

A CHANCE TO RIDE

Lesson 5
Travel Practice

Introduction

Travel Practice

We're finally ready for field training on a transit vehicle! All the preliminary steps of safely riding on a transit vehicle have been covered in the earlier lessons and should be reinforced during this lesson. The schedule for the trip needs to be reviewed prior to the trip. Pre-teaching techniques should be used prior to leaving the classroom so that students understand all the steps in the proper sequence for using a transit vehicle. All travel practice requires close teacher and/or paraprofessional supervision, with Level I being the most intense. Students who have not demonstrated safe pedestrian skills in the community should not be included in these group trips. All levels cover transit etiquette while waiting for and riding on the transit vehicle.



Level I will follow a visual schedule of their trip and focus on basic skills. Level II students will advance to trip planning activities and evaluation of pedestrian and bus riding safety skills. Level III uses a self-evaluation tool for the transit experience. All these lessons are designed to be repeated as often as practical and necessary to reinforce these skills. The checklists become more comprehensive with each level and can be utilized to assess a student's baseline knowledge. They also provide criteria for evaluating progress and generalization of safety and transit information. These checklists can also be shared with parents or guardians so that they can utilize them when traveling with their children.

As at any stage when working with students on the autism spectrum, it is important to take into account the student's learning style and individual strengths. While teaching, it is important to use as many nonverbal or visual prompts as possible so that the individual does not become dependent on the trainer's verbal instructions. Just as the student has been empowered by choosing his or her own landmarks in Lesson 4, he or she should make choices about the tools needed for successful travel. For example, for someone who becomes anxious when a vehicle is delayed, he or she might benefit from a fidget toy kept in a pocket.

Travel Practice

Lesson 5 Level I

GOAL

Experience using public transit with close supervision.

PREREQUISITE

Ability to be safe while walking in the community with assistance.

MATERIALS PROVIDED

1) Checklist: Lesson 5 Level I Checklist for Using the Bus

2) Handout: Lesson 5 Level I Trip Review

LEARNING OBJECTIVES

- ❖ Exposure to/experience with basic rules when traveling on public transit vehicles.
- ❖ Identify the transit vehicle.
- ❖ Demonstrate transit etiquette while waiting, boarding, and riding a transit vehicle.

INSTRUCTIONS

Section I: Before Leaving

- 1) Review the list completed in Lesson 4 (items to bring when traveling in the community). Have each student take out items and place in front of them.
- 2) Using the visual schedule completed in Lesson 4, review the trip itinerary for the day.
- 3) Review pedestrian safety materials taught in Lesson 3 Level I.
- 4) Begin completing Lesson 5 Level I Checklist for Using the Bus.

Section II: During the Trip

- 1) Have students point out bus stop signs, crosswalks, route designation signs, landmarks and destination.
- 2) Take pictures of the students and of different points of your trip for later use when completing the handout Lesson 5 Level I Trip Review.



Section III: After the Trip

- 1) Use the handout Lesson 5 Level I Trip Review to emphasize important things learned on the trip. Share pictures taken during the trip.
- 2) Complete Lesson 5 Level 1 Checklist for Using the Bus Lesson.

RECOMMENDATION FOR EXTENDED LEARNING

Make a scrapbook of your trip using pictures taken during your travels to review what the students learned. Use the pictures to share the experience with the students' support network.

Travel Practice

Lesson 5 Level II

GOAL

Experience public transit.

PREREQUISITE

Successful completion of the pedestrian safety checklist, ability to follow directions and to identify basic pedestrian signs. Ability to stay with a closely-supervised group.

MATERIALS PROVIDED

1) Checklist: [Lesson 5 Level II Checklist for Using the Bus](#)

LEARNING OBJECTIVES

- ❖ Demonstrate pedestrian safety skills.
- ❖ Identify transit vehicle.
- ❖ Demonstrate safely boarding and safely exiting transit vehicle.
- ❖ Demonstrate paying the transit fare and using transfer (if applicable to your trip).
- ❖ Identify rules of transit vehicle and demonstrate transit etiquette.



