



NTACT

National Technical Assistance Center on Transition



Quick Guide: Transportation and Travel Instruction

A teacher and orientation mobility specialist at Northeast High School saw a need for travel instruction for students with disabilities. They provided students travel training in groups of up to seven and they went on community outings. Students took public transportation in small groups to work sites and were also trained to take public transportation independently from home to school, work site, and recreational areas such as the movie theater and favorite restaurants. As a result, students experienced success in independently navigating their community.

What is Travel Instruction?

Carter, Austin, and Trainor (2012) and McDonnall (2011) both defined travel instruction as the “ability to get to places outside home independently,” which aligns with the self-care/independent living predictor and predictor characteristics (i.e., provide instruction, as needed based on assessment data, in using transportation; Rowe, Alverson, Unruh, Fowler, Kellems, & Test, 2015).

Why is Travel Instruction Important?

Recently, travel skills were identified as a [predictor for positive post-school outcomes](#) (Maziotti et al. 2015). In addition, students with disabilities who could travel independently outside the home (e.g., school, local store, neighbor’s house), were more likely to be engaged in post-school employment (Carter et al., 2012; McDonnall, 2011).

How Does Research Support Travel Skills?

According to Carter et al. (2012), the majority of young adults with disabilities reported they got rides from a family member or friend followed by using an agency or van transportation. McDonnall (2011) found that young adults with disabilities who reported difficulties with transportation were less likely to be involved in employment activities while youth who reported that transportation was easy or somewhat easy were 2.4 times more likely to be employed. In terms of positive correlations, McDonnall (2011) also showed independent travel skills predicted employment at 35 hours or more per week. In addition, if youths had difficulty with reliable transportation, even if they had a positive work history, their odds of being employed decreased.

Where Do You Find the Primary Source for Transportation and Travel Skills?

The two main sources of information on transportation and travel skills are the National Aging and Disability Transportation Center (NADTC) (<http://www.nadtc.org/>) and the Easter Seals Project Action (ESPA) (<http://www.projectaction.com/travel-training-resources/>). Both ESPA

and NADTC focus on promoting accessible transportation options for people with disabilities, as well as offering technical assistance and outreach. NADTC is funded by the Federal Transit Administration with guidance from the Administration for Community Living, and co-administered by n4a and Easter Seals. More information on NADTC can be found at the National Association Area Agencies on Aging website: <http://www.n4a.org/transportation> and <http://www.nadtc.org/>.

How Does This Apply to Families and Youth?

- Learn more about how to move forward with your trip- <http://www.nadtc.org/resources-publications/get-going-guide/>
- This resource identifies issues and possible solutions to meet the transportation needs of people with disabilities in rural and small urban areas- <http://www.nadtc.org/resources-publications/transportation-services-for-people-with-disabilities-in-rural-and-small-urban-communities/>

How Does This Apply to Administrators?

- This resource provides information on guidelines for travel instruction complete with job descriptions- <http://www.nadtc.org/resources-publications/competencies-for-the-practice-of-travel-instruction-and-travel-training/>

How Does This Apply to School-Level Practitioners?

- A curriculum designed for educators, human services, families, and transit regarding transportation education and travel instruction-<http://www.nadtc.org/resources-publications/transportation-education-curriculum/>
- This resource provides information for educators interested in providing travel training services for their students-<http://www.nadtc.org/resources-publications/considerations-for-selecting-and-hiring-travel-trainers-a-compilation-of-resources/>
- A checklist and guide to help youth plan their trip- <http://www.nadtc.org/resources-publications/building-awareness-in-accessible-transportation-transit-assessment-guide-for-students/>

How Does This Apply to Vocational Rehabilitation Counselors?

- This resource describes a pilot program that supported four school districts in implementing projects to build leadership skills and increase student knowledge of disability rights and accessible transportation- <http://www.nadtc.org/resources-publications/initial-impact-evaluation-of-the-easter-seals-project-action-inclusive-transportation-service-learning-program-pdf/>
- Ideas for how to strengthen inclusive transportation partnerships- <http://web1.ctaa.org/webmodules/webarticles/anmviewer.asp?a=3265>

Additional Transportation and Travel Skills Resources Relevant to Secondary Education

- Local communities and regions may have networks or systems, called mobility management systems, through which transportation and mobility options are coordinated.

- Find specific information about individual communities at the National Center for Mobility Management- <http://nationalcenterformobilitymanagement.org/build-capacity-for-transportation-coordination/>
- Information on NADTC including contact information and additional resources and services available- <http://www.nadtc.org/resources-publications/nadtc-brochure/>

References

- Carter, E. W., Austin, D., & Trainor, A. A. (2012). Predictors of post-school employment outcomes for young adults with severe disabilities. *Journal of Disability Policy Studies*, 23, 50-63.
- Mazzotti, V. L., Rowe, D. A., Sinclair, J., Poppen, M., Woods, W. E., & Shearer, M. L. (2015). Predictors of post-school success: A systematic review of NLTS2 secondary analyses. *Career Development and Transition for Exceptional Individuals*, 38, 1-20, doi: 10.1177/2165143415588047.
- Mechling, L., & O'Brien, E. (2010). Computer-Based Video Instruction to Teach Students with Intellectual Disabilities to Use Public Bus Transportation. *Education and Training in Autism and Developmental Disabilities*, 45, 230-241.
- McDonnall, M. C. (2011). Predictors of employment for youths with visual impairments: Findings from the second national longitudinal transition study. *Journal of Visual Impairment & Blindness*, 105, 453-466.
- Rowe, D. A., Alverson, C. Y., Unruh, D., Fowler, C., Kellems, R., & Test, D. W. (2015). A Delphi study to operationalize evidence-based predictors in secondary transition. *Career Development and Transition for Exceptional Individuals*, 38, 113-126. doi:10.1177/2165143414526429.

This document was developed by The National Technical Assistance Center on Transition (NTACT), Charlotte, NC, funded by Cooperative Agreement Number H326E140004 with the U.S. Department of Education, Office of Special Education and Rehabilitative Services - jointly from the Office of Special Education Programs (OSEP) and the Rehabilitation Services Administration (RSA). This document has been reviewed and approved by the Office of Special Education and the Rehabilitation Services. Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Department of Education. OSEP Project Officer: Dr. Selete Avoke. RSA Project Officer: Kristen Rhinehart-Fernandez.

This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: National Technical Assistance Center on Transition (2016). Quick Guide: Transportation and Travel Skills. Developed for NTACT by Misty Terrell.

Developed in partnership with the National Aging and Disability Transportation Center