

# OnOurWay

A Guide to Using Transit

## Travel Training Toolkit

---

A Guide for Transit Agencies and  
Community Service Providers

[This document is a resource for transit agencies and community service providers in the implementation of a travel training program.]

# Table of Contents

Acknowledgement .....	i
Introduction.....	iii
Travel Training Program Tools and Resources .....	ix
1 Transit Agencies .....	1
1.1 Develop a Plan.....	2
1.2 Get Started.....	2
1.2.1 Identify local community service providers and partners .....	3
1.2.2 Determine your current level of accessibility .....	4
1.3 Customize the generic travel training resources .....	5
1.4 Deliver Travel Trainer Orientation.....	6
1.4.1 Identify prospective orientation leaders .....	7
1.4.2 Promote Travel Trainer Orientation .....	7
1.4.3 Organize Travel Trainer Orientation .....	8
1.4.4 Deliver Travel Trainer Orientation .....	9
1.5 Support Community Service Providers and Partners.....	9
1.6 Monitor Your Success .....	10
1.6.1 Evaluate Travel Trainer Orientation.....	10
1.6.2 Evaluate success of Travel Training Program .....	10
1.6.3 Collect, support, and maintain statistics .....	11
1.7 Keep Current.....	11
1.7.1 Stay connected with participating community service providers and partners .....	12
1.7.2 Update and monitor travel training materials .....	12
2 Community Service Providers.....	13
2.1 Develop a Plan.....	14

2.2	Get Started.....	15
2.2.1	Identify staff and volunteers for Travel Training Orientation	15
2.2.2	Identify participants for the travel training program.....	16
2.2.3	Develop selection and registration process for travel training participants .....	18
2.3	Select Components of Travel Training Program .....	19
2.3.1	Know your learners .....	19
2.3.2	Travel Training Program Descriptions .....	20
2.3.3	Select approach to travel training .....	22
☒	2.3.4 Travel Training Program Materials .....	24
2.3.5	Choose assessment tools to meet learner needs.....	26
2.4	Promote Travel Training Program .....	29
2.5	Monitor Your Success .....	30
2.5.1	Evaluate the Travel Training Program.....	30
2.5.2	Collect, support, and maintain statistics .....	31
2.6	Keep Current.....	33
2.6.1	Update and monitor travel training materials .....	33
3	<b>R</b> Resources .....	34
	Resource A: Accessibility Guidelines for Resources and Templates .....	35
	Accessibility Tips for Customizing the Traveller’s Handbook.....	35
	Making Print Material More Accessible .....	37
	Making Electronic Documents More Accessible.....	39
	Guidelines for Creating Accessible Videos.....	51
	Resource B: Planning an Accessible Meeting.....	52
	Resource C: Sample Data Collection Form – Transit Agencies .....	55

Resource D: Sample Data Collection Form – Community Service Providers .....	56
Additional Information .....	57
References .....	57

# Acknowledgement

We'd like to express our appreciation to the agencies in Ontario, Canada, USA and UK who have served as influences and contributed as best practices for this project. Others include:

Bradford Travel Training Unit (BTTU), UK  
CNIB  
Easter Seals Project Action  
March of Dimes Canada  
The Canadian Hearing Society  
Transit Cooperative Research Program (TCRP)  
TransLink, Greater Vancouver Transportation Authority  
Transport for London, UK  
Washington Metropolitan Area Transit Authority (WMATA)  
York Region Transit

## **Project Team and Steering Committee**

The **On Your Way** Travel Training Program was developed for Metrolinx by AccessAbility Advantage. The project team was guided by a Steering Committee, which represented the diverse interests of transit agencies and people with disabilities. Many thanks go to the agencies who were represented on the Steering Committee:

Accessibility Directorate of Ontario  
Burlington Transit  
Canadian Urban Transit Association (CUTA)  
Disabled and Aged Regional Transportation System (D.A.R.T.S.),  
Hamilton  
Durham Region Transit  
ErinoakKids

Ontario Community Support Association (OCSA)  
York Region Transit  
Members of the GO Transit and Metrolinx Accessibility Advisory  
Committees

### **Accessibility for Ontarians with Disabilities Act (AODA)**

The Accessibility for Ontarians with Disabilities Act (AODA) and the related regulations now mandate accessibility requirements for services and facilities. While moving forward with your travel training program, it is essential to address the requirements of this legislation. AccessON, a website maintained by the Ontario Ministry of Community and Social Services is a valuable resource to keep you and your organization informed on current and proposed standards.

<http://www.mcsc.gov.on.ca/en/mcsc/programs/accessibility/index.asp>

[X](#)

# Introduction

## What is Travel Training?

The ability to travel at will within their community enriches peoples' lives by giving them access to recreational facilities, social interaction, health and business services, and all the other activities that are part of a full and independent life. Public transit is one way that people can achieve this independent mobility. But many people are, for various reasons, reluctant to use public transit. Today's public transit systems are becoming increasingly customer-friendly and accessible and are able to serve a broader segment of the population.

Travel training teaches people who have not previously used public transit to travel safely and independently within the community by using their local transit system. Through travel training people can develop the skills necessary to travel with flexibility and self-reliance within the community. Travel training is particularly helpful for introducing public transit to people with disabilities, newcomers to Canada, youth or older adults who are hesitant to try taking transit on their own.

## Description of Travel Training

Travel training is best delivered to people in a familiar setting. It is typically provided through a community organization or facility to the clients of that organization. Travel training may be delivered: to senior citizens in their residences or community centres, to youth through community programs, and to people with disabilities through social service organizations. Training may be delivered by an agency professional or by a volunteer – perhaps a peer of the participants.

Training can be provided in a group setting, or as one-on-one instruction, and can be adapted to suit individual needs. Training for seniors who know their community but are learning to travel without a car is very different from training for individuals who have not been able to leave home independently due to a disabling condition of some sort.

The materials required in a community for travel training must reflect the specific public transit characteristics of that community, and are typically prepared by the local transit agency for use by the community trainers. The materials must accurately and effectively explain the service, fares, accessibility, policies and other aspects of the specific transit system, in addition to more general information about using transit and, where required, the specific trip that a person wants to be able to make.

### **Who benefits from Travel Training?**

For the **individual**, travel training can provide the freedom and confidence to travel independently through the community. Individuals with disabilities, seniors, newcomers to Canada, families, and youth who are not confident travelling on transit may benefit from participating in travel training programs.

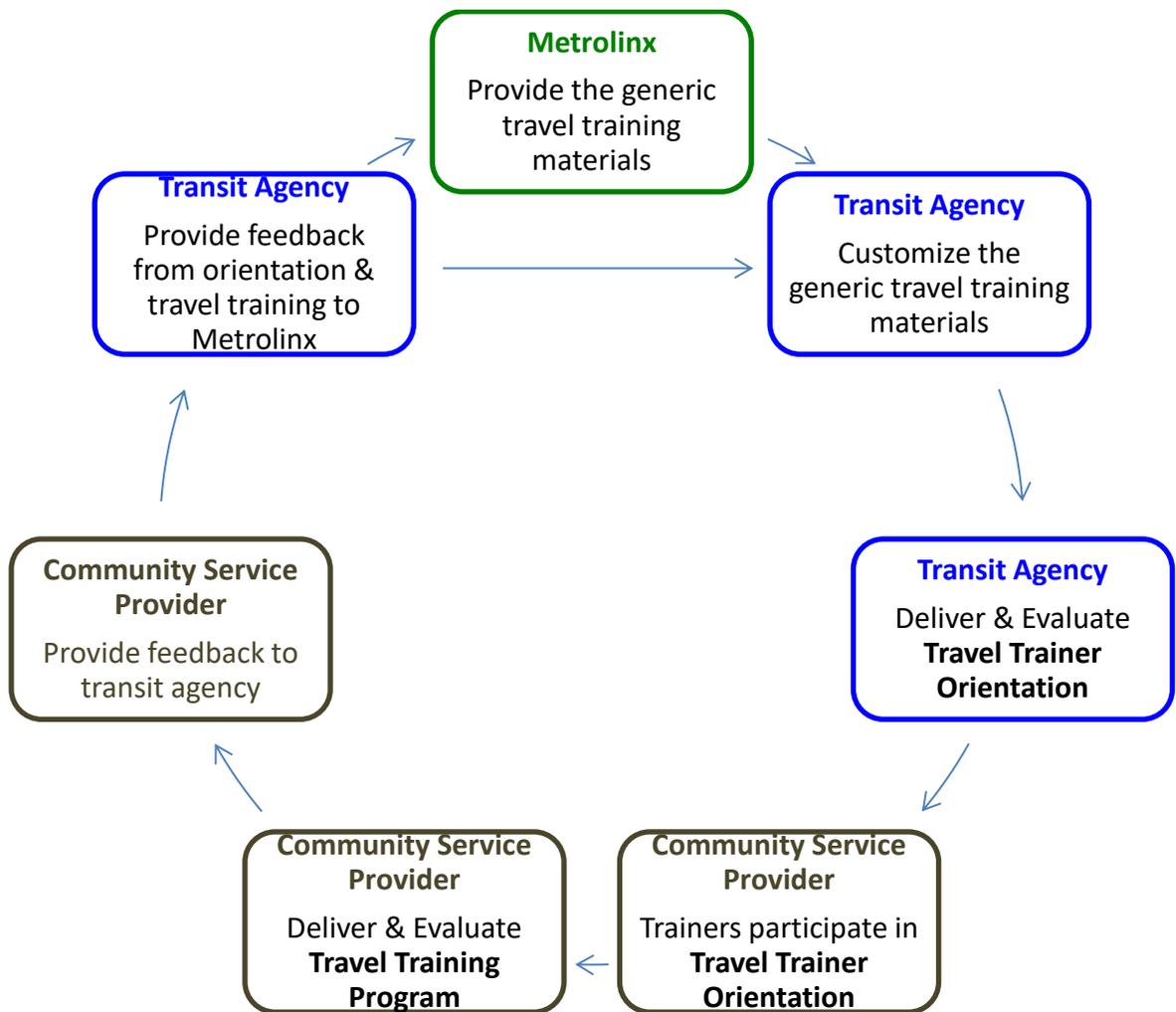
For the **community service agency**, travel training can allow clients to more readily access agency services.

