

COMPETENCIES FOR THE PRACTICE OF TRAVEL INSTRUCTION AND TRAVEL TRAINING



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Table of Contents

- Introduction
- Preamble/Statement of Principles
- Competencies for the Instructor – Academic Competencies
- Competencies for the Instructor – Field Practice Competencies
- Travel Trainer Academic Competencies
- The Legislative and Regulatory Context for Travel Instruction
- Legal and Liability Issues Related to Travel Instruction
- Indicators of Quality Travel Instruction in Contracted Programs
- Travel Instruction Guidelines for Agencies and Schools
- Indicators of Quality Travel Instruction Programs for Transit Properties
- Job Description Samples
- Travel Instruction Glossary Terms
- Acknowledgments



Easter Seals

Project ACTION

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TRANSPORTATION IN OUR NATION



TRAVEL INSTRUCTION AND TRAVEL TRAINING PROGRAMS

Introduction

The Americans with Disabilities Act in 1990 (ADA) declared that access to mass transit is a civil right and mandated that transit companies provide complementary paratransit service along with regular fixed route service. Many people who are eligible for paratransit could also use fixed route service if they receive travel instruction.

Travel instruction or **travel training** is intensive training that gives people with disabilities the skills required to travel safely on fixed-route public transportation. The methods of travel instruction must reflect the individual needs of the person being trained and travel trainers must have a thorough understanding of a person's ability to travel safely and independently. A common practice is to teach a person the skills needed to follow a regular route for going to work, school, shopping or other routine community activity. A comprehensive travel instruction program includes instruction in essential travel skills, making judgments about safety and danger, managing basic life skills, knowing how to handle travel disruptions, and using appropriate social and communication skills.

In 1997, Western Michigan University contracted with Easter Seals Project ACTION to establish a standard of practice for the profession of travel instruction and to identify the competencies required of travel training instructors and travel trainers. The original workgroup defined competencies, created standards, designed an academic curriculum for travel instruction and produced a monograph called *Travel Instruction for People with Disabilities (other than blindness)*. For readers interested in a university undergraduate program, *Travel Instruction for People with Disabilities (other than blindness)* is available from the University of Western Michigan. Visit their website at <http://www.wmich.edu/> for more information.

Easter Seals Project ACTION assembled two workgroups in 2002 to clarify and expand the original travel trainer competencies from the Western Michigan University project. The first workgroup meeting was held in May to review field practice competencies for travel trainers. Each of the forty Field Practice Competencies for Travel Trainers was individually projected on a screen and were accepted or revised with the aid of electronic polling technology. Revisions of the competencies were completed in view of the group using a projected laptop computer image. Voting scores were projected on the screen and the competencies were either accepted or revised according to a consensus definition. In November, the same process was used to clarify and expand academic competencies. Seven additional field practice competencies were added using the consensus process. This compilation is a result of these efforts.

During the development of these competencies, two philosophies emerged around the qualifications needed for the implementation of travel training. One view recommends that all travel trainers receive highly specialized academic instruction before engaging in travel training. The other view recommends that travel trainers can gain skill, knowledge and experience to provide travel training through closely supervised training and field experience under the guidance of a qualified instructor. This document does not promote or examine either view.

The competencies are a defined and standardized set of skills, knowledge, and abilities required to perform the job of travel instructor or travel trainer. When implemented, the competencies provide a structure that results in quality travel training outcomes for people and service providers.

LEVELS OF PRACTICE

Travel instruction includes two levels of practice:

1. The travel training instructor works independently to provide a full range of services relating to a comprehensive set of competencies identified in the section “Competencies for the Effective Practice of the Travel Training Instructor”.
2. The **travel trainer** works under the direction of an instructor and provides a range of services identified in the section “Competencies for the Effective Practice of the Travel Trainer”.

Travel Instruction Program

Providers offering travel instruction need to know that the individuals hired to provide travel instruction are qualified. These competencies can be used as a basis for making this determination.

A defined program of travel instruction, set up to incorporate the components that the community agency or program considers to be necessary, should include the following:

1. A scheduled assessment of trainees,
2. Development of individualized goals and objectives,
3. One-to-one instruction in the community,
4. Evaluation of progress,
5. A final written report containing results and recommendations.

The travel training instructor is responsible for evaluating individuals to determine eligibility, conducting environmental evaluations, developing instructional programs, and directing the elements of one-to-one instruction within the community, which may be provided by travel trainers. Some individuals referred for travel instruction may require preparatory instruction in purposeful movement and pre-travel skills. This determination is based on the assessment carried out by the travel training instructor.

It is hoped that these competencies will be part of an overall program of effective travel instruction and travel training that enhances a person's ability to live, work, play, shop, vote, pursue an education, raise families, and volunteer in their communities. Full participation in these activities greatly increases a person's quality of life and economic well-being. The independence that comes from using accessible transportation is key to establishing and maintaining this involvement.

PREAMBLE/STATEMENT OF PRINCIPLES

Travel training instructors and travel trainers recognize the significant role that independent movement plays in the overall growth and functioning of the individual. They are dedicated to helping each individual reach his or her full travel capabilities. Travel training instructors gather, develop, and utilize specialized knowledge in assisting a person. As with all professions, the possession of such specialized knowledge obligates the practitioner to protect the rights of the individuals who must avail themselves of the service. To assure the public of our awareness of this obligation, we subscribe to the following statement of principles:

- I. Every person with a disability should be able to move about without harm and with purpose.
- II. People who have a need for travel instruction should have the opportunity to receive one-to-one instruction from a qualified instructor and/or travel trainer who possesses unique specialized knowledge and skills. Travel training instructors and travel trainers must be prepared to provide travel instruction and have demonstrated knowledge and skills for the performance of such instruction.
- III. Everyone who is capable should have the opportunity to learn to travel independently and to use public transportation to reach their travel objectives. People who are not able to learn to use public transportation should be provided with instruction that will allow them to attain their optimal level of travel independence. Time constraints should be considered for the most effective utilization of instructional resources among the individuals requiring training.
- IV. Travel instruction includes an initial assessment, development of individualized goals and objectives, appropriate one-to-one instruction in the community, continuous evaluation, and final written results and recommendations.
- V. Persons with disabilities should be active participants in all phases of their travel instruction programs. They should serve as self-advocates and expect that their right to confidentiality will be respected. Self-advocacy includes access to environmental planning so that safety and access are not compromised.
- VI. All persons with disabilities should be allowed the dignity afforded by independent travel and to accept the risks associated with such travel.
- VII. All persons with disabilities should be valued and treated respectfully and with dignity without regard to age, race, color, creed, sex, sexual orientation, disability, national or ethnic origins, or economic factors.

Competencies for the Effective Practice of the Travel Training Instructor

The travel training instructor is a professional who provides a full range of instruction. Typically, the travel training instructor will have a minimum of a bachelor's degree and will have specific preparation in the discipline of travel instruction. The travel training instructor is responsible for the assignment of duties to and supervision of the travel trainer.

ACADEMIC COMPETENCIES

A. MEDICAL ASPECTS OF DISABILITY

The travel training instructor demonstrates knowledge and understanding of:

A-1

The physiological systems of the body and how they work, i.e., cardiovascular system.

A-2

The causes of various physical, cognitive, and psychological impairments.

A-3

Prescribed and over-the-counter medications.

A-4

Prescribed adaptive devices such as glasses, communication devices, and hearing aids.

A-5

The functional implications of health conditions and disabilities, including multiple disabilities.

A-6

The expected qualifications and use of personal care attendants.

A7

The professionals involved in the health care, education, and rehabilitation of persons with disabilities.

B. SENSORY MOTOR FUNCTIONING

The travel training instructor demonstrates knowledge and understanding of:

B-1

The basic development, anatomy, physiology, perceptual processes, and training of each sensory system (visual, auditory, vestibular, kinesthetic, touch, olfactory, proprioceptive) and the interrelationships of these systems.

B-2

The common pathologies associated with each sensory system and their implications for independent travel.

B-3

Perception and the utilization of information conveyed through the senses.

B-4

The mechanics of human locomotion and the psychomotor factors influencing mobility such as sensory awareness, muscle tone, and coordination, as well as problems with balance, posture, gait, endurance, strength, flexibility, agility, range of motion, and coordination.

C. PSYCHOSOCIAL ASPECTS OF DISABILITY

The travel training instructor demonstrates knowledge and understanding of:

C-1

The psychosocial consequences of congenital and adventitious disability.

C-2

The adjustment process that may accompany both sudden and insidious onset of disability.

C-3

The impact of disability on the family and the strategies available to include parents, siblings, spouses, relatives, caregivers, and support systems as encouragers of independence.

C-4

The impact that motivation, fear, anxiety, self-concept, self-efficacy, and social interactions have on the educational and rehabilitative processes.

C-5

The importance of establishing rapport and using interaction skills with students, their families, caregivers, and others.

C-6

The importance of advising students and their guardians about setting realistic mobility goals, providing an understanding of available transportation systems to meet those goals, and other topics related to the use of mobility skills for daily living.

C-7

The resources that are available to assist students to deal with psychosocial problems that affect learning, performance, and motivation.

C-8

The impact of cultural and attitudinal factors affecting independent travel for people with disabilities.

C-9

The importance of recognizing and dealing with the feelings and reactions the travel training instructor may have in response to working with persons with disabilities.

C-10

Normalization principles when working with persons with disabilities.

C-11

Learned helplessness and its impact on persons with disabilities and their families.

C-12

Non-verbal communication.

C-13

How to provide consultation to students, parents, teachers, and professionals regarding the development of travel skills.

D. HUMAN GROWTH AND DEVELOPMENT OVER THE LIFESPAN

The travel training instructor demonstrates knowledge and understanding of:

D-1

The principles of child development.

D-2

How ongoing maturation from childhood to old age affects the acquisition and performance of travel skills and techniques.

D-3

The strategies, methods, and age appropriate materials that are used to teach travel instruction to students of all ages.

D-4

The range of travel needs at various stages throughout the lifespan.

E. TRAVEL CONCEPTS

The travel training instructor demonstrates knowledge and understanding of:

E-1

The effects that body awareness, spatial, time, positional, directional, and environmental concepts have on moving purposefully in the environment.

E-2

The concepts of time, telephone communication, and handling money as they relate to independent travel.

E-3

How experiences relating to community resources can be incorporated into travel instruction.

E-4

How to teach appropriate socialization with strangers, acquaintances, and community workers.

F. ENVIRONMENTAL ANALYSIS

The travel training instructor demonstrates knowledge and understanding of:

F-1

The general and specific features in an environment that affect accessibility and travel by students with disabilities.

F-2

The strategies and techniques used to assess environments for accessibility for students with various disabilities.

F-3

Instructional strategies for teaching students the awareness of environmental features that impact their ability to travel.

F-4

How to analyze intersections to determine the best locations for negotiating street crossings by students with different disabilities.

F-5

How to analyze travel routes for features such as landscape, walkways, streets, intersections, seasonal factors, social environment, shelter availability, and pedestrian movement.

F-6

How to analyze traffic flow at intersections controlled by various types of traffic lights such as turning lanes and pedestrian push buttons (actuated, semi-actuated).

