

OnOurWay

A Guide to Using Transit

Travel Training Manual

[This manual is a guide for Travel Trainers delivering the Travel Training Program]

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Introduction

What is Travel Training?

Travel Training provides instruction and guidance to people who want to learn to use public transit and are unfamiliar with doing so. Training is available for people of all ages and abilities who need additional skills and knowledge in order to use public transit systems effectively. This includes:

- Individuals with physical disabilities
- People with certain sensory disabilities
- People with cognitive or intellectual disabilities
- Individuals with communication disabilities
- Seniors not familiar with taking public transit
- Newcomers to Canada not familiar with taking public transit

Training can be provided in a group setting, or as one on one instruction, and can be adapted to suit individuals with a wide range of abilities and needs. Travel Training has many benefits for the individual, the community, and the transit agency. It can:

- Help to give participants the freedom and confidence to travel independently through the community
- Allow your clients to access your services, where they may have had travel barriers in the past
- Help decrease isolation and increase community involvement
- Help a transit agency save money by decreasing the need for specialized transit services

It should be noted that Travel Training is not a replacement for Orientation and Mobility Training. Persons who are blind or legally blind require specialized assessments and training from certified Orientation and Mobility (O&M) Specialists. If you require more information about Orientation and Mobility Training please contact CNIB at 1-800-563-2642.

Travel Training Guiding Principles

The following principles have been developed to guide the Travel Training program:

- Everyone should be encouraged, where accessibility allows, to learn to travel independently and to use public transportation to reach their travel objectives. People who are not able to learn how to use public transportation should be provided with instruction that will allow them to attain their optimal level of travel independence.
- Travel instruction typically includes an initial assessment, development of individualized goals and objectives, appropriate one-to-one instruction in the community, continuous evaluation, and final written results and recommendations.
- Participants should be actively engaged in all aspects of their travel instruction programs. They should serve as self-advocates and expect that their right to confidentiality will be respected.
- All persons should be allowed the dignity, integration, and equality of opportunity afforded by independent travel and to accept the risks associated with such travel.
- All persons should be valued and treated respectfully and with dignity in accordance with the Accessibility for Ontarians with Disabilities Act (AODA) and the Ontario Human Rights Code.

Travel Training Objectives

The objectives of a Travel Training program are:

- To provide the knowledge and practical skills needed to travel on public transit
- To increase participants' use of conventional public transit
- To provide participants with an effective alternative to using door-to-door services

How does the Travel Training process work?

Step One: Identify your potential participant(s)

People participating in travel training programs can be members of the general public or your organization, as well as referrals from outside agencies who may not offer travel training.

The Travel Training Program is for people who:

- Are motivated;
- Are physically able to get to the bus stop/station and to board and alight from buses;
- 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/conductor;
- Understand the need for appropriate social behavior

Step Two: Determine if the program is a suitable match for the participant

The **Travel Training Assessment Tools** in this manual can be used by agencies to determine if their consumers would benefit from this type of program. The level and type of assessment depends on the skill level, amount of support required, and the type of travel training program they will be participating in.

These **Travel Training Assessment Tools** are resources based on best practices. It is up to the discretion of you, as the organization delivering the

program, to determine whether these tools would be suitable, or necessary, for your consumers.

Consideration should also be given to who will be viewing these forms once completed. It is recommended that they become the property of the participant and not the providing agency, the exception being in cases where the assessment forms play a part in a larger intervention that requires the documentation.

Step Three: Identify a training program to best suit learner needs

The level of training will vary based on the needs and skills of your learners. The program therefore, should be thoroughly planned, well-supported and take into account all the variables that may occur during training. Assessing risks and making sure travel training is safe is the most important part of travel training.

This manual describes three different approaches to Travel Training. It cannot be stressed enough that it is up to you as an organization to decide which components of the program will meet the needs of your consumers. It is recommended however that the accompanying Traveller's Handbook be utilized in each of the programs.

The three training programs outlined in this manual are:

- General Orientation Training
- Personal Mobility Device Training
- Destination Training

How to use this Manual

The manual is divided into the three different training programs. Each section is divided into the following sections:

1. Overview of Training Programs

2. Instructional Strategies and Tips
3. Assessment Tools
4. Evaluation Tools
5. Additional Tools

Selecting Components for your Travel Training Program

The chart below outlines the recommended materials for each training program:

Type of Program	Materials		
	Participant Materials	Assessment Tools	Evaluation Tools
General Orientation Training	Traveller's Handbook	- Travel Training Survey	- Participant Evaluation of Travel Training Program - Trainer Evaluation of Travel Training Program - Follow-up Survey
Personal Mobility Device Training	Traveller's Handbook	- Travel Training Survey or - Travel Training Assessment - Travel Training Summary	- Participant Evaluation of Travel Training Program - Trainer Evaluation of Travel Training Program - Follow-up Survey
Destination Training	Traveller's Handbook	- Travel Training Assessment - Road Safety	- Participant Evaluation of Travel Training

		Checklist - Travel Training Checklist - Travel Training Summary	Program - Trainer Evaluation of Travel Training Program - Follow-up Survey
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1 Overview of Travel Training Programs

1.1 General Orientation Training

1.1.1 Overview

General Orientation Training provides participants with a general overview and orientation of a local transit system.

The People Served

General Orientation Training is appropriate for travellers who:

- Have some experience using public transit
- Need minimal support in order to use the public transportation system independently
- Have good judgment and safety skills
- May not require one-on-one attention

If travellers do not require individualized attention, small group training is an efficient and effective teaching strategy. Small group training, especially for people who know each other, may lead to future independent travel by group members who support each other as they travel together.

It is not uncommon for Travel Trainers to provide this training to larger groups of people who need only a small amount of direction in order to travel independently. A trainer may deliver an orientation session on general information specific to their transit system and compliment it with a group trip in the community to practice what has been covered during the session.

This program would be well suited for organizations such as:

- Seniors homes
- Newcomers to Canada
- YMCA/YWCA

The Learning Environment

General Orientation Training can take place:

- **In the community.** This provides the participant with the optimal learning experience.
- **At community service provider sites.** A review of public transit planning tools and an overview of the transit system can be effectively taught in a classroom setting.
- **On an out-of-service vehicle.** Best practices have shown that opportunities to board and disembark vehicles enhance the travel training experience. When possible have a transit agency staff co-facilitate and provide an out-of-service vehicle.

1.1.2 Pre-Assessment

Prior to training, ask participants to complete the Travel Training Survey found in the Assessment Tools. If returned before the training session, you will have some insight into the goals of each participant.

1.1.3 Delivery

Overview of the Transit System

The training program should be 90 minutes in length and be delivered in conjunction with the Traveller's Handbook. Incorporate any other materials provided by the transit agency. Section 3, Instructional Strategies and Tips, contains facilitation tips for using the Traveller's Handbook.

The overview should include:

How to use transit system information sources

- Understanding route maps and time tables
- How to buy and use passes and tickets
- How to recognize vehicles
- Accessible features of vehicles
- How to get on/off and signal for a stop
- Safety and Travel Tips

It would be beneficial to coordinate with the transit agency to arrange for an out-of-service vehicle to be on-site. The transit staff could co-facilitate and highlight the accessible features of the vehicle. A practice trip at this time will also give participants an opportunity to use what they have learned in a stress free environment.

Practice!

An additional step in the training process would be practice on a pre-determined route. Ask the participant(s) to take the lead. Keep a reasonable distance and allow them to make their own decisions.

1.1.4 Evaluation of the Program

You will be able to determine the quality and effectiveness of the travel training program by these accomplishments:

- Did the program reach the targeted population?
- Was the training completed within the established timeframes?
- Were all participants properly assessed?
- Were those trained able to travel safely and independently on public transit after completing the program?
- Was there a reduction in the use of specialized transit services?

Use the evaluation findings to identify opportunities to improve and update the training format and delivery.

The Evaluation Tools in this manual include the:

- Participant Evaluation of Travel Training Program. This evaluation provides the participant with the opportunity to assess both the training program and the trainer.
- Trainer Evaluation of Travel Training Program. This is an evaluation of the program by the trainer delivering it. This tool will be useful for those transit agencies running a large travel-training program.
- Follow-up Survey. This is completed by the participant within 90 days of completing the program.

1.2 Personal Mobility Device Training

1.2.1 Overview

In Personal Mobility Device Training travel trainers teach travellers who use personal mobility devices (e.g. wheelchairs, walkers) how to board, ride and disembark vehicles. Since personal mobility devices vary, as do the skills of participants, this can be a highly individualized service. As the information below is intended for group sessions, refer to the section on Destination Training for participants who require one-on-one support.

The People Served Personal mobility device training is appropriate for travellers who:

- Use mobility devices
- Feel that they need additional skills to board, ride and disembark vehicles

The Learning Environment Personal Mobility Device Training can take place:

- In the community. This provides the participant with the optimal learning experience.

- At community service provider sites. A review of public transit planning tools and an overview of the transit system can be effectively taught in a classroom setting.
- On an out-of-service vehicle. Best practices have shown that opportunities to board and disembark vehicles enhance the travel training experience. This option is especially effective for those travellers who will feel confident in travelling independently once they identify and correct for any limitations related to their device and the vehicle.

1.2.2 Pre-Assessment

Prior to training, ask participants to complete the Travel Training Survey found in the Assessment Tools. If returned before the training session, you will have some insight into the goals of each participant.

If you feel you require information that is medical in nature, the Travel Training Assessment Form asks participants for more detailed information. This form is also found in the Assessment Tools section.

1.2.3 Delivery

Overview of the transit system

The training program should be 90 minutes in length and be delivered in conjunction with the Traveller's Handbook. Incorporate any other materials provided by the transit agency. Section 3, Instructional Strategies and Tips, contains facilitation tips for using the Traveller's Handbook.

The overview should include:

- How to use transit system information sources
- Understanding route maps and time tables
- How to buy and use passes and tickets

- How to recognize vehicles
- Safety and Travel Tips

How to board, ride and exit vehicles

This portion of the training differs from General Orientation Training as a significant amount of time is spent teaching the participant how to use their mobility device to access public transit.

This segment of the training should include:

- Practice approaching and boarding the ramp or lift
- Practice riding the ramp or lift
- Practice using the fare box
- How to ride to the securement area and use securements
- How to approach and board the ramp or lift to exit the vehicle
- Practice exiting the vehicle

It would be beneficial to coordinate with the transit agency to arrange for an out-of-service vehicle to be on-site. The transit staff could co-facilitate and highlight the accessible features of the vehicle. A practice trip at this time will also give participants an opportunity to use what they have learned in a stress free environment.

Practice!

An additional step in the training process would be practice on a pre-determined route. Ask the participant(s) to take the lead. Keep a reasonable distance and allow them to make their own decisions.

1.2.4 Evaluation of the Program

See Section 1.4 for information on evaluating the training program.

1.3 Destination Training

1.3.1 Overview

Destination Training involves the selection of a specific start point (origin) and a specific end point (destination). Travel trainers and participants work together to determine the best way to travel this specific route. This is the most intensive course of the recommended travel training approaches.

The People Served

Destination Training is appropriate for participants who:

- Have significant gaps between their current skill level and the skills needed for independent travel
- Require individualized one-on-one training

Depending on the skill level of the participant and travel trainer, the route, the number of travel trainers and the learning environment this service may be delivered to an individual or a very small group of people.

The Learning Environment

Destination training is typically offered:

- In the participant's home. The starting point is often the individuals' home. The goal is their personalized destination of choice. The participant can benefit from planning their route and becoming familiarized with the transit system in a stress-free environment.
- At the community service provider's site. If you or your participants do not feel comfortable training in or from their home, another option could be on-site at your organization. A disadvantage is that this would not be the location they would be travelling from most often.
- In the community. The majority of Destination Training will take place in the community. It may take several trips for the participant to

develop the skills necessary to feel confident travelling on their own. Each situation will be different.

When only one participant is enrolled in destination training, he or she will benefit from the undivided attention of one travel trainer. This one-on-one training can eliminate distractions that can occur in a group training structure. Travel trainers that work with one individual at a time have the ability to focus on a participant's behaviour that, without keen supervision at the start of training, might compromise participant's safety.

There may however, be circumstances when individuals living in the same residence or neighbourhood wish to reach the same destination and receive training together (e.g. seniors living in the same apartment complex going to a recreation centre).

1.3.2 Pre-Assessment

Prior to the first meeting, ask the participant to complete the Travel Training Assessment Form found in the Assessment Tools. If the participant is unable to complete the form independently it should be completed by a support person, yourself, or an external agency familiar with the participant's background.

The Travel Training Assessment Form is intended for use as a self-assessment by the potential participant of the required level of training. It can also be used as a tool for the in-person interview. This process is recommended if your consumers require additional support and one-on-one training.

The information gained from this form and the in-person interview will:

- Help to determine whether the travel training program is suitable for the potential participant;
- Give the trainer insight into the communication and cognitive abilities of the participant;

- Be used to develop a training program that meets the specific needs of each participant;
- Help to determine the training format and content, estimated length of the training program, and risk factors which must be considered.

Find out from the participant where they would feel comfortable meeting. If the meeting place is the participant's home it would give you the opportunity to begin a risk assessment and start developing a step-by-step travel plan.

When you do meet with the participant review exactly what is involved in travel training. You and the participant can begin to determine the initial learning goals and whether the program is suitable for them.

Pedestrian Safety Skills

In some situations, the pre-assessment might also include a short outing to the bus stop or station. You can use the Road Safety Checklist in the Assessment Tools as a guide. Ask the participant to show the way and discuss the importance of pedestrian safety skills.

Review the following pedestrian safety tips:

- Always walk on the sidewalk where possible; if you must walk on the road face traffic
- Walk at a normal pace – avoid walking too slow or running across the street
- Be sure to stop at intersection corners
- Only cross the street after looking in all directions – watch out for vehicles, pedestrians, and bicycles
- When there is both a traffic signal and a walk signal, only cross the street when the 'WALK' signal is showing
- If you have started to cross the street on the 'WALK' signal and it changes to the 'DON'T WALK' signal, walk to the sidewalk that is closest to you (behind or in front of you)

1.3.3 Delivery

Destination Training can take place over a few visits to the participants' home and should be followed up with several trips in the community.

Training can include:

- Planning a trip
- How to read a route map
- How to plan a transfer
- Getting to the bus
- How to recognize stops, route numbers, and names
- How to buy and use tickets and passes
- How to get on the bus
- How to get on the bus with a mobility device
- Knowing when to get off
- Signaling for a stop
- Getting off of the bus
- Safety and Travel Tips

Each of the steps is expanded upon in the upcoming section. Once practice begins in the community use the Road Safety Checklist and the Travel Training Checklist in the Assessment Tools to keep track of their progress.

Try not to exceed 90 minutes per session. Too much information may be overwhelming for some participants.

It is important to remember that the number of trips it takes to successfully accomplish all of these steps will vary. It all depends on the individual. It may take some time to work through these steps in an environment that the participant feels safe (e.g. their home) before practicing their skills in the community.

1.3.4 Wrapping up

When you and the participant feel they have developed the confidence and skills to travel on public transit review the progress noted on the Road Safety and Travel Training Checklists. Also take a few moments to go over any comments you have made on the Training Summary. The Training Summary signifies the end of the training process. Use it to provide an overview of the program and to determine whether the intended outcome has been achieved. Focus on the positives! If the intended goals have not been achieved, recommend continued training or for the participant to travel with someone experienced with the system. If neither of these options is suitable it may be appropriate to recommend more specialized training such as Orientation and Mobility Training.

1.3.5 Evaluation of the Program

The evaluation tools recommended for this program include the:

- Participant Evaluation of Travel Training Program. This evaluation provides the participant with the opportunity to assess both the training program and the trainer.
- Trainer Evaluation of Travel Training Program. This is an evaluation of the program by the trainer delivering it. This tool will be useful for those transit agencies running a large travel-training program, and those who are using volunteer trainers.
- Follow-up Survey. This is completed by the participant within 90 days of completing the program.

2 Instructional Strategies and Tips

2.1 Getting Started

2.1.1 Planning your trip

Determine the participant's starting point and destination. Also address any concerns the participant may have in using public transit. Review the information provided by the participant in their **Travel Training Assessment Form**.

In addition, review the **Before You Call** worksheet in the Traveller's Handbook.

To begin planning the route, determine what their preferred method of route planning will be. Review the information below and in the Traveller's Handbook on methods for route planning, including Transit Information Sources. Also begin to map out the journey with the participant using the Trip Plan Worksheet.

Where to find and get a route map and schedule

Route maps and schedules can be obtained from many locations - [\[Insert locations\]](#). Route information can also be found at [\[Insert website\]](#). These timetables are a guide. Make participants aware that real life challenges like roadwork and traffic can delay the bus. Drivers will do their best to stay on schedule, but it is always wise to allow extra time to reach a destination.

[\[Insert relevant pages from Section 1 of Traveller's Handbook\]](#)

Plan your trip with the [\[Insert name of Trip Planner\]](#)

If the participant has a smart phone or a computer this is a good time to review how to plan a route online. Review the information on how to use the Trip Planner in Section 1 of the Traveller's Handbook.

How to read a route map

Timetables offer a lot of information and learning to read one can be a challenging task. Encourage the participant to get familiar with the timetable ahead of time, so they are comfortable with it by the time they are ready to travel. Review strategies of how to read a printed route map even if the participant will be using the online Trip Planner.

If they have a printed version of the timetable, it can be helpful for them to mark their location, destination, and other recognizable landmarks right on the timetable. Being able to locate familiar places on the map will make it easier for the participant to orient themselves.

[Insert relevant page from Section 1 of Traveller's Handbook]

Determine if the mobility device can be used on the bus

Even if a vehicle is accessible, it does not always mean it can accommodate all mobility devices. It is always a good idea to check the status of accessible services. Participants can get this information by [Insert phone number, website address].

They should be sure to ask:

- What dimensions the vehicle can accommodate?
- When going to a station that has an elevator, if the elevator is in service?
- If all of the accessible stops and routes available? (You don't want to get to your destination and not have a way out of the station!)

How to plan your transfer

One of the most challenging parts of the trip can be planning and making a transfer. Using the route map, the participant must try to figure where two or more bus routes cross in the event that a transfer must be made to reach their destination.

Review the information in the Traveller's Handbook on how to navigate a transfer using a route map and with the online trip planner.

[Insert relevant pages from Section 1 of Traveller's Handbook]

2.2 Street Smarts

2.2.1 Getting to the bus

Review items that participants should bring on their journey. At this point in training it is also important to go over pedestrian and road safety skills. Refer to the **Pedestrian Skills** earlier in the manual and the **Road Safety Checklist** in the **Assessment Tools** for some tips.

During winter months it may be more difficult to get to the bus. If participants cannot get to the bus stop safely they should wait until it is safe to do so or make other arrangements.

Participants should also be aware of strategies for catching their bus on time. They should:

- Know how long it will take to get to the bus stop
- Check that they are at the correct bus stop
- Get to the bus stop 3 to 5 minutes before the bus arrives

[Insert relevant page from Section 2 of Traveller's Handbook]

2.2.2 When you are out

Make sure that the participant understands the importance of personal safety! Take a few moments to review the safety tips in the **Handbook**.

[Insert relevant page from Section 2 of Traveller's Handbook]

2.2.3 How to recognize stops, route numbers, and names

Review the information in the **Traveller's Handbook**. It is important to remember that not all bus stops and bus shelters are wheelchair accessible. Participants should always check with a Customer Service Representative before starting on their journey.

[Insert relevant page from Section 2 of Traveller's Handbook]

2.2.4 How to use tickets and passes

How to pay the fare or use your pass

When using a pass or transfer, let participants know that they should show it to the driver as they board, or tap their PRESTO card on the card reader. If paying cash, remind participants to bring exact change, as the bus drivers are unable to make change. Participants can insert the change or ticket into the fare box as they board.

Inform participants to keep their [ticket/transfer/pass/PRESTO card] handy for the duration of their trip. The [ticket/transfer/pass/electronic transfer on the PRESTO card] is considered proof of payment, and transit staff may board the vehicle and ask to see it. These staff are also there to offer

information. Encourage participants to ask them for assistance if necessary.

How to use a transfer

If participants need a transfer to complete their route, remind them that if they are paying with cash or a ticket, they must ask the driver for a transfer as they board [or get one from the automated dispensers near the collector booths]. Transfers must be picked up as they board the first vehicle on their trip. When the participant taps their PRESTO card upon boarding, an electronic transfer is placed on their card.

If participants are using a [\[pass\]](#), they will not require a transfer. They just simply show their pass every time they enter a new vehicle.

[\[Insert relevant page from Section 2 of Traveller's Handbook\]](#)

2.2.5 How to get on the bus

The amount of instruction required at this stage varies depending on the individual. Be sure to review the information in the **Handbook** before practicing the skills in the community. Review **When the bus arrives at your stop** and the information on **Courtesy Seating**.

[\[Insert relevant pages from Section 2 of Traveller's Handbook\]](#)

2.2.6 How to get on the bus with your mobility device

If the participant uses a mobility device, review the information in the Handbook on Low-floor and Kneeling Buses. Also discuss where to wait and what to do when the bus arrives, including where to sit and how their mobility device will be secured.

[Insert relevant pages from Section 2 of Traveller's Handbook]

2.3 Getting off the bus

2.3.1 Knowing when to get off

Landmarks provide reference points for participants. Landmarks can help them to be aware of their current location and to determine how far or close they are from their destination. Review the tips in the **Handbook** on **Landmark Training**.

[Insert relevant page from Section 2 of Traveller's Handbook]

2.3.2 Signalling for a stop

Once participants are on the bus, encourage them to look for their landmarks and listen for the stop announcements to get an idea of where they are. If they are not sure what stop is next, let them know that they could ask someone sitting close by. They can also ask the driver. However, caution them to try not to ask the driver until the vehicle has come to a complete stop.

If the participant uses a mobility device, review the procedure for unlocking their mobility device.

2.3.3 When the bus arrives at your stop

Once the bus has come to a complete stop it is time for the participant to make their way to the exit. If they are able, it is best to exit via the rear doors. This allows the flow of riders to move smoothly and quickly. If the participant is using a mobility device, the driver will lower the ramp and they will exit the same way as they entered the bus. Other passengers may be asked to disembark temporarily to give the participant the extra space needed to maneuver.

Encourage participants to check the timetable at the bus stop to confirm the time of their return trip!

[Insert relevant page from Section 2 of Traveller's Handbook]

2.4 Extra Tips

Review the **Extra Tips** at the back of the **Traveller's Handbook**

[Insert relevant pages from Section 3 of Traveller's Handbook]

3 Assessment Tools

3.1 Travel Training Survey

Purpose: The Travel Trainer requires background information to develop a training program that meets your needs.

Directions: Please complete this form to the best of your knowledge. There are no right or wrong answers.

Goals

1. Which public transit system or systems do you want to learn? [\[Insert appropriate agencies for the region\]](#)

2. Where do you want to go using public transit?

Starting point:	
Destination:	
Reason for trip:	
How often:	

3. Are you able to get to and from the bus stop or station nearest to your home?

- Yes
- No

If "No", please explain why:

4. What do you hope to achieve from this program?

5. Do you use a mobility aid?

Yes

No

If "Yes", please specify:

6. Do you require support when you are out in the community?

Yes

No

If "Yes", please specify:

7. Have you used public transit before?

Yes

No

If "Yes", what challenges did you experience?

3.2 Travel Training Assessment Form

Purpose: The Travel Trainer requires background information from participants in order to develop a training program that meets your needs.

Directions: Please complete this form to the best of your knowledge. There are no right or wrong answers.

Goals

1. Which public transit system or systems do you want to learn to use?
[Insert appropriate agencies for the region]
-

2. Where do you want to go using public transit?

Starting point:	
Destination:	
Reason for trip:	
How often:	

Travel Background

3. Have you ever used [Insert transit agency] before? Describe with whom, where, how often and what your experience was like.
-

4. What are your reasons for not using public transit on a regular basis?
Please check all that apply.

Concerns:

- Getting lost
- Limited mobility

- Require barrier free route
- Forgetting route
- Crowds
- Vehicle itself (e.g. bus, streetcar)
- Communication with driver and/or public
- Falling

General Reasons:

- Other transportation provided
- Inaccessible service
- Training not available
- Inconvenient work hours
- Other (Please specify):

Confidence

5. Describe your level of comfort when you are independently out in the community.

- Very comfortable
- Comfortable
- Somewhat comfortable
- Not at all comfortable
- Don't know

6. Describe your level of confidence travelling independently on public transit.

- Very confident
- Confident
- Somewhat confident
- Not at all confident
- Don't know

Physical/ Medical

7. Are you able to get to and from the bus stop or station nearest to your home?

- Yes
- No

If “No”, please explain why:

8. Do you use a mobility aid (e.g. cane, walker, wheel chair) or a service animal?

Please specify:

9. If you use a wheelchair or scooter, what are its dimensions?

Weight	Width	Length	Height	Other

10. Do you have vision loss?

- Yes
- No

If “Yes”, describe how it impacts your ability to travel independently:

11. Do you have hearing loss?

- Yes
- No

If “Yes”, please explain:

Communication

12. Do you have speech difficulties?

Yes

No

If “Yes”, how do you communicate?

Verbally

Bliss board, symbols or picture board

Sign language

Other (please specify):

Numeracy and Literacy

13. Are you able to read and recognize numbers, letters, words, and phrases?

Very well

Well

Somewhat well

Not very well

Not at all

14. Are you able to use money?

Very well

Well

Somewhat well

Not very well

Not at all

[NOTE to trainer: The PRESTO card is very suitable for those not able to use money.]

15. Are you able to recognize and distinguish landmarks in your community?
- Very well
 - Well
 - Somewhat well
 - Not very well
 - Not at all
16. Are you able to tell time?
- Yes
 - No
17. Are you able to distinguish colours?
- Yes
 - No
18. How well can you cope with unexpected situations?
- Very well
 - Well
 - Somewhat well
 - Not very well
 - Not at all

[NOTE to trainer: In the event that there are insufficient funds in the PRESTO card e-Purse, the traveller could be faced with a problem paying with the PRESTO card. The traveller should always know if their e-Purse balance is sufficient for the desired (round) trip – the balance is available online and on the card reader when tapped – or the traveller should carry sufficient cash for the trip, just in case.]

3.3 Road Safety Checklist

(Adapted from Bradford Travel Training Unit Working Manual Road Safety Program)

Purpose: The Road Safety Checklist is recommended for use with participants that require additional support and one-on-one training (Destination Training). This tool is intended for use during the practical on-the-street component of the training.

Directions: Use this checklist throughout the training program to evaluate the participants' pedestrian safety skills.

Participant:		Start Date:	
Assessment By:		Route:	

- 3 - Without assistance (completes skills independently)
- 2 - Reassurance (knows but looks for approval, uses eye contact)
- 1 - Verbal prompt or gesture (needs to be told or lead in skills)
- 0 - Physical prompt/no response (needs extensive training)

	Date					Comments
1. Uses sidewalk safely						
a) Maintains line of direction						
b) Maintains posture, gait, and balance						
c) Negotiates around objects and pedestrians						
d) Identifies surface level changes						
e) Stops when path ends						
2. Understands dangers of moving vehicles						

3. Identifies safest place to cross road					
4. Crosses intersections safely					
a) Identifies traffic patterns					
b) Identifies traffic control device					
c) Stops and waits at curb					
d) Uses pedestrian button if applicable					
e) Crosses with pedestrian signals/APS					
f) Crosses the street in safe & timely manner					
5. Understands extra difficulties at night and in poor weather conditions					
a) Chooses well lit crossing					
b) Does not cross if vehicle lights approach					
6. Can use road without sidewalk safely					
Initials of Trainer					
Additional Comments:					

3.4 Travel Training Checklist

(Adapted from Calgary Transit, Train the Travel Trainer)

Purpose: The Travel Training Checklist is recommended for use with participants that require additional support and one-on-one training (Destination Training). This tool is intended for use during the practical on-the-street component of the training.

Directions: Use this checklist throughout the training program to keep track of the participants' successes.

Participant:		Start Date:	
Assessment By:		Route:	

- 3 - Without assistance (completes skills independently)
- 2 - Reassurance (knows but looks for approval, uses eye contact)
- 1 - Verbal prompt or gesture (needs to be told or lead in skills)
- 0 - Physical prompt/no response (needs extensive training) Date

	Date					Comments
1. Carries Identification						
2. Has pass, money, ticket or transfer						
3. Leaves for bus at proper time						
4. Arrives safely at bus stop or station						
5. Can purchase ticket or pass						
6. Knows where to safely wait for bus						
7. Can properly board bus						
8. Puts fare in proper place, shows pass or taps PRESTO card						
9. Can ask for and use a transfer						
10. Positions self properly on bus						
11. Knows and follows bus rules						

12. Understands courtesy seating					
13. Can interpret maps and schedules					
14. Knows and recognizes landmarks					
15. Signals for stop					
16. Knows what to do if signal doesn't work					
17. Can properly exit bus					
18. Knows what to do if the bus is missed					
19. Knows what to do if lost or ill					
20. Can locate help or public phone					
21. Knows how to respond in emergency					
22. Can use telephone independently					
23. Can find destination when given directions					
24. Other:					
Initials of Trainer					
Additional Comments:					

3.5 Training Summary

Participant:		Date:			
Address:					
Destination:					
Start Date:		Finish Date:		# of Trips:	

Primary Goals:

Method of Travel:

Overview of Training:

Positive Outcomes Achieved from Training:

Recommendations:

Completed By:

Signature:

4 Program Evaluation Tools

4.1 Participant Evaluation of Travel Training Program

Purpose: The Participant Evaluation will give participants the opportunity to evaluate both the training program and the trainer.

Directions: Fill out this form upon completion of the Travel Training Program.

About You

Is this the first time you have participated in a travel training program?

- Yes
- No

Please rate your current confidence level in using public transit independently.

- Very confident
- Confident
- Somewhat confident
- Not very confident
- Not at all confident

Your Travel Trainer

Was your travel trainer helpful?

- Very helpful
- Helpful
- Somewhat helpful
- Not very helpful
- Not at all helpful

Was your travel trainer knowledgeable?

- Very knowledgeable
- Knowledgeable
- Somewhat knowledgeable
- Not very knowledgeable
- Not at all knowledgeable

The Program

Did the travel training program meet your expectations?

- Yes
- No

If "No" please explain:

What was the best part of the travel training program?

What you improve about the travel training program?

Overall, how satisfied were you with the travel training program?

- Very satisfied
- Satisfied
- Neither satisfied or dissatisfied
- Dissatisfied
- Very dissatisfied

Additional comments:

4.2 Trainer Evaluation of Travel Training Program

Purpose: The Trainer Evaluation of the Travel Training Program is a means for frontline trainers to provide feedback about the training program they are delivering.

Directions: Complete this form every six months.

Your Role

What is your job title?

What percentage of your current duties involves travel training?

What type of training do you provide? Please check **all** that apply.

- General Orientation Training
- Personal Mobility Device Training
- Destination Training
- Other:

On average, how many travellers do you train **per month** and in what learning environment (e.g. at community agency)?

Type of Training	Learning Environment	#

To what extent do you feel that your training was sufficient to prepare you for your role as a travel trainer?

- To a large extent
- To a moderate extent
- Somewhat
- To a little extent
- Not at all

Would you be interested in further travel training opportunities?

- Yes
- No

The Program

Does the travel training program have a formalized outline including timelines and outcomes?

- Yes
- No

Do you feel that the travel training program is effective?

- Effective
- Somewhat effective
- Somewhat ineffective
- Not effective

What is the best part of the travel training program?

What would you improve about the travel training program?

Overall, how would you rate the quality of the travel training program?

- Excellent
- Above average
- Average
- Below average
- Poor

4.3 Follow-up Survey

(Adapted from WMATA, Three Month Traveler Follow-up)

Purpose: The Follow-up Survey assesses how much of the travel training the participants have been able to incorporate into their lives upon completion of the program.

Directions: Travel trainers should contact participants within 90 days of a participant's completion of the Travel Training Program to complete the following survey.

1. For what type of trips are you now using public transit?
Please choose all that apply:
 - Employment or job-related
 - School
 - Medical appointments
 - Shopping/Errands
 - Socialize with friends
 - Other:

2. How confident are you now traveling on your own by train or bus?
Please choose only one of the following:
 - Very confident
 - Confident
 - Somewhat confident
 - Not at all confident
 - Don't know

3. Please select the option below that best describes your experience with public transit prior to the travel training program:
Please choose only one of the following:
 - I never used public transit

- I never used public transit without someone with me
 - I did not use public transit since acquiring a disability
 - I only used public transit on a few routes that I already knew
 - I sometimes used public transit
 - I used public transit regularly
4. Please select the option below that best describes your experience with public transit since the Travel Training Program.
Please choose only one of the following:
- I use public transit more frequently
 - I use public transit the same amount as before
 - I am comfortable using public transit, but just haven't had a reason to use it
 - I would be more comfortable using public transit if I could receive more travel training
5. How often did you use public transit in the last month?
Please choose only one of the following:
- I use public transit daily or almost every day
 - I use public transit 2-3 times a week
 - I use public transit a couple of times in the last month
 - I did not use public transit in the last month
6. Please select the statement that best describes you.
Please choose only one of the following:
- I do not use specialized transit
 - My use of specialized transit has decreased now that I can travel independently on public transit
 - My use of specialized transit has not decreased because I still cannot travel independently on public transit
7. Have you had any difficulties travelling on your own since the travel training program?
- Yes
 - No

If “Yes”, please explain:

8. What barriers, if any, continue to make it difficult for you to use public transit? Please list the location or cross streets for each barrier you select.

Please choose all that apply:

- There are no major barriers to my taking the (bus, train, subway)
- Distance to station or bus stop
- Finding the right bus
- Getting off at the correct stop
- Understanding of payment/fare systems/PRESTO card
- Missing curb cuts
- No sidewalk
- No bus shelter
- No bench at the bus stop or shelter
- No audible pedestrian signal
- Concern about uneven walking surface
- Concern about drop-offs (e.g. subway platforms)
- Concern about bumping into objects
- No Braille or tactile markings to identify (bus stop)
- Concern about getting lost or forgetting route
- Insufficient lighting
- Safety/security concern on the (bus)
- Safety/security concerns in my neighbourhood

9. Please select any statement below that describes you.

Please choose all that apply:

- I would recommend travel training to others.
- I have a better understanding of my expectations and responsibilities as a user of public transit.
- The travel training program met all of my travel training needs

- The travel training program could be improved to meet my travel training needs.

5 Additional Tools

5.1 Trip Plan Worksheet

(Original Source: YRT/Viva myRide program)

Use this worksheet while you are speaking with a [\[Insert Transit agency\]](#) Customer Service Representative or planning your trip on the Internet to record your trip Information.

What [bus route(s)] should I use? Is this route accessible?

Are there any disruptions in services?

Where is my [bus stop]?

Is my [bus stop] accessible?

What time does the [bus] arrive at my [bus stop]?

Do I need to transfer to another [bus]? If I do, what is my next [bus] route? Where is my next [bus stop]? Is my [bus stop] accessible? What time will my second [bus] arrive? How do I get from one [bus] to another?

What time does my [bus] arrive at my destination?

Where do I get off the [bus]?

What is the total cost of my trip?

Where is the closest location to my address to buy tickets or passes?

If you need a return trip from your destination, fill out your return trip information on the next page.

5.2 Return Trip Worksheet

What [bus route(s)] should I use? Is this route accessible?

Are there any disruptions in services?

Where is my [bus stop]?

Is my [bus stop] accessible?

What time does the [bus] arrive at my [bus stop]?

Do I need to transfer to another [bus]? If I do, what is my next [bus] route? Where is my next [bus stop]? Is my [bus stop] accessible? What time will my second [bus] arrive? How do I get from one [bus] to another?

What time does my [bus] arrive at my destination?

Where do I get off the [bus]?

What is the total cost of my trip?

Where is the closest location to my address to buy tickets or passes?

5.3 [Insert Accessible Customer Service Policy]

5.4 [Insert Transit System Accessibility Plan]