TRANSFER

A Training Manual to Support Accessible Transit Systems for Persons with Disabilities

MODULE ONE
The Education of Sensitivity Trainers for Training Transit Personnel

MODULE TWO
The Education of Trainers for Travel Training Persons with Disabilities

Developed by Cerenio Management Group, San Francisco
Foreword

To Begin the Journey —

The overall goal of the training manual TRANSFER is to promote and support accessible transit systems for Americans with disabilities. This publication addresses the goal of accessible transportation in two training modules.

II MODULE ONE—The Education of Sensitivity Trainers for Training Transit Personnel.
Focuses on the training of sensitivity trainers who, once trained and certified, will become trainers for transit providers—both fixed route and paratransit. Module One features nine lessons, training handouts and outlines of sample workshops for training drivers.

II MODULE TWO—The Education of Trainers for Travel Training Persons with Disabilities.
Focuses on a training program that provides instruction for persons who plan to train travel trainers and/or become travel trainers for persons who are disabled. Module Two features three lessons and training handouts. This module can be used as an independent unit or in conjunction with materials in Module One.

TRANSFER—A Training Manual to Support Accessible Transportation was developed and written during a Project ACTION demonstration program in San Francisco conducted by Cerenio Management Group. This program, conducted during the summer and fall of 1991, trained disabled transit consumers as certified sensitivity trainers for fixed route and paratransit operators and as travel trainers for persons with disabilities. The process was documented throughout the training and has formed the basis for this TRANSFER training manual. The project recognized that persons with disabilities can be the most able to provide effective training to transit personnel regarding the needs and concerns of disabled riders. The trainees, all transit users themselves, possess the first-hand knowledge and experience to make them both convincing and enthusiastic travel trainers.

The master trainers, directors and trainees in the San Francisco Project ACTION demonstration program encourage transportation companies and transit authorities across the country to consult with and to recruit and identify, whenever possible, persons with disabilities as sensitivity trainers for drivers and as travel trainers.
Acknowledgements

TO the trainees who participated in the Cerenio Management Group Project ACTION training program. Throughout the program they offered so generously their ideas, insights, personal experiences and vision for what accessible transportation can become for all persons with disabilities.

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The Education of Sensitivity Trainers for Training Transit Personnel

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Introduction

The landmark ADA legislation of 1990 has provided the United States an opportunity to create an "accessible" society where people with disabilities are afforded equal opportunities. An important part of this legislation addresses accessible public transit and subsequently the right of persons with disabilities to move from one destination to another for employment, social and recreational events, medical appointments or simply to take a journey by accessible transit—a long-awaited journey for many Americans.

Transfer—Facilitating Movement

When a transfer is issued by a transit operator, passengers are able to change from one carrier to another en route to their desired destinations. The transfer has facilitated their journeys.

The training manual TRANSFER has been developed to facilitate future journeys for Americans with disabilities; its overall goal of promoting and supporting accessible transit systems is addressed in two training modules.

Module One—The Education of Sensitivity Trainers for Training Transit Personnel focuses on training the men and women across the country who will eventually train the nation's transit providers.

Module Two—The Education of Trainers for Travel Training Persons with Disabilities focuses on training persons to become effective travel trainers—thus ensuring that accessible transportation for persons with disabilities becomes just that—accessible.

Module One provides the information and the skill development that trainers will need to conduct their own future training workshops for transit providers—both fixed route and paratransit drivers. Module Two provides the training for people to travel train persons with disabilities or to train others in this role. It is to be hoped that TRANSFER also promotes and supports an attitude that a basic right for all persons in the country is to be able to transfer, or to move from one place to another via public transportation.
Transfer Points

Transfer Time

Each training situation will be unique, in that the background and needs of individual trainees will determine how much time will be spent on each training lesson. Sponsoring agencies, in addition, will have their own goals which could either shorten or extend the overall training program.

The overall time estimated to present the nine lessons in Module One—The Education of Sensitivity Trainers for Training Transit Personnel—is 30 to 40 hours.

Each lesson in Module One has been designed to be presented in a three to four hour time block. Instructors will want to make a prior assessment of the needs of the trainees and the sponsoring organization to determine the preferred scheduling for the training. One option is to extend each training session in order to cover two lessons at each class. Each class session would be scheduled for six or more hours. Trainees would therefore attend fewer sessions, but each class would be conducted for a longer time period.

The overall time estimated to present the three lessons in Module Two—The Education of Trainers for Travel Training Persons with Disabilities—is 15 to 20 hours. Lessons in Module Two can be presented in three 5 to 7 hour sessions.

Overall, the time frame for each training module, based on the TRANSFER manual, will vary from one locale to another. Sponsoring companies or agencies, depending on their own requirements, will need to determine the duration of the sensitivity program they will offer trainees in their company, organization or community.

Instructors should realize that time estimates are just that—estimates.

Planning the Training—Tips for Trainers

The following suggestions are offered to assist instructors and/or organizations that will be offering sensitivity training programs.

Meeting Site

Select a training room in a fully accessible building. This will ensure that all trainers, potential trainees, guest speakers and/or visitors will have access to the training rooms, restrooms, water fountains and telephones. The selection of an accessible site will also
make a statement that accessibility for disabled persons is a priority of the sponsoring organization.

**Transportation**

Select a training site, whenever possible, in close proximity to accessible transportation stations and/or transit stops.

**For the Record**

Arrange to audio tape each training session and make tapes available on loan to trainees. Audio tapes will:

- a) provide those who missed a class the opportunity to hear the lecture and discussion.
- b) provide another learning tool for those trainees who want to hear the session again (reinforcement).
- c) provide trainees with special needs an opportunity to hear the class lecture at home at their own pace.
- d) provide the instructor with a record of the training sessions.

Audio-taping the sessions will also facilitate this training or any future training for persons who are visually impaired.

**NOTE:** The process of tape recording should never interfere with the functioning of the class or inhibit trainees from speaking. The tape recorder should be placed in a central location, turned on and not moved.

**Three Ideas to Help Trainees Keep Organized**

- Obtain a 3-hole binder for each student to keep and organize their training materials and notes.
- Bring a 3-hole punch to each class.
- Distribute all training materials and other information in a 3-hole punched format.
Off the Record

Obtain a coffee maker and a pot for heating water. A nice way to start each session is to have students arrive and share this hospitality together.

Components of the Lesson Plan

Each lesson in Module One and Module Two of the training manual is organized as follows:

Trainer's Background

This section provides an overview of the content that will be presented in the lesson and also describes the activities that will be used for the specific lesson.

Instructional Objectives

The instructional objectives specify what it is the trainees are expected to learn from a lesson. For example, an objective from a lesson on training sessions for drivers is: Trainees will be able to identify a range of the specific needs of person with various disabilities and be familiar with ways to address these needs. The instructional objectives provide instructors a way to measure trainees' performance.

Advance Preparation

Materials Needed

This section is a list of materials and/or equipment needed to present the session. Also included in this section is any advance preparation needed for the lesson (e.g., arranging for a guest speaker, securing a video, duplicating training materials).

Vocabulary

This is a list of vocabulary and/or terminology that will be used in the lesson. A glossary of terms will also be found in the appendices.
Procedures and Prompts

This section consists of detailed directions for presenting the lesson. Included are questions that the trainer can ask and prompts or cues to promote the active participation of trainees. Step-by-step procedures, although detailed in this section of the lesson, should be viewed as illustrative of how the material can be presented. All instructors will want to customize their presentations based on their own training style, the needs of the students and changing information.