F-7

How to assess the environment for both student safety and personal safety of the instructor.

F-8

The process for selecting travel route and mode of transit based on analysis of environment, student's disability, and student and family preferences.

G. SYSTEMS OF TRANSPORTATION

The travel training instructor demonstrates knowledge and understanding of:

G-1

Fixed route transit, deviated route transit, paratransit, private transit, rapid rail, light rail, elevated/subways, and other forms of mass transit.

G-2

Fixed route transit systems in the community where instruction is provided.

G-3

The skills and strategies required to use the different systems of transportation in the community where instruction is provided.

G-4

Reduced fare programs for persons with disabilities and the elderly.

G-5

How to communicate with transportation authorities regarding the needs of persons with disabilities.

G-6

How to establish collaborative relationships with transit authorities, police departments, and advocacy groups.

G-7

The practices and policies concerning school bus transportation.

G-8

The criteria for certification to use paratransit services.

H. MOBILITY AND INFORMATION ACCESS DEVICES

The travel training instructor demonstrates knowledge and understanding of:

H-1

Various ambulatory aids including manual wheelchairs, motorized wheelchairs, scooters, walkers, crutches, and support canes.

H-2

Service and support animals.

H-3

Evolving forms of electronic devices affecting orientation and travel.

H-4

TDD and relay systems.

H-5

How to obtain interpreter services and how to prepare interpreters to be familiar with language used in the instruction of independent travel.

I. TRAVEL SKILLS AND TECHNIQUES

The travel training instructor demonstrates knowledge and understanding of:

I-1

Public transportation regulations concerning ambulatory aids and how they are accommodated.

I-2

Fundamental skills (see glossary for definition) and their application to independent travel and the travel environment.

I-3

Orientation and travel skills including route planning, schedule reading, use of transit maps, analysis of traffic patterns and street crossings, and adaptive techniques relevant to the travel environments.

I-4

Techniques used for familiarization to indoor and outdoor environments including the use of landmarks, signage, and numbering systems.

I-5

The techniques used for soliciting assistance and declining assistance when necessary.

I-6

The travel skills used to negotiate public conveyor systems including elevators, escalators, people movers, and revolving doors, and potential behavioral issues associated with their use.

I-7

Teaching skills and strategies for students to use when lost or confused while traveling such as through use of street names, addresses, business phone numbers, landmarks, and by soliciting information or calling for assistance when necessary.

J. ASSESSMENT, INSTRUCTIONAL METHODS AND STRATEGIES

The travel training instructor demonstrates knowledge and understanding of:

J-1

Assessment procedures for determining the student's readiness for travel instruction.

J-2

The appropriate procedures used to assess orientation and travel skills in areas such as motor, cognitive, language, and sensory skills.

J-3

Standardized and non-standardized travel assessment instruments, and how to conduct assessments using these instruments.

J-4

Assessment practices for determining the student's travel skills.

J-5

The basic principles of learning theories and the manner in which these theories relate to travel instruction.

J-6

The concepts and techniques of observation that are needed for travel instruction.

J-7

The media and materials that are used to enhance the travel instruction.

J-8

Methods to modify instruction in travel skills and techniques that are appropriate for students with unique individual needs.

J-9

The methods and strategies used to design concept development instruction for essential travel skills.

J-10

The strategies and methods used to design and implement instructional programs for persons using prescribed devices for use in travel.

J-11

The strategies and methods for selecting an appropriate position (i.e., in front of, behind, or to the side of the student) for effective instruction and student safety.

J-12

How to teach student to cue into critical information in the environment.

J-13

Use of techniques when teaching the person what to do if lost or confused when there is deviation from expected pedestrian or public transit routes.

J-14

The strategies and methods used to design evaluations of travel skills when the student is followed without his or her knowledge.

J-15

The methods used to analyze, interpret, and utilize assessment results for designing and implementing instructional programs consistent with individual travel needs.

J-16

Methods used to analyze and interpret assessment reports from related professional fields, and have demonstrated the ability to utilize information in these reports in conjunction with travel assessments.

J-17

The use of a team approach to travel instruction.

J-18

The strategies and methods used to assess appropriate communication, and interaction with the public related to travel instruction.

J-19

The strategies and methods used to assess application of concepts related to travel, and to provide instruction for travel concept development that is consistent with students' travel needs.

J-20

Evaluation methods of gross motor and fine motor movements as related to travel and when to refer to an appropriate professional.

J-21

How to use behavioral instructional approaches to correct and maintain appropriate behaviors.

J-22

Methods of conducting functional cognitive assessments with respect to the skills needed for travel.

J-23

When and how to use group instruction to develop concepts related to basic transportation and travel skills.

J-24

The use of functional literacy for traveling.

J-25

Determining if follow-up instruction is needed and if so, who should provide it.

J-26

Appropriate landmark selection, recognition, and use.

J-27

How to teach students to initiate actions in the travel situation.

J-28

Methods of teaching the student to recognize problematic travel situations and strategies to respond appropriately.

J-29

How to assist students in the development of a personal system for easy location of identification cards, tokens, transit passes, coins, and paper money.

J-30

Instructional techniques and strategies for teaching generalization of skills for individuals with different levels of cognitive functioning.

J-31

The use of concise language appropriate to the student's receptive language abilities.

K. HISTORY AND PHILOSOPHY OF TRAVEL INSTRUCTION

The travel training instructor demonstrates knowledge and understanding of:

K-1

The major historical events in the development of travel instruction.

K-2

The concept of dignity of risk for persons with disabilities.

K-3

Ethical practice in the service of individuals with disabilities.

K-4

How to promote self-advocacy for individuals involved in travel instruction.

L. PROFESSIONAL INFORMATION

The travel training instructor demonstrates knowledge and understanding of:

L-1

The sources of current literature pertinent to disabilities, travel instruction, and transportation.

L-2

The professional organizations (i.e. AAMR, APTA, CTAA, AER, ADED, CEC, NARCA, ARCA) relevant to the development of independent travel for persons with disabilities, and knows about the services and resources they provide.

L-3

How to maintain professional competence and stay abreast of new information and evolving trends pertinent to the profession.

L-4

How to evaluate the strengths and limitations of research pertinent to the practice of travel instruction.

L-5

National, state, and local environmental accessibility standards and codes such as ANSI (American National Standards Institute) and ADAAG (Americans with Disabilities Act Accessibility Guidelines).

L-6

Federal legislation and related regulations in public transportation, education and rehabilitation services, including the ADA, Developmental Disability Act, IDEA, and the Rehabilitation Act.

L-7

Federal, state, and local laws and regulations that address the rights of persons with disabilities in public rights of way and mass transit.

L-8

Transit coalitions and how to effectively gain support of local programs regarding the benefits of travel instruction.

M. ADMINISTRATION AND SUPERVISION OF TRAVEL INSTRUCTION PROGRAMS

The travel training instructor demonstrates knowledge and understanding of:

M-1

Service delivery models such as vocational rehabilitation, rehabilitation centers, special school programs, and residential facilities.

M-2

The kinds of employment available for travel training instructors, for example in education, rehabilitation, and transit.

M-3

Local, state, and national resources that support the effective provision of travel instruction programs and services, including IDEA, Rehabilitation Act, DD councils, and Easter Seals Project ACTION.

M-4

The role of the paraprofessional, professional, and supervisor involved in travel instruction.

- M-5
The development and organization of travel instruction programs.
- M-6
The issues involved with student safety and instructor liability.
- M-7
The sources of materials and products used in travel instruction.
- M-8
The indicators of quality travel instruction including individualized assessment, program development, and planning; and instruction that is responsive to individual needs and provides appropriate follow-up.
- M-9
Designing travel instructional goals and objectives and implementing instructional programs that are compatible with service delivery systems, public transportation, and other available resources.
- M-10
The systems used for appropriate record keeping in the provision of travel programs and services.
- M-11
Administration of a system to communicate with family members and significant others about a student's travel instruction program, including goals and progress, while maintaining student confidentiality.
- M-12
How to plan and conduct presentations and workshops about travel instruction.
- M-13
The process for scheduling students for instruction at times appropriate to their needs.
- M-14
How to write job descriptions for travel training instructors.
- M-15
How to comply with administrative policies related to hiring, supervision, support, discipline, and performance evaluation of personnel.
- M-16
The implications of the use of pagers and cellular phones during travel instruction.
- M-17
The definition and procedures for effectively dealing with emergencies.
- M-18
How to track personnel resources and predict personnel needs.
- M-19
How to measure outcomes in terms including analysis of cost, benefit, independence, and safety relating to travel.

M-20

How to establish a system for student referral.

M-21

The systems needed to ensure accountability and the effectiveness of a travel instruction program.

M-22

The policies that establish criteria used to prioritize students for travel instruction.

M-23

How to develop programs for advocacy to promote independent travel.

M-24

Program evaluation procedures for travel instruction.

N. LEGAL AND ETHICAL ISSUES IN SERVING STUDENTS IN TRAVEL PROGRAMS

The travel training instructor demonstrates knowledge and understanding of:

N-1

Ethical principles of codes of ethics from related professions.

N-2

The principle of confidentiality.

N-3

Legal issues affecting persons with disabilities.

N-4

Legal guardianship issues.

Competencies for the Effective Practice of the Travel Training Instructor

FIELD PRACTICE COMPETENCIES

The travel training instructor demonstrates proficiency in:

FP-1

establishing rapport and interacting with students.

FP-2

accessing records and resources within a facility.

FP-3

evaluating students utilizing appropriate assessment tools, methods, and settings for designing instructional plans.

FP-4

adapting assessments for various disabilities.

FP-5

active listening and responding appropriately to the situation.

FP-6

planning and conducting one-to-one instruction for active travel.

FP-7

writing goals and objectives based on assessment results that are realistic and appropriately sequenced.

FP-8

planning, conducting, and evaluating lessons that are individualized based on student needs.

FP-9

obtaining, constructing, and utilizing instructional materials that are appropriate for the student's level of functioning and the particular lesson.

FP-10

designing instructional programs based on knowledge of the various means and levels of communication, and how the communication affects instructional planning and implementation as well as the student's response to instruction.

FP-11

observation skills, the ability to interpret and analyze observations, and the flexibility to change lessons and program sequence based upon observations.

FP-12

writing anecdotal notes that are concise and contain pertinent information.

FP-13

providing timely, accurate, and effective feedback to a student regarding progress within a lesson.

FP-14

consulting with the student, family, caregivers, and other appropriate personnel regarding the student's travel program, while respecting confidentiality.

FP-15

modifying or adapting instruction in situations or environments that may affect a travel lesson, such as adverse weather, fatigue, emotional upset, unexpected noise, crowds, and construction.

FP-16

acknowledging and effectively dealing with a student's needs, fears, dependency, inappropriate behavior, and unrealistic goals in relation to independent travel.

FP-17

establishing and maintaining an appropriate position and physical distance between the instructor and the student for effective instruction and safety.

FP-18

discretion in the timing and manner of interventions with students indicating appropriate understanding of the student's need for support and opportunities to achieve independence throughout the instructional process.

FP-19

teaching students to use their senses and cognitive abilities in establishing their position, location, and direction in relationship to the travel environment.

FP-20

teaching environmental concepts.