For the **transit agency**, every new rider who develops the skills and confidence necessary to use the transit system helps the agency to serve the community more effectively and increases ridership. People who may be able to switch some or all of their rides from specialized service providers to conventional transit, will free specialized transit resources to be reallocated to customers with less flexibility.

## How does this generic travel training toolkit work?

The purpose of this toolkit is to help transit agencies, working with community service providers, to provide travel training to new transit users who require it.

### Primary Roles of Partners



This toolkit provides a training program template, based on best practices in other communities. This template can be tailored to develop the program for each agency, incorporating the specific

relevant information for that community. An orientation session organized by the transit agency is suggested to introduce trainers from community service providers to the program. In some cases, the transit agency may also choose to deliver the training directly.

The Travel Training Program is available for use by any transit agency, and will be made available by Metrolinx through an electronic medium. Metrolinx will maintain contact with transit agencies on a periodic basis to better understand how effective the program is, how and where it is being used, and to get any updates on services so that the travel training program can be updated accordingly. Additionally, Metrolinx may seek to establish a travel training committee.

This is a toolkit, not a one-size-fits-all program. It is hoped that Transit Agencies and Community Service Providers will use some or all of the materials provided to develop a program that best suits their organization, objectives, training situation, and the learners' needs.

## **How this Toolkit is organized**

This toolkit provides a guiding framework and tools for constructing and delivering **Travel Training Orientation** and a **Travel Training Program**.

The Toolkit has been divided into 2 sections:

- **Section 1** - Transit Agencies
- **Section 2** - Community Service Providers

Each section outlines the steps for implementing each phase of the program. These steps include information on how to **get started**, **planning** your programs, ways to **customize**, **deliver**, and **promote** the various programs, strategies to **monitor success**, and how to **keep current**.

### **Tools**

Each section makes reference to a series of tools and templates designed to support the agency in the delivery and implementation of the steps outlined in the guide. The travel training materials are available through an electronic medium. Refer to the table on the following pages for a complete list of materials and templates. Agencies may choose to use some or all of these tools as a starting point for their own program.

### **Resources**

The resources section is located at the end of this document and contains additional information that expands on the concepts presented in the Toolkit. Refer to the table on the following page for a complete list of resources.



## Notes

Notepads are found throughout the Toolkit. These sections provide additional information, background and suggestions for implementing a travel training program.

# Travel Training Program Tools and Resources

Agency	Role	Materials	Document Location	
<b>Metrolinx</b>	Develop materials	All generic material	✕ Electronic medium	
	Monitor and update		<b>R</b> Resources	
<b>Transit Agency</b>	Assess transit system	Transit System Accessibility Checklist	✕ Electronic medium	
	Customize materials	Accessibility Guidelines for Resources and Templates	<b>R</b> Resource A	
		Travel Training Manual	✕ Electronic medium	
		Traveller's Handbook	✕ Electronic medium	
	Promote to potential partner agencies	Travel Training Overview		✕ Electronic medium
		Travel Trainer Orientation Package	Demo Day Outline	✕ Electronic medium

Agency	Role	Materials	Document Location	
		Planning an Accessible Meeting	<b>R</b> Resource B	
	Deliver Travel Trainer Orientation	Travel Trainer Orientation Package	Travel Trainer Orientation Outline	<input checked="" type="checkbox"/> Electronic medium
			Participant Profile: Travel Trainer Orientation	<input checked="" type="checkbox"/> Electronic medium
<b>Transit Agency</b>	Deliver Travel Trainer Orientation	Traveller's Handbook	<input checked="" type="checkbox"/> Electronic medium	
		Travel Training Manual	<input checked="" type="checkbox"/> Electronic medium	
	Evaluate Travel Trainer Orientation and Travel Training Program	Travel Trainer Orientation Evaluation	<input checked="" type="checkbox"/> Electronic medium	
		Sample Data Collection Form: Transit Agencies	<b>R</b> Resource C	
<b>Community Service Providers</b>	Promote Travel Training to clients or interested potential transit riders	Traveller's Brochure	<input checked="" type="checkbox"/> Electronic Medium	

Agency	Role	Materials	Document Location	
	Deliver Travel Training	Travel Training Manual: Assessment Tools	<ul style="list-style-type: none"> <li>▪ Travel Training Survey</li> <li>▪ Travel Training Assessment Form</li> <li>▪ Road Safety Checklist</li> <li>▪ Travel Training Checklist</li> <li>▪ Travel Training Summary</li> </ul>	✕ Electronic Medium
Travel Training Manual: Evaluation Tools		<ul style="list-style-type: none"> <li>▪ Trainer Evaluation</li> <li>▪ Participant Evaluation</li> <li>▪ Follow-up Survey</li> </ul>	✕ Electronic Medium	
Traveller's Handbook		✕ Electronic Medium		
<b>Community Service Providers</b>	Monitor Travel Training Program	Sample Data Collection Form – Community Service Providers	<b>R</b> Resource D	

# **1 Transit Agencies**

**1.1: Develop a Plan**

**1.2: Get Started**

**1.3: Customize the Generic Travel Training Materials**

**1.4: Deliver Travel Trainer Orientation**

**1.5: Support Community Service Providers and Partners**

**1.6: Monitor Your Success**

**1.7: Keep Current**

## 1.1 Develop a Plan

If an agency is thinking about providing travel training, developing a plan is a good place to start.

Below are steps that should be taken in the implementation of a travel training program. It should be noted that this Toolkit is specific to travel training and is not intended to be a strategic planning model. Transit agencies may want to consider the following steps and questions when developing their plan for a travel-training program:

- Establish a goal and specific objectives to accomplish it (e.g. “increase use of conventional transit by seniors and youth by x % within the next year”).
- Identify who would take the travel training program (e.g. seniors, people with disabilities, individuals who are new to your community).
- Identify and gauge interest from community service providers and prospective partners.
- Identify, using this handbook as a guideline, the resources - staff, materials and funding - required to be able to develop and implement the travel training program.
- What are the specific activities to be accomplished and within what timelines?
- Which staff will be needed to develop and implement the program?
- What resources and support materials will be needed?
- What budget is available to implement the program?

## 1.2 Get Started

## **1.2.1 Identify local community service providers and partners**

Partnering with local community service providers can be an effective way of developing and delivering a travel training program. Community service providers have an in-depth understanding of the capacities and needs of their clients, and this understanding will be valuable in determining how the clients can get the most out of the travel training program. Additionally, working with community service providers can be a more cost effective way of delivering travel training programs than having your own team of travel trainers.