Handouts

Trainee handouts are included in some lessons. These handouts have been formatted and identified for duplication.

Extension Activities

There are optional suggested activities that expand and enhance on the basic lesson.

Notes

Blank note pages have been included throughout the manual. Instructors will be able to use these pages to write additional teaching notes or paste up related articles. The note pages will make it possible for instructors to make their manual a working document.
Evaluation

Evaluation is an important aspect of any training course. Evaluation provides trainees with feedback on how well they are doing and provides trainers information on how effective the training is in reaching the instructional objectives of the program.

Evaluation components in the TRANSFER manual include:

- A pre-test and post-test for Module One.

- A pre-test and post-test for Module Two. (Sample pre and post-tests and answer keys for each module are found in Appendices E–J.)

- A sample evaluation instrument for evaluating the training session (see Appendix K). This type of evaluation form provides the instructor and sponsoring organization information on how effective individual training activities/speakers were in meeting the objectives for specific sessions.

- Throughout the lessons, trainees may be evaluated on their participation in classroom discussions, effort on homework assignments, participation in role-play activities, and delivery of model sessions.

Sponsoring agencies will need to establish their own criteria that must be met by trainers in order to satisfactorily complete the training and/or be certified as sensitivity trainers. Whatever requirements are established by the sponsors, it is important that trainees understand these before the training begins.
MODULE ONE

The Education of Sensitivity Trainers for Training Transit Personnel

TRANSFER
A Training Manual to Support Accessible Transit Systems for Persons with Disabilities

Developed by Cerenio Management Group
San Francisco
UNIT ONE

Introduction to the Sensitivity Training Program

Lesson 1-A

COME ABOARD!
AN OVERVIEW OF
THE TRAINING

Trainer’s Background

The introductory session of Module One has several major purposes. The first is to emphasize to the trainees in the program the extreme importance and significance of the journey that they are embarking upon with their decision to become sensitivity trainers. In the future it is these trainers across the country who will be instrumental in ensuring that the benefits of transportation are available to persons with disabilities. Those who become certified sensitivity trainers will ultimately train the nation’s transit personnel and/or provide travel training to persons with disabilities. These trainers will also be among the people in the society who will proclaim that being able to move from one place to another by transit is a basic right for all persons—including the disabled in the community.

A second purpose of this introductory session is to identify the components of the training and to clearly establish the course objectives and the expectations of the trainees. Instructors should furnish a detailed schedule of the training program and also develop an informational paper, or handout, that summarizes the requirements for completing the course.

Included in this set of requirements should be an estimate of the amount of hours outside of class time that trainees can expect to spend on assignments. Instructors might also want to discuss, if not already clarified, who the sponsors and/or funders of the training program are.

Another purpose of this introductory session is to establish for trainees the approach and the classroom climate that they can expect during the subsequent sessions. Instructors will want to think about their approach and how they want to
be perceived by the trainees. Some examples of structures that will demonstrate a well-organized program are:

- Starting and ending the class on schedule.
- Defining the lengths of breaks and keeping to them.
- Posting the day’s agenda at each session (or distributing it in hand-out form).
- Returning materials to trainees in a timely manner and as promised.
- Acknowledging the contributions of each trainee.
- Ending each session with a summary of what was learned and/or accomplished—including what is expected of trainees before the next class session.

_In this opening session and all classes, instructors will want to model effective training techniques that trainees can subsequently incorporate into their own training sessions for transit providers._

A final and extremely important purpose of this introductory session is to provide trainees an opportunity to begin to become acquainted with each other. In the Procedures and Prompts section of this lesson plan are several suggested "get-acquainted" activities that can be used on the opening day. The relationship between peers in this training program is an important one. The program calls for trainees to work together and support each other during training sessions, to critique and offer suggestions during role-play sessions, to develop co-training models, and possibly to work together in the future as co-trainers. Throughout the course, instructors should help promote a spirit of cooperation among the trainees by providing numerous activities that are done in cooperative learning

"Training [to transit providers] must be to proficiency. The Department of Transportation is not requiring a specific course of training or the submission of a training plan for DOT approval. However, every employee of a transportation provider who is involved with service to persons with disabilities must have been trained so that he or she knows what needs to be done to provide the service in the right way. When it comes to providing services to individuals with disabilities, ignorance is no excuse for failure.

... [The] training requirement goes both to technical tasks and human relations ... every public contact employee has to understand the necessity of treating individuals with disabilities courteously and respectfully and the details of what that involves."
groups—small groups where everyone has a distinct role and can make an important contribution.

Participants in sensitivity training programs will come from a variety of backgrounds and have a range of life experiences, skills and abilities. The challenge, therefore, for instructors and companies providing the sensitivity training is to create a program that builds on the uniqueness of individual trainees and provides each person the knowledge, skills and attitudes they need to succeed. Sensitivity to each trainee is another important beginning step.

A pre-test for Module One has been developed and it is suggested that this test be administered during the opening session.

---

**Instructional Objectives**

Trainees will be able to:

✔ Describe the overall purpose and significance of this sensitivity training program.

✔ Identify the anticipated outcomes that will result from the training program (personal and professional).

✔ Understand the training schedule, course content requirements and the expectations of trainees.

---

**Advance Preparation**

**Materials Needed**

- Copies of the Module One pre-test (in Appendix E).
- Enrollment forms (including emergency information on each trainee) and Letter of Understanding (sponsoring agency will need to generate their own appropriate forms).
- Name tags or name tents
- Reproduce schedule for classes (include brief description of material to be covered and list of staff and steering committee members, if applicable).
- A three-ring binder for each trainee
Butcher paper, marking pens

Tape recorder/blank tapes for recording session

Vocabulary

**sensitive**
Having or showing keen sensibilities, highly perceptive or responsive.

**sensitivity**
The condition or quality of being sensitive, perceptive or responsive.

**sensitivity training**
A group in which the members, under guidance of a leader (trainer) seek a deeper understanding of others and themselves by the exchange of feelings, experiences and/or physical contacts.
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<tr>
<th>Procedures</th>
<th>Prompts</th>
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<tr>
<td>1. Introduce yourself to the trainees, and, if appropriate, tell them something about the group or agency that is sponsoring the training. Describe the overall purpose and goals of this sensitivity training program. Define the term “sensitivity training.”</td>
<td>Write the name of the course and the title of the lesson on the board. Write your name and phone number on the board. Write vocabulary words and definitions on the board.</td>
</tr>
<tr>
<td>2. Explain that the group will be working and learning together over the next few weeks, and that it is important that trainees get to know each other. Choose one of the following methods of “getting acquainted,” or use another technique you are familiar with.</td>
<td>Ask trainees to provide not only their names, but where they are from (if they are coming from different towns or areas) and a brief statement of why they are taking the course. For example, ask them to tell a little more than just their names. Ask trainees to describe why they are taking the training program and what are their expectations.</td>
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a) Ask trainees to pair off, choosing as a partner someone they have not known before coming to the session. Ask each pair to designate who is “A” and who is “B.” For three minutes, “A” will “interview” “B,” then, at a signal from the trainer (i.e., a bell or gavel), trainees in pairs will switch, and “B” will interview “A” for three minutes. After both members of the pairs have interviewed each other, each trainee introduces his or her partner to the group, using the information gained in the 3-minute “interview.”