FP-21

teaching concepts of left and right, directionality, position, spatial awareness, compass directions, measurement, and time.

FP-22

teaching map reading, and mental mapping for route planning and travel.

FP-23

teaching pedestrian skills appropriate to the functional level of the student.

FP-24

teaching students to select appropriate landmarks for travel.

FP-25

teaching students independent decision-making and problem solving skills.

FP-26

analyzing intersections and determining the safest means of crossing appropriate for the student.

FP-27

identifying elements effecting instruction at varying intersections and the ways these elements affect students with differing disabilities.

FP-28

teaching students to select appropriate landmarks for travel.

FP-29

in monitoring the student, demonstrating the ability to determine and respond effectively to the position, movement, and safety of the student at all times.

FP-30

teaching street crossings including scanning, choosing an appropriate time to initiate crossings, using traffic control signals, and walking within the crosswalk lines.

FP-31

monitoring the student and demonstrating the ability to identify any vehicular movement that might endanger the student.

FP-32

teaching travel techniques in environments with escalators, automatic doors, revolving doors, turn-styles, pedestrian ramps, and elevators.

FP-33

teaching use of public transportation including the use of wheelchair lifts and other accessibility features.

FP-34

effectively teaching skills for and evaluating the ability of the student to interact appropriately in public.

FP-35

evaluating the use of previously learned skills when students are traveling alone.

FP-36

developing efficient and effective scheduling for individual travel instruction.

FP-37

writing evaluation reports that describe student performance, conditions and responses, and travel recommendations based on these evaluations.

FP-38

writing concise progress reports containing pertinent information.

FP-39

maintaining ongoing records and files according to confidentiality policies.

FP-40

writing final reports that accurately reflect the student's level of independent travel and that document both strengths and weaknesses.

FP-41

locating professional information and resources.

FP-42

developing and maintaining professional relationships.

FP-43

demonstrating conduct consistent with ethical principles.

FP-44

teaching students to use and maintain appropriate behavior while traveling.

FP-45

teaching students procedures to follow when they become lost or have problems when traveling.

FP-46

accepting and utilizing feedback from a supervisor.

FP-47

communicating with other agency personnel.

FP-48

facilitating support and reinforcement for the learned travel skills by staff or care providers.

FP-49

oral and written communication.

Travel Trainer Academic Competencies

The travel trainer is a paraprofessional who works under the direction of the travel training instructor and provides portions of the instructional program as designated by the travel training instructor. Competencies required of the travel trainer come from most of the same domains as for the travel training instructor but are not as inclusive and do not require the same level of knowledge. Often a simple “awareness” of the content is required, while in other instances, a deeper understanding is needed, as indicated by the statement “must be knowledgeable about”. An “awareness level” is exemplified by an understanding of broad categories while “knowledgeable about” indicates a more detailed understanding of content. For example, at an awareness level for the competency relating to medications the individual would be able to differentiate between the main categories of central nervous depressants, stimulants, and hallucinogens. At a greater knowledge level each broad category would be further developed, for example, central nervous depressants would be broken down into alcohol, barbiturates, non-barbiturate hypnotics, benzodiazepines, and antianxiety agents. Typically, the travel trainer will not have a bachelor’s degree but will have specific preparation in the discipline of travel instruction. This will take place through on-the-job training, in-service presentations, and in the future, through pre-service instruction.

A. PSYCHOSOCIAL ASPECTS OF DISABILITY

The travel trainer is aware of:

A-1

The importance of establishing rapport with individuals, their families, personal care attendants, and other appropriate personnel.

A-2

That his or her personal feelings and reactions toward persons with disabilities have an impact on the instructional process.

A-3

The fact that cultural and attitudinal factors affect independent travel for persons with disabilities.

A-4

The psychosocial consequences associated with disability for people of all ages, including those associated with congenital and adventitious conditions.

A-5

The adjustment process that may accompany sudden or gradual onset of disability.

A-6

The effects of disability on the family, and the importance of including parents, siblings, spouses, relatives, personal care attendants, and support systems as encouragers of independence.

A-7

The impact that an individual’s motivation, self-esteem, fear, anxiety, and social experiences have on the educational and rehabilitative processes.

A-8

Learned helplessness and its effects on persons with disabilities and their families.

A-9

The importance of realistic mobility goals for individuals and their families or personal care attendants.

A-10

The ways that individuals convey information using nonverbal communication.

A-11

The manner in which individuals' non-verbal communication is important during training.

B. ASSESSMENT, INSTRUCTIONAL METHODS AND STRATEGIES

The travel trainer is aware and knowledgeable about:

B-1

The types of assessments used to evaluate the individual's travel skills.

B-2

Technology, media and materials available to support travel instruction.

B-3

The team approach to travel instruction.

B-4

Ways of communicating effectively with team members regarding the individual's progress.

B-5

Observational techniques and their use in travel instruction.

B-6

Strategies and methods to select and maintain an appropriate position (e.g., in front of, behind, or to the side of the individual) for effective instruction and individual safety.

B-7

Methods to adapt travel instruction appropriate for individual needs.

B-8

The use of concise and specific language appropriate to the individual's receptive language skills.

B-9

The use of functional literacy in travel.

B-10

Strategies to teach individuals awareness of environmental features that impact on their ability to travel.

B-11

The selection of appropriate landmarks for travel.

B-12

Methods to teach an individual to recognize and use landmarks during travel.

B-13

The strategies and methods to evaluate travel skills when the individual is followed without his or her knowledge.

B-14

Methods to teach individuals to initiate actions in the travel situation (e.g., disembarking the bus, pulling the cord, stepping off the curb).

B-15

Techniques used by individuals with disabilities to develop and organize systems for storing and retrieving personal belongings for use in travel (e.g., identification cards, transit passes, and money.)

B-16

The skills and strategies required to use the different modes and systems of transportation within the community.

B-17

Techniques to teach individuals how to respond when becoming lost or confused while traveling.

B-18

Methods to teach individuals to recognize problem situations (e.g., curb ramp, blocked entrances, late buses) and to respond appropriately.

B-19

Instructional approaches to teach and maintain appropriate travel behaviors.

B-20

Strategies and methods to assess appropriateness of individuals' communication and interaction with the public during travel instruction.

B-21

Techniques and strategies to teach generalization of skills.

C. TRAVEL SKILLS AND TECHNIQUES

The travel trainer is knowledgeable about:

C-1

"Fundamental skills" and their application to independent travel and the travel environment.

C-2

Orientation and travel skills used to plan routes, read transit maps, and adapt techniques for specific travel environments.

C-3

Techniques used to familiarize an individual to travel environments.

C-4

The travel skills and appropriate behaviors to negotiate public conveyor systems (e.g., elevators, escalators, people movers, and revolving doors).

C-5

Strategies and techniques to teach the elements essential to street crossing (e.g., vehicular and pedestrian traffic patterns, presence or absence of intersections, weather conditions and terrain).

C-6

The techniques used by individuals with disabilities to request, accept, and decline assistance in travel situations.

C-7

The reasons why individuals need to request assistance, and methods to teach individuals to request, accept, and decline assistance, as appropriate.

D. ENVIRONMENTAL ANALYSIS

The travel trainer is knowledgeable about:

D-1

General and specific features in an environment that affect safety, accessibility and travel for individuals with disabilities.

D-2

The strategies and techniques used to assess environments for individuals with a range of disabilities.

D-3

Techniques to assess an instructional environment for an individual's safety and instructor's safety.

D-4

The process used to select travel routes and transit modes, considering the nature of the travel environment, the individual's needs, safety, and family preferences.

D-5

Techniques to analyze travel routes for physical and social environmental safety and access.

D-6

The elements essential in analyzing street crossing environments (e.g., traffic flow, weather conditions and terrain, presence or absence of intersections).

D-7

Techniques to analyze intersections to determine appropriate locations for street crossings for individuals with disabilities.

E. SENSORY MOTOR FUNCTIONING

The travel trainer is aware of:

E-1

Ways in which sensory information is gathered and processed.

E-2

The fact that the way in which sensory information is gathered and processed is affected by disability.

E-3

The mechanics of human locomotion and psychomotor factors that affect mobility including muscle tone, coordination, posture, gait, and balance.

F. MEDICAL ASPECTS OF DISABILITY

The travel trainer is aware of:

F-1

The importance of information about prescribed and over-the-counter medications.

F-2

Ways individuals use prescribed adaptive devices such as glasses, communication devices, and hearing aids.

F-3

Functional implications of health conditions and disabilities, including multiple disabilities.

G. TRAVEL CONCEPTS

The travel trainer is aware of:

G-1

Travel-related concepts and their importance.

G-2

The importance of purposeful movement and environmental awareness.

G-3

Appropriate social interaction skills during travel and strategies to develop these skills.

G-4

Community resources that support travel instruction.

H. MOBILITY AND INFORMATION ACCESS DEVICES

The travel trainer is aware of:

H-1

Mobility aids used for travel.

H-2

TDD and relay systems, and other communication devices used for travel.

I. SYSTEMS OF TRANSPORTATION

The travel trainer is aware of:

I-1

The various transit modes, including public and private fixed route bus and rail systems, waterways, over-the-road buses, paratransit, and taxis.

I-2

Transit systems in the community where instruction is provided.

I-3

Reduced fare programs for persons with disabilities and seniors.

I-4

The procedures to communicate with transportation authorities regarding the rights and responsibilities of persons with disabilities.

I-5

Paratransit eligibility and the application process in the community in which services are provided.

J. PROFESSIONAL INFORMATION

The travel trainer is aware of:

J-1

Resources available to maintain professional competence and stay informed about evolving knowledge and trends pertinent to the profession.

J-2

An individual's rights and responsibilities under the ADA as it relates to transportation and other local services.

K. HISTORY AND PHILOSOPHY OF TRAVEL INSTRUCTION

The travel trainer is aware of:

K-1

The development of travel instruction as a separate and distinct profession.

K-2

The importance of team approach in travel instruction.

K-3

Ethical practice in the service of individuals with disabilities.

K-4

The concept of dignity of risk for persons with disabilities.

K-5

The responsibility to foster self-advocacy skills for individuals involved in travel instruction.

L. ADMINISTRATION AND SUPERVISION OF TRAVEL INSTRUCTION PROGRAMS

The travel trainer is aware of:

L-1

The role of the travel trainer, travel training instructor, and supervisor in the provision of travel instruction.

L-2

The requirements for documentation and record keeping in the provision of travel instruction.

L-3

The issues related to individual safety and travel trainer accountability and liability in accordance with the policies and procedures of their employer.

L-4

The materials, products and technology available for use in travel instruction.

M. LEGAL AND ETHICAL ISSUES IN SERVING INDIVIDUALS IN TRAVEL PROGRAMS

The travel trainer is aware of:

M-1

The existence and importance of practice guidelines, codes of ethics, and conflict of interest principles in other professions.

M-2

The principle of confidentiality.

M-3

Fundamental state and federal legislation affecting the legal rights of individuals with disabilities and seniors (e.g., ADA, guardianship, IDEA, the Rehabilitation Act, and the Developmental Disabilities Act.)