INSTRUCTIONS

Section I: Before Leaving

- 1) Review the checklist created in Lesson 4 (items you should bring with you when traveling in the community). Ensure each student has the proper items.
- 2) Review rules of transit vehicle. Reference Lesson 4 Level II Instruction Section IV: How should I Act? to define rules.
- 3) Using the completed [Lesson 4 Levels II & III Planning for Your Trip Activity](#), review the trip itinerary for the day.
- 4) Review the pedestrian safety materials taught in Lesson 3.
- 5) Begin completing [Lesson 5 Level II Checklist for Using the Bus](#).

Section II: During the Trip

- 1) Model pedestrian safety and transit skills (i.e. watching for the bus, flagging the bus down, paying the fare, signaling for a stop, etc.)

Note to instructor: Take the opportunity to repeat the evaluation on the [Lesson 3 Level II Pedestrian Safety Checklist](#). This will aid in evaluating and assessing those students in need of further practice in these skills.

Travel Practice

Lesson 5 Level II (continued)

- 2) Prompt students to:
 - A. Indicate departure time from origin of trip.
 - B. Identify bus stop signs, crosswalks, route designation signs, landmarks and destination.
 - C. Identify transfer points, show transfer ticket and discuss rules of using a transfer.
- 3) Instructor/paraprofessional can complete appropriate items on the Lesson 5 Level II Checklist for Using the Bus.

It is highly recommended that the class take successive trips. Follow the same lesson format moving from prompting the students to complete the skills required to use transit to having them take initiative in these skills.

Section III: After the Trip

- 1) Back in the classroom: have students discuss the trip they just completed. Were there unexpected obstacles encountered? How were these addressed?
- 2) Help students rate themselves on the Lesson 5 Level II Checklist for Using the Bus. Compare the teacher's rating with the student's rating and together identify skills that need further practice.

RECOMMENDATIONS FOR EXTENDED LEARNING

- ❖ Have the class create a book, video or poster relating their experiences on the trip.
- ❖ Take a trip to the transfer point (hub, bus station, etc.) Give students a tour to orient them. Hold a scavenger hunt (items to hunt for may include: a bus schedule, a phone, an employee to ask for assistance, signage, etc.). This can also include picture-taking.



Travel Practice

Lesson 5 Level III

GOAL

Experience public transit.

PREREQUISITE

Demonstrated ability to follow directions and stay with the group when out in the community.

MATERIALS PROVIDED

- 1) Social Article: Lesson 5 Level III Planning, Preparation and Practice Make Independent Travel Safe
- 2) Checklist: Lesson 5 Level III Checklist for Using the Bus

LEARNING OBJECTIVES

- ❖ Demonstrate pedestrian safety skills when walking to transit vehicle.
- ❖ Identify route name and arrival/departure times of transit vehicle.
- ❖ Demonstrate safe boarding and exiting of transit vehicle.
- ❖ Demonstrate paying the transit fare and using a transfer (if applicable to your trip).
- ❖ Demonstrate knowledge of socially expected behavior in the community.



INSTRUCTIONS

Section I: Before Leaving

- 1) Present Social Article: Lesson 5 Level III, Planning, Preparation and Practice Make Independent Travel Safe.
- 2) Review the checklist created in Lesson 4 (items you should bring with you when traveling in the community). Ensure each student has the proper items.
- 3) Using the completed Lesson 4 Levels II & III Planning for Your Trip Activity, review the trip itinerary for the day.
- 4) Review the pedestrian safety materials taught in Lesson 3.
- 5) Review information on Interacting with Individuals in the Community taught in Lesson 1.
- 6) Begin completing Lesson 5 Level III Checklist for Using the Bus.

Section II: During the Trip

- 1) Model pedestrian safety and transit skills (i.e. watching for bus, flagging bus down, paying transit fare, signaling for a stop, etc.).

Note to instructor: Take the opportunity to repeat for evaluation on the Lesson 3 Level III Pedestrian Safety Checklist. This will aid in evaluating and assessing those students in need of further practice in these skills.

Travel Practice

Lesson 5 Level III (continued)

- 2) Prompt students to:
 - A. Indicate departure time from origin of trip.
 - B. Identify bus stop signs, crosswalks, route designation signs, landmarks and destination.
 - C. Identify transfer points, show transfer ticket and discuss rules of using a transfer.
- 3) Complete the Lesson 5 Level III Checklist for Using the Bus.