The following questions may be useful in identifying potential community service providers and partners:

- What collaborative efforts exist with other public sector agencies (e.g. public health, public safety, education)?
- Are there community groups, committees or networks that address the needs of groups who would benefit from travel training?
- Which community partners will most effectively reach potential trainees?
- Do they have access to staff or volunteers who will be able to deliver the program?
- What will you need to do to support your community trainers?

Potential partners include, but are not limited to:

- Agencies serving people with disabilities, youth or seniors
- Municipal departments or programs (e.g. Recreation)
- Schools (e.g. Life Skills programs)
- YMCAs/YWCAs or other community service organizations

## 1.2.2 Determine your current level of accessibility

Before preparing travel training for potential riders who have disabilities, it is important to understand the level of accessibility of your system. The dictionary defines accessible as “able to be easily obtained or used”. It is a term that can be understood in different ways by different people. In reality, it will not be possible to have a facility that is 100% accessible to 100% of people. The best approach is to increase the level of accessibility to try to accommodate as many people as possible. The purpose of this step is to ensure that your agency has systematically reviewed what barriers may exist for people with disabilities.

Accurate and current information about the accessibility of the service is a particularly important part of planning a trip for anyone with accessibility needs. A traveller can set out with increased confidence if they can confirm that their route is accessible. On the other hand, if they are aware of a potential barrier, they can plan their trip around it. By clearly identifying accessible paths and areas that are not accessible, you are providing an important customer service, which will then make people much more comfortable using the transit system.

The **Transit System Accessibility Checklist** was designed using current building code standards including the Ontario Building Code and relevant standards from the Canadian Standards Association, the *Accessibility for Ontarians with Disabilities Act, 2005* (AODA) proposed Accessible Built Environment Standard, the Integrated Accessibility Standard and Customer Service Standard, as well as best practices in other regions. It is designed to be a starting point in identifying the accessibility level of your system. It should **not** be considered an acceptable substitute for the Building Code or AODA regulations. If you would like extra help in assessing your facilities, you may choose to enlist an architect, or an AODA consultant who can conduct a full audit. They can also help to explain the regulations and assist in prioritizing any upgrades.

✘ The Transit System Accessibility Checklist will:

- Help to identify accessible features in your transit system and opportunity to improve accessibility.
- Be a resource in the customization of the generic travel training materials.

The assessment should be conducted by designated transit staff. Asking Accessibility Advisory Committee members to participate in the process may help to ensure that various perspectives have been considered.

It is important to maintain up-to-date information on the accessibility of the system. The checklist should be updated to reflect any changes in accessibility and the travel training manual and handbook updated as needed.

### 1.3 Customize the generic travel training resources

✘ The next step is to customize the generic **Travel Training Manual Template** and the generic **Traveller's Handbook Template** by adding specific information about your transit system, and the findings from the **Transit System Accessibility Checklist**.

The items marked in blue in the template highlight the usual content that will need to be added.

**R** When customizing the materials, be sure to create them in an accessible format. The **Accessibility Guidelines for Resources and Templates** in the **Resources Section** provides helpful tips on creating accessible documents.

The customized documents - the **Travel Training Manual** and the **Traveller's Handbook** - will be used both for the **Travel Trainer**

 **Orientation** sessions offered to community service agency trainers and for delivery of the Travel Training Program by the trainers to travellers.



## **Using Video**

Video is a great tool for conveying information. Visual cues and tools can reach a wide range of people with varying abilities. If you have the budget, it is recommended that you develop a short orientation video to complement your customized travel training materials.

See the links below for some examples of videos already being used by transit agencies:

### **Peel Region:**

<http://www.youtube.com/watch?v=Nv2m8lpGXDE>

### **TTC:**

[http://www.ttc.ca/TTC\\_Accessibility/Easier\\_access\\_on\\_the\\_TTC/Easier\\_Access\\_Video.jsp](http://www.ttc.ca/TTC_Accessibility/Easier_access_on_the_TTC/Easier_Access_Video.jsp)

## **1.4 Deliver Travel Trainer Orientation**

The Travel Trainer Orientation, offered by the transit agency to trainers from community service providers, is intended to:

- Provide trainers with an orientation to the transit system;
- Educate community agency trainers on the accessible features of the system;
- Familiarize them with the available training materials.

## **1.4.1 Identify prospective orientation leaders**

### **Who can provide the orientation?**

Transit agencies can:

- Dedicate a staff position to the delivery of the Travel Trainer Orientation to community trainers; or
- Contract a third party provider and designate transit personnel to oversee the contractor's work.

If a third party provider is being used to deliver the orientation, the transit agency will provide the customized travel training materials to the contractor and assist with the Travel Trainer Orientation program. It is also recommended that a transit staff member co-facilitate the Travel Trainer Orientation.

## **1.4.2 Promote Travel Trainer Orientation**

Transit agencies will need to promote the Travel Trainer Orientation sessions to local community service providers, and in turn promote the travel training program as a whole. Transit agencies have successfully encouraged and supported community partners, using techniques such as:

- Offering incentives for them to commit (e.g. fares for participants, discounted passes for trainers);
- Supporting them in the delivery of the travel training program (e.g. providing transit staff and out-of-service vehicles for training sessions).

The cost to implement a travel training program includes set up costs, operational costs for running the program, and travel fares. If transit

agencies could provide full or partial funding community partners may be more likely to adopt the program.

Each transit agency will need to discuss the budget and division of costs with partner community service providers to develop an arrangement which will work best for each situation.

### **How can we go about promoting the program?**

- Promotional tools that can be used to introduce the program to potential community service agency partners include;
- ☒ Printed materials such as the **Traveller’s Brochure** and **Travel Training Overview** in the Travel Training materials;
- ☒ A “Demo Day” for local community service providers. This could include an overview of the program and the accessible features of the system. Refer to the **Demo Day Agenda** in the **Travel Trainer Orientation Package** for suggestions.

### **1.4.3 Organize Travel Trainer Orientation**

☒ The following materials are available in the **Travel Trainer Orientation Package**:

- ☒ Travel Trainer Orientation Agenda;
- ☒ A **Participant Profile** will provide background information on the potential trainers and the community service provider they are representing. This should be completed by the participant and returned prior to the session;
- **R** Determine location and, if necessary, consider the recommendations for **Planning an Accessible Meeting**;
- Prepare copies of the customized Travel Training materials;
- Have available hard copies of Schedules/Timetables and Route Maps;

- Have an out-of-service vehicle available, if appropriate, to demonstrate its' accessible features.

#### **1.4.4 Deliver Travel Trainer Orientation**

The following questions may be worth considering when determining how to deliver a Travel Trainer Orientation session:

##### **How many participants will be taking part?**

- 10-12 participants are ideal for a session.

##### **How long will the orientation be?**

- Training sessions can range from 90 minutes to full-day sessions depending on available resources, number of participants and time constraints. It is recommended to set aside enough time to fully cover the training materials and to provide a “demo” ride on an out-of-service vehicle, if appropriate. It would also be of benefit to the prospective travel trainers to receive an orientation of a station when applicable.

### **1.5 Support Community Service Providers and Partners**

Community service providers and partners should be engaged regularly and in person while they are delivering the travel training program. Continuous engagement provides opportunities to solicit and receive feedback, build cooperation and a sense of purpose and direction.

The following may be useful ideas for supporting community service providers:

- Providing an on-site vehicle for training, where possible;

- Delivering 90-minute demonstration and general information session to their members;
- Providing fares to trainers and participants to be used during travel training;
- Giving fare incentives to those who successfully complete the training program;
- Establishing a committee or engage participating agencies in regular meetings to solicit and receive feedback, identify best practices and opportunities for improvement.

## 1.6 Monitor Your Success

### 1.6.1 Evaluate Travel Trainer Orientation

Evaluating the Travel Trainer Orientation on a regular basis is a good way of continually improving elements such as the format and delivery of the orientation.

☒ Travel Trainer Orientation participants can provide feedback on the session and also gauge their confidence and preparedness in delivering the Travel Training program by filling out the **Travel Trainer Orientation Evaluation** upon completion of the session.

### 1.6.2 Evaluate success of Travel Training Program

☒ It is reasonable to expect that each individual who has participated in a program sponsored by the transit system will begin using transit for at least some of their travel needs. If they previously used the specialized

transit system, the trainee may be able to reduce his or her dependence on specialized transit, therefore making travel training cost effective. At the conclusion of a travel training program, transit agencies may want to request that the community service provider perform a formal evaluation to determine the effectiveness of the training delivered. Refer to the **Follow-up Survey** in the **Travel Training Manual**.

### **1.6.3 Collect, support, and maintain statistics**

Many of the benefits of independent travel relate to the quality of life of the participant. It is also important however to take into account the financial savings that can be made in the long-term as a result of reducing dependence on paratransit.

In order to calculate the savings generated through promoting a travel training program an effective data collection system is key. Factors that should be considered include the cost of delivering travel training orientation, administrative costs, and any incentives that may be provided for the community partners (e.g. fares). It is important to not overlook these costs when assessing net savings.

**R** Refer to the **Sample Data Collection Form** in the **Resources Section** for an example of items to monitor.

Along with the information you may be tracking, the community service providers could also collect statistical data regarding the program. Transit agencies may wish to request information from their community partners to assess the cost and effectiveness of the program.

## **1.7 Keep Current**

### **1.7.1 Stay connected with participating community service providers and partners**

Establishing a regular schedule for communicating with participating agencies and partners offers an opportunity to exchange information about the success of the program, discover areas for improvement and develop strategies for success. Here are a few tips:

- Provide a contact for community partners to reach with questions, suggestions, and requests for support;
- Schedule regular meetings to discuss the successes and challenges of the training program;
- Provide annual refresher training to trainers from participating agencies.

### **1.7.2 Update and monitor travel training materials**

The information provided to participating community service providers should be monitored for updates and additional resources. Here are a few things to consider:

- Who will update the resources?
- How will participating agencies be notified of the changes?

## **2 Community Service Providers**

**2.1: Develop a Plan**

**2.2: Get Started**

**2.3: Select Components of Travel Training Program**

**2.4: Promote Travel Training Program**

**2.5: Monitor Your Success**

**2.6: Keep Current**

## 2.1 Develop a Plan

Travel training is an excellent program option available for community-based organizations whose mandate is to increase independence, community participation and engagement for participants. The program is designed in a manner that allows it to be customized to meet the needs of consumers. It can be offered as a stand-alone program or as an integral part of an existing program.

Below are steps that should be taken in the implementation of a travel training program. It should be noted that this Toolkit is specific to travel training and is not intended to be a strategic planning model. Community service providers may want to consider the following steps and questions when developing their plan for a travel training program:

- Establish a goal and specific objectives to accomplish it (e.g. “increase use of conventional transit by seniors and youth by x % within the next year”);
- Identify who would take the travel training program;
- Identify who will deliver travel training;
- How many trainers will be needed?
- Will trainers be staff members or volunteers?
- Identify, using this handbook as a guideline, the resources - staff, materials and funding - required to be able to develop and implement the travel training program;
- What are the specific activities to be accomplished and within what timelines?
- Which staff will be needed to develop and implement the program?
- What resources and support materials will be needed?
- What budget is available to implement the program?
- Deliver travel training;

- Are the necessary resources (staff, materials and funding) available to deliver travel training to your consumers?
- Will the supporting transit agency provide fares for the participant and trainer during training?
- Will the supporting transit agency provide out-of-service vehicles and staff for training?
- Sustain, monitor and update the program;
- Who will continue to co-ordinate the program in the future?
- Will the supporting transit agency provide fare incentives for participants who have completed of the program?

## **2.2 Get Started**

### **2.2.1 Identify staff and volunteers for Travel Training Orientation**

Travel Training Orientation sessions will be provided by the transit agency. The recruitment and training of good quality instructors is essential to the success of a travel training program. Travel trainers are responsible for the initial assessment of potential users of public transit as well as instruction within the community. They must have the skills and knowledge to determine eligibility, and develop instructional programs based on the materials provided and the accessibility of the transit system in their regions.

#### **Who are your travel trainers?**

Depending on the scope of the program and the size of the organization, the staffing requirements of a travel training program can vary. Typically, a travel trainer would be:

- An agency staff member who has either a full-time or part-time training responsibility;

- A volunteer travel trainer.

## **Volunteer travel trainers**

Some community service providers find success in a volunteer-based training program. These volunteers often are graduates of the travel training program.

One method that has been successful with past participants is the Buddy System. These are commonly youth and seniors who are comfortable on the local transit system. After a group session has been offered, this 'buddy' would be available to accompany and support other trainees on outings. This will give the new participant an opportunity to practice their new skills with an experienced traveller.



Qualities of an effective travel trainer:

- Good base of knowledge of the transit system;
- Has excellent judgment and problem solving skills;
- Trustworthy;
- Possesses a level of maturity to work independently in potentially high-risk situations;
- Strong understanding of the needs of their learners.

## **2.2.2 Identify participants for the travel training program**

Participants for your travel training program can be:

- Consumers or program participants within your organization;
- Referrals from outside agencies and programs (e.g. schools, adult service agencies, independent living programs);
- Self-referrals.

## **What skills are required for travel training?**

The travel training program is for people who:

- Are motivated;
- Are physically able to get to the bus stop/station and to get on and off a bus;
- Have cognitive and reasoning abilities to follow a route;
- Have coping mechanisms to adapt to change and stressful situations;
- Are able to identify numbers and understand currency;
- Have a general understanding of, and experience in, travelling outside of the home;
- Are able to learn to communicate their needs to a bus driver;
- Understand the need for appropriate social behaviour.

## **2.2.3 Develop selection and registration process for travel training participants**

### **How will you decide who will be a part of your travel training program?**

The most effective way is for participants to decide for themselves.

Offer the program to your consumers/participants. If the resources are available, you may also choose to promote the program to agencies that do not offer travel training. In this situation, a referral system could be developed with these organizations.

### **Should there be a fee for the program?**

It is up to the organization.

Budget is certainly a consideration. Research has shown that programs that charge a fee have higher retention and success rates because of the sense of ownership and commitment a cost instills. A pay-what-you-can or sliding-scale fee is one option that may encourage people with different economic means to participate in the program.

Program costs will also vary depending on the type of program being delivered. Refer to **2.3.2** for detailed descriptions of the travel training programs.

## 2.3 Select Components of Travel Training Program

### 2.3.1 Know your learners

Each community agency will deliver a program that suits their needs and the needs of their consumers. The agency will decide on the frequency and format of training sessions on an ongoing basis, while keeping in mind the demand from participants and their organizational capabilities.

Travellers who use mobility devices will benefit most from travel trainers who have a good working knowledge of a variety of mobility devices. It would be best for the trainer to understand the function of the device, the securement system, and some basic troubleshooting ideas in case of problems while away from the traveller's home.

The following sections may be helpful in determining what type of program and assessment tools will best meet the needs of your learners. Group training may be appropriate for many consumers, but a more intensive program may be better suited for others.



Persons who have vision loss require specialized assessments and training from certified Orientation and Mobility (O&M) Specialists. “Travel Training” is not a replacement for O&M Training. If you require more information about O&M Training, please contact CNIB at 1-800-563-2642.

## 2.3.2 Travel Training Program Descriptions

Type of Program	Type of Service	Learning Environment	People served	Budget
General Orientation Training	<ul style="list-style-type: none"> <li>▪ Least comprehensive</li> <li>▪ 90 minute session</li> <li>▪ Group training</li> </ul>	<ul style="list-style-type: none"> <li>▪ Classroom setting</li> <li>▪ In the community</li> </ul>	<ul style="list-style-type: none"> <li>▪ May have some experience using the system</li> <li>▪ Do not require one-on-one training (e.g. senior's residence)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Less costly</li> <li>▪ Requires less time and fewer trainers</li> </ul>
Personal Mobility Device Training	<ul style="list-style-type: none"> <li>▪ Moderately comprehensive</li> <li>▪ 90-minute session with additional practice in the community</li> <li>▪ Group or one-on-one training</li> </ul>	<ul style="list-style-type: none"> <li>▪ Classroom setting</li> <li>▪ In the community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Individuals who use mobility devices and need additional skills to board, ride, and disembark vehicles</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reflected in the number of hours required per participant</li> <li>▪ Less costly if training is delivered in groups</li> </ul>
Destination Training	<ul style="list-style-type: none"> <li>▪ Most comprehensive</li> <li>▪ Can range in length from one session to multiple sessions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Individual's home</li> <li>▪ Classroom setting</li> </ul>	<ul style="list-style-type: none"> <li>▪ May have gaps between current skill level and those needed for independent travel (e.g. consumer in a stroke)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Most costly</li> <li>▪ Involves assessment as well as training</li> </ul>

<b>Type of Program</b>	<b>Type of Service</b>	<b>Learning Environment</b>	<b>People served</b>	<b>Budget</b>
	<ul style="list-style-type: none"> <li>▪ One-to-one training</li> <li>▪ Initial and ongoing assessment tools are recommended</li> </ul>	<ul style="list-style-type: none"> <li>▪ In the community</li> </ul>	recovery) program with a cognitive disability	

### 2.3.3 Select approach to travel training

The level of training will vary based on the individual needs and skills of each learner. Therefore, the program should be thoroughly planned and well supported and take into account all the variables that may occur during training.