TRAVEL TRAINER FIELD PRACTICE COMPETENCIES

Travel trainers under this section shall demonstrate proficiency in observational techniques, teaching, and monitoring in compliance with the travel trainer field practice competencies.

The travel trainer demonstrates proficiency (as measured by observation of performance by the individual's supervisor) in the following:

FP-1

Establish rapport and interact with individuals with disabilities.

FP-2

Clarify goals and objectives established by the team with the individual, as needed.

FP-3

Conduct lessons that are individualized and based on specified goals and objectives.

FP-4

Evaluate the effectiveness of lessons on an ongoing basis.

FP-5

Obtain, construct, and use instructional materials that are appropriate for the individual's level of functioning and the particular lesson.

FP-6

Conduct lessons that take into account individuals' communication methods, modes, or preferences, learning styles, and responses to instructional experiences.

FP-7

Observe, interpret, and analyze observations accurately, and modify lessons and program sequence accordingly.

FP-8

Listen actively and respond appropriately to the situation.

FP-9

Provide timely, accurate, and effective feedback to an individual regarding progress within a lesson.

FP-10

Identify the most appropriate times for providing an individual's travel instruction to address the individual's needs for "real time" travel, varying time schedules, and dealing with unanticipated situation.

FP-11

Acknowledge and effectively deal with an individual's needs, fears, dependency, and inappropriate behavior in relation to independent travel.

FP-12

Recognize, establish and maintain appropriate position and physical distance between the trainer and the individual.

FP-13

Monitor the individual and respond effectively to the position, movement, and safety of the individual at all times

FP-14

Demonstrate timely and appropriate interventions to balance the individual's need for support with opportunities to achieve independence during instruction.

FP-15

Provide individuals opportunities to apply decision-making skills in travel situations.

FP-16

Provide instruction that teaches individuals to identify and appropriately resolve problems related to their travel situations.

FP-17

Provide instruction that teaches individuals to use and maintain appropriate behavior while traveling.

FP-18

Provide instruction that teaches concepts for navigating travel environments safely and independently.

FP-19

Provide instruction that teaches individuals to establish their position, location, and direction in relation to the travel environment.

FP-20

Provide instruction that teaches concepts of left and right, directionality, position, spatial awareness, time, and money, as appropriate.

FP-21

Provide instruction that teaches individuals procedures to use when becoming lost or experiencing problems when traveling.

FP-22

Provide instruction and opportunities to practice self-advocacy skills in accordance with an individual's rights and responsibilities under the law.

FP-23

Evaluate the ability of the individual to interact safely and appropriately in public including "stranger approaches".

FP-24

Evaluate the use of travel skills when individuals are traveling independently (e.g., "a following", "a fade-back").

FP-25

Facilitate the development of natural supports as appropriate to reinforce learned travel skills.

FP-26

Use environmental features and traffic flow patterns to determine the most suitable locations to teach street crossing skills to individuals.

FP-27

Identify and analyze environmental elements along paths of travel that are important for teaching safe travel skills by using the path of travel and the mode of transportation that will be used by the individual.

FP-28

Modify or adapt instruction in situations or environments that may affect a travel lesson (e.g., adverse weather, fatigue, emotional upset, crowds, and construction.)

FP-29

Provide instruction that teaches individuals decision-making and problem solving skills.

FP-30

Provide instruction that teaches pedestrian skills, as appropriate.

FP-31

Provide instruction that teaches individuals to select and use appropriate landmarks for travel.

FP-32

Provide instruction that teaches street crossing skills (e.g., scanning, choosing appropriate time to cross, using traffic control signals and walking within the crosswalk lines.)

FP-33

Provide instruction that teaches the individual to use escalators, automatic doors, revolving doors, turnstiles, pedestrian ramps, and elevators, as appropriate.

FP-34

Provide instruction that teaches the individual to use public transportation vehicles and facilities, as appropriate (e.g. wheelchair lifts, Securement devices, low floor buses,) and other accessibility features.

FP-35

Provide instruction that teaches map and schedule reading, as appropriate.

FP-36

Provide instruction that teaches individual skills for dealing with “stranger approaches.”

FP-37

Participate as a team member in the development of goals and objectives.

FP-38

Communicate with the team members (e.g., the individual, family, and other support staff) and other personnel regarding the individual’s travel program, while respecting confidentiality.

FP-39

Access appropriate resources within a facility.

FP-40

Prepare anecdotal notes that are concise and contain pertinent information.

FP-41

Write precise progress reports containing pertinent information regarding the individual's performance and relevant physical and social environmental conditions that impact travel.

FP-42

Maintain ongoing records and files in accordance with organizational policies.

FP-43

Adhere to the guidelines, practices and procedures of the employer regarding travel trainer accountability and liability.

FP-44

Demonstrate conduct consistent with ethical conduct.

FP-45

Use verbal and written communication effectively.

FP-46

Respect confidentiality of individuals participating in instruction.

FP-47

Seek technical assistance and support as needed and use feedback effectively.

FP-48

Locate professional information and resources and seek professional development.

FP-49

Develop and maintain professional relationships.

The Legislative and Regulatory Context for Travel Instruction

The role and importance of travel instruction and travel training are reflected in several major statutes that have been enacted during the past decade that advance the rights of individuals with disabilities. The thrust of these statutes is to establish a broad range of procedural, programmatic, and regulatory supports that promote access to goods and services, independence, productivity, and integration in the community for individuals with disabilities. Each of these statutes specifically references access to and use of public transportation as critical elements for the participation of individuals with disabilities in all aspects of community life. Travel instruction is a catalyst that makes it possible for this policy to result in effective community mobility for people.

Primary among these statutes are:

- The Americans with Disabilities Act of 1990
- The Developmental Disabilities Assistance and Bill of Rights Amendments of 2000
- The Individuals with Disabilities Education Act (IDEA), Amended 1997
- The Rehabilitation Act Amendments of 1998

Legal and Liability Issues Related To Travel Instruction

INTRODUCTION

Travel instruction providers face legal issues that may arise from providing services to people with disabilities, complicated where there may be a question of a person's ability to give informed consent as a result of cognitive or mental disabilities. Examples of possible events that could lead to legal action include emotional or physical injury, sexual abuse, slander, breaches of confidentiality, negligence, etc...

An **allegation** is the assertion or claim that one party may have harmed another party or person. Negligent supervision is likely to be among the most common allegations made against a travel instruction provider. Negligence is the failure to use such care as a reasonably prudent and careful person would use under similar circumstances. Other types of allegations might include claims of physical, mental or sexual abuse.

Conditions of liability refer to the elements that must be met or proven in order for an individual to be found liable for any alleged negligent action. The elements are duty, breach of duty, and proximate cause. Liability is basically interpreted to mean "responsibility."

ESSENTIAL CONSIDERATIONS

When travel instruction programs or providers are called upon to defend their actions in a court of law, it is important for the courtroom to be educated regarding the nature of disabilities and travel instruction. Questions will center around the issues of "standard of care" and "right to risk." It is also important that the instruction program is designed to address these issues and procedures promote creation of accurate support documentation.

Standard of care is the ideal to which the courts will hold a caregiver in determining negligence. Example: Is it standard procedure to allow a person with a severe cognitive disability to use public transportation independently?

Right to risk refers to an individual's right to determine his or her own autonomy. Policies and procedures related to informed consent are of critical importance in this defense. The current trend in standard of care is to enhance the ability of the individual to lead an autonomous, self-determining life (freedom to make choices) by providing the support and information necessary to build self-esteem and assertiveness.

Informed consent is an agreement to allow some action to occur, such as travel training, when all known risks or possible consequences are revealed to the person being trained and team members. Consent is given in written form with specific risks or possible consequences listed.

IMPLEMENTATION

Agencies, schools or practitioners that provide travel training must promote consistent risk management in decision-making, and prepare methods that ensure a quality program result. It is presumed that travel instruction providers are qualified to do their jobs, i.e., they possess adequate knowledge and competencies for providing travel instruction.

The Procedures Manual: It is important for organizations and practitioners to establish and document the procedures, rules, and regulations under which services are provided. Procedures should be constructed with the safety of the individual in mind, adhere to the standards of practice, and be reviewed and/or revised at least annually. A properly designed procedures manual includes sections that address program structure, staffing, supervision, disciplinary actions, confidentiality, consent, record keeping, compliance monitoring, and other internal controls.

Record Keeping: Accurate, complete, and up to date records are essential in defending a claim. Records that are poorly organized or nonexistent mean that agencies, schools, or individual providers will be in a compromised position when it comes to locating and using the documentation needed to defend a case. Additionally, providers are better equipped to make more pertinent decisions regarding the people who receive travel instruction when there are accurate records that can be retrieved easily. Incident reports specific to travel training are a useful tool to document non-routine events.

Individual Plans: In adult service agencies, individual plans (IP) or a person-centered plan provide the methods that will be used to meet the unique needs and preferences for a person including details on travel training. In educational settings, the Individualized Educational Plan (IEP) or the Individualized Transition Plan (ITP) serves the function of the IP. The plan should document reasons for team decisions and it is important that the parent or guardian be involved in the decision making process. Courts will refer to these documents when making a determination regarding standard of care for an individual. For example, if a person historically has demonstrated difficulty recognizing safety signs and has spent the past year improving this skill as a prerequisite for bus travel, this should be indicated clearly in the plan. Documented decisions and rationale will help establish the appropriateness of the standard of care that was applied.

Educate the Guardians/Family/ Team Members: It is important to take steps to educate guardians, family and team members about travel instruction services and the preparation involved, and to include them in the planning and decision making process. On some occasions, an individual may have little contact with their family or have an awkward relationship with them and will choose not to involve family members in this process.

Indicators of Quality Travel Instruction in Contracted Programs

This position paper was approved by the steering committee of this project.

INTRODUCTION

Changes required by the passage of the Americans with Disabilities Act (ADA) in 1990 have revolutionized public transportation services for individuals with disabilities. In only one decade, public transportation has been transformed into accessible transportation for all persons with disabilities.

In most communities throughout the nation, travel instruction programs for persons other than those who are blind or visually impaired are limited, or do not exist at all. While there have been tremendous gains in the number of accessible transportation vehicles and systems nationwide during the past ten years, the use of such vehicles and systems by individuals with disabilities in most communities has not grown accordingly.

The profession of travel instruction for persons with disabilities other than blindness is in its infancy. Nonetheless, when the United States Congress reauthorized the Rehabilitation Act in 1998, it included two provisions requiring both vocational rehabilitation agencies and independent living centers to make travel instruction services available to consumers who need such services. Similar provisions were included in the Individuals with Disabilities Education Act in 1997, which governs the education in schools of children and youths with disabilities.

ESSENTIAL CONSIDERATIONS

The United States House of Representatives committee report that accompanied the Rehabilitation Act reauthorization in 1998 recognized that for many individuals with disabilities, completion of a program of travel instruction is critical for the achievement of a successful employment outcome.

Large vocational rehabilitation agencies and independent living centers in the United States receive the majority of their financial support, whether derived from federal or state funds, from state vocational rehabilitation departments. These state departments include a requirement for the provision of travel instruction services in their contracts with community agencies and centers when awarding funds for services.

