

## **Consortium for the Educational Advancement of Travel Instruction**

### **Travel Instruction Scope of Practice**

**03/01/10**

**The scope of practice is an official document of the Consortium for the Educational Advancement of Travel Instruction, Inc. (CEATI).**

**This scope of practice was approved by the CEATI Board of Directors on March 1, 2010.**

#### **Statement of Purpose**

The purpose of this document is to define the scope of practice in Travel Instruction in order to:

1. Delineate the domain of travel instruction practice that directs the focus and actions of services provided by travel instructors.
2. Delineate the dynamic process of travel instruction assessment and instructional services to achieve outcomes that support students' function and independence in everyday activities; especially in the community.
3. Support travel instructors in the provision and delivery of high-quality, evidenced-based services to students with disabilities, other than blindness and visual impairment.
4. Inform students and the community (e.g. families, educators, other professionals, agencies, employers, health-care providers) about professional services offered by travel instructors as qualified service providers and the supports that can be provided by travel instructors to other professionals serving individuals with disabilities.
5. Provide guidance and support for educational preparation and professional development of travel instructors.

#### **Definition of Travel Instruction**

Travel instruction is the teaching of independent travel skills in the community which may include the use of public transportation to persons with disabilities (other than blindness or visual impairment) and seniors.

#### **Domain of Practice**

The practice of travel instruction includes:

1. The assessment of students with disabilities (other than blindness and visual impairment) with regards to their abilities and needs related to independent travel within their community.
2. The development of strategies and methods to direct the student's instruction including learning new travel skills.
3. The teaching of problem-solving skills that will be required to be demonstrated by the student.
4. The ability to teach a student to maneuver and navigate within an ever-expanding community setting.
5. The development of resource and support systems to enhance the student's functional independence including:
  - a. Educating key stakeholders including family members, caregivers, employers, and others.

- b. Creating partnerships and support networks with community agencies, local and regional transit providers, local and regional safety and law enforcement officials.
  - c. Educating supervisors and site coordinators or job coaches about the travel instruction process in order to coordinate and plan for travel instruction aligned with work activities.
  - d. Coordinating travel instruction services with transition teams and adult service providers.
  - e. Assisting municipalities in planning and modifications to support the needs of individuals with disabilities; and providing consultative services to groups, programs, organizations, and agencies.
6. Development of client self-advocacy skills such as:
    - a. Acquiring directions and information from community workers.
    - b. Being able to accurately determine and relay the student's whereabouts to a family member or caregiver.
    - c. Knowing how, and to whom, to make comments/complaints to the transit agency.
  7. Provide instruction of transit skills in the community to students who are blind or visually impaired, who have completed clinical instruction in orientation and mobility.

### **Responsibilities of Travel Instructors**

Within the domain of practice, Travel Instructors will:

1. Respect the individuality of the student as well as uphold his/her right to privacy.
2. Review available student records, and meet individually with the student, as appropriate, to develop a plan that meets the interests and desires of the student.
3. Evaluate comprehensively, in advance, all aspects of the environment and community in which the lesson will take place.
4. Demonstrate competence with the functional components of the student's mobility device and, when using public transportation, the travel instructor will have demonstrated competency on proper application of the securements system of the vehicle.
5. Use proper body positioning techniques during instruction with the student.
6. Ensure that the student has demonstrated his/her problem solving abilities for the potential situations indigenous to the journey.
7. Evaluate and document that the student has demonstrated competency in every segment of the journey.
8. Foster collaborative efforts with educators and other professionals and agency personnel who can promote the development of the student.
9. Understand the emergency evacuation techniques for the mode of transit being employed.
10. Demonstrate knowledge with regards to the relevant facets of the transit operation such as: the fare structure, interpreting timetables, overall service coordination, and service contingency considerations.
11. Understand and demonstrate the instructional process to be implemented at various phases.