b) Ask each trainee in turn to introduce herself or himself. When you have gone around the room once, do the following “name drill.” The first trainee repeats her name, the second trainee repeats the name of the first trainee and his own name, the third trainee repeats the names of the first and second trainees and then his own name, the fourth repeats the names of the first three and then her own name, and so forth. The last trainee must repeat everyone’s name before repeating her own name.
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<th>Prompts</th>
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<tr>
<td>3. Pass out the class schedule, binders, and any other introductory</td>
<td>Ask trainees if they have questions. Remind them that they have a number</td>
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<tr>
<td>handouts, and explain the purpose of the course. Explain your</td>
<td>to contact you if there is a problem.</td>
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<td>expectations regarding attendance, promptness, class participation, and</td>
<td></td>
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<tr>
<td>homework.</td>
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<td>4. Administer the Module One pre-test. Explain to trainees that they</td>
<td>Explain to trainees that at the end of the training session, they will</td>
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<td>should do their best on this test, but it will not be used except for</td>
<td>re-take the test to see how much they have learned.</td>
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<td>internal information on what they already know before the training. (See</td>
<td></td>
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<tr>
<td>Appendix E for a copy of the pre-test, and Appendix G for an answer key.)</td>
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<tr>
<td>5. Explain and discuss the goals of the sensitivity training program.</td>
<td>Ask trainees to provide examples of their own sensitivity about issues of</td>
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<tr>
<td>• Discuss “sensitivity.” Ask trainees to volunteer what types of things</td>
<td>age, gender or race.</td>
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<td>(other than disabilities) people can be “sensitive” about.</td>
<td>Ask trainees to think of situations where someone else’s courteous</td>
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<td>• Discuss “courtesy.” Ask for two trainees to volunteer for a</td>
<td>response made a difference to them. Ask how they felt when someone in a</td>
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<tr>
<td>demonstration of a typical interaction—for example, one student wants to</td>
<td>public situation was rude to them. Elicit responses from students that</td>
</tr>
<tr>
<td>borrow a pencil from the other. Ask the volunteers to act out the</td>
<td>describe their feelings when they observe or are subjected to courteous</td>
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<tr>
<td>situation in two different ways, with and without courtesy.</td>
<td>or discourteous treatment from others. Using the butcher paper, make two</td>
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<td></td>
<td>parallel lists, one for positive feelings and responses, and one for</td>
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<td></td>
<td>negative ones. Discuss the implications.</td>
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<td>6. Invite trainees to share what their goals are in taking the class.</td>
<td>Ask trainees to take a minute to think about what will be gained from</td>
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<td>Write trainees’ goals on butcher paper.</td>
<td>this course. Ask how trainees feel this course will help them</td>
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<td>professionally and/or personally.</td>
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7. Introduce the next lesson on “The History of Accessible Transit: Laws, Regulations and the Civil Rights of Users.” Ask again if trainees have any questions or comments.

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<th>Procedures</th>
<th>Prompts</th>
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<tr>
<td>State that at the next meeting, the ADA—the Americans with Disabilities Act—will be discussed. This is federal legislation, but trainees should also become familiar with local or state laws.</td>
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<tr>
<td>HOMEWORK ASSIGNMENT: Trainees should look up and copy down the main points of a law that applies to public transit for people with disabilities, and answer the following questions about that law:</td>
<td></td>
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<tr>
<td>1) Which level of government enacted the law? (Federal government, state government, or local government?)</td>
<td></td>
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<tr>
<td>2) To whom does it apply?</td>
<td></td>
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<tr>
<td>3) What does it require?</td>
<td></td>
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<tr>
<td>4) When did it go into effect? (How much time was allowed for compliance?)</td>
<td></td>
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<tr>
<td>5) Does the law specify how its requirements are to be financed? (Who will pay for it?)</td>
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**Extension Activities**

1) Ask trainees to think of a time, or imagine a situation, when they felt they needed special treatment or a special accommodation. (For example, when you announced the class schedule and explained that attendance at all sessions is mandatory, were there those who said they would have difficulty complying?) Ask trainees how they feel when they have to ask for special treatment. Ask how they would like the person they are asking to respond.

2) Ask trainees to recall a recent news story about a person or people with disabilities. Discuss.

3) Ask trainees to consider what is meant by advocates of a specific law who stress that the “spirit of the law” also be considered.
UNIT TWO

The Public Transit System—Legal and Policy Issues

Lesson 2-A

THE HISTORY OF ACCESSIBLE TRANSIT

Laws, Regulations and the Civil Rights of Users

---

Trainer’s Background

The overall goal of this lesson is to provide trainees with a background on federal, state and local laws that impact the transit rights of persons who are disabled. Trainees should be provided adequate information to equip them, in turn, to educate others about the effect of this legislation on transit providers and the transit consumer who is disabled. Knowledge about the ADA, for example, should provide trainees with an understanding that this law establishes a comprehensive and clear prohibition of discrimination on the basis of disability. This prohibition of discrimination, it should be stressed, extends beyond accessible transportation to all aspects of daily life. For over 40 million Americans who are disabled, this civil rights legislation means access to government services, transportation, employment, public and private accommodations and telecommunication services.

This lesson should also emphasize that the passage of the ADA, signed into law July 26, 1990, resulted from decades of work by hundreds of thousands of persons with disabilities and disability advocates who have lobbied for and demanded equal rights for the disabled.

Long Time in Coming

The struggle for the comprehensive ADA law is considered by many persons to have been a long struggle, and the result long overdue. There are many who
believe that the guarantees of civil rights for the disabled should have been included in the 1964 Civil Rights Act. Although this 1964 legislation outlawed discrimination on the basis of race, religion, sex and national origin, it did not address the civil rights of the disabled.

The ADA should be the general focus of this lesson; however, information should also be provided to trainees on other laws that have addressed accessible transit services.

Trainees might want to discuss these federal laws:

1970—An Amendment to the Urban Mass Transportation Act of 1964

1973—Section 504 of the Rehabilitation Act (often referred to as Section 504)

“No otherwise qualified handicapped individual in the United States shall, solely by reason of handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

State and Local

Information on state and local laws specific to the geographic location of the training program should also be provided to trainees. Instructors will need to

“The ADA is first and foremost a matter of civil rights. Too many people still do not fully understand how vital the Americans with Disabilities Act is to our nation. But we do, for we know that discrimination towards any group hurts every group. The Americans with Disabilities Act will help knock down the remaining barriers confronted by disabled Americans in our transportation network and elsewhere in the effort to be self-reliant, productive members of society.

Our nation has responded to the needs of other segments of our population which have been denied equal opportunity. We will now address the needs of disabled Americans who are currently denied the opportunity to be full participants in our communities.

That's what this legislation is all about: creating a society where everyone is a participant, a society where people are brought together—not set apart.”

Redacted text: "Norman Y. Mineta, Rep. from California, Chairman, U.S. House Subcommittee on Surface Transportation"
research information on state and local laws and make it available. There are states, for example, that prior to the passage of ADA mandated all newly purchased buses within the state be lift equipped.

If possible, trainers should identify a guest speaker or speakers to discuss the ADA and this other legislation. Although the guest speaker should stress the implications for accessible transportation, the presentation should provide an overview of the overall regulations as they address issues of accessibility for persons who are disabled. This class session should be organized for trainees to ask general questions and to discuss issues related to the implementation and enforcement of the ADA and other legislation. An informative brief videotape, *ADA—Providing Public Transportation to Everyone*, can be obtained and shown to add variety to the presentation.

Discussions and activities related to the ADA will be integrated into many of the lessons in this manual. There should be many opportunities for trainees to become knowledgeable and competent in addressing this law and its implications. Persons with disabilities, in order to be included in all aspects of American life, must know their rights. Providers of services, such as transportation, must also know the rights of disabled consumers. All persons in the society should ultimately be aware of the ADA, both the law itself and the spirit of the law. Everyone will benefit by living in a society that works towards the inclusion of all its citizens.