CRITICAL ISSUES

Consequent to the expansion of accessible public transportation over the past ten years, it is extremely important to make travel instruction services for people with disabilities other than blindness or visual impairments readily available in communities throughout the country.

It is essential to educate state vocational rehabilitation agencies about the nature and extent of travel instruction services that are to be made available to people with disabilities other than blindness and visual impairments so that such services can be accurately enumerated in funding contracts.

Community vocational rehabilitation agencies (provider organizations) and independent living centers require education regarding the travel instruction process and the necessary skills and competencies of qualified travel instruction personnel so they can make informed decisions about recruiting and selecting competent providers, and awarding contracts for their services.

IMPLEMENTATION

What Travel Instruction Services Should Be Expected by Agencies that Contract Out for These Services?

Travel instruction services include five essential elements. Contracting agencies should expect to be provided with services that include all five elements. They are:

Assessment. The travel training instructor shall provide an assessment that includes reviewing medical and other pertinent reports, interviewing the trainee, and observing the skills and behavior of the trainee related to independent travel.

Instructional Plan. The travel training instructor shall develop a plan of individualized goals and objectives, which includes planning the instruction of the trainee and evaluating transportation routes.

Individualized One-to-One Instruction. The travel training instructor shall provide one-to-one instruction in the community that includes orientation, pedestrian, transit, and self-advocacy skills; strategies to be used when a traveler becomes lost or confused; strategies for responding to unexpected situations in the transportation environment; and travel-related life skills, such as handling currency and using public telephones. The travel trainer, under the direction of the travel training instructor, may also provide these services.

Ongoing Evaluation & Periodic Reporting. The travel training instructor and the travel trainer shall continually evaluate the ability of the individual to travel safely and independently and prepare periodic progress reports.

Final Written Report. The travel training instructor shall provide a final written report that includes recommendations concerning the ability of the individual to travel safely and independently within the community.

How Travel Instruction Services Should Be Provided by Independent Contractors?

Travel training providers shall protect the safety and rights of the individual at all times.

Persons with disabilities shall be active participants in all phases of their travel instruction program.

As necessary and appropriate, the travel training provider shall consult with the family and support personnel of the individual undergoing training.

Travel instruction shall take place on or along transportation routes within the trainee's community.

Travel training providers, to the maximum extent feasible, shall provide self-advocacy training to the disabled individual that includes environmental planning for the purpose of safety and access.

With Whom Should Community Agencies Contract for Travel Instruction Services?

Travel training instructors retained as contractors shall demonstrate knowledge and skills in the performance of travel instruction.

Community vocational rehabilitation agencies and independent living centers should seek to engage a contractor who has successfully completed a course of study in travel instruction, or who has worked as a travel training instructor or travel trainer for no less than five years and is able to demonstrate knowledge and proficiency in the skills and competencies required for travel instruction. These include, but are not limited to, the academic and field practice competencies for assessment, teaching, and monitoring as articulated in the Standard for the Professional Practice of Travel Instruction, found in the monograph *Travel Instruction for People with Disabilities: A Standards and Curriculum Development Project*, available from Easter Seals Project ACTION.

Community vocational rehabilitation agencies and independent living centers are encouraged to build relationships with local school districts, many of which may have established travel instruction programs for students with disabilities. Programs that have provided orientation and mobility to persons who are blind or visually impaired may also be a valuable resource. Working with community agencies that have provided some level of travel instruction is a good way to help gauge the suitability of services. Such programs may be able to provide advice regarding the development of requests for proposals, the stipulations to be included in contracts for services, the selection of contractors who possess the necessary educational and experiential background, and monitoring for contractors' compliance with contractual requirements.

When Should Agencies Enter Into Contracts for Travel Instruction Services?

It is appropriate to provide individuals with disabilities with travel instruction services when the anticipated outcome of vocational rehabilitation or independent living services is a return to competitive employment or engagement in activities in the community. Individuals with disabilities should have the opportunity to learn to travel safely and independently and to use public transportation to achieve their travel objectives within a timeframe that is consistent with their goals to enter competitive employment. Rehabilitation agencies and independent living centers should contract for these services when the capacity does not exist within the program to provide these services in a competent manner utilizing agency personnel.

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Community vocational rehabilitation agencies and independent living centers are encouraged to build relationships with local school districts, many of which may have established travel instruction programs for students with disabilities. Programs that have provided orientation and mobility to persons who are blind or visually impaired may also be a valuable resource. Working with community agencies that have provided some level of travel instruction is a good way to help gauge the suitability of services. Such programs may be able to provide advice regarding the development of requests for proposals, the stipulations to be included in contracts for services, the selection of contractors who possess the necessary educational and experiential background, and monitoring for contractors' compliance with contractual requirements.

When Should Agencies Enter Into Contracts for Travel Instruction Services?

It is appropriate to provide individuals with disabilities with travel instruction services when the anticipated outcome of vocational rehabilitation or independent living services is a return to competitive employment or engagement in activities in the community. Individuals with disabilities should have the opportunity to learn to travel safely and independently and to use public transportation to achieve their travel objectives within a timeframe that is consistent with their goals to enter competitive employment. Rehabilitation agencies and independent living centers should contract for these services when the capacity does not exist within the program to provide these services in a competent manner utilizing agency personnel.

Travel Instruction Guidelines for Agencies and Schools

This position paper was approved by the steering committee of this project.

INTRODUCTION

Since the passage of the Rehabilitation Act of 1973, Public Law 94-142 (the Education of All Handicapped Children Act) of 1975, and the Americans with Disabilities Act (ADA) of 1990, major improvements have taken place in the education, vocational training, and adult service programs provided to people with disabilities. Despite the resulting advances, people with disabilities are not succeeding at the levels they should to reach full, independent, and productive participation in society. Accessible transportation services and the skills for using mass transit are consistently regarded as being pivotal – and in need of improvement – if people with disabilities are to realize an adequate level of independent functioning and community inclusion. The Individuals with Disabilities Education Act Amendments of 1997 and the Rehabilitation Act Amendments of 1998 recognize the importance of providing training in the use of transportation services as a critical life skill. Consequently, schools and adult service agencies now have a responsibility to develop and provide comprehensive travel instruction to make it possible for people with disabilities to negotiate public environments, including mass transit systems, safely and independently.

Travel instruction services provided to individuals with disabilities who are blind or visually impaired are known as orientation and mobility services. In statute, educational and rehabilitation programs have obligations to provide orientation and mobility services to people who are blind or visually impaired, and these obligations are similar to those to provide travel instruction for persons with disabilities other than blindness.

CRITICAL ISSUES

Systematic instructional programs help people with disabilities develop skills for independent travel to the extent to which they are capable. These programs, when provided to people with disabilities other than blindness or visual impairment, are called travel instruction programs.

Schools and adult service agencies have a responsibility to provide comprehensive travel instruction to people with disabilities other than blindness or visual impairment.

Families of people with disabilities and members of the community tend to limit the rights and opportunities for people with disabilities to travel because of fear, myths, and stereotypes about disabilities. Education for families and the general public about the capabilities of people with disabilities and the transportation and travel instruction services that are available to them is therefore an important component of a comprehensive travel instruction program.

ESSENTIAL CONSIDERATIONS

Travel instruction is an educational or rehabilitation program in which people with disabilities achieve proficiency in the travel skills necessary for negotiating public environments and mass transit in a safe and independent manner. The safety of the traveler is of primary importance.

A body of knowledge has been developed over the past thirty years in the profession of travel instruction that is drawn from the schools and adult service agencies where travel instruction services have been provided. This body of knowledge was compiled and studied during the

past several years by Western Michigan University under a grant from Easter Seals Project ACTION. As a result, guiding principles and a curriculum for travel instruction, along with competencies for travel instruction providers, were created and published in the monograph *Travel Instruction for People with Disabilities: A Standards and Curriculum Development Project*. A professional membership association, the Association of Travel Instruction, was established through the efforts of this project.

Two models for the delivery of travel instruction have been identified. They are the travel training instructor/travel trainer model and the instructor only model. In both models, the travel training instructor and the travel trainer have specific knowledge and field practice skills identified in Section Four, “Competencies for the Effective Practice of Travel Instruction”, in the monograph *Travel Instruction for People with Disabilities: A Standards and Curriculum Development Project*, available from Easter Seals Project ACTION. In the travel training instructor/travel trainer model, the travel training instructor, in addition to providing a full range of services, also supervises a travel trainer, who has less preparation than the instructor and provides a more limited scope of services. The Association of Travel Instruction will guide the further codification of the roles and responsibilities of the travel training instructor and travel trainer, and the establishment of a code of ethics for all levels of travel instruction professionals.

Travel instruction providers adhere to strict principles of professional practice. This is important for safety, consistency, quality services, and earning the trust of individuals with disabilities, their families, and members of the community.

The size of a city/region, the number of people with disabilities who require travel instruction, the availability of transportation services, the cost of implementing travel instruction, and the availability of qualified personnel are important considerations when planning travel instruction programs.

Documentation and anecdotal reports regarding the effectiveness and efficiency of the instructor/trainer and trainer only models of instruction may be provided, in accordance with the school/agency policy, by schools and adult services agencies where these programs have been implemented. Referral information to these programs is available from Easter Seals Project ACTION.

IMPLEMENTATION

WHO

Travel instruction is provided by qualified providers with specific competencies in academic and field practice domains that include the knowledge, understanding, and skills for assessing travel instruction needs and travel environments; planning and implementing individualized travel instruction programs; and providing one-to-one instruction.

Presently, travel instruction personnel become qualified upon successful completion of a pre-service training program at a school or adult service agency, or a college or university program that complies with the Professional Standard of Practice of Travel Instruction (referred to above) developed by the Western Michigan University Travel Instruction Project funded by Easter Seals Project ACTION. This standard addresses academic and field practice requirements. Travel training instructors demonstrate knowledge and skills in all areas included in the standard. Travel trainers demonstrate proficiency in selected knowledge-based competencies and

in implementing elements of the instructional plan designed by the travel training instructor. In the future, it is anticipated that personnel preparation for both the instructor and trainer will be under the auspices of college or university affiliated programs.

HOW

Individuals with disabilities can self-refer for travel instruction, or may be referred by schools, families, adult services agencies, and independent living programs.

Following referral, a thorough assessment is made of the individual's needs and skills, and the environments in which the individual will travel. Evaluations include, but are not limited to, a review of pertinent records and assessments of sensory, cognitive, physical, behavioral, and functional skills, such as telling time, self-identification, using currency and public telephones, and dealing with frustration. Environments are evaluated for safety and suitability for travel by examining the terrain, neighborhood configurations, traffic flow and patterns, availability of transit options, and social conditions. Assessment findings are compiled and, in accordance with school or agency policy, are provided to the family, guardians, and referring agency. These findings document travel-related skills. Based on assessment findings, a determination is made regarding recommendations for travel instruction or specific skill development to prepare the individual for independent travel.

Regardless of the instructional model, the travel training instructor is the provider responsible for evaluating individuals referred for travel instruction to determine eligibility, conducting environmental evaluations, developing instructional programs, and directing the elements of one-to-one instruction within the community, which may be provided by travel trainers (in the instructor/trainer model).

The travel instruction program is derived from assessment findings, individualized to meet the needs of each learner, and taught using one-to-one instruction in the natural environments for travel, e.g., where and when the individual is expected to travel. Environmental conditions such as lighting, traffic patterns and volume, pedestrian pathways, and conditions on transit vehicles, which vary throughout the day, can have an impact on instruction.

Students and their families are fully informed regarding the purpose, nature, and scope of travel instruction assessments and the instructional program. Service is provided with the full and informed consent of the student and his or her family or legal guardian, as appropriate.

A comprehensive travel instruction program includes instruction in essential travel skills such as crossing streets; making judgments about safety and danger; recognizing common environmental and vehicular elements such as traffic control signals, turning signal indicators, and backup lights; boarding and disembarking from transit vehicles; recognizing desired destinations; managing basic life skills such as organizing personal belongings, using the telephone, requesting assistance, interacting appropriately with strangers, and recognizing and responding appropriately to danger and universal function signs such as exit signs; knowing how to handle travel disruptions, emergencies, "getting lost", or missing the correct stop when traveling on a transit vehicle; using appropriate social and communication skills; and requesting and declining assistance.

Some individuals referred for travel instruction may require preparatory instruction in purposeful movement and pre-travel skills where basic mobility, survival skills, and travel con-

cepts are taught. This determination is made based on the assessment carried out by the travel training instructor.

Student progress is evaluated continuously throughout the travel instruction program. Progress reports and case conferencing are used to document and review progress. Modifications are made to the instructional plan as needed and are shared with the student, family, or guardian, as appropriate.

The final phase of the travel instruction program is the post-assessment of the student's travel skills. The post assessment is conducted using a "following procedure" during which the student believes he or she is traveling independently, but, in fact, is being followed by a travel training instructor. When staffing allows, this instructor is an individual the student does not know. In instances where this is not possible, the instructor follows on foot or by car, taking care to avoid interacting with or inadvertently providing cues to the student, recognizing that the instructor's presence, if detected by the student, may have an effect on performance.

Travel instruction programs establish criteria for determining and documenting that a student has completed travel instruction, and at the completion of the program, a final verbal and written report are prepared. The verbal report is shared with the student and family, as appropriate. The written report is filed with the appropriate administrative entity and referral source, and shared with the family in accordance with school or agency policy.

Successful travel instruction programs develop close working relationships with related professionals and with various social and educational agencies. Consultation is often necessary with occupational, physical, and speech and language therapists, and other members of the special education or rehabilitation team. Travel instruction programs must develop close collaboration with such agencies as transit authorities, adult agencies, school districts, advocacy groups, and other community agencies including police departments and departments of transportation.

WHEN

Travel instruction is provided for school students during their transition years, ages 14 to 21. Pre-travel purposeful movement instruction should be embedded in students' special education activities, and can also take place during specialized periods of instruction. Adults in rehabilitation or independent living programs participate in travel instruction programs when they prepare for vocational placement or at other times when needed.

Indicators of Quality Travel Instruction Programs for Transit Properties

This position paper was approved by the steering committee of this project.

INTRODUCTION

Since the passage of the landmark Rehabilitation Act of 1973, all entities receiving federal funds have been responsible for making their programs accessible to people with disabilities. Transit properties receiving federal funds were also covered by this legislation. Beginning in the late 1970s, transit properties slowly began making their vehicles and stations accessible to people with disabilities. The passage of the Americans with Disabilities Act in 1990 declared access to mass transit a civil right. It required transit properties, whether or not they receive federal funds, to purchase accessible buses and trains, identify key stations and make them accessible by specified deadlines, and offer complementary paratransit to people with disabilities who cannot use mass transit.

Having meaningful access to mass transit is therefore relatively new to most people who have grown up with severe physical disabilities other than blindness or visual impairment. Such individuals are comfortable with paratransit and are often unfamiliar with or frightened to use mass transit. Individuals whose onset of disability occurred in adulthood may be familiar with mass transit, but often need to learn how to use wheelchair lifts and practice traveling using a wheelchair, scooter, or some other orthopedic device. In addition, individuals living in the suburbs or rural areas may have relied upon the family car for their transportation, and need to learn how to travel via buses and commuter rail. All these individuals experience some fear of the unknown when first confronted with traveling on mass transit.

Many people who are eligible for paratransit could also use mass transit if they received travel instruction. For most transit properties, paratransit is a very expensive service to operate. And, for many people whose access to mass transit is limited by disability, quality of life and access to essential services can be seriously jeopardized. Therefore, it is vital that everyone who can use mass transit be encouraged to do so.

Transit properties have introduced travel instruction programs to address the need to encourage individuals with disabilities to use the fixed routes, as opposed to the paratransit services available from public transit systems. The provision of travel instruction is a new endeavor for most transit properties. The aim of this paper is to offer guidance to transit properties and other entities starting a travel instruction program.

THE CRITICAL ISSUE

Transit properties and other entities offering travel instruction need to know that the agencies and/or individuals hired to provide travel instruction are qualified travel training instructors and travel trainers with the skills to provide travel instruction to individuals with a variety of disabilities. The travel instruction program must have clear goals, objectives, defined populations, time constraints, and a measurement for success.

ESSENTIAL CONSIDERATIONS

Instructor Qualifications. What are the qualifications of a travel training instructor and/or travel trainer? Some programs only have travel training instructors and others have both. How long has the travel training instructor been working in the field? What populations has he or she worked with? How do these individuals measure success and what is their success rate? How many individuals have they trained to travel? In what environments have they worked, i.e., rural, suburban, urban?

Defined Program of Travel Instruction. What are the timeframes and constraints of a travel instruction program? How many individuals is the program able to teach during a given period of time? What are the age limitations? Who is eligible for services? (Public schools are responsible for travel instruction for students under the Free and Appropriate Public Education requirement of the Individuals with Disabilities Act, as amended in 1997.)

IMPLEMENTATION

What Quality Indicators Should Be Put in Place?

A transit property or other entity will be able to determine the quality of its travel instruction program by the accomplishments of the program. Did the program reach the targeted population? Was the training completed within the established timeframes? Were all trainees properly assessed? Were those trained able to travel safely and independently on mass transit after completing the program? Was the reduction in paratransit use by individuals trained to travel cost effective?

How Can Transit Properties Measure Quality of Services?

A defined program of travel instruction, set up to incorporate the components that the transit property or other entity deems necessary, should include the following: a timeframe for assessment of trainees, development of individualized goals and objectives, one-to-one instruction in the community, evaluation of progress, and a final written report containing results and recommendations.

It is reasonable for transit properties to expect that each individual accepted into a travel instruction program sponsored by a transit system will be able to reduce his or her dependence on paratransit by a percentage of trips that makes travel instruction cost effective. To illustrate, if a paratransit user takes 300 trips per year at \$40 a trip, the annual cost to the transit property is \$12,000. If it costs \$1,000 to train a person to travel on mass transit and the trainee takes 25 less paratransit trips annually, the transit property has broken even. If the trainee takes 25 or more trips annually, the transit property will save money over the years. At the conclusion of a travel instruction program, a transit system should require that the service provider perform a formal evaluation to determine the effectiveness of the training.

Who Provides Travel Instruction Services Sponsored by a Transit System? A transit system can either dedicate a staff position to provide direct travel instruction services or designate personnel to contract with a travel instruction provider and oversee the contractor's work.

Under the supervision of designated transit property personnel and/or the personnel in the contract agency, the travel training instructor will set up the travel instruction program, supervise staff (other travel training instructors or travel trainers) and be responsible for the day-to-day operations of the program.

Job Description Sample

Job Title:	Travel Training Instructor for Individuals with Disabilities
Purpose:	The primary purpose of the travel training instructor is to teach people with disabilities other than blindness to travel safely and independently within the community by using pedestrian skills and public transportation. A secondary purpose is to instruct people with disabilities to attain their optimal level of purposeful movement and travel within the community.
Reason for Job:	There are many people with disabilities who are capable of traveling independently but are unable to do so because of lack of instruction.
Accountabilities:	<ol style="list-style-type: none">1. To provide for the safety of the student during instruction2. To maintain a commitment to a professional code of ethics3. To follow policies and procedures of the agency or school4. To adhere to the local, state and federal regulations regarding the rights of people with disabilities
Essential Job Responsibilities:	<ol style="list-style-type: none">1. Assessing students by reviewing previous reports, interviewing, and observing skills and behaviors related to travel2. Planning instruction for the student3. Planning and evaluating routes for the student4. Evaluating the student's ability to travel safely and independently5. Writing and maintaining reports including assessment, daily progress, and summary reports6. Scheduling times for instruction7. Communicating with families and support personnel8. Promoting independent travel options in the community9. Teaching self-advocacy skills in relation to travel10. Teaching orientation skills11. Teaching how to travel routes within the community12. Teaching safe and independent pedestrian skills13. Teaching transit skills14. Teaching strategies to use when lost or confused while traveling15. Teaching travel-related life skills such as use of public telephones, handling money, and self-identification

16. Teaching how to handle unusual occurrences and adapting to unexpected situations in the travel environment
17. Establishing collaborative relationships with other professionals, police departments, and transit authorities
18. Conducting workshops and presentations explaining travel instruction and the use of public transportation

Job Description Sample

Job Title:	Travel Trainer for Individuals with Disabilities
Purpose:	The primary purpose of the travel trainer is to assist the travel training instructor with selected duties that will contribute to the goal of teaching people with disabilities other than blindness to travel safely and independently.
Reason for Job:	There are many more people with disabilities who need travel instruction than there are instructors to provide it. Paraprofessionals are needed to expand services so that individuals with disabilities will be able to benefit from independent travel skills.
Accountabilities:	<ol style="list-style-type: none">1. To follow the lesson plans developed by the travel training instructor2. To accurately report progress of the student to the travel training instructor3. To communicate with the travel training instructor when prescribed lessons need to be modified4. To function as a team member5. To provide for the safety of the student during instruction6. To maintain a commitment to a professional code of ethics
Essential Job Responsibilities:	<ol style="list-style-type: none">1. Following directions provided by the travel training instructor relating to facets of the delegated job delegated2. Evaluating routes for the student3. Writing and maintaining daily progress notes4. Interacting with families and support personnel5. Teaching self-advocacy skills in relation to travel6. Teaching orientation skills7. Teaching travel-related life skills such as use of public telephones, handling money, and self-identification8. Teaching travel skills deemed necessary by the travel training instructor9. Providing orientation to transit systems10. Assisting with workshops and presentations explaining travel instruction

Job Description Sample

New York City Department of Education

District 75

OFFICE OF TRAVEL TRAINING

JOB DESCRIPTORS

Title:	Travel Training Teacher for Students with Disabilities other than Blindness
Purpose:	The primary purpose of the travel training teacher is to provide instructional opportunities for students with disabilities (other than blindness) to learn to travel safely and independently in the community, using public transportation when appropriate. A secondary purpose is to provide instructional opportunities for students to learn basic mobility skills and purposeful movement as part of their educational program.
Accountabilities:	<ol style="list-style-type: none">1. To provide for the safety of the student during travel training2. To monitor the quality of the instructional services provided to students3. To assign travel trainers to students in a fair and equitable manner4. To follow policies and procedures of the Office of Travel Training5. To maintain a commitment to professional behavior, in line with the New York City Department of Education Standard Operating Procedures and Conflict of Interest regulations
Essential Job Responsibilities:	<ol style="list-style-type: none">1. Assessments<ul style="list-style-type: none">• conduct functional and cognitive assessments of individual students referred for travel training• develop list of students for one-to-one instruction based on assessment results• conduct environmental analyses on travel routes• select most appropriate route and alternate route for student to travel• develop instructional plan• evaluate student ability to travel safely and independently2. Quality of instructional services<ul style="list-style-type: none">• communicate with parents/guardians regarding assessment results• obtain parent/guardian/student consent for travel training

