmington TA -- NC</td>
<td>16</td>
<td>2</td>
<td>1,912</td>
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<td>City of Santa Fe -- NM</td>
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<td>22</td>
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<td>$5.65</td>
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<tr>
<td>3</td>
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<td>92</td>
<td>16</td>
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<tr>
<td>5</td>
<td>Hartline -- FLA</td>
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<td>20</td>
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<td>$13.09</td>
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<td>4,016</td>
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<td>7</td>
<td>ACCESS -- OH</td>
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<td>30</td>
<td>159,120</td>
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<td>$9.19</td>
<td>$15.71</td>
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<td>OmniTrans - CA</td>
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<td>58</td>
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<td>$12.05</td>
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<tr>
<td>9</td>
<td>Metro - WA</td>
<td>75</td>
<td>111</td>
<td>--</td>
<td>--</td>
<td>$15.52</td>
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<tr>
<td>10</td>
<td>SEPTA -- PA</td>
<td>397</td>
<td>268</td>
<td>677,000</td>
<td>0.18</td>
<td>$7.69</td>
<td>$16.25</td>
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<td>11</td>
<td>Sun Metro -- TX</td>
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<td>64</td>
<td>91,773</td>
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<td>12</td>
<td>New Jersey TA</td>
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<td>35</td>
<td>92000</td>
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<td>$19.05</td>
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<tr>
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<td>25</td>
<td>159</td>
<td>227,498</td>
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## EXHIBIT II  Review of ADA Service Enhancements

<table>
<thead>
<tr>
<th>Category:</th>
<th>#1 SEPTA, PA</th>
<th>#2 Access, Cincinnati</th>
<th>#3 Fayetteville, NC</th>
<th>#4 Omnitrans-San Bernardino, CA</th>
<th>#5 Metro - Seattle, WA</th>
<th>#6 Hartline-Tampa</th>
<th>#7 New Jersey Transit</th>
</tr>
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<tbody>
<tr>
<td>A. WC Accessible:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buses</td>
<td>48%</td>
<td>5%</td>
<td>33%</td>
<td>100%</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Routes</td>
<td>35%</td>
<td>11%</td>
<td>100%</td>
<td>100%</td>
<td>91%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rail</td>
<td>unk</td>
<td>unk</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>B. Stop Announce.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buses</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Routes</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rail</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
<td>N/A</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>C. Route Announce.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buses</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Routes</td>
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<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rail</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
<td>N/A</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>D. Tactile Warnings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rail</td>
<td>unk</td>
<td>unk</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Subway</td>
<td>unk</td>
<td>unk</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>E. Vehicle Accessib.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sedans</td>
<td>20%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>unk</td>
<td>n/a</td>
<td>0%</td>
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<tr>
<td>Vans</td>
<td>44%</td>
<td>3%</td>
<td>75%</td>
<td>100%</td>
<td>unk</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Minibuses</td>
<td>36%</td>
<td>97%</td>
<td>100%</td>
<td>n/a</td>
<td>unk</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>F. Mobility Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Transit Agency</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>unknown</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>b) Provider</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Notes:**

1A: 100% of the bus routes are on an "on-call" system
7A: figures reported are as of 12/31/94
7B: PA system is used -- curb cuts are a major problem
9A: All routes have at least one accessible bus

---

**Legend:**

- **---** = information not given or not available
- **n/a** = does not have rail system
- ******** = Major Malls only
- **^^**=Upon Request Only
## EXHIBIT II  Review of ADA Service Enhancements (Continued)

<table>
<thead>
<tr>
<th>Category:</th>
<th>#9 Bridgeport, CT</th>
<th>#10 Wilmington, NC</th>
<th>#11 NYCTA</th>
<th>#12 Sun Metro -- El Paso</th>
<th>#13 Sunline -- Thousand Palms, CA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. WC Accessible:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buses</td>
<td>73%</td>
<td>73%</td>
<td>98%</td>
<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>Routes</td>
<td>16%</td>
<td>73%</td>
<td>-------</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Rail</td>
<td>N/A</td>
<td>-------</td>
<td>-------</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>B. Stop Announce.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buses</td>
<td>100%</td>
<td>100%</td>
<td>-------</td>
<td>^^^</td>
<td>100%</td>
</tr>
<tr>
<td>Routes</td>
<td>100%</td>
<td>100%</td>
<td>-------</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Rail</td>
<td>N/A</td>
<td>-------</td>
<td>100%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>C. Route Announce.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buses</td>
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<td>6-8%</td>
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<td>100%</td>
</tr>
<tr>
<td>Routes</td>
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<td>100%</td>
<td>-------</td>
<td>-------</td>
<td>100%</td>
</tr>
<tr>
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<td>N/A</td>
<td>-------</td>
<td>20-30%</td>
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<td>N/A</td>
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<tr>
<td>D. Tactile Warnings</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Rail</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Subway</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>E. Vehicle Accessib.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sedans</td>
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<td>n/a</td>
<td>unk</td>
<td>0%</td>
<td>n/a</td>
</tr>
<tr>
<td>Vans</td>
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<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Minibuses</td>
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<td>n/a</td>
<td>n/a</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>F. Mobility Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Transit Agency</td>
<td>Yes</td>
<td>No</td>
<td>Unknown</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>b) Provider</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

9B: Although buses are equipped with PA system and drivers are required to announce stops and routes, they are not necessarily doing it.

12B: Drivers will make announcements upon request by passenger. Drivers make announcements at all major transfer points automatically.
<table>
<thead>
<tr>
<th>Name of Transit Provider</th>
<th>Type of Certification</th>
<th>Eligibility based on:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metro Transit - Seattle, WA</strong></td>
<td>Self Certification with Professional Verification from a list of professionals approved by the TA</td>
<td>Functional Capability</td>
</tr>
<tr>
<td><strong>Greater Bridgeport, CT</strong></td>
<td>Self Certification with professional verification if needed (person of applicant’s choosing)</td>
<td>Functional capability &amp; Diagnosis of disability</td>
</tr>
<tr>
<td><strong>Omni Trans, San Bernardino, CA</strong></td>
<td>Self Certification with Prof Verification as requested -- (person of applicant’s choosing)</td>
<td>Functional Capability</td>
</tr>
<tr>
<td><strong>Wilmington TA, North Carolina</strong></td>
<td>Self Certification with Professional Verification (person of applicant’s choosing)</td>
<td>Diagnosis of disability</td>
</tr>
<tr>
<td><strong>HARTLINE, Tampa, FL</strong></td>
<td>Self Certification with Professional Verification - (from approved list of authorized agencies and/or doctors)</td>
<td>Diagnosis of disability</td>
</tr>
<tr>
<td><strong>SEPTA, Philadelphia, PA</strong></td>
<td>Self Certification with Professional Verification from a Transit Authority approved professionals</td>
<td>Functional Capability</td>
</tr>
<tr>
<td><strong>Santa Fe, NM</strong></td>
<td>Self Certification with Professional Verification as needed from a person of applicant's choosing</td>
<td>Functional Capability</td>
</tr>
<tr>
<td><strong>Sun Metro, El Paso, TX</strong></td>
<td>Self Certification with Professional Verification as needed from a person of applicant's choosing</td>
<td>Functional Capability</td>
</tr>
<tr>
<td><strong>Sunline Transit Agency, CA</strong></td>
<td>In House Assessment</td>
<td>Functional Capability</td>
</tr>
<tr>
<td><strong>FAST, Fayetteville, NC</strong></td>
<td>Self Certification with Prof. Verification as needed by person of applicant's choosing</td>
<td>Diagnosis of disability</td>
</tr>
<tr>
<td><strong>New Jersey</strong></td>
<td>In-House Assessment</td>
<td>Functional Capability</td>
</tr>
<tr>
<td><strong>NYC Transit</strong></td>
<td>Self Certification with In-House Assessment as needed</td>
<td>Functional Capability, Diagnosis of disability</td>
</tr>
<tr>
<td><strong>Cincinnati, OH</strong></td>
<td>Self Certification with In -house assessment</td>
<td>Functional Capability</td>
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### EXHIBIT III-B Certification Techniques

<table>
<thead>
<tr>
<th>SELF CERTIFICATION (VERIFICATION AS NEEDED)</th>
<th>PROFESSIONAL VERIFICATION</th>
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<tbody>
<tr>
<td><strong>Applicants' Choice</strong></td>
<td></td>
</tr>
<tr>
<td>Bridgeport</td>
<td></td>
</tr>
<tr>
<td>OmniTrans</td>
<td></td>
</tr>
<tr>
<td>Santa Fe</td>
<td></td>
</tr>
<tr>
<td>El Paso</td>
<td></td>
</tr>
<tr>
<td>Wilmington</td>
<td></td>
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</table>
### List of Approved Agencies