*In summary, trainers might want to discuss that the passage of ADA legislation, although a very important step, is just that—a step. The challenge ahead is for people to work to insure that the act is effectively implemented. As trainers of the future, those enrolled in this training have taken another step towards helping to meet this challenge.*

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**Instructional Objectives**

Trainees will be able to:

- ✔ Describe the overall potential impact of the ADA on persons with disabilities (transportation and other areas).
- ✔ Identify and cite specific sections of the ADA pertaining to accessible transportation.
- ✔ Cite other laws that pertain to transit rights for disabled consumers (federal, state and/or local).
Advance Preparation

Materials Needed

- Obtain a copy of the video, *ADA—Providing Public Transportation to Everyone*, and appropriate equipment to show it. Make sure the equipment is in good working order before the session! This video was produced by the National Easter Seal Society. For ordering information, contact the American Public Transit Association (APTA), 1201 New York Ave., N.W., Suite 400, Washington, DC 20005; (202) 898-4661.

- Obtain a copy of *Federal Register*, Vol. 56, No. 173 (Friday, Sept. 6, 1991), Part IV, Department of Transportation. Final rule for the ADA transportation provisions. (Optional)

- Order ADA pamphlets, fact sheets and other materials from U.S. Department of Justice, Civil Rights Division. See Appendix B for more information.

- Arrange for guest speaker(s) on the ADA and other laws that impact persons with disabilities (or prepare a presentation).

- Reproduce Handout 2-A (i), A Brief History of the ADA.

- Reproduce Handout 2-A (ii), Transportation Provisions of the ADA.

- Identify and bring to class newspaper articles on the ADA. (including information on hearings, court cases and rulings).

- Butcher paper and marking pens

- Tape recorder and tapes for recording session

Vocabulary

**civil rights**
Rights guaranteed to all citizens by the Constitution and laws of the nation.

**Civil Rights Act (1964)**
Landmark legislation of 1964 that prohibits discrimination on the basis of race, sex, religion or national origin. This act did not include the rights of the disabled.
Department of Justice (U.S.)
The federal agency responsible for overseeing the implementation and enforcement of the ADA. The Civil Rights Division within this department will investigate alleged violations of the act.

government
The people who make and enforce laws and rules that define individual rights, regulate business and provide services that the private sector cannot or will not provide. In the United States, government has three levels—federal, state and local.

• federal
The central government of the United States. A federal law is passed at the national government level and is in effect for the entire country.

• state
Each state has its own government that makes and enforces laws and rules for people within that state.

• local
Cities and counties also have governments to make and enforce laws and rules for people in those cities or counties.

legislation
The act or process of making a law.
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<th>Procedures</th>
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<tr>
<td>1. Provide trainees with an overview of the day’s training and inform</td>
<td>Write the day’s agenda on board or on butcher paper.</td>
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<td>them that a guest speaker/s will be coming into the class today to</td>
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<td>discuss various laws that affect transportation for persons with</td>
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<td>disabilities. Ask if anyone has questions or concerns regarding the</td>
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<td>training program. These concerns should be responded to before</td>
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<td>beginning any new activity.</td>
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<td>2. Ask the class to think in general terms how “government” is</td>
<td>Create an atmosphere where it is always appropriate to ask questions or</td>
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<td>involved in their lives. If it is thought necessary, the instructor can</td>
<td>request clarification of issues already discussed. (For example, an</td>
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<td>review from the vocabulary list what is meant by government and the</td>
<td>instructor might begin: I realize I covered so much in our first</td>
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<td>different levels of government in the United States (federal, state,</td>
<td>session, I am sure that there are questions, concerns or just general</td>
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<td>local). Ask trainees to “brainstorm” and give examples of how they have</td>
<td>comments.) Does anyone have questions about the scheduling for classes or</td>
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<td>been involved with government during the last week.</td>
<td>the observation of training sessions? Are you clear about the expectation</td>
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<td>for homework (out of class work) that is expected for each person?</td>
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Sample List
- visited local library
- rode county bus
- attended course at state college
- testified at a school board hearing
- rode on state highway
- paid federal taxes
- reported a fire to local city fire house
- camped in national park
- renewed a driver’s license
- applied for a passport
- bought meat (government inspected)
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<td><strong>3.</strong> Write their responses on the board or on butcher paper and ask trainees to identify the level of government that provides the services and/or the rules and regulations about each service or product mentioned. Next to each item write an F (federal), S (state) or L (local—city, county) to designate the level of government.</td>
<td>If trainees need help identifying “government in their lives” items, begin by reading this example: Yesterday Greg took a city bus and the county rapid transit system to attend classes at the state college. He has a federal student loan to help him with expenses. How is government in Greg’s life? In some instances, funding for institutions comes from several sources (e.g., a school district receives state, local and federal funds).</td>
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<tr>
<td><strong>4.</strong> Tell trainees that government is also involved in their lives through rules, laws and regulations that are written, passed and enforced. If appropriate, the trainer should mention that he or she is aware that there are members of the class who are already knowledgeable about the laws and/or have been advocates for legislation for persons with disabilities.</td>
<td>Tell trainees that, today they will learn about some important laws (or legislation) that affect persons with disabilities. Mention to the class that for some, the material on the ADA will be an important review, and for others, it is new material. Suggest, however, that for all it is important to really understand how the rights of persons with disabilities are affected.</td>
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<td><strong>5.</strong> Ask trainees how they did with the homework assignment for this week, which was to look up a law concerning rights of people with disabilities, and answer five questions about it. Ask for volunteers to share with the class the results of their research.</td>
<td>What laws did you find that concern people with disabilities? Discuss the five assigned questions for one or more laws, as time permits. <em>(Who made the law? Who does it apply to? What does it require? When did it go into effect? Does the law specify how its requirements will be financed?)</em></td>
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<tr>
<td><strong>6.</strong> Show the video, <em>ADA—Providing Public Transportation to Everyone.</em> Conduct a discussion of the video.</td>
<td>Ask trainees if this specific media would be an effective video to show drivers. Ask trainees if they have questions.</td>
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<td>7. Introduce the guest speaker/s to the class. Presentation on the ADA or other federal laws pertaining to the disabled person. Overview of local and state laws.</td>
<td>NOTE: If class size is 20 or less, it is usually appropriate to have trainees introduce themselves to the speaker (giving name and some identification).</td>
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<td>8. After the presentation is concluded, ask if there are any questions.</td>
<td>Some speakers will prefer and make it known that they will take questions throughout the presentation.</td>
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<td>9. Thank the speaker/s for their time.</td>
<td>Some speakers will want to leave their cards or information about themselves and/or their agencies so trainees can contact them in the future.</td>
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<tr>
<td>10. Have trainees identify some key points made during this presentation about legislation impacting disabled persons.</td>
<td>Each trainee should be asked to identify one thing they recall from the presentation. Note: Once a point is made, another trainee should not make the same one.</td>
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<tr>
<td>11. Distribute Handouts 2A-i and 2A-ii (&quot;History of the ADA&quot; and &quot;Transportation Provisions of the ADA&quot;).</td>
<td>Review contents of handout. Remind trainees that they are responsible for knowing about the law and for including this material in their trainings of drivers.</td>
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<tr>
<td>12. Conclude the session by assuring trainees that throughout the training they will be given numerous opportunities to discuss and learn more about the ADA legislation. Describe the homework assignment for the next session.</td>
<td>Have additional materials—pamphlets, etc.—available on a table for trainees to pick up. Tell them how to order additional copies.</td>
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**HOMEWORK ASSIGNMENT:**
Using the resources provided by your local transit authority, find the information to answer [one of] the following:
- What accessible fixed route lines run on Sundays?
- How does a person establish his/her eligibility for paratransit services?
- Which rapid transit or light rail stations are currently fully accessible, and what is the proposed schedule (if any) for making other stations accessible?
**Extension Activities**

1) Ask trainees to prepare a short presentation on the Americans with Disabilities Act that would be suitable for an audience wanting an overview of the legislation. In the next class, ask trainees to volunteer to give their presentations. Encourage trainees to use visual aids when they present their information on the ADA.