- select and assign travel trainers to students for one-to-one instruction in the skills and behaviors necessary for safe and independent travel
- conduct case conferences with travel trainers on student progress
- monitor the instruction provided by travel trainers
- review daily reports of travel trainers
- collect and maintain data on students referred for travel training
- prepare and maintain records of student assessment, daily instruction,
- and summary reports
- communicate with parents on student progress

3. Instructional services

- teach travel and transportation-related skills
- teach safe and independent pedestrian skills
- teach strategies to use when lost or confused in transit
- provide opportunities for students to learn to transfer and generalize travel skills and behaviors
- design pre-travel training and mobility instruction programs
- provide instruction in pre-travel training and mobility skills
- incorporate video instruction into travel training instructional activities
- teach appropriate communication skills to students, including location
- and use of TTY
- maintain daily schedules of travel trainers
- provide monthly reports on travel training activities

4. Professional development

- participate in approved professional development activities
- provide pre-service training for travel trainers
- provide in-service training for travel trainers
- conduct workshops for professionals and parents/guardians on strategies for incorporating basic mobility skills and purposeful movement activities into the home and school settings

- provide workshops for school personnel and parents/guardians in transportation and travel-related skills and activities
- develop resource library of videotapes, photographs and other instructional materials
- collaborate with MTA NYCTransit, adult service agencies, human service providers, and government agencies to promote access and use of public transit

Job Description Sample

New York City Department of Education

District 75

OFFICE OF TRAVEL TRAINING

JOB DESCRIPTORS

Job Title: Travel Trainer (Paraprofessional) for Students with Disabilities other than Blindness

Purpose: The primary purpose of the travel trainer is to teach students with disabilities (other than blindness) to travel safely and independently in the community, using public transportation when appropriate. The travel trainer works under the direction of a Travel Training teacher in providing instruction in the skills, techniques, and behaviors necessary for safe and independent travel.

Accountabilities:

1. To provide for the safety of the student during instruction
2. To follow policies and procedures of the Office of Travel Training
3. To follow the instructional guidelines and directions of the Travel Training teacher
4. To maintain a commitment to professional behavior, in line with the New York City Department of Education Standard Operating Procedures and Conflict of Interest regulations

Essential Job

Responsibilities:

1. Provide one-to-one travel instruction in:
 - safe and independent pedestrian skills
 - skills for using public transportation
 - problem-solving skills
 - techniques for handling various travel contingencies
 - appropriate communication skills and techniques
 - recognition of need for assistance and requesting assistance
 - orientation skills
 - appropriate behavior skills for travel
 - pre-travel training lessons
 - mobility skills and purposeful movement activities
2. Consult with Travel Training teacher daily on instructional plan
3. Recommend changes in instruction plan, if necessary

4. Review and evaluate routes selected for travel
5. Write daily progress reports and notes to families
6. Maintain ongoing records and files regarding student progress
7. Communicate with families and school personnel
8. Follow students on “solo” trips to assess their ability to travel safely and independently
9. Participate in and conduct group lessons/activities in basic mobility skills
10. Participate in professional development activities

TRAVEL INSTRUCTION GLOSSARY TERMS

A Following: The procedure used by a travel training instructor or travel trainer to assess an individual's ability to negotiate a route safely and independently without the individual's knowledge that the formal observation is occurring.

AAMR: American Association on Mental Retardation

ADA Accessibility Guidelines (ADAAG): These guidelines for accessibility are to be applied during the design, construction, and alteration of building and facilities covered by Titles II (public buildings and facilities) and III (places of public accommodation and commercial facilities) of the ADA.

ADA: This is the abbreviation for the Americans with Disabilities Act of 1990, also known as Public Law 101-336, that is codified at 42 USC Sections 12101 et seq. This civil rights legislation prohibits discrimination against people with disabilities in employment, public accommodations, state and local government, transportation, and telecommunications.

Adventitious disability: Disability that appears or occurs later in life.

AER: Association for Education and Rehabilitation of the Blind and Visually Impaired

AIDS: (Acquired Immunodeficiency Syndrome): A viral disease transmitted by the human immunodeficiency virus (HIV). It is transmitted through specific, at risk behaviors and cannot be contracted by casual contact.

Allegation: The assertion, claim, declaration, or statement that one party may have harmed another party or person

Ambulatory Aids: Appliances that provide physical support for moving through the environment, including such devices as wheelchairs, walkers, crutches, and support canes.

Approach: The team approach provides for the collaborative participation of a variety of individuals who are involved with an individual's travel instruction program. Examples of those who may be involved in a team approach to travel instruction include the individual who is receiving services, family members, travel instructor, the travel trainer, job coaches, occupational and physical therapists, and in school settings, guidance counselors, special education teachers, etc...

APTA: American Public Transportation Association

ARCA: American Rehabilitation Counseling Association

ASL: American Sign Language

Assault: Any willful attempt or threat to inflict injury upon another person, when coupled with an apparent present ability to do so, and any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm.

Assessment: Identifying an individual's skills, strengths, learning styles, and needs.

ATI: Association of Travel Instruction, an incorporated non-profit professional association of travel training instructors and travel trainers

Augmentative communication devices: Aids or devices used to supplement an individual's existing vocal or verbal communication.

Awareness: As used in the travel instruction competencies, awareness refers to an individual's sense of recognition of certain elements that are involved in teaching travel instruction. Awareness, as defined here, does not denote a functional or abstract level of knowledge.

Balance: The state of being in equipoise; equilibrium; even adjustment; steadiness.

Battery: Intentional and wrongful physical contact with a person without his or her consent that entails some offensive touching or injury.

Behavior management approaches: Teaching methods and techniques that apply principles of classical and operant conditioning.

Bodily injury: Injury or death.

Body Positioning: Travel training instructor or travel trainer position behind or next to student for the purpose of safety and providing instruction.

CEC: Council for Exceptional Children

Code of Ethics: Rules of moral conduct that guide the actions of members of a professional group.

Cognition: Mental abilities such as perceiving, remembering, reasoning and many others are organized into a complex system, the overall function of which is cognition.

Cognitive mapping: Knowledge of a specific spatial layout, which includes object-to-object relationships.

Communication books: Individualized book of nonverbal cues using picture and words to convey specific information, directions, or rules that facilitate travel by a person with a disability.

Community Resources: Professionals, human service agencies, businesses, employers and transportation providers that can support people in travel training or the implementation of a travel training program.

Community workers: Persons typically identified by uniforms who work in areas frequented by the public.

Concept development: The development of mental representations, images, or ideas of concrete objects, as well as intangible ideas.

Conditions of Liability: The elements that must be met or proven in order for an individual to be found liable for any alleged negligent action. The elements are damages, duty, breach of duty, and proximate cause.

Congenital disability: Disability that is present at birth.

CTAA: Community Transportation Association of America

Descriptive research: Statistical procedures or naturalistic observations used in describing the properties of an individual or populations of a specified sample.

Destination card: Card preprinted with a specific destination shown or displayed to a transit vehicle operator.

Destination training: Teaching a person with developmental disabilities to travel from one fixed location to a specific destination following a fixed route without variation or practice in dealing with travel contingencies.

Developmental disabilities: Severe chronic disabilities that are manifested before the age of 22, are likely to continue indefinitely, result in substantial functional limitations and reflect the need for services that are lifelong or of extended duration.

Deviated route service: Bus transportation that is able to provide deviation on part of its standard route.

Dignity of Risk: Concept that persons with disabilities benefit from the opportunity to take chances of success or failure in a chosen activity (provided that the activity is not high risk for injury); basically, the creation of an environment that encourages trying. A positive environment of trying to learn what one can and cannot do (success and failure) is essential to learning and developing independent functioning. However, the social environment surrounding persons with disabilities or senior citizens often limits their choices and opportunities in an effort to protect the individual(s). The long term effect of this is increased dependency and fewer opportunities.

Directionality: Use of information received by the senses to establish, maintain or judge purposeful direction during travel.

Disability: Every decline in or absence (as a result of impairment) of the possibility of a normal activity for a person, both with respect to the methods and range of implementation.

Discovery learning: A teaching strategy in which the material to be learned is discovered by the learner. The task given is a problem to be solved.

DOT: Department of Transportation

Elements Considered for Street Crossings: Task components involved in the initiation and completion of a safe crossing that a person demonstrates to provide evidence of the ability to cross a street safely and independently. These elements include: stopping in safe position at corners; scanning in all directions for traffic; responding appropriately to auditory and visual traffic stimuli; using pedestrian traffic signals when available; deciding safe time to cross street; using crosswalk when present; continuing to scan for traffic while crossing; maintaining appropriate speed for reaching other side; and stepping up onto sidewalk or out of traffic path (if there is no sidewalk) after crossing.

Empathy: Putting oneself in the psychological frame of reference of another person.

Environmental Analysis: The study of the environmental conditions along a path of travel that is done prior to initiating the teaching of any route to a person with a disability or a senior citizen. Considered in the environmental analysis are the essential features and conditions along the path of travel (e.g., presence/absence of curb ramps; timing of any pedestrian control signals and vehicular traffic signals; salient landmarks; availability and location of shelter and safe havens; types of intersections and traffic flow patterns for street crossing) that may hinder or facilitate a person's ability to travel. Using the results of this study of the environment the

travel training instructor/travel trainer can design an instructional plan and route that considers the individual's needs, the environmental conditions, and safety.

Environmental concepts: The knowledge of environmental features, such as the intersection, corners, bus stops, sidewalks, and of the spatial features in built environments.

Environmental conditions: The elements in an environment, including physical and social elements, that influence the ability of an individual to travel safely and independently.

Physical Elements include type of landscape (e.g., hilly, flat, mixed terrain); presence or absence of pedestrian walkways, signage, traffic signals, obstacles/barriers, shelter availability, and safe havens; location of transportation facilities and bus stops; effects of seasons/weather/sun glare; amount of sound/noise, lighting, and visual stimulation; and types of streets and intersections along route.

Social Elements include type of neighborhood (e.g., residential, commercial, industrial); typical types and times of activities (e.g., on-peak and off-peak hours for activities, children going to/from school, lunch hour activity); activities in neighborhood during time of travel; availability of assistance and language/communication (e.g. English, Spanish, Russian); and presence/absence of other people along route.

Environmental features: Major conditions on the path of travel such as intersections, corners, bus stops, sidewalks, curb ramps, and of the spatial features in built environments.

Experimental research: Experimental research, in a broad sense, refers to a situation in which some condition or conditions are deliberately varied in order that the effect of this variation may be studied often testing specified hypotheses.