☒ Training can be delivered in group or one-to-one sessions and vary in duration and level of assessment. Three recommended approaches to travel training are: **General Orientation Training, Personal Mobility Device Training** (where applicable), and **Destination Training**. All three approaches are covered in detail in the **Travel Training Manual** that will be provided by your partnering transit agency. The **Travel Training Manual** contains information, guidance, and resources for travel trainers on the delivery of each travel training program. These programs should also be delivered in conjunction with the **Traveller's Handbook**. This resource will also be provided by the transit agency and is a takeaway tool for the participant to use during training and as a resource in their travels.

It is up to you as an organization to decide which components of the program will meet the needs of your consumers.

#### **Would group training or one-on-one training be more appropriate for your consumers?**

When choosing the appropriate travel training program for your organization and for the participant, it is important to consider:

- Available resources and budget;
- Level of risk for the participant, taking into account health and safety concerns;
- The participant's cognitive and physical abilities, which will help to determine if the participant will succeed in the program.



With any one of the travel training programs, participants can be paired up with a partner with similar goals and undergo training together. This will help to increase the confidence in both participants and add an element of safety in their travels.

### ✕ 2.3.4 Travel Training Program Materials

	<b>Destination Training</b>	<b>General Orientation Training</b>	<b>Personal Mobility Device Training</b>
<b>Pre-Assessment</b>	Travel Training Assessment Form	Travel Training Survey	Travel Training Survey <b>or</b> Travel Training Assessment Form
<b>Participant Materials</b>	Traveller's Handbook	Traveller's Handbook	Traveller's Handbook
<b>On-going Assessment</b>	Road Safety Checklist	N/A	N/A
	Travel Training Checklist	N/A	N/A
<b>Final Assessment</b>	Travel Training Summary	N/A	N/A
<b>Program Evaluation</b>	Participant Evaluation of the Travel Training Program	Participant Evaluation of the Travel Training Program	Participant Evaluation of the Travel Training Program

	<b>Destination Training</b>	<b>General Orientation Training</b>	<b>Personal Mobility Device Training</b>
	Trainer Evaluation of the Travel Training Program	Trainer Evaluation of the Travel Training Program	Trainer Evaluation of the Travel Training Program
<b>Follow-up</b>	Follow-up Survey	Follow-up Survey	Follow-up Survey

## 2.3.5 Choose assessment tools to meet learner needs

✘ Not all travel training programs will require a method of assessment. The **Travel Training Assessment Tools** are resources for community service providers based on best practices. It is up to the discretion of agencies delivering the program to determine which tools would be suitable, or necessary, for consumers. These tools may also help to determine the most appropriate level of training for the participant.

✘ Most of the assessment materials are recommended for use with **Destination Training** and are found in the **Travel Training Manual**.

The following table provides a summary of assessment tools recommended for each of the travel training programs:

	Training Program		
	General Orientation Training	Personal Mobility Device Training	Destination Training
<b>Initial Assessment</b>	<ul style="list-style-type: none"> <li>▪ Travel Training Survey</li> </ul>	<ul style="list-style-type: none"> <li>▪ Travel Training Survey or</li> <li>▪ Travel Training Assessment Form</li> </ul>	<ul style="list-style-type: none"> <li>▪ Travel Training Assessment Form</li> </ul>
<b>Ongoing Assessment</b>	N/A	N/A	<ul style="list-style-type: none"> <li>▪ Road Safety Checklist</li> <li>▪ Travel Training Checklist</li> </ul>
<b>Final Assessment</b>	N/A	<ul style="list-style-type: none"> <li>▪ Travel Training Summary</li> </ul>	<ul style="list-style-type: none"> <li>▪ Travel Training Summary</li> </ul>

## Initial Assessment

### **Travel Training Survey**

The **Travel Training Survey** was designed as a means for agencies to collect information from participants taking part in **General Orientation Training** and **Personal Mobility Device Training**, where a thorough assessment and consultation is not necessary.

The Travel Training Survey:

- Addresses the participant's goals;
- Collects contact information;
- Is completed by the participant prior to training.

### **Travel Training Assessment Form**

When training individuals who may be at higher risk or require more support, it is recommended that more comprehensive tools be used to assess the participant. Assessing risks and ensuring safe travel are important parts of travel training. The **Travel Training Assessment Form** is recommended for **Destination Training**.

The Travel Training Assessment Form can be used in the following ways:

- As a self-assessment by the potential trainee;
- As a guide for the in-person interview;
- To customize the program to best suit the needs of each individual participant.

## In-person Assessment

An **In-person Assessment** is also recommended for **Destination Training** as the trainer can observe the communication and

cognitive abilities of the participant as well as expand on the questions asked in the **Travel Training Assessment Form**.

### **Ongoing Assessment**

Ongoing assessment should be conducted by a travel trainer throughout **Destination Training** to gauge the success of the participant. The trainer should be looking to see that the participant has mastered a certain set of skills that would make it safe for them to travel independently on public transit.

This level of assessment isn't necessary for **General Orientation Training** and **Personal Mobility Device Training**.

Recommended tools for **Destination Training** include the:

- Road Safety Checklist
- Assesses pedestrian skills;
- Can be used during the initial assessment period and throughout training.
- Travel Training Checklist
- Assesses skills while travelling on public transit;
- Can be used during the practical on-the-street component of the training.

### **Final Assessment**

Depending on the level of training, the trainer may choose to conduct a final feedback session (assessment) with the participant. It is recommended that this occurs with **Destination Training**, and in some cases **Personal Mobility Device Training**.  The **Travel Training Summary** was developed for this purpose.

The Travel Training Summary can be used for:

- Providing an overview of the training delivered;
- Commenting on the goals achieved;
- Sharing recommendations for future travel.

It is best to focus on the successes of the participant – a “Pass/Fail” approach is not encouraged. If the participant is not prepared to travel independently, additional training or travel with a “Buddy” should be recommended.



## **Privacy and Confidentiality**

Participant assessment is used as a means to acquire information in order to customize the travel training program to suit the participants’ needs. It can also be used to assess the possible risks involved for the participant taking the program. For more thorough training some medical information will be documented. Taking this into account, consider who will be viewing the assessment forms.

- It is recommended that forms are returned to the participant upon completion of the program.
- The exception may be in cases where the assessment process plays a part in a larger intervention where the agency requires the documentation.

## **2.4 Promote Travel Training Program**

Community service providers may want to choose to promote the program through agency events and programs using:

- Flyers and information pages - Information about the program can be added to an agency’s website and social media networks, or included in newsletters;
- Videos;

- Traveller's Handbook;
- Traveller Brochure;
- Group travel training sessions – These sessions in themselves are a way to promote further one-on-one training.

## 2.5 Monitor Your Success

### 2.5.1 Evaluate the Travel Training Program

An agency will be able to determine the quality of its travel training 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 public transit after completing the program?
- Have participants been able to reduce their use of specialized transit after completing the program?
- Were participants satisfied with the program?

The evaluation findings can be useful in identifying opportunities to improve and update the format and delivery. The methods of evaluation for this program are:

- Trainer Evaluation of the Travel Training Program;
  - An evaluation of the travel training program by the trainer;
- Participant Evaluation of the Travel Training Program;
  - An evaluation of the travel training program and the trainer by the participant;

-  Follow-up Survey;
  - Completed by the participant within 90 days of completing the program;
  - Evaluates effectiveness of the program and ridership information (e.g. whether the participant has switched from paratransit to public transit).

## 2.5.2 Collect, support, and maintain statistics

Travel trainers and administrators make a plethora of decisions regarding program operations. Collecting and analyzing useful data can help to establish a factual basis for these decisions.

**R** Refer the **Sample Data Collection Form** in the **Resources** section for some suggestions of items to keep track of.

A successful data collection system provides an opportunity to:

- Identify the key characteristics to be measured;
- Delineate a process for measuring these characteristics;
- Make decisions about what to do with the data that is collected.

An effective data collection system can be quite valuable in answering basic questions such as:

- How do we know when the trainee is ready to travel independently?
- How much time does it take to teach each trainee?
- What is the cost of providing this travel training program?
- It is important to determine who will be accountable for maintaining statistics regarding the travel training program within your organization. The transit agency and Metrolinx

may require this data from you to assess the success of the program.



The basic components of an effective data collection system are:

- Key characteristics to measure;
- An operational definition of the key characteristics;
- A process for obtaining useful data;
- A process for analyzing the data;
- A decision about what to do with the data collected.

## **2.6 Keep Current**

### **2.6.1 Update and monitor travel training materials**

It is important to maintain a relationship with the transit agency. They may be providing staff and on-site vehicles for training sessions, but it is still important to check in with them outside of the training environment.

The benefits of connecting with the local transit agency on a regular basis are to:

- Inquire about service updates and travel incentives;
- Get updated materials (e.g. training materials, maps, etc.);
- Provide feedback and statistical findings on your travel training program;
- Find out about upcoming refresher courses for trainers.

### **3 R Resources**

**Resource A: Accessibility Guidelines for Resources and Templates**

**Resource B: Planning Accessible Meetings**

**Resource C: Sample Data Collection Form –Transit Agencies**

**Resource D: Sample Data Collection Form – Community Agencies**

**Additional Information**

## Resource A: Accessibility Guidelines for Resources and Templates

### Accessibility Tips for Customizing the Traveller's Handbook

The Traveller's Handbook template has been structured for accessibility. Here are some tips to ensure that accessibility is maintained as you modify the content:

Note: Techniques described below are based on Word 2007

#### 1 **When adding images, ensure that they are formatted correctly**

Images should be formatted as in-line objects so that the images retain their position in the page and stay constant in relation to the nearby text.

When you use the default techniques for inserting images, the images default to being "in-line" objects.

To confirm that the image is an '**in-line**' object:

- 1) Select the image;
- 2) Go to **Page Layout** menu;
- 3) From the **Arrange** section, Select **Position**;
- 4) Select **In Line with Text**.

Here is an example of using an image with correct formatting:



Check the bus name and number before you get on

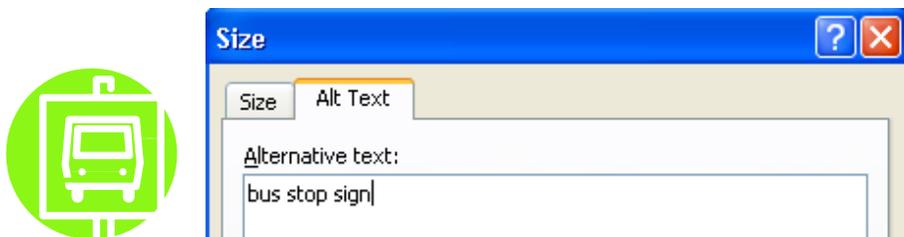
## 2 Add alternative text for all images

All images should have descriptive alternative text that concisely describes the information that the image is conveying.

To add alt-text:

- 1) Right click on the image;
- 2) Select **Size** from the context menu;
- 3) Select the **Alt text** tab in the Size dialog;
- 4) Enter a meaningful, concise description of the image;
- 5) Close the dialog.

e.g.



## 3 Use style elements to format headings

To apply headings using the Styles toolbar:

- 1) Select **Heading** text;
- 2) Select the **Heading Level** from the Home Menu > Styles Section.

Styles used in the Traveller's Handbook:

Section Headings: **Heading 1**

Subsection Headings: **Heading 2**

Subsection Headings: **Heading 3**

## 4 Add the Title, Subject, Keywords, Author and Language to the document properties:

- 1) Click on the **Office** Button;

- 2) Select **Prepare > Properties**;
- 3) Complete the relevant fields in the document properties form;
- 4) Select English from the **Language** dropdown;
- 5) Click the **Save** button to close the document properties.

## **Making Print Material More Accessible**

Reading is critical to full participation in society. For many individuals, reading presents a major challenge and there are many variables that can affect reading performance. The following points have been found to enhance reading performance, thereby making print merchandise, service and information accessible to everyone. Please keep these guidelines in mind as you customize the templates and produce promotional material.

### **General Recommendations**

#### **1 Contrast**

- Use high contrast colours for the text and background. Good examples are black or dark blue colours on a white or yellow back ground, or white/yellow text on black or dark background.

#### **2 Type Colour**

- Print material is most readable in black and white. If using coloured text, restrict it to titles, headlines or to highlight material.

#### **3 Point Size**

- The preferred point size is 12 to 18 points - 12 to 14 point for the body and 16 to 24 for headings. Consider the audience when choosing the point size.

#### **4 Leading**

- Leading is the space between lines of text and should be at least 25 to 30 percent of the point size. This enables readers move more easily to the next line.

## 5 **Font Style and Heaviness**

- Avoid complicated or decorative fonts. Use upper and lower case fonts. The preferred fonts are Arial, Verdana and Times.
- Select fonts with a medium heaviness and avoid light type with thin strokes. When emphasizing a word or passage, use a bold or heavy font. The use of italics or upper-case letters is not recommended.

## 6 **Letter Spacing**

- Do not crowd your text: keep a wide space between letters.

## 7 **Margins and Columns**

- Separate text into columns to make it easier to read, as it requires less eye movement and less peripheral vision. Consider using wide binding margins or spiral bindings if possible. Flat pages work best for vision aids such as magnifiers.
- Use plenty of white space to improve the readability of the documents.

## 8 **Paper Finish**

- Consider using a matte or non-glossy finish to cut down on glare. Reduce distractions by not using water marks or complicated background designs.

## 9 **Design**

- Use distinctive colours, shapes and sizes on covers of material to make them easier to distinguish.
- Use frames around text.
- Use bullets when describing a process.

## 10 **Keep it Simple**

- Use simple words.
- Use pictures/symbols to explain words.
- Write text in short sections versus large paragraphs.

# Making Electronic Documents More Accessible

## Creating Accessible Word Documents

When creating electronic documents, consider the recommendations below. Following these guidelines will often make web content more functional and accessible to users in general.

### 1 Structure

- Add Structure to your document using **Headings Styles**;
- When creating lists, use the “start bulleted list” or “start numbered list”;
- Create a **Table of Contents** for long documents.

### 2 Tables

- Structure tables for easy navigation;
- Use tables only for data, not just as a way to lay out text on the page;
- Use “real tables”: do not use the tab key to space text to look like a table;
- Define the first row as column headers by setting the “Repeat as header on the top of each page” in the “Table Properties” menu;
- Keep tables simple and avoid using merged cells.

### 3 Images

- Add **Alternative text** descriptions to all images and graphical objects;
- Keep images in-line with text;
- Use “floating elements” by positioning images to remain “inline with text”.

#### 4 **Text**

- Do not use colour as the only way to convey information;
- Avoid using Word Art;
- Avoid using Text Boxes;



## Testing Tip

Microsoft Word 2010 has a built-in accessibility checker that will look for the presence of headings, alt-text and other accessibility issues. It works much the same as the spell checker and points out accessibility errors, warnings and tips.

To run the accessibility checker, select **File > Info > Check for Issues > Check Accessibility**

Microsoft Word Office Accessibility Checker:

<http://office.microsoft.com/en-us/starter-help/accessibility-checker-HA010369192.aspx>

## References for Creating Accessible Word Documents

IBM Documentation Accessibility Checklist

<http://www-03.ibm.com/able/guidelines/documentation/accessdoc.html>

WebAIM, Create Accessible Word Documents

<http://webaim.org/techniques/word/>

Microsoft Accessibility <http://www.microsoft.com/enable/>

Microsoft Office, Create Accessible Word Documents: Quick Reference Card [http://office.microsoft.com/en-us/support/quick-reference-card-](http://office.microsoft.com/en-us/support/quick-reference-card-RZ102644124.aspx?CTT=5&origin=HA102671874&section=8&mode=print)

[RZ102644124.aspx?CTT=5&origin=HA102671874&section=8&mode=print](http://office.microsoft.com/en-us/support/quick-reference-card-RZ102644124.aspx?CTT=5&origin=HA102671874&section=8&mode=print)

Accessible Digital Office Document (ADOD) Project, Authoring Techniques for Accessible Office Documents Authoring Techniques for Accessible Office Documents: <http://adod.idrc.ocad.ca/>

Plain Language Association International  
<http://www.plainlanguagenetwork.org/>

# Creating Accessible PDF Documents

PDF documents are usually created using other programs such as Microsoft Word or Adobe InDesign. It is important that the source document be created following accessibility design principles and that it is converted to PDF in a manner that preserves document structure. Please consider the recommendations below when creating PDF documents. For more information on creating accessible source documents and PDF conversion, please refer to the References section below.

## 1 Structure

- Ensure that the text is structured in a logical reading order.
- Add Structure to the document by adding the appropriate tags. Document structure tags in a PDF define the reading order and identify headings, paragraphs, sections, tables, and other page elements.
- Use bookmarks to assist with navigation.

## 2 Language

- Set the document language.
- DO NOT create a PDF document from a scanned image. These image documents are not accessible.

## 3 Images

- Add alt-text to all images.
- Add Structure to the document by adding the appropriate tags. Document structure tags in a PDF define the reading order and identify headings, paragraphs, sections, tables, and other page elements.
- Use bookmarks to assist with navigation.

## 4 PDF forms:

- Ensure that the forms are interactive and fillable.
- Add labels to all form fields.

- Use standard interactive form fields (e.g. text field, checkboxes, list boxes, buttons, radio buttons).
- Ensure that the form fields are arranged in a logical tab order.
- Adjust document security settings to enable text access for screen readers.



## Testing Tip

Adobe Acrobat has a number of built-in tools that you can use for checking accessibility:

- Use Accessibility Quick Check to check for document structure tags, searchable text, and appropriate security settings for accessibility.
- Use Reflow view to quickly check reading order.
- Use Read Out Loud to experience the document as it will be perceived by readers who use this text-to-speech conversion tool.
- In Adobe Acrobat, use the Touch Up Reading order tool to create a logical document structure.

## References for Creating Accessible PDFs

IBM Documentation Checklist <http://www-03.ibm.com/able/guidelines/documentation/accessdoc.html>

Accessible Digital Office Document Program: Authoring Techniques for Accessible Office Documents <http://adod.idrc.ocad.ca/>

WebAIM PDF Accessibility <http://webaim.org/techniques/acrobat/>

Adobe: Accessibility: Best Practices [http://www.adobe.com/accessibility/best\\_practices.html](http://www.adobe.com/accessibility/best_practices.html)

## Creating Accessible Forms in Word

An “accessible” form is one that an assistive technology user can read and fill in independently. If you are using Word to create a form, there are a number of things to consider:

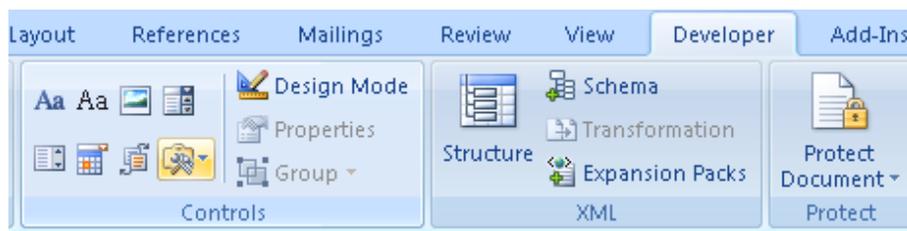
- Use the Word Forms toolbar to create your form.
- Provide an accessible label for any form elements on the page.
- Ensure that any text, form elements, or other elements are presented in a logical reading order.
- Save the form as a protected document for distribution.

### Step 1: Creating your form

- 1 Enter all of your static text.

Static text includes instructions and supporting information to facilitate filling in the form. Be sure to use Headings and Word Heading Styles to provide some structure in the document.

- 2 Insert the desired form element (text, drop-down, checkbox):
  - Call up the Word Forms toolbar. Go to the Developer Tab > Controls Section  
(Please see Word help for how to do this for your version of Word. Instructions below are for Word 2007)

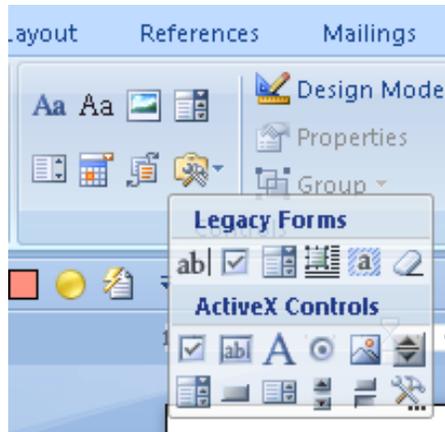


- Type the form element label.  
It is best practice to place the label to the left of the associated form element, not above it.

First Name:

Last Name:

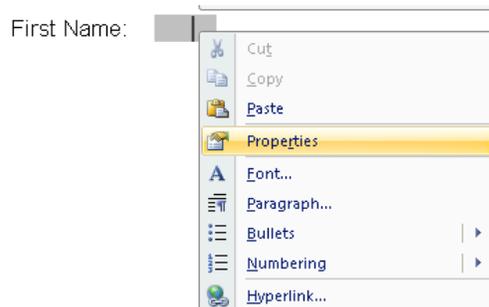
- Create the Desired form element using the Legacy Form Controls (Note: the other controls are not accessible).



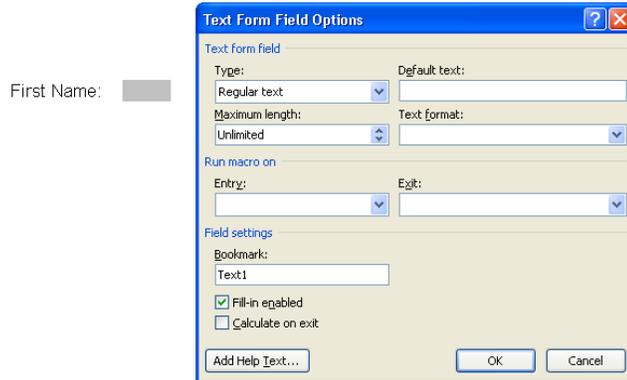
### 3 Add Help Text:

Help text is used to 'associate' the label and the form element. This text appears in the word status bar as you tab or click on a form element and is also read aloud by assistive technology.

- Right Click on the form element and select Properties.

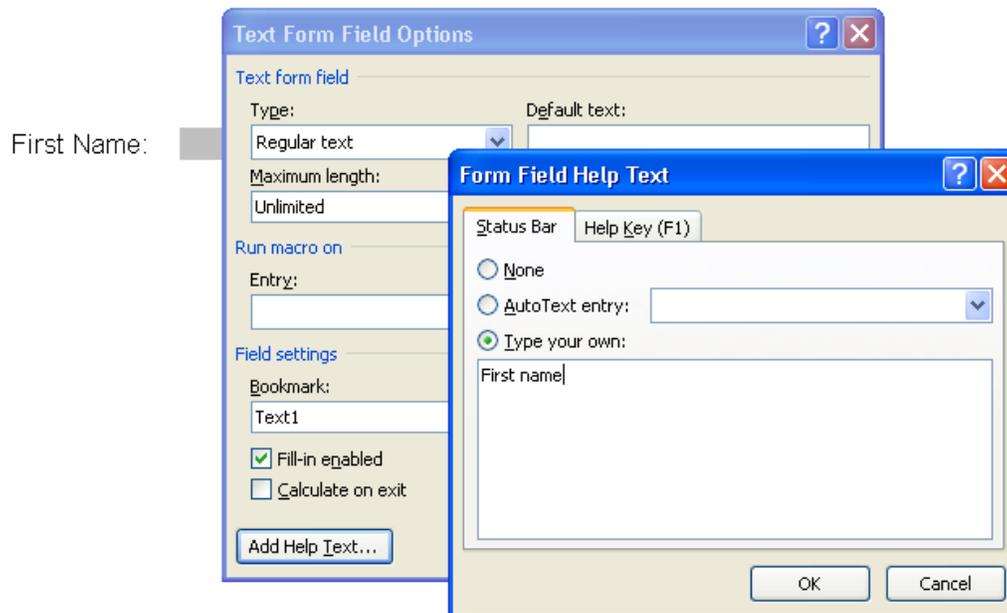


- The Form Element Properties Dialog appears.



- Type in Help Text.

In most cases, it is best to type in the same question that is printed on the form. If there is additional instructional information that is useful for filling in the form, enter it in Help Text (Note: the limit is 138 characters).



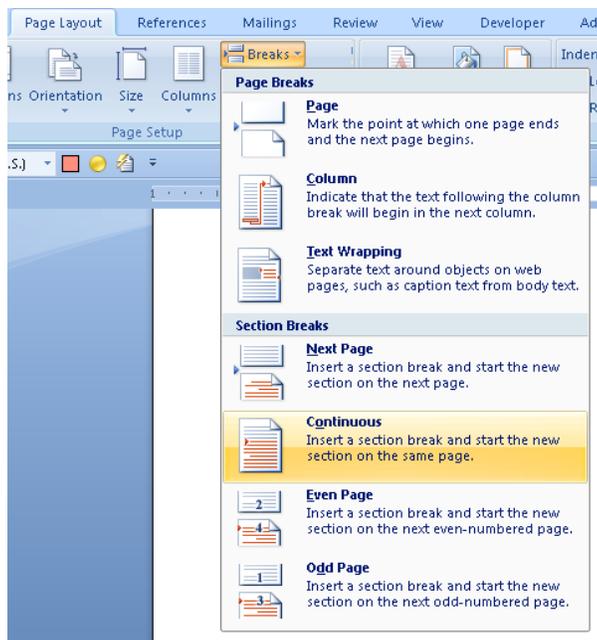
## Step 2: Creating Sections in your form

In preparation for creating a protected Word form, it is necessary to differentiate between areas of the form with large areas of instructional text (e.g. consent statements) and areas of the form that are fillable. A section break should be added between these areas.

Note: This step is optional and is dependent on the design of the form.

To insert a Continuous Section Break between the read-only text and the section of the form containing form elements:

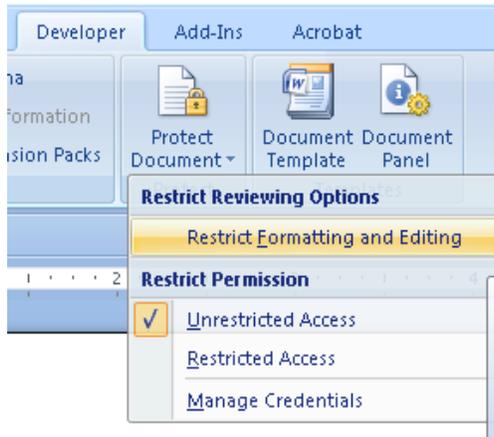
Page Layout > Breaks > Continuous Section break



## Step 3: Save your document as a protected form

In preparation for distributing the form, it is necessary to protect it. In a protected form, the user can tab through each form element and enter the data required in that field.

- Developer tab > Protect Document > Restrict formatting and Editing



- The 'restrict formatting and editing' toolbar appears;
- Check the "Allow only this type of editing in the document" checkbox;
- Select "filling in forms" from the drop-down;
- If using sections, click on the "select sections" link;
- Check which section should be protected. This is the section containing the form elements;
- Click on the Start Enforcing Protection button;
- Save the file for distribution.



## **Guidelines for Creating Accessible Videos**

- Plain language should be used in all training materials, and the use of acronyms should be avoided.
- Video or audio content should include the use of captioning, and the placement of captioning should not interfere with the picture (you will see this happen during some programs on television and the top of the head will be cut off, etc.)
- Sometimes captioning font and colour can be changed through keyboard keys to increase the font or decrease and change the background.
- Timing/speed of captioning is important and must show up at the right time.
- If colour and size cannot be changed, then font should be consistent with CNIB guidelines, with white on black as the preferred choice.

## Resource B: Planning an Accessible Meeting

When you are planning a meeting or event, it is important to ensure that everyone can participate, including people with disabilities. By planning ahead, accessibility can be incorporated into every aspect of the meeting.

The two main areas to consider when planning an accessible meeting or event are:

- **Physical access to the meeting space; and**
- **Access to the meeting contents and proceedings.**

Here are some general things to keep in mind:

- Make sure that a staff member is responsible for making the event accessible.
- Be prepared to respond to accommodation requests in the same manner as other requests and questions about the event.
- Make sure that the invitation or notice of meeting includes information about the accessibility of the event.
- Planning for a longer event, such as a conference that will take place over several days, takes more organizing. It would be helpful to find out ahead of time what resources are available locally, such as:
  - Sign language interpreters;
  - Accessible transportation;
  - Emergency veterinarians (for service animals); and
  - Wheelchair repair services.

- Before confirming the date of the event, it would be helpful to find out if other disability-related events are taking place in the area at the same time. This may have an impact on your event and the availability of service providers.
- As soon as the date of the event is confirmed, book and schedule sign language interpreters and/or real time captioners.
- If the event's participants are responsible for their own meal arrangements, find out what local restaurants are accessible.
- Look into the availability of installed or portable FM Listening Systems in meeting facilities for people who have a hearing loss (an FM system consists of a transmitter used by the speaker and a receiver used by the listener).
- Find out if telephones with auditory adjustments for people who have a hearing loss are available.
- Check to determine whether there are visual fire alarms. If not, ask about the facility's evacuation plan or consider creating one for the event.
- Find out if TTY is available, and make sure that staff know how to use it (a TTY is a device that is used by persons who are deaf or hard of hearing to communicate by telephone).
- Make sure there is at least one telephone that can be used by a person who uses a wheelchair or scooter.
- If a website is being used to promote the conference, make sure the site is accessible for people who use assistive technologies (such as screen reading software).

- Check to see if the customer service areas (i.e. counters, display tables, etc.) are low enough so that people who use wheelchairs or scooters can use them effectively.
- Make sure that any additional signs specific to the event are designed using large print.
- Find a suitable area where service animals can relieve themselves.
- Provide water bowls for service animals.





## **Additional Information**

The following sources contributed to the development of the Travel Training Program:

Association of Travel Instruction (ATI) [www.travelinstruction.org](http://www.travelinstruction.org)

CNIB [www.cnib.ca](http://www.cnib.ca)

March of Dimes Canada [www.marchofdimes.ca](http://www.marchofdimes.ca)

Easter Seals Project Action [www.projectaction.org](http://www.projectaction.org)

The Canadian Hearing Society [www.chs.ca](http://www.chs.ca)

Transit Cooperative Research Program (TCRP) [www.TRB.org](http://www.TRB.org)

TransLink, Greater Vancouver Transportation Authority  
[www.translink.ca](http://www.translink.ca)

Transport for London, UK [www.tfl.gov.uk](http://www.tfl.gov.uk)

Washington Metropolitan Area Transit Authority (WMATA)  
[www.wmata.com](http://www.wmata.com)

## **References**

Association of Travel Instruction, ATI. Travel Training Continuum. What do we mean by travel training: Developing a common language.

Bradford Travel Training Unit, BTTU (2011). Travel Training: Working Manual.

Calgary Transit. Train the Travel Trainer: Travel Training Individual Evaluation.

Easter Seals Project Action. Competencies for the Practice of Travel Instruction and Travel Training.

GO Transit, GO Accessibility Guide: Accessibility Services for Customers.

Hrabi, Anne (2004). YDAC Aphasia-friendly writing guideline. YDAC myRide Program (2010). Traveller's Handbook. York Region Transit/ Viva.

The Canadian Hearing Society (2011). Meeting Accessibility Policy of the Canadian Hearing Society.

TransLink, Greater Vancouver Transportation Authority. Getting Around Greater Vancouver on Accessible Transit.

TransLink, Greater Vancouver Transportation Authority (2007). Universal Accessibility Guidelines for TransLink Fleet and Facilities: Public Document and Technical Report.

Transport for London (2005). Out and about in London: My guide.

Transportation Research Board of National Academies (2011). Communication with Vulnerable Populations: A Transportation and Emergency Management Tool. National Academy of Sciences, USA.

Travel Training for People with Disabilities in the Greater DC Metropolitan Area, Three Month Follow-up Survey, Metro, Washington DC.

York Region Transit/ Viva (2007), York Region Transit Travel Training Manual.