<table>
<thead>
<tr>
<th>Agency</th>
<th>Location</th>
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<tbody>
<tr>
<td>SEPTA</td>
<td>Tampa</td>
</tr>
<tr>
<td>NYCTA</td>
<td></td>
</tr>
<tr>
<td>Cincinnati</td>
<td>Thousand Palms</td>
</tr>
<tr>
<td>Fayetteville</td>
<td></td>
</tr>
</tbody>
</table>

### In House Assessment

<table>
<thead>
<tr>
<th>Agency</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>NYCTA</td>
<td></td>
</tr>
<tr>
<td>Cincinnati</td>
<td>Thousand Palms</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## EXHIBIT IV

Certification Rates

<table>
<thead>
<tr>
<th>Respondent:</th>
<th>Date started Certification</th>
<th>ADA Certification</th>
<th>% ADA Applications Denied:</th>
<th>% Denials Appealed:</th>
<th>% ADA Reversals:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Wilmington, NC</td>
<td>1992</td>
<td>375</td>
<td>850</td>
<td>1,225</td>
<td>5%</td>
</tr>
<tr>
<td>2 New York City</td>
<td>1993</td>
<td>17,486</td>
<td>11,203</td>
<td>28,689</td>
<td>22%</td>
</tr>
<tr>
<td>3 Thousand Palms, CA</td>
<td>Jun-93</td>
<td>786</td>
<td>------</td>
<td>786</td>
<td>1%</td>
</tr>
<tr>
<td>4 New Jersey</td>
<td>Dec-92</td>
<td>340</td>
<td>------</td>
<td>340</td>
<td>9%</td>
</tr>
<tr>
<td>5 Fayetteville, NC</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>6 Seattle, WA</td>
<td>1993</td>
<td>5,381</td>
<td>20,823</td>
<td>------</td>
<td>3%</td>
</tr>
<tr>
<td>7 Santa Fe, NM</td>
<td>1992</td>
<td>500</td>
<td>1,600</td>
<td>1,600</td>
<td>9%</td>
</tr>
<tr>
<td>8 Tampa, FL</td>
<td>1992</td>
<td>281</td>
<td>------</td>
<td>281</td>
<td>------</td>
</tr>
<tr>
<td>9 San Bernard., CA</td>
<td>1993</td>
<td>2,605</td>
<td>------</td>
<td>2,605</td>
<td>5%</td>
</tr>
<tr>
<td>10 Bridgeport, CT</td>
<td>1991</td>
<td>4,000</td>
<td>2,000</td>
<td>4,000</td>
<td>3%</td>
</tr>
<tr>
<td>11 Cincinnati, OH</td>
<td>1992</td>
<td>3,000</td>
<td>------</td>
<td>3,000</td>
<td>20%</td>
</tr>
<tr>
<td>12 El Paso, TX</td>
<td>1994</td>
<td>5,854</td>
<td>13,173</td>
<td>19,027</td>
<td>1%</td>
</tr>
<tr>
<td>13 SEPTA, PA</td>
<td>1993</td>
<td>3,600</td>
<td>20,000</td>
<td>23,600</td>
<td>Not available</td>
</tr>
</tbody>
</table>

**Notes on Appeals:**

1. SEPTA has had only two appeals
2. NYCTA figure on reversals includes changing or adding criteria
EXHIBIT V

Overall Satisfaction with the Certification Process

(1 Indicates least satisfied -- 5 indicates most satisfied)

<table>
<thead>
<tr>
<th>Question #1</th>
<th>Question #2</th>
<th>Question #3</th>
<th>Question #4</th>
<th>Cost Per application:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Wilmington, NC</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>2 NYCTA</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>--</td>
</tr>
<tr>
<td>3 Sunline, Thousand Palms, CA</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>4 New Jersey TA</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5 Fayetteville, NC</td>
<td>4</td>
<td>4</td>
<td>--</td>
<td>5</td>
</tr>
<tr>
<td>6 METRO, Seattle, WA</td>
<td>4</td>
<td>--</td>
<td>5</td>
<td>--</td>
</tr>
<tr>
<td>7 Santa Fe, NM</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>8 Hartline, Tampa, FL</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>9 Omnitrans, San Bernardino, CA</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>10 Bridgeport, CT</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>11 Access, Cincinatti, OH</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>12 El Paso, TX</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>--</td>
</tr>
<tr>
<td>13 SEPTA, Philadelphia</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Average: 3.92 2.75 3.75 4.10

Question #1 - How well has the certification process been received by the community?
Question #2 - How effective has the certification process been in controlling shedding?
Question #3 - How effective has the certification process been in screening only the truly paratransit eligible?
Question #4 - How satisfied are you with the cost of your eligibility determination process?