Section III: After the Trip

- 1) Back in the classroom: have students discuss the trip they just completed. Were there unexpected obstacles encountered? How were these addressed?
- 2) Compare the teacher's rating with the student's rating on Lesson 5 Level III Checklist for Using the Bus and together identify skills that need further practice.



RECOMMENDATIONS FOR EXTENDED LEARNING

- ❖ Introduce students to a second type of public transportation. Repeat the steps of classroom planning and review prior to the trip.
- ❖ Have the class create a book, video or poster relating their experiences on the trip.
- ❖ Students can go on a more complex trip or to a new destination using new and or multiple modes of public transportation.
- ❖ Take a trip to the transfer point (hub, bus station, etc.), give students a tour to orient them and then complete a scavenger hunt (items to hunt for may include: a bus schedule, a phone, an employee to ask for assistance, signage, etc.). This can also include picture-taking.

Travel Practice

Lesson 5 Materials

- 1. Level I Checklist for Using the Bus**
- 2. Level I Trip Review**
- 3. Level II Checklist for Using the Bus**
- 4. Level III Social Article: Planning, Preparation, and Practice Make Independent Travel Safe**
- 5. Level III Checklist for Using the Bus**

Checklist for Using the Bus

Lesson 5 Level I

Student name: _____

- Key:** 0 = Not applicable
 1 = Intensive instruction suggested
 2 = Moderate Instruction, review and repeated practice recommended
 3= Minimal instruction, no direct experience
 4 = Mastered

	Date	Date	Date
Before you leave	Instructor	Instructor	Instructor
Is dressed appropriately for weather/trip			
Knows emergency contact numbers or has them written down in wallet			
Has a form of ID			
Follows directions			
Leaves non-essential items in classroom			
Stays with the group			
Walking to and waiting at bus stop			
Does not cross street without instructor's prompting			
Looks where he/she is going when walking			
Looks for vehicles when crossing the street			
Looks for vehicles when walking through parking lots and driveways			
Sits or stands near bus stop sign/shelter or acceptable waiting area.			
Boarding bus and riding bus			
Waits for bus to stop before entering			
Waits for instructor's prompting before boarding bus			
Finds a place to sit or place to stand on bus			
Stays alert during ride			
Looks for landmarks along route from picture sheet			
Follows instructor's directions on bus			
Follows bus rules			
Exits bus safely			

Comments: _____

Trip Review
Lesson 5 Level I
Page 1

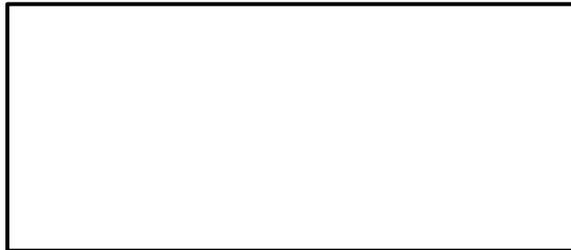
Name: _____

Date: _____

Directions: Use pictures taken during your trip to tell the story of your trip.



We waited for our bus at this stop.



I am riding on the bus.



This is where we got off the bus.

Trip Review
Lesson 5 Level I
Page 1



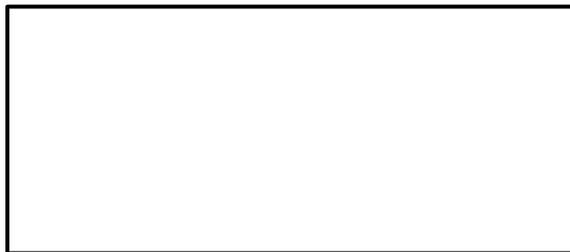
Here I am at _____.



This is where we waited for the bus to go back to school.



Now I am back on the bus.



Here I am back at school.