Exploratory research: In a broad sense, descriptive, survey or experimental data may be collected to inspect for trends to generate hypotheses to test in future experiments.

Exposure: From a legal perspective, the state of being subject to the possibility of loss.

Fade Back: The procedure used by a travel training instructor or travel trainer to gradually increase the distance between instructor/trainer and the individual to facilitate independent decision-making and action by the individual while still providing the security of observation and the potential for intervention if needed.

Fixed route transit: Transportation provided by public or private entities on which a vehicle is operated along a prescribed route according to a fixed schedule. Examples: buses, trains, light rail (trolley), or other conveyances.

FTA: Federal Transit Administration

Functional Literacy: Recognition of an appropriate response to common signs and pictograms in environments that facilitate movement in travel.

Fundamental Skills of Travel: Skills that apply to activities of daily living, including use of the telephone, handling money, functional reading (e.g., signs, maps, icons, schedules), and communication (e.g., self-identification, request assistance).

Fundamental Skills: Skills that apply to daily living activities including functional mathematics (i.e., coin recognition and telling time), functional reading (i.e., signs, transit schedules), the use of telephones, and self-identification. Also referred to as life skills.

GIS: Geographic Information System, an electronic database for the environment.

GPS systems (Global positioning systems): An electronic position-sensing technology based on orbiting satellites which communicate with portable transmitters and receivers that, in interaction with a geographic information system, can inform users of their exact location and relationship to landmark coordinates.

Guided learning: A more regimented and passive teaching strategy in which the same type of solutions are needed to solve similar problems.

History of Travel Training: The first organized travel training program for teaching persons with mental retardation to travel was initiated at the Occupational Day Center, an Association for the Help of Retarded Children (AHRC) program in New York City between 1960-63. This travel training program demonstrated that persons with moderate/severe mental retardation could achieve independent travel if systematic instruction was provided. Other programs followed in the 1960s but there is no evidence that any of these very early programs were maintained. There are travel training programs, initiated in the early 1970s, that continue to provide travel instruction services to persons with disabilities.

IDEA: Individuals with Disabilities Education Act

Identification cards: A card carried by the traveler with information for identification.

IEP: Individual education plan of instruction by an educational team for a student who receives special education services.

Independent travel: Competent and self-reliant movement through the environment safely and efficiently.

Individualized functional assessment: An evaluation of a person's present capacity and potential to function in a number of areas.

Information About the Transit System: Maps, schedules, service guides, recordings, video screens, or other alternative formats including a conversation with a customer service professional that provide information about planning a transit trip.

Interdisciplinary teaming: A team approach in which professionals from different disciplines undertake independent assessments of a student but carry out program development as a collective effort.

IPE (Individualized Plan of Employment): Defined by the Rehabilitation Act as an individualized plan of employment developed to meet the employment needs of an individual 21 years of age or older.

ITP (Individualized Transition Plan): Individualized transition plan developed by an educational team to establish specific transition goals to support a student's post-school goals.

IWRP: An individualized written rehabilitation plan developed to meet the specialized rehabilitation needs of an individual 21 years of age or older. The reauthorization of the Rehabilitation Act has changed the name to Individualized Plan of Employment (IPE).

Landmarks: An environmental feature that is detectable and always present, and that is not likely to be missed as one travels a route.

Learned Helplessness: A term used to describe persons who feel they have no control over the important events in their lives, that individual success or failure is due to outside sources, resulting in lowered persistence, initiative, motivation, and self-esteem.

Liability: An obligation one is bound in law or justice to perform.

Libel: A written statement about someone that is personally injurious or defames that individual.

Location Identification: A lesson in which the student is intentionally disoriented and must apply environmental problem solving and orientation techniques to determine his or her location. See lost work/problem solving.

Locomotion: To move about as the behavior of moving from place to place.

Locomotor skills: Abilities such as creeping, crawling, and walking, which are used to move in the environment.

Lost Work/Problem Solving: A lesson in which the student is allowed to become lost or confused while traveling and must apply problem-solving techniques to continue travel.

Low-floor Buses: A bus designed with a sloped ramp for wheelchair entry and exit eliminating the need for a wheelchair lift.

Mobility Aids: Electronic and manual devices like wheelchairs, walkers, scooters, or canes that are used to increase a person's locomotion.

Mobility techniques: A set of specific skills and strategies that facilitate safe travel.

Mobility: The act of moving or the ability to move from one's present position to one's desired position.

Monitor: Supervise the practice or utilization of a skill, and determine when it may be necessary to provide correction or reinforcement of correct skill application.

Natural Supports: Using existing social relationships in the travel environment that enhances or secures the ability for a person to travel independently.

Navigational skills: Techniques for establishing and maintaining orientation and movement when going from one place to another.

Negligence: Failure to use a degree of care that an ordinary prudent person would use under similar circumstances.

Normalization: The use of culturally valued means, in order to enable people to live culturally valued lives. Life conditions for persons with mental retardation must be as least as good as that of average citizens. The means to be used should enable a person to enjoy life conditions, e.g. housing, clothing, education, and health.

NRCA: National Rehabilitation Counseling Association

Numbering systems: A systematic use of numbers to identify buildings or rooms within a building.

Operant conditioning: A category of behavioral learning theory that involves the use of pleasant and unpleasant consequences to change behavior. It is based on the premise that if an act is

followed by a satisfying change in the environment, the likelihood that the act will be repeated in similar situations is reinforced or increased.

Orientation and mobility: A professional discipline that incorporates tools and techniques used by persons who are blind or visually impaired to systematically orient themselves to their environments and to move about independently.

Orientation: The process of becoming familiar with and establishing one's position and relationship to significant objects in the environment.

Outcomes: Observable, measurable goals or desired results according to a plan.

Paraprofessional: A trained worker who is not a member of a given profession but assists a professional.

Paratransit: Ordinary paratransit is curb-to-curb or door-to-door transportation services not on a fixed route.

Paratransit: A transportation service required by the ADA for individuals with disabilities who are unable to use regular fixed-route transportation service.

Pedestrian Skills: Functional skills required to negotiate public environments such as streets, intersections, sidewalks, driveways, and parking lots safely and independently.

Practice Guidelines: Systematic decision-making statements that assist practitioners in providing services to a set of standards.

Pre-travel instruction: Instruction and practice in travel-related skills prior to initiation of one-to-one travel instruction, e.g. using public telephones and identification cards, crossing streets, and requesting information or assistance.

Private transit: Transportation provided by an individual, company, or interest, i.e., taxi, motor-coach, airport shuttle service.

Psychomotor: Of or pertaining to movement produced by action of the mind or will.

Psychosocial: Involving mental processing and interpersonal behavior.

Purposeful Movement: The goal is for the individual to conceive of the self as a separate person who is aware of the surroundings, initiates and sustains movement, recognizes a destination (objective of movement), protects the self from danger, and makes decisions; basically, self-directed movement to fulfill one's needs.

Rapid rail: A subway-type transit vehicle railway operated on exclusive private rights of way with high-level platform stations. Rapid rail also may operate on elevated or at grade level track separated from other traffic.

Real-time: Occurring at the actual time of day and within the actual time frame.

Res ipsa loquitur: A rule of evidence whereby the negligence of an alleged wrongdoer may be inferred from the mere fact that the accident happened, provided that the character of the accident and circumstances attending it lead reasonably to believe that in the absence of negligence it would not have occurred; and that the thing that caused injury is shown to have been under management and control of alleged wrongdoer. Literally: "The thing speaks for itself."

Risk management: Planning and preparing for risks. It involves analyzing all exposures for the possibility of loss and determining how to handle these exposures through such practices as avoiding the risk, reducing the risk, retaining the risk, or transferring the risk.

Rote travel: Travel characterized by movement from one landmark to another along a known path with little knowledge of the spatial relationships of the landmarks to one another and little flexibility in the route traveled from one location to another.

Routing: The practice of instructing a person to generalize travel skills learned while performing one route that can be used to learn to travel other routes and use new modes of transportation.

Scanning: Systematically shifting visual attention from one object to another.

Securement Devices: Straps, wheel clamps, or similar devices that firmly hold a wheelchair or mobility aid in place on a bus or rail car.

Sensorimotor functioning: The combination of the senses working in concert with the body's muscles to accomplish movement.

Sensory Training: A course of instruction in which the individual learns to be responsive to sensory stimulation of any one or a combination of sensory modalities and to apply sensory information while carrying out travel activities.

Sensory: Relating to the senses such as touch, smell, hearing, vision, etc...

Service Animals: An animal specifically trained to assist persons with disabilities, other than those who are blind or visually impaired.

Single subject design: A research design that uses a single subject for measuring interventions.

Slander: A spoken statement about someone that is personally injurious to that individual.

Spatial Awareness: Use of information received by the senses to establish, maintain or judge distance between self or other objects during travel.

Stop announcements: Announcement made by a person or by a recorded message which informs passengers on a bus, trolley, commuter rail, or rapid rail of the locations where the vehicle stops along a fixed route. Public and private entities providing fixed route service must announce stops at transfer points with other fixed routes, major intersections and destination points, and intervals along a route sufficient to permit individuals with visual impairments or other disabilities to be oriented to their location and any stop on request of an individual with a disability.

Stranger approach: The use of a person unknown to the person being travel trained to determine whether the trainee's reaction is appropriate to interactions with strangers.

TDD: Telecommunications devices for persons who are Deaf.

Teach: Introduction and instruction of skills and their appropriate modification, refinement, and remediation for safe applications in a variety of familiar and unfamiliar settings.

Transit Skills: Utilizing public transportation including locating, boarding, and disembarking the bus and/or rapid rail.

Transit Systems: Transportation by car, bus, rail, or ferry that is publicly or privately owned which provides service to the general public, including special services, on a regular or scheduled basis.

Travel Contingencies: Unforeseen occurrences that affect travel; i.e. bus detours, sidewalk construction, closed building or transit exits/entrances, and severe weather conditions.

Travel Environment: Essential features and conditions along the path of travel (e.g., presence/absence of curb ramps; timing of any pedestrian control signals and vehicular traffic signals; salient landmarks; availability and location of shelter and safe havens; types of intersections and traffic flow patterns for street crossing) that may hinder or facilitate a person's ability to travel.

Travel Instruction: One-to-one instruction provided to people with disabilities other than blindness or visual impairments whose purpose is to enable safe and independent travel in unprotected environments, including on public transit.

Travel Related Concepts: Ideas or mental representations that are utilized for safe and independent travel. These ideas/concepts may be concrete, functional or intangible, and include the names and use of common environmental elements, such as elevators, doors, etc., social and physical environmental conditions, such as crowded, busy, etc., safety, public/social interactions, such as with strangers, community workers, and friends, and personal responsibility. These concepts can be introduced in either group or one-to-one sessions, but should always be assessed on an individual basis.

Travel trainer: A person working under the direction of a travel training instructor who provides portions of a travel instruction program.

Travel training instructor: A person who teaches a comprehensive program of travel instruction on a one-to-one basis to individuals with disabilities and who may also supervise trainers with less preparation.

Wayfinding: The process of applying orientation strategies and techniques and mobility skills and techniques to negotiate an environment and locate an intended destination.

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