2) Have trainees create a chart showing the major points of the ADA legislation, focusing on the transportation provisions. Trainees should perceive this activity as a project that will provide them with a visual presentation aid that they can use for their own training sessions in the future.
Handout 2-A (i)

A Brief History of the Americans with Disabilities Act

American society is committed to the principle that all Americans are entitled to basic human rights as expressed in the Declaration of Independence. Throughout its history, the nation has slowly but steadily advanced toward the fulfillment of this pledge. Over the last thirty years, Americans have become increasingly aware of the need to guarantee by law these basic rights to everyone, regardless of race, color, creed, religion, sex or national origin.

Now, at last, barriers to equal opportunity and access to American life are being removed for another group of Americans—individuals with disabilities. The Americans with Disabilities Act, a landmark civil rights bill, guarantees that employment opportunities, public transportation and accommodations, the telephone system, and State and local government services will be fully open to all individuals regardless of disability.

Towards Independence

An early version of the ADA was first formulated in 1986. In that year, the National Council on Disability, led by Chairperson Sandra Parrino and Director Lex Frieden, issued a report called “Toward Independence,” recommending passage of a comprehensive Act of Congress requiring equal opportunity for people with disabilities. This report contained an outline of a version of the ADA. During the 100th Congress in 1988, Senator Lowell Wieker and Representative Tony Coelho jointly introduced the bill for the first time. The Task Force on the Rights and Empowerment of Americans with Disabilities, chaired by Justin Dart, Jr., held hearings on the ADA in every state to raise public awareness of the injurious effects of discrimination on the basis of disability and to build support for the goals of the bill.

In May 1989, a modified form of the ADA was introduced by Senators Tom Harkin, Edward Kennedy, and Dave Durenberger and Representatives Tony Coelho, Hamilton Fish, and Steny Hoyer. The Bush administration supported the bill. On September 7, 1989, after extensive negotiations with the administration, the Senate passed an amended version of the ADA by a vote of 76-8. In the House of Representatives, five separate committees held hearings on the ADA, and in May 1990 the House passed an amended version by a vote of 403-20.

Resolving Differences

Further congressional action was needed because the versions of the ADA passed by the Senate and the House were not the same. These differences were discussed and resolved in two conferences. On July 12, 1990, the House passed
the ADA by a vote of 377-28, and the following day the Senate passed it by a vote of 91-6. The legislative process leading to the final passage of the bill was lengthy and complex. Many of its provisions, and a number of issues raised by the bill, incited powerful opposition, but the principle of full equality was preserved through the efforts of a forceful disability community negotiating team led by Pat Wright of the Disability Rights Education and Defense Fund. After nearly five years of struggle, the ADA was signed into law by President Bush on July 26, 1990.

*Civil Rights Protections*

The purpose of the Americans with Disabilities Act is to provide for individuals with disabilities the same civil rights protections that the Federal government has established for minorities and women. The Act is a composite of two major civil rights statutes, the Civil Rights Act of 1964 and title V of the Rehabilitation Act of 1973. The ADA, in general, uses the framework of titles II and VII of the 1964 Civil Rights Act for coverage and enforcement. It relies on section 504 of the Rehabilitation Act of 1973 for a definition of what constitutes discrimination. The chief provisions of the ADA are in the areas of employment, transportation, public accommodations, and access to state and local government services.

"Our National Transportation Policy recognizes the need to make all surface transportation facilities and services accessible to people with disabilities. Under the ADA, transportation facilities, vehicles, and services must be provided with the needs of all Americans in mind."

Samuel K. Skinner
former Secretary of Transportation
Handout 2-A (ii)

Transportation Provisions of the Americans with Disabilities Act

A Brief Overview

The Americans with Disabilities Act of 1990 seeks to ensure the full access to transportation that is a necessity if the act’s provisions for equal opportunity in employment and equal access to public accommodations are to be meaningful. However, while the bill requires all new public buses to be accessible to persons with disabilities, it does not require the retrofitting of existing vehicles.

Paratransit

The ADA does require transit authorities to provide for individuals whose disabilities prevent them from using fixed route bus services by furnishing complementary paratransit services or other special transportation for such individuals. These paratransit services are essential to ensure access to the community for those individuals whose disabilities are so severe that they are unable to use the mainline transit system. However, this requirement for the provision of paratransit services is tempered by an “undue burden” limitation to protect the economic survival of local transit providers.

In fact, transit providers are allowed a period of six years (seven years for small companies) from the enactment of the ADA to complete in-depth studies on accessibility requirements for over-the-road buses. After this period—which may be extended for an additional year—all new over-the-road buses ordered must be fully accessible.

Rail Vehicles and Stations

While all new rail vehicles and all new rail stations must be accessible, existing rail systems have five years from enactment to provide one accessible car per train. The ADA gives Amtrak 20 years to achieve accessibility in all of its existing stations. Existing “key stations” for rapid rail (subways), commuter rail, and light rail (trolley) systems are to be made accessible within three years from enactment, although an extension of 20 years may be granted. In the case of light rail and rapid transit systems, the deadline may be extended for 30 years.
UNIT TWO
The Public Transit System—
Legal and Policy Issues

Lesson 2-B

THE
BUREAUCRACY
OF PUBLIC
TRANSIT

Policies, Politics and the
Consumer with a Disability

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Trainer's Background

This lesson on the bureaucracy of accessible transit should be presented after trainers have a basic knowledge of specific governmental regulations such as the Americans with Disabilities Act and Public Law 504. Building on this background information, trainees will identify the governmental policy-making bodies and the citizen advisory groups in their city, county or region that oversee and/or influence specialized transit services.

This class session should help trainees make the connection between laws, rules and regulations and how they are implemented at a local level. Between the passage of a law regarding accessible transportation and its implementation by a local transit company, various local governmental agencies and citizen groups may be involved.

Trainees should also be aware that much federal and state legislation is passed mandating certain programs or services with no provision for funding attached to the law. Therefore, additional revenues must be obtained by local governmental entities that might, in turn, ask for a tax increase, state aid, a fare increase or a cut in service, in order to fulfill the requirement of the new law.

NOTE: For some groups of trainees, it will not be necessary to present all of the material in this lesson; a quick review of the material will be sufficient.
Instructors are encouraged to identify two guest speakers for this session—one a person who has actively participated as a member of a citizen's advisory group for transit services for the disabled; the other speaker, a person representing a governmental policy-making body (e.g., a mayor's office of the disabled; the transportation subcommittee of the city council). Guest speakers at this session and throughout the training can serve a valuable function in developing and increasing trainee sensitivity to issues of disability and transportation from various points of view. Care should be taken to invite speakers, where appropriate, who represent advocacy groups for both disabled and non-disabled transit users, transit drivers, and transit management.

The class session should begin with trainees reporting on their findings regarding the bureaucracy of accessible transportation. As part of this discussion, trainees should be encouraged to identify obstacles, if any, they faced in obtaining information for their own city and/or county.

Trainees should be asked prior to the arrival of the guest speaker(s) to generate a list of questions they would like addressed. The instructor should facilitate the session so that these questions are answered.

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**Instructional Objectives**

Trainees will be able to:

✓ Identify and describe the policy-making bodies and citizen advisory groups which oversee transit services for the disabled in their city and/or county.

✓ Identify funding sources for specialized transit.

✓ Describe local transit policies related to accessibility.

✓ Develop an outline of an action plan on how an accessibility issue could be addressed in their city or county.

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**Advance Preparation**

**Materials Needed**

- Arrange for a guest speaker to address the role and function of a citizen advisory group. This person could be a representative of:
  - a paratransit coordinating council
  - an advisory group for a fixed route service
- a disability rights organization which advises transit providers
- a transportation task force for senior citizen groups
- a committee for elderly and disabled consumers

- Arrange for a guest speaker representing a governing body that oversees specialized transit. This person could be a representative of:
  - city services for elderly and handicapped citizens
  - a state regulatory agency (e.g., Public Utilities Commission)
  - county supervisors' committee on accessible transportation

- Butcher paper, marking pens
- Tape recorder, blank tapes

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**Vocabulary**

*bureaucracy*

The administration of government or a corporation through departments and subdivisions managed by officials and managers.

*bureaucrat*

An official or manager in a bureaucracy, especially one who follows a routine in a mechanical way.
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<td><strong>1.</strong> Review the previous class session and ask if trainees have any questions or comments. Introduce the day’s program and provide them with some information about the day’s guest speaker or speakers.</td>
<td>Ask if anyone has any questions or comments about what was covered last time. Write the day’s agenda on board or butcher paper.</td>
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<td><strong>2.</strong> Collect homework assignments. Ask trainees to report on their experiences obtaining information from their local transit agency.</td>
<td>Ask trainees how easy or difficult it was to obtain information.</td>
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<td><strong>3.</strong> Discuss the network of agencies, policy-making bodies and citizen advisory groups that are concerned with transit services for people with disabilities in their locality (city or county).</td>
<td>Make an organizational chart showing the relationships of different entities involved. This can be made in advance, or a flip-chart can be used to produce the chart during the session.</td>
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<td><strong>4.</strong> Describe the local transit policy goals related to accessibility. Discuss.</td>
<td>With reference to the ADA, make one list of transit policy goals and, beside this list, make another list of the actions that are intended to meet these goals. (A time table could be included.) Ask the trainees to discuss how effective specific policies are. How could they be made more effective?</td>
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<td><strong>5.</strong> Explain the funding sources that are available for specialized transit, modifications to existing structures to make them accessible, and education programs for riders and drivers.</td>
<td>Create a pie chart to show how a program is funded from many sources, or the many uses made of funds collected for a specific purpose. For example, a pie chart could be made showing the funding sources of the local transit system—what proportion comes from fares collected, what proportion from local taxes, what proportion from state taxes, and what proportion from federal funds. Another pie chart could show the proportion of funds collected for local transit needs that is used specifically for programs for people with disabilities.</td>
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### Procedures

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<td>6.</td>
<td>Remind trainees who the guest speaker or speakers will be, what agency or group they represent, and what they will be speaking about. Ask trainees what questions they would like addressed.</td>
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<td>7.</td>
<td>Introduce the guest speaker or speakers. If appropriate, trainees may introduce themselves to the speaker.</td>
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<td>8.</td>
<td>After the speaker’s presentation, ask if there are any questions.</td>
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<td>9.</td>
<td>Thank the speaker for her/his time.</td>
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<td>10.</td>
<td>Ask trainees to summarize the main points of the session, and pass out any handouts.</td>
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<td>11.</td>
<td>Tell the trainees that the next two sessions will be about attitudes toward public transportation and people with disabilities. Give the homework assignment.</td>
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### Extension Activities

1) Have trainees imagine that they are active in a citizens’ group that wants to make a change in a particular transit policy. Ask trainees to discuss the actions they would take on behalf of these issues.

For example:

- To extend a transit line to provide access to a recreational area that has not previously been served by public transit.
- To provide a secure bicycle parking area in a transit station.
- To provide more frequent service on an existing line to an area where there has been extensive new residential development.
• To provide a bench and shelter at a stop along a line with infrequent service.
  2) Have trainees prepare a five-minute presentation, focusing on what the best
   way would be for a group to go about having the policy changed. Trainees should
   cover:
   • Why is this change needed?
   • What agencies are involved?
   • What is the best way to approach the issue?
UNIT THREE
The Psychology of Public Transit Use for the Person with a Disability

Lesson 3-A

PUBLIC TRANSIT: EXPECTATIONS AND ATTITUDES

Trainer’s Background

"More important than the physical barriers however, are the attitudinal barriers which result in social isolation, negative stereotypes, and a lack of respect for people with disabilities."

From Metamorphosis, Atlanta Center for Independent Living Newsletter, March 1991.

This lesson on public transit expectations and attitudes should provide trainees with information and activities that will assist them in understanding various perspectives on the use of public transportation. The perspectives should include those of the drivers and other transit personnel, the disabled consumer who is a transit user, the disabled consumer who is not a transit user, and the other transit consumers who are often referred to as the “general public.”

To be effective in getting the “sensitivity message” across to drivers, it is essential for trainers to be aware of and also sensitive to the drivers’ needs. Trainees should understand that transit drivers often feel they are expected to deal with, and even solve—at least temporarily—a variety of social situations in the course of their duty, all while carrying out the awesome responsibility of delivering their riders safely to their destinations.

The lesson features several activities in which trainees are asked to analyze transit situations from several perspectives. Instructors are encouraged to identify transit users with disabilities to share some of their personal transportation experiences with the class.
Other guest speakers to be considered for this session could be: a representative from an Independent Living Center, a travel trainer for disabled persons, a spokesperson from a transit agency that has a special division for the disabled and the elderly, a bus driver, and a representative from an organization that does advocacy for persons with disabilities. As stated in the ADA provisions (section 37-173), “One of the best sources of information on how best to train personnel to interact appropriately with individuals with disabilities is the disability community itself.”

As trainees discuss the overall psychology of public transit use for the person with disabilities, they should understand the significance and implications of a lack of transportation for people with disabilities. Trainees should understand that a lack of transportation has been cited in studies as the primary barrier to employment, community participation, education, recreation, adequate medical care and independent living.

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**Instructional Objectives**

Trainees will be able to:

☑ Identify and list some common experiences of transit consumers who are disabled.

☑ Analyze hypothetical transit experiences from several perspectives.

☑ Discuss and describe the responsibilities of trainers to address the issues of accessibility from various perspectives.

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**Advance Preparation**

**Materials Needed**

- Arrange for a guest speaker or speakers to address transit experience from various perspectives. Speakers could be obtained from the following organizations:
  - Local Independent Living Center or advocacy group for people with disabilities;
  - A private agency social service agency that assists people with disabilities;
  - Local Transit Authority—if possible, an official from the department that deals with the concerns of passengers with disabilities or older passengers.
Reproduce Handout 3A-i ("Transit Situations") or develop scenarios from local experiences.

Reproduce Handout 3A-ii ("Perspectives on Common Transit Situations").

Obtain butcher paper, marking pens.

Obtain tape recorder and tapes for recording session.

Vocabulary

**empathy**
The intellectual identification with or vicarious experiencing of the feelings, thoughts, or attitudes of another.

**perspective**
Point of view; the state of one’s ideas, the facts known to one, etc., in having a meaningful interrelationship; a mental view or prospect.

**psychology**
The science of the mind or of mental states and processes; the science of human and animal behavior; the sum or characteristics of the mental states or processes of a person or class of persons, or of the mental states and processes involved in a field of action.
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<td>1. Provide trainees with an overview of the day’s training. Discuss the vocabulary words and how they relate to the day’s session. Inform trainees of the guest speaker or speakers who will be presenting in today’s class. Ask trainees to think of concerns/questions they would like addressed by the speakers.</td>
<td>Post a copy of the agenda on the wall and/or print and distribute. Write the vocabulary words on the board. Tell trainees that they can write out their questions anonymously to be addressed by the speakers.</td>
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<td>2. Discuss with trainees the importance of both travel trainers and sensitivity trainers having empathy and an understanding of various perspectives on different transit situations.</td>
<td>Explain to trainees that they must attempt to perceive various situations from the point of view of the drivers, the disabled passengers, and the non-disabled passengers.</td>
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<td>3. Ask trainees for homework. Ask for volunteers to report an incident related to them by the person they interviewed. Ask trainees to focus on how this situation would be seen through various eyes. Assist trainees to understand that each person’s perspective on any situation can vary greatly.</td>
<td>For example, ask trainees to consider the following scenario: It is a Monday morning commute from an nearby suburb. • The driver of the city center bus is running late because of the rain. • Wheelchair passenger is waiting along the route. His wait has been longer than usual, in an area only partially covered from the rain. • Commuters (many) will definitely be late for work because of the late bus. • Additional time will be needed for the passenger in wheelchair to board the bus. He is also going to be late for work.</td>
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<td>4. Ask trainees why it is important to understand the viewpoints of the driver who has a job to do and is responsible for all the passengers, disabled and non-disabled.</td>
<td>Solicit their responses and list (for example): • Sensitivity trainers of transit drivers cannot be effective without understanding the viewpoint of the drivers. • Drivers have many roles to play. • Job of driver is often difficult (e.g., enforcing rules among young riders, etc.) • Drivers often confront many social ills on their buses and are blamed for not controlling situations that are not in their jurisdiction.</td>
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| 5. Ask trainees to discuss how they perceive the use of public transportation by consumers who are disabled. (Tell trainees to think of transit consumers who have a range of disabilities.) | Ask trainees to work in small groups and make a list of their ideas.  
**NOTE:** If there are trainees in the class who have disabilities, they should be encouraged to share their own experiences. |
| 6. Have a representative from each group discuss their list. Summarize using some of the experiences that have been identified and the difficulties often confronted by users of public transportation who are disabled. | Ask trainees to recall times when they were in a new city or in a foreign country and attempted to use public transportation, e.g., fear of the unknown; not knowing where to disembark, etc. |
| 7. Distribute "Transit Situations" (Handout 3A-i) and "Perspectives on Common Transit Situations" (Handout 3A-ii). Ask each group to discuss how they believe the various transit experiences are perceived by:  
- drivers (providers)  
- disabled transit consumers  
- non-disabled transit consumers | Divide trainees into small groups and have them complete Handout 3A-ii, "Perspectives on Common Transit Situations." |
| 8. Summarize for trainees the importance of trying to understand the multiple perspectives on an incident. |                                                                                                                                            |
| 9. Introduce and present guest speaker or speakers. | **NOTE:** Instructors should provide trainees with the opportunity to hear direct, first-hand reports of transit experiences from disabled consumers. |
| 10. Ask trainees if they have questions, when the speaker or speakers have finished their presentation. | **NOTE:** Some speakers may prefer to have questions written on cards and handed to them. |
| 11. Thank the speaker for his/her time. |                                                                                                                                            |
| 12. Inform the class that the next session will cover attitudes about persons with disabilities. | Tell trainees that they will obtain information from a 1991 NOD study on attitudes about persons with disabilities. |
**Evaluation**

Instructors can evaluate trainees based on the following:

- ✔ Participation in discussion on transit experiences involving persons with disabilities

- ✔ Participation in discussion of the viewpoints of the drivers, the persons with disabilities who use public transportation, and the non-disabled user

- ✔ Participation in the completion of trainees’ handout and contribution to group effort

**Extension Activities**

1) Ask trainees to interview one or more persons with disabilities who use public transportation. The interviews should focus on some of the experiences the person has had on public transit. The interviewees could also be asked about their attitudes on effective methods to travel train disabled persons who are not yet transit users.

2) After trainees have participated in role-playing skits based on the situations described in Handout 3A-i, ask them to repeat the exercise, switching roles within their groups. For example, the person who played the driver will now play a non-disabled rider. (Refer to procedure no. 7 in Procedures section of this lesson.)
**Handout 3A-i**

**Transit Situations**

**Directions:**

Divide into small groups and discuss the situations below. One person in each group should agree to play the driver, one person to play the passenger with a disability, and one or more persons to play the other passengers. Each group should present a situation to the class. The chart, "Perspectives on Common Transit Situations," can be used to organize the presentation.

1. A wheelchair user is using public transportation for the first time unaccompanied. The bus is equipped with a lift, but the wheelchair user is afraid. He has heard a story recently (possibly a rumor) that a woman in a wheelchair fell from a bus lift and was injured.

2. A person wearing dark glasses and carrying a white cane boards the bus. She doesn’t ask the driver any questions, but sits in the seat behind him. After the bus has travelled several blocks, she asks to be let off at a particular street. The street she names is not on this route.

3. The bus is crowded. Every seat is taken, and people standing in the aisle are crushed together. A woman who does not appear to have any disability stands in front of a man reading a newspaper. “Excuse me,” she says to him. “I need to sit down. I have epilepsy, and I would feel better if I sat down.” The man does not look up from his newspaper.

4. The bus is fairly crowded. A large man boards the bus. He begins speaking in a loud voice, and from his ramblings, one might conclude that he is mentally ill. One of the other passengers speaks up. “Hey, keep quiet,” he says.

5. It is the morning rush hour on a rainy day and the bus is behind schedule. A wheelchair user has been waiting at a stop which is only partially sheltered from the rain. She has been waiting for a long time. She is also going to work. The bus is equipped with a lift, and she is experienced at using lifts. The driver has used one in training, but not in a real-life situation.

6. It is mid-afternoon, and the bus is crowded with teenagers going home from a local high school. An elderly man boards the bus. He asks the driver which stop he should get off at for Mercy Hospital, and how to get there from the stop. The
driver attempts to explain, but the passenger is very hard of hearing. He asks the driver to repeat the directions, over and over.

7. The bus approaches a stop that has been requested by a passenger who is blind. This passenger rides the bus regularly, and usually gets off at this stop. Today, however, there is some construction going on nearby and the sidewalk is obstructed by barriers. Furthermore, a truck is parked in the bus stop, so that the driver can’t pull over to the curb.

8. During the evening rush hour, the last person to board at a stop is a young woman using two canes for support. As she approaches the fare box, her hands shake so violently that she cannot open her purse to take out her fare.
<table>
<thead>
<tr>
<th>Perspectives on Common Transit Situations</th>
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<tbody>
<tr>
<td>The Viewpoint of the Passenger Who is Non-Disabled</td>
</tr>
<tr>
<td>The Viewpoint of the Passenger with a Disability</td>
</tr>
<tr>
<td>The Situation</td>
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<tr>
<th>Potential Solutions</th>
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UNIT THREE
The Psychology of Public Transit Use for the Person with a Disability

Lesson 3-B

ATTITUDES ABOUT PERSONS WITH DISABILITIES

Trainer's Background

"For a group that's been discriminated against to achieve its full place in society, two steps are needed. Removing structural barriers is one. A scrawl of a presidential pen can do that. More difficult is winning hearts and minds—how to get the general public to shift their opinion of the group from the 'other' to 'us.'"


This lesson, Attitudes about Persons with Disabilities, is the second one relating to the overall topic of the Psychology of Public Transit Use for the Person with a Disability. This lesson builds on the content and activities in the previous lesson but focuses more closely on attitudes and perceptions about the disabled that have tended to dominate society's thinking.

Trainers should understand that there are presently over forty three million women, men and children with disabilities in America. This disability community is, as has often been pointed out, one that anyone might join in an instant—or in the future.

As part of this lesson, instructors should help trainees focus on some of the stereotypes they may hold, or that are held by society, about persons with disabilities. By identifying and discussing the stereotypes about disabled persons, trainees will no doubt increase their own understanding of the importance of
sensitivity training for transit providers—and, ultimately, for everyone in the non-disabled community.

One segment of this class session should be spent discussing the 1992 NOD-sponsored study probing attitudes and perceptions that non-disabled persons have about persons with disabilities. Early in 1991, the National Organization on Disability (NOD) commissioned the polling group Louis Harris and Associates to conduct a study on Americans’ attitudes about the disabled. This was the first major poll of this kind. The survey was considered encouraging and as Alan Reich, President of NOD noted, “... I was surprised that the public was as overwhelmingly positive as it was in its desire to give the disabled a chance to come into the mainstream. ”Eighty-nine percent of those surveyed supported government spending to make transportation, schools, workplaces and other public places more accessible. Additional information on this poll will be found in the Procedures and Prompts section of this lesson. Those desiring the full report should contact the National Organization on Disability (See Appendix B for address).


Mary Johnson, editor of The Disability Rag (1991)

“A growing disability-rights movement over the past fifteen years has reminded the public that this is the one minority to which we can all belong. Its activists have engaged in nonviolent direct action to secure a requirement that city buses have wheelchair lifts. They have fought legislative battles to change state building codes to require barrier-free access, and they have lobbied to be added to human-rights laws which prohibit discrimination against women and minorities. The movement has also had an effect on the news and entertainment industry in its efforts to see that people who have disabilities are portrayed without saccharine or tragic overtones.”
This session can also be enhanced by obtaining and showing the videotape, *Nobody's Burning Wheelchairs*, a collection of human—and humorous—interviews and presentations by people with disabilities.

This session would also be enhanced by having a guest speaker with a disability discuss community attitudes toward the disabled from their own personal perspective.

**Instructional Objectives**

Trainees will be able to:

✔ Identify existing stereotypes of persons with disabilities.

✔ Discuss how stereotypes and misconceptions prevent persons with disabilities from attaining full participation in American society.

✔ Describe ways that sensitivity trainers can effectively deal with stereotypes of disabled persons.

**Advance Preparation**

**Materials Needed**

- Duplicate Handout 3B-i (“Highlights of the National Organization on Disability Attitude Study”).

- Obtain the videotape, *Nobody's Burning Wheelchairs*, and necessary equipment to show it. This 15-minute video was produced by the National Easter Seal Society. The video describes the impact of the ADA using humor and interviews with people affected by the new law. For ordering information, contact the American Public Transit Association (APTA), 1201 New York Avenue, N.W., Suite 400, Washington, DC 20005; (202) 898-4061. Be sure to test equipment before class!

- Butcher paper and marking pens

- Tape recorder and tapes for recording session.

- (Optional) Obtain a copy of “Public Attitudes Toward People With Disabilities,” study conducted for National Organization on Disability by Louis Harris and Associates, Inc. To order, contact NOD, 910-16th Street, N.W., Suite 600, Washington, DC 20006.
Vocabulary

misconception
An erroneous conception; mistaken notion.

stereotype
A simplified and standardized conception or image invested with special meaning and held in common by members of a group; to characterize or regard as a stereotype.

structural barriers
physical or legal obstacles to complete access.
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<tr>
<th>Procedures</th>
<th>Prompts</th>
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<tbody>
<tr>
<td>1. Write the following quotation on the board or read it to the trainees:</td>
<td>Ask trainees to think about the quotation from the <em>Christian Science Monitor.</em> What does this quotation have to do with today’s lesson?</td>
</tr>
<tr>
<td>“For a group that’s been discriminated against to achieve its full place in society, two steps are needed. Removing structural barriers is one. A scrawl of a presidential pen can do that. More difficult is winning hearts and minds—how to get the general public to shift their opinion of the group from the ‘other’ to ‘us.’”</td>
<td></td>
</tr>
<tr>
<td>2. Distribute the day’s agenda while trainees are jotting down any ideas they have about the quotation.</td>
<td>Ask trainees to form small groups to discuss this concept of “wining hearts and minds.”</td>
</tr>
<tr>
<td>3. Collect the homework from the previous session, which was to report on a media portrayal of a person with a disability. Ask for volunteers to share what they found out with the class.</td>
<td>In the story you found, was the person with a disability portrayed in a realistic way? Can you imagine what the person would be like, and what the story would be like, if the person did not have a disability?</td>
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<tr>
<td>5. Invite comments and questions from trainees after the showing. Discuss how the video could be used in their own driver training sessions.</td>
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</table>
| 6. Introduce the NOD study. Explain that one of the main findings of the study was that personal experience with people with disabilities was a major factor in developing more positive and realistic attitudes toward people with disabilities. | Ask trainees to raise their hands if they know any of the following:  
• someone who is deaf or has very limited hearing?  
• someone who has walking problems and always uses a cane, crutches, or wheelchair? |
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<tr>
<th>Procedures</th>
<th>Prompts</th>
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<tbody>
<tr>
<td>Ask trainees to think about their own experience for a minute.</td>
<td>• someone without an arm or leg?</td>
</tr>
<tr>
<td></td>
<td>• someone who is blind or has a serious problem seeing?</td>
</tr>
<tr>
<td></td>
<td>• someone who has serious speech problems?</td>
</tr>
<tr>
<td></td>
<td>• someone who is mentally ill?</td>
</tr>
<tr>
<td></td>
<td>• someone with mental retardation or a serious learning disability?</td>
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</tbody>
</table>

7. Inform trainees that the NOD study found that just under half (47%) of the American population knows someone with one of these types of disability. A third of the people surveyed had a close friend with a disability. Pass out Handout 3B-i; "Highlights of the NOD Attitude Study." Ask trainees to take turns reading different sections out loud to the class. Pause at various points in the presentation and invite questions from trainees. It will be helpful to have a copy of the complete report to refer to.

8. Inform trainees that the study also found that 93% of the public support the provision of the ADA that states "New public transportation vehicles must be made accessible to disabled people." Point out that even though the survey found that Americans support full participation in society for persons with disabilities, most still reported feeling uncomfortable with people with disabilities. As sensitivity trainers, it is important for trainees to understand their own feelings and reactions toward people with disabilities. Ask trainees to remember or imagine a situation where they felt uncomfortable with a disabled person.

9. Ask trainees to "brainstorm" attitudes toward people with disabilities. They might begin with their own attitudes and then think of attitudes they have heard or seen expressed by others, or attitudes they might imagine others to have. Write trainee suggestions on butcher paper or the board.
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<th>Procedures</th>
<th>Prompts</th>
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<tr>
<td><strong>10.</strong> