Making Transition Happen: Dream, Believe, Achieve

2014-15 PA Community of Practice (COP) Series

Transportation Resources and Strategies

April 1, 2015

The powerpoint and handouts for today's webinar can be downloaded from the www.secondarytransition.org website: Under hot topics

PaTTAN's Mission

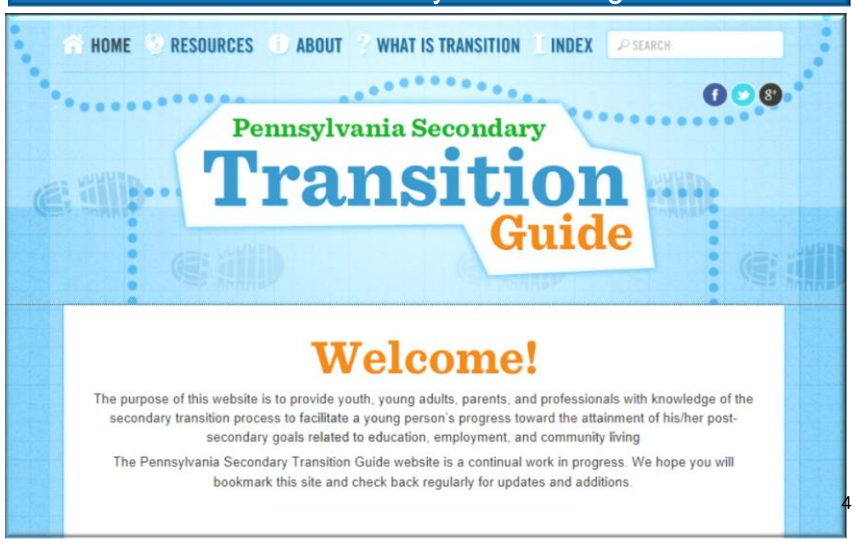
The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

PA's Secondary Transition Website

www.secondarytransition.org



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Transportation Resources and Strategies

April 1, 2015
Community of Practice
Webinar Series
Lynn Fox

Pennsylvania Training and Technical Assistance Network

Training Objectives

Participants will:

- Terms and history of professionals providing travel instruction:
  Orientation & Mobility (O&M) and Travel Instruction (TI)
  - Definitions and Role Explanations
  - Brief Overview of Professions' History
- Identify similarities & differences between O&M and TI
- Understand the Travel Instruction Curriculum
  - Plan TI with your student in mind
- Provide TI to IEP Transition Plan
  - Cost-Benefit Model

ORIENTATION & MOBILITY DEFINITION AND HISTORY

Role of the O&M Specialists

Certified Orientation and Mobility Specialists (COMS) provide sequential instruction to individuals with visual impairment in the use of their remaining senses to determine their position within the environment and in techniques for safe movement from one place to another.

- **Concept Development:** which includes body image, spatial, temporal, positional, directional and environmental concepts.
- **Motor Development:** including motor skills needed for balance, posture, and gait, as well as the use of adaptive devices and techniques to assist those with multiple disabilities.
- **Sensory Development:** which includes visual, auditory, vestibular, kinesthetic, tactile, olfactory, and proprioceptive senses, and the interrelationships of these systems.

O&M Skills Taught

- Residual vision stimulation & training
- Human Guide Technique
- Upper and Lower Protective Techniques
- Locating Dropped Objects
- Trailing
- Squaring-off
- Cane techniques
- Soliciting/Declining Assistance
- Following directions
- Utilizing landmarks
- Search patterns
- Compass Directions
- Route Planning
- Analysis and Identification of Intersections and Traffic Patterns
- The use of traffic control devices
- Techniques for crossing streets
- Techniques for travel in indoor environments, outdoor residential, small and large business districts, mall travel, and rural areas
- Problem solving
- The use of public transportation
- Evaluation with sun filters for the reduction of glare
- Instructional use of Low Vision devices

History of O&M

- Formalized training in response to WWII blinded veterans
  - Valley Forge VA Hospital in PA
  - Richard Hoover and 6 other 'orientors'
  - Developed initial travel techniques with cane
- American Foundation for the Blind, 1959, hosted a national conference
  - Established holistic educational program approach
  - Criteria included: mobility personnel selection, curriculum development, and length of training

TRAVEL INSTRUCTION DEFINITION AND HISTORY

What is travel instruction?

"One-to-one instruction provided to people with disabilities other than blindness or visual impairments whose purpose is to enable safe and independent travel in unprotected environments, including on public transit."

Blasch, B., Wiener, W., Voorhees, P., Minick, B., and Furlong, J. (2010) in *Foundations of O&M, 3rd Edition.* Volume 2, Chapter 21, p. 713. New York: AFB Press.

IDEA & Travel Instruction

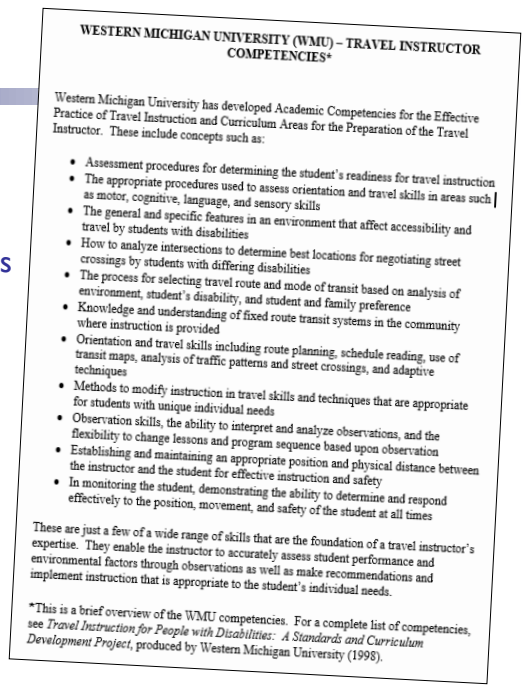
"Travel Training means providing instruction, as appropriate, to children with significant cognitive disabilities, and any other children with disabilities who require this instruction, to enable them to (i) **Develop an awareness of the environment in which they live**; and (ii) **Learn the skills necessary to move effectively and safely from place to place within that environment** (e.g., in school, in the home, at work, and in the community."

2004, Section 300.39, b4

History of TI

Historical events in the development of travel instruction

- First recognized programs in Pittsburgh and NYC
- Early Articles
- "Working with the Handicapped", M. Laus, 1977, Pittsburgh, PA
- University of Wisconsin
- Western Michigan University



WESTERN MICHIGAN UNIVERSITY (WMU) – TRAVEL INSTRUCTOR COMPETENCIES*

Western Michigan University has developed Academic Competencies for the Effective Practice of Travel Instruction and Curriculum Areas for the Preparation of the Travel Instructor. These include concepts such as:

- Assessment procedures for determining the student's readiness for travel instruction
- The appropriate procedures used to assess orientation and travel skills in areas such as motor, cognitive, language, and sensory skills
- The general and specific features in an environment that affect accessibility and travel by students with disabilities
- How to analyze intersections to determine best locations for negotiating street crossings by students with differing disabilities
- The process for selecting travel route and mode of transit based on analysis of environment, student's disability, and student and family preference
- Knowledge and understanding of fixed route transit systems in the community where instruction is provided
- Orientation and travel skills including route planning, schedule reading, use of transit maps, analysis of traffic patterns and street crossings, and adaptive techniques
- Methods to modify instruction in travel skills and techniques that are appropriate for students with unique individual needs
- Observation skills, the ability to interpret and analyze observations, and the flexibility to change lessons and program sequence based upon observation
- Establishing and maintaining an appropriate position and physical distance between the instructor and the student for effective instruction and safety
- In monitoring the student, demonstrating the ability to determine and respond effectively to the position, movement, and safety of the student at all times

These are just a few of a wide range of skills that are the foundation of a travel instructor's expertise. They enable the instructor to accurately assess student performance and environmental factors through observations as well as make recommendations and implement instruction that is appropriate to the student's individual needs.

*This is a brief overview of the WMU competencies. For a complete list of competencies, see *Travel Instruction for People with Disabilities: A Standards and Curriculum Development Project*, produced by Western Michigan University (1998).

O&M and TRAVEL INSTRUCTION
SIMILARITIES AND DIFFERENCES BETWEEN

Similarities: TI and O&M

- Individual Instruction
- Instruction in the Natural Environment
- Teaching Environmental Problem Solving
- Lessons of Increased Difficulty and Responsibility
- Synthesis of Skills (Devices, Skills, and Strategies)
- Designation of a Professional to Teach O&M and/or TI

DIFFERENCES: TI vs O&M

Travel Instructors	O&M Specialists
Instructors varies: high school graduate to masters degree in related field	Instructors have bachelor plus masters, or Ph.D. degrees in O&M
No certification	Certification
Limited body of literature & research	Extensive body of literature & research
No university programs	Multiple university programs
Length of instruction **shorter**: averages 4-5 weeks or 20-25 round trips	Length of instruction **longer** a. children: years by developmental level b. adults: months of training depending upon degree of vision loss
Major focus on intellectual disabilities	Most young VI children have multiple disabilities
Some basic concepts taught by classroom teachers prior to TI	Extensive concept development taught to children with congenital VI

DIFFERENCES: TI vs O&M

Travel Instructors	O&M Specialists
Typically taught to specific destination along a specific route (route training)	Generalization and self-familiarization
Often instruction doesn't start until transition years of education	Instruction starts when individual is identified as VI from preschool to elderly
Focus on pedestrian skills, problem solving, and transportation	Continuum of learning: walking to use of public transit
Location identification	Drop-off lesson
Solicit aid – identify and only ask uniformed or respected employees	Soliciting aid – may ask stranger
Following	Solo lessons
Stranger approach lesson	Selective use of Human Guide

Unique Aspects in Travel Instruction

- Stranger Approach
- Following Lesson
- Location Identification
- Positioning and distance
- Crossing techniques

CEATI – Supporting TI

Consortium for the Educational Advancement of Travel Instruction

…was created to enhance through education the knowledge and skills of those professionals who are teaching travel skills to persons with disabilities and seniors…. CEATI consists of a dedicated group of professionals who believe in the right of every individual to have freedom of movement to the maximum degree possible and to be instructed by knowledgeable professionals from the field of travel instruction.

http://www.ceati-travelinstruction.org/

Regardless of the TI Service Provider

Travel Instruction Scope of Practice

Support travel instructors in the provision and delivery of high-quality, evidenced-based services to students with disabilities, other than blindness and visual impairment

Defines

- Purpose Statement
- Domain of Practice
- Responsibilities of the Travel Instructor

AER O&M Division Position Paper

Orientation and Mobility Specialists and the Provision of Travel Instruction to Individuals with Nonvisual Disabilities, Adopted 9/29/2013

Recognizes that:

All persons with any disability, whether visual or not, are deserving of exemplary instruction by a highly qualified professional to help them achieve the highest level of independent mobility for which they are capable.

OVERVIEW OF TRAVEL INSTRUCTION CURRICULUM

What is considered best practice?

- Special Education Teachers with additional competencies based on Western Michigan University's monograph, funded by Project Action
- Intensive, one-to-one instruction
- Comprehensive assessment
  - Environmental
  - Internal
  - External
- Instruction occurs at hours and days of week needed
- No such thing as a "snow day" if a student is working

Referral Process

- Formal referral
  - Assessment
  - Assessment and destination training
  - Assessment to determine eligibility for ParaTransit
- Thorough review of educational, medical, neurological and/or psychological records
- Specifics:
  - Information for destination training
  - Location
  - Time of travel needed
  - Days of week required

Internal Assessment

- Response to direction
- Knowledge of personal information
- Attention to task
- Level of present independence & desire to travel
- Ability to navigate familiar environment
- Visual tracking (informal evaluation)
- Cognitive processing
- Initiative
- Functional academics

External Assessment

- Use of public transportation from home or school
- Street crossing skills
- Visual attention to task
- Sensory integration
- Problem solving capabilities
- Interaction with community workers & strangers
- Appropriate behavior
- Capability to manage frustration by creating situations of cognitive dissonance
- Management of money and personal belongings
- Level of maturity
- Awareness and appropriate response to danger

Phase I: Direct Instruction

- Introduction to route from home to destination
- Guided instruction to
  - Fare costs
  - Travel times
  - Review and coordination of transit schedules
  - Landmarks (student chooses his own)
  - Boarding and disembarking locations
  - Street crossing skills to 100% accuracy on specific route

Phase II: Observation

- Begins after 3 consecutive sessions with 100% competency in Phase I
- Student is instructed to act as if traveling solo
- Intervention occurs only if student is at risk
- Instructor follows at short distance (but close proximity to intervene) and sits further behind
- Problem solving situations handled as natural
- Provides further documentation of skills achieved

PHASE III: Problem Solving

- Individualized to specific route, problem solving components are practiced to competency levels
- Begins after 3 consecutive sessions in Phase II are performed with 100% competency
- Missed stop
- Boarding of incorrect transit vehicle
- Location identification
- Blocked sidewalk
- Lost house key; fare payment

Phase IV: Unknown Observation

Necessary components to evaluate

Occurs after 3 consecutive observations in phase II and demonstration of problem solving abilities

- Possible anxiety for traveling solo
- Maturity levels; continues to follow safe procedures
- Appropriate interaction with strangers (*Stranger Approach*)
- Final documentation

PLANNING FOR YOUR STUDENT

Persons within Autism Spectrum

- Perseverative speech and behaviors
- Social impairment
- Lack of eye contact
- Sensory sensitivity
- May dislike crowds
- Can have extreme anxiety
- May react in what appears to be an aggressive manner to anxious situations (to avoid or remove oneself)
- May speak of self in 3rd person or reverse pronouns
- Rigid with routines

Considerations for Instruction

- May need to plan for additional time for problem-solving components
- Travel may need to be adjusted if unable to handle crowds
- Pedestrian route may need to be altered if sensory overload with higher traffic volume
- Determine their talisman or high area of interest – could be used as an incentive, or in some cases may create an area of 'risk' (construction zones, trains)
- Instruction *cannot* be just 'direct'. Continued and frequent practice on variables – either created or naturally occurring

Persons with Cerebral Palsy

- Atypical movements
- Tremors
- Unsteady gait
- Loss of coordination
- Speech difficulties
- Visual perceptual problems
- Hearing difficulties which can include hypersensitivity and startle reflex

Considerations for Instruction

- Difficulty staying in trajectory – environment needs to be evaluated for possible risks (veering off sidewalk or into traffic)
- Uneven terrain can create difficulties walking or challenges to traverse with wheelchair
- Perceptual problems can lead to impaired judgment at intersections, boarding transit vehicles or movement through environments in general (using lap tray)
- Auditory impairment can create startle reflex, causing loss of balance or possibility to lose control of a mobility devices

Persons with Spina Bifida

- Neurological difficulties
- Disorders of the lower extremities and spine
- Hydrocephalus
- Cocktail party syndrome
- Other complications and disorders based upon location of damage and extent of spinal cord injury

Environmental Considerations

- Complications in the environment creating areas for judgment which can vary or alter by day, including complicated intersections, variances in crowds
- Sensory issues including bowel or bladder problems (proximity to bathrooms or need for shortened travel route)
- Possible difficulties with temperature extremes, such as risks for hypothermia
- Learning difficulties, inability to process information, or perform basic functional academics, disorientation
- Overly friendly with strangers to point of placing oneself at risk – socially inappropriate

Persons with Traumatic Brain Injuries

Manifested in varying ways, dependent upon the location and severity where damage occurred

- Cognitive problems: including memory, judgment, speed of cognitive processing, problem solving, multi-tasking, learning, inconsistent performance, perseveration
- Communication: including understanding spoken or written language, problems with pitch in tone, inability to organize thoughts, trouble following conversations, and may not be able to interpret non-verbal signals

Persons with Traumatic Brain Injuries

- Emotional changes: including anxiety, depression, lack of motivation, mood swings, irritability
- Sensory issues: including visual field loss or blind spots, dizziness or balance problems, impaired eye-hand coordination, difficulty recognizing objects
- Behavioral: including difficulty with self-control, risky behavior, may have verbal or physical outbursts

Adapted from:
http://www.mayoclinic.org/diseases-conditions/traumatic-brain-injury/basics/complications/con-20029302

Environmental Considerations

- Areas with multiple visual or auditory messages may be confusing or distracting (e.g.: large cities, transportation terminals, especially those with multiple and varying transit vehicles)
- Raised platforms where loss of balance can result in falling into the track area
- Street crossing could prove problematic with cognitive processing issues
- Visual blind spots or field loss could affect information received within the community – increased risk with walking and street crossings
- Memory issues could result in misinterpreting acquired information, hence travel paths may not be learned

Transition Planning

TI TRAINING NOW REDUCES FUTURE COSTS

IEP Post-Secondary Transition Planning

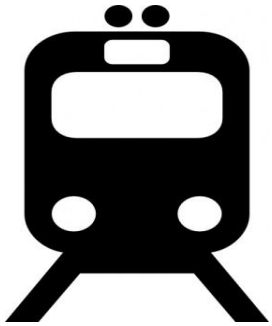
Address your missing piece to connect needs
student to travel instructor to community-based experiences and work opportunities

Cost-Benefit Model for Travel Training

- Cost, Risks, and Benefits Identified by Expert Panel
  - Public Transportation
  - Trainee
  - Community
- Monetary Values Identified by Expert Panel
- Monthly Budget Worksheet
- Budget Worksheet Explanation

Wrap Up

Questions?



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2015 PA Community on Transition Conference: Navigating the Road to Success: Expect, Educate, Empower, Employ

July 22-24, 2015
Penn State Conference Center and Hotel

http://secondarytransition.org/page/2015_pennsylvania_community_on_transition_conference

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