Checklist for Using the Bus Lesson 5 Level II

Key: 0 = Not applicable

1= Intensive instruction suggested

2 = Moderate instruction, review and repeated practice recommended

3 = Minimal instruction

4 = Mastered

Student's Name: _____

	Date		Date		Date	
Before You Leave	Instructor	Student	Instructor	Student	Instructor	Student
Checked weather forecast						
Is dressed appropriately						
Has bus pass/fare (exact change if required) and wallet with ID						
Has memorized emergency contact numbers or has them written down						
If student has cell phone, remembered to bring it charged						
Knows or has written down name of bus/buses and times						
Knows what time to leave (arrive at bus stop 5-10 minutes before bus is due)						
Leaves non-essential items in classroom						
Walking to and Waiting at Bus Stop (for more thorough checklist see Lesson 3 Level II Pedestrian Safety Checklist)						
Scans route while walking						
Looks for vehicles when crossing streets/parking lots/driveways						
Stands near bus stop sign/shelter/or acceptable place to flag down the bus						
When arrives at stop, get fare ready						
Actively looks for bus (looks in direction bus will be coming from)						
Signals to operator the desire to board, if necessary						

Checklist for Using the Bus Lesson 5 Level II (continued)

	Date		Date		Date	
Boarding, Riding and Exiting Bus	Instructor	Student	Instructor	Student	Instructor	Student
Waits for bus to come to a complete stop before attempting to board						
Allows others passengers to exit before boarding						
Pays bus fare or uses bus pass correctly						
Asks for transfer, if needed, and at appropriate time						
Finds place to sit or stand						
Looks for landmarks along route						
Follows bus rules and etiquette						
Exits bus safely, remembers all belongings						

Comments:

Trip 1:

Trip 2:

Trip 3:

Social Article

Social Stories™ and Social Articles™ were developed by Carol Gray, President of The Gray Center during her work with children with ASD. These strengths-focused stories provide accurate social information on a situation, skill or concept in terms of common reactions and responses, social cues and perspective in a defined style and format. The goal of the story is to provide details in a reassuring manner that will be easily understood by the audience. Most social stories are developed specifically for an individual addressing their specific needs in a specific context and environment. The goal of a Social Story™ is not to change behavior but improve understanding about the why of events and possible expectations that may lead to more effective responses. Another feature of a Social Story™ is that it should reinforce things that an individual already does well.

Social Stories™ were originally developed for use with children with ASD but their use has expanded to include stories or articles for children, adolescents and adults with or without ASD. Social Articles™ follow the same guidelines and format of a Social Story™ but are written for a different age group and education level.

Social Stories™ and Social Articles™ often contain pictures. These pictures speak directly to the specific skill being addressed in that individual's environment. They need to be thoughtfully selected with age and personal safety in mind. For that reason, no photos or pictures are included with this Social Article™, but it is recommended that images can be added to create modifications that speak directly to the strengths and needs of the specific individuals using the information. Enjoy the use of the provided Social Article™ on Independent Travel.

Gray, Carol. Social Stories. *The Gray Center*. <http://www.thegraycenter.org/social-stories>. Web. Mar 10, 2014.

Gray, Carol. *The New Social Story Book: 10th Anniversary Edition*. Arlington, TX: Future Horizons, 2010. Print.

Planning, Preparation and Practice Make Independent Travel Safe

Most people have to do some advance planning, preparation and practice to learn how to travel in the community by public transit.

Public transit can include any form of transportation that charges set fares, runs on a schedule and are available to the public such as buses, subways, ferries and trains.

These methods of getting places are used by a large number of people in the community when they don't have a license to drive a car, a friend or family member is not available to drive them where they need to go or they prefer to travel on their own.

Using public transportation may or may not be a preferred way to travel but it helps get people from their starting point to their destination.

This is part of modern life.

Traveling independently using public transit can open up many opportunities for

someone who might otherwise be unable to get where they want to go.

Some people use public transit to get to work, to get to school, to visit friends or to go to activities, restaurants or businesses available in their community.

Before I travel on public transit by myself, I will learn more about travel from a travel trainer.

A travel trainer helps people who are interested in traveling independently. They provide information about travel and go with a person to help practice using public transit as that person learns more about traveling on their own.

Travel trainers work with people to create a plan for travel, guide steps for travel preparation and go with a person during travel practice.

Family members and teachers may reinforce information that

travel trainers provide regarding travel.

I can go over planning, preparation and practice with a travel trainer as I am learning to use public transit.

Before traveling, there will be a few things to decide with a travel trainer. I will try to make a plan on where I would like to go and what type of transportation I would like to use to get there and back.

Buses are a popular choice for public transit.

To use a bus for travel, it is important to start by looking at a bus map and schedule.

Travel trainers are a resource to teach people how to read bus maps and schedules.

Bus maps and schedules help many people choose which bus to take from start to finish, where bus stops are located and what time buses should be expected to arrive and depart from each bus stop.

These are often available in paper and online. Travel trainers work with people to teach them how to access bus schedules and the public transit websites for their local areas.

Bus fare amounts are also available with the bus schedule. Bus fare is the amount of money it will cost to get to and from your destination. Knowing how much bus fare to bring for the ride to and from the destination is all part of the planning process.

Some people keep money for bus fare in their wallet or in a plastic bag in their pocket and others purchase a ride card. Deciding to use money, where to keep it or whether to purchase a ride card in advance is also part of the planning process.

Advanced planning can help people feel less worried about getting where they need to go.

Planning, Preparation and Practice Make Independent Travel Safe (continued)

Once my route, bus number, bus stop and times to travel are determined, I will try to think about items to bring along while traveling.

Certain items are necessary to bring while traveling by bus like personal identification and bus fare.

There are other personal items that may be helpful to have such as a cell phone, iPod or other electronics and/or a book bag or bag for carrying these personal items.

I will try to bring only a few personal items like my wallet, a book bag, or a book on the bus with me.

Checking the weather forecast is a step in

preparation. This helps people using the bus decide how to dress and if they will need to bring a hat, gloves, coat, raincoat, jacket, sweatshirt, sweater or umbrella.

Checking the weather is an important part of preparation.

Travel trainers also teach people about safety. Safety can include looking for cars and other traffic while crossing the street, walking through parking lots, interacting with individuals in the community that you may or may not know, asking for help and talking through problems, issues or emergencies if these should occur while traveling and

some suggestions on how to handle them.

Safety during travel is important for everyone.

After planning, preparation and safety are discussed and reviewed with the travel trainer, it's time to practice.

Practice is one way people learn. Practice is carefully doing a skill over and over.

Practice helps people learn many important skills. Traveling on public transit like buses, trains, ferries and subways is a skill.

Mistakes may happen during practice. Mistakes often happen on the way to learning. I may make

mistakes during practice. It is okay.

When the travel trainer communicates that all planning, preparation and safety skills are mastered, they will encourage practice on your own.

They will check in to see how travel independently went and help work through challenges.

Advanced planning, preparation and practice can help traveling independently be successful.

Congratulations, this is the beginning of your journey toward independent travel.

Checklist for Using the Bus

Lesson 5 Level III

Key: 0 = Not applicable

1= Intensive instruction suggested

2 = Moderate instruction, review and repeated practice recommended

3 = Minimal instruction

4 = Mastered

Student Name: _____

	Date		Date		Date	
	Instructor	Student	Instructor	Student	Instructor	Student
Travel Preparation						
Brings a way to tell time						
Has transit fare ready						
Has 1 extra transit fare, in case of emergency						
Has wallet for money, ID and/or transit pass						
Looked up weather forecast						
Dressed appropriately for the trip						
Knows or has written down name of bus/buses and times						
Knows route to transit stop						
If student has cell phone, remembered to bring it charged						
Is ready to leave on time, leaving non-essential items behind						
Walking To And Waiting At Transit Stop (for more thorough checklist see Lesson 3 Level III Pedestrian Safety Checklist)						
Is aware of surroundings when walking						
Can indicate location if asked						
Waits for transit in safe and expected place						
When at transit stop, gets transit fare ready						
When at transit stop, looks for transit vehicle						
Signals to operator the desire to board, if necessary						

Checklist for Using the Bus Lesson 5 Level III (continued)

	Date		Date		Date	
Boarding, Riding and Exiting Transit Vehicle	Instructor	Student	Instructor	Student	Instructor	Student
Enters transit vehicle through proper door, lets others off before boarding						
Pays and gets transfer, if needed						
Finds appropriate place to sit or stand.						
Stays alert during ride						
Acts safely with strangers						
Prepares to exit as approaching destination/transfer point. Remembers belongings.						
Signals to stop, if appropriate						
Safely exits the vehicle						
Walks to correct transfer point, if trip requires						
Boards correct transfer vehicle and uses transfer appropriately						

Comments: _____

Trip 1:

Trip 2:

Trip 3:
