

Individualized Travel Training

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The previous sections of this curriculum have focused on introducing and assessing travel readiness for students with ASD, primarily in a group setting. The final section shares some of the expertise gathered over the years to help those using this curriculum to introduce the concept of fully independent use of public transportation to a student with ASD on a one-to-one basis.

The Association of Travel Instruction (www.travelinstruction.org) defines travel training as:

“One-to-one short-term instruction provided to an individual who has previously traveled independently and needs additional training or support to use a different mode of travel, a different route, mode of transit, or travel to a new destination; or one-to-one comprehensive, specially designed instruction in the skills and behaviors necessary for independent travel on public transportation provided to an individual who does not have independent travel concepts or skills to go from point of origin of trip to destination and back.”

The Kennedy Center’s travel training curriculum, originally developed in 1991, is built upon a sequential instruction process that takes into account the “whole” person. Existing skills and strengths are identified through an initial pre-screening assessment, and these strengths become the foundation of independence and are built upon to move the individual toward complete travel independence. A routine is then developed by the trainer in collaboration with the student to teach the person a specific public transit route through techniques that include modeling, fading, and monitoring. Throughout the training process, a list of skills required of independent travel are taught and closely monitored by the teacher/trainer and progress is rated and recorded throughout each session.



SKILLS REQUIRED FOR INDEPENDENT TRAVEL

This curriculum focuses on:

- ❖ Leave the place of origin and arrive at the transit stop on time.
- ❖ Demonstrate appropriate street crossing skills.
- ❖ Travel to and from the transit stop using their route of choice.
- ❖ Stand at the transit stop in an appropriate place.
- ❖ Carry transit pass.
- ❖ Identify the correct transit vehicle (i.e. through number, color, and inquiry).
- ❖ Board the transit vehicle correctly.
- ❖ Pay fare and show reduced fare card (if necessary).
- ❖ Select seat or proper place to stand.
- ❖ Watch for landmarks or listen for stop announcements.
- ❖ Obey the rules of the transit vehicle.
- ❖ Signal exit at proper time (on buses)
- ❖ Travel to any necessary transfer points or destinations through the most direct or safest route.
- ❖ Calls or asks for assistance when utilizing the phone.
- ❖ Responds and acts correctly in emergency situations.
- ❖ Read the transit schedule and/or find routes



THE PROCESS OF TRAVEL TRAINING

Before describing a typical travel training process, a few words of caution are in order. Whenever possible, travel training should be conducted by a trained practitioner who is skilled at assessing the needs and progress of a new traveler, especially when it comes to determining an individual's ability to be safe at all times when traveling alone.

The process begins when a referral for travel training is received. Typically, referrals are made by the individual wishing to be trained or by a counselor or family member.

If training seems feasible, the trainer will schedule an informational, "get acquainted" meeting with the travel training candidate and any other people he or she wishes to have attend. The trainer's initial goal is to establish an open dialogue. Areas such as motivation level, functional skills, and communication and learning style are discussed in order to design the best possible, individually-tailored travel training program. The trainer will also work with the individual to plan a travel route that considers factors such as trip length, hours of service, transferring, walking required and safety.

The major advantage of one-to-one training is that supports are tailored to fit the individual needs of the person being trained. The following sequence describes a typical travel training process:

The first session begins with the trainer meeting the individual at his or her residence or place of employment. The trainer models basic skills such as illustrating the route to the transit stop and pointing out the features of the stop itself. The trainer will show the trainee how to identify the desired mode of transportation, board, pay the fare, sit in the proper place, watch for landmarks, signal to disembark and get off. Issues such as crossing the street, identifying “safer” strangers, knowing what to do in an emergency situation and knowing money and time are thoroughly reviewed and tested.

As training continues, the individual is encouraged to take the lead in these tasks and demonstrate that he or she can competently perform them. After each skill is properly accomplished, the trainer leaves the side of the trainee and begins to “shadow.” At first, this is done by having the trainer sit away from the individual and observe. When the individual can do these skills without the trainer’s involvement, the time has come for the trainee to travel independently. On the first trip alone, the trainer will follow the new rider with his or her knowledge. If there are no problems and the individual feels confident, the trainee will then travel by him or herself. Sometimes, the trainer will still be following the person incognito.

One of the most critical aspects of travel training is follow-up. Keeping channels of communication open is important to the new traveler’s continued success. After the initial training is completed, the trainer usually arranges for a way to “touch base” with either the trainee or someone he or she knows. At specified intervals, the trainer will check to see how the new traveler is doing. This will provide the opportunity for further help if there are any problem areas or if a person’s travel needs have changed. The trainer can also find out how travel training has impacted the successful trainee in all areas of his or her life.



Individualized Travel Training Materials

- 1. Travel Pre-Assessment**
- 2. Trainee Information Sheet**
- 3. Pre & Post Travel Training Test**
- 4. Daily Travel Training Report**
- 5. Progress Evaluation of Travel Skills**

TRAVEL PRE-ASSESSMENT

Trainee: _____ Date: _____

Person Conducting the Assessment: _____

Referral received from: _____

BACKGROUND

1. Do you want to use the bus or train?

If yes, why?

If no, why not?

2. Have you ever ridden the bus before? Describe (with whom?, where?, how often?, what happened?)

3. Do you travel around your own neighborhood by yourself? If so, where?

4. How are you currently getting to your destination?

5. How much do you spend weekly in transportation costs?

6. Do you have a paratransit ID?

7. Do you have a transit half fare card?

8. Do you have a school identification card?

DAILY ACTIVITIES

1. How do you spend a typical day?

2. In your free time, what do you like to do?

TRANSIT USE

1. What are your reasons for not using public transit before (on a regular basis)?

CONCERNS

- | | |
|--|--|
| <input type="checkbox"/> Getting lost | <input type="checkbox"/> Falling |
| <input type="checkbox"/> Forgetting route | <input type="checkbox"/> Being robbed/mugged |
| <input type="checkbox"/> Crowds | <input type="checkbox"/> Vehicle itself |
| <input type="checkbox"/> Failure/Didn't feel capable | <input type="checkbox"/> Not being able to communicate |
| <input type="checkbox"/> Using lift | <input type="checkbox"/> Being stigmatized because of disability |
| <input type="checkbox"/> Having a seizure | <input type="checkbox"/> Being Stranded |
| | <input type="checkbox"/> Driver unhelpful |
| Other _____ | |

OTHER PEOPLE

- | | |
|--|--|
| <input type="checkbox"/> No one suggested it | <input type="checkbox"/> Parent/Guardian objection |
| <input type="checkbox"/> No one felt I was capable | Other _____ |

GENERAL REASONS

- | | |
|--|---|
| <input type="checkbox"/> Other transportation provided | <input type="checkbox"/> Was able to drive |
| <input type="checkbox"/> Inconvenience of public transit | <input type="checkbox"/> Not near a stop or route |
| <input type="checkbox"/> No training available | <input type="checkbox"/> No money |
| <input type="checkbox"/> Bad work hours | Other: _____ |

COGNITIVE/RECOGNITION

(At this point assessor takes out transit schedules and reviews with trainee the transit routes, fare and times to get to desired destination. During this discussion the assessor is evaluating the trainees' ability to do the following: read and recognize numbers, letters, words, and phrases; tell time; distinguish colors; use money; follow directions and remember things. Observations should be recorded here.)

Able to recognize letters and numbers, tell time, use money

PHYSICAL/MEDICAL

1. A. Do you have any difficulty moving around, going long distances, balancing and/or taking steps?

B. Do you use anything to help you ambulate?

2. Do you have vision or hearing difficulties? If so, do you use any corrective devices?

3. A. What medications are you currently taking?

B. Must you take them at specific times?

C. Do you have any side effects from your medication(s)? If so, what are they?

4. Are there any special foods you should or should not eat? At any particular times?

5. Do you have active seizures? If so, what type are they and how often do they occur?

COPING SKILLS

1. What makes you upset and how do you work it out?
2. If you are having trouble communicating, how do you deal with it?
3. What would you do in an emergency situation? (Give an example i.e., If you miss a bus)

QUESTIONS/CONCERNS

1. Do you have any questions or concerns about travel training?

LOGISTICS

1. Time available for training:
2. Work hours (if appropriate):
3. Preferred starting date:
4. Specific time table needed (if any):

TRAINER RECOMMENDATIONS

TRAINEE INFORMATION SHEET

Name: _____ Birthdate: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Phone Number: _____ Alternate Phone: _____

Primary Diagnosis: _____ Secondary Diagnosis: _____

Medications: _____

Allergies: _____

Medical Concerns: _____

Special Needs/Considerations (i.e. sign language, mobility aids, etc.): _____

EMERGENCY CONTACTS: (Include parent/guardian, if not self)

Contact One

Name: _____ Relationship: _____

Agency (if applicable): _____

Address: _____

City: _____ State: _____ Zip Code: _____

Primary Phone: _____ Alternate Phone: _____

Contact Two

Name: _____ Relationship: _____

Agency (if applicable): _____

Address: _____

City: _____ State: _____ Zip Code: _____

Primary Phone: _____ Alternate Phone: _____

Insert Trainee
Picture Here

PRE & POST TRAVEL TRAINING TEST

Trainee: _____

Travel Trainer: _____

Date Administered Pre-Test _____

Date Administered Post-Test _____

3= Without assistance;
completes skills
properly

2= Reassurance;
knows but looks for
approval from trainer

1= Verbal prompts or
gesture initiative; needs
to be told or led in skills

0= Physical prompts/no
response; no indication
of what is going on;
needs extensive
training

	<u>PRE</u>	<u>POST</u>
Leaves the place of origin and arrives at the transit stop on time		
Demonstrates proper street crossing techniques		
Stands at the transit stop or terminal in an appropriate place		
Carries an appropriate identification card		
Takes out the correct fare or purchases ticket		
Identifies the correct transit vehicle through number, color, style and/ or inquiry		
Travels to and from the transit stop using the route of choice that is both safe and most convenient		
Signals the operator the desire to board		
Boards the transit vehicle through the front entrance		
Shows the operator the pass, ticket or transfer		
Places the correct fare in the proper place		
Asks the driver for a transfer, if needed		
Selects a proper place to sit or stand on the transit vehicle		
Knows and recognizes landmarks		
Sits or stands properly and safely until at the disembarking stop		
Displays proper behavior while on the transit vehicle		
Knows and follows the rules on the transit vehicle		
Remains alert throughout the trip		
Signals for a stop at the proper time		
Exits the transit vehicle through the proper door		
Travels to and from necessary transfer points or destinations through the most direct and safe route		
Calls or asks for assistance when using a phone		
Behaves appropriately with strangers		
Identifies / states emergency contact numbers		
Identifies community workers		
Knows what to do if lost or sick		
Knows what to do if identified transit vehicle is missed		
Reads the transit vehicle's schedules and/or finds routes		

DAILY TRAVEL TRAINING REPORT

Trainee: _____ Trainer: _____

Training Session Number: _____ Hours Used Today: _____

Cumulative Hours Used to Date: _____

1. Trainee Evaluation: Observation of how the trainee felt and acted, etc.

2. Task Evaluation: What was accomplished? What skills were learned?

3. Natural Helping Network Involvement: Who participated? What were their roles?

4. Assessment: Evaluation of how training techniques worked.

5. Planning: What will happen in the next session? What are the goals?

6. Trainee Feedback:

7. General Comments:

PROGRESS EVALUATION OF TRAVEL SKILLS

Trainee: _____ **Mobility Trainer:** _____

Date Training Began: _____ **Date Completed Training:** _____

3 = Without assistance; completes skills properly	2 = Reassurance; knows but looks for approval from trainer	1 = Verbal prompts or gesture initiative; needs to be told or led in skills	0 = Physical prompt/no response; no indication of what is going on; needs extensive training
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DATE								
Leaves the place of origin and arrives at the transit stop on time								
Demonstrates proper street crossing techniques								
Stands at the transit stop or terminal in an appropriate place								
Carries an appropriate identification card								
Takes out the correct fare or purchases ticket								
Identifies the correct transit vehicle through number, color, style and/or inquiry								
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Boards the transit vehicle through the front entrance								
Shows the operator the bus pass, ticket, or transfer								
Places the correct fare in the proper place								
Asks the driver for a transfer, if needed								
Selects a proper place to sit or stand on the transit vehicle								
Knows and recognizes landmarks								
Sits or stands properly and safely until at the disembarking stop								
Displays proper behavior while on the transit vehicle								
Knows and follows the rules of the transit vehicle								
Remains alert throughout the trip								
Signals for a stop at the proper time								
Exits the transit vehicle through the proper door								
Travels to and from necessary transfer points or destinations through the most direct and safe route								
Dials or asks for assistance when using the phone								
Behaves appropriately with strangers								
Identifies/states emergency contact numbers								
Identifies community workers								
Knows what to do if lost or sick								
Knows what to do if identified transit vehicle is missed								
Reads the transit vehicle's schedules and/or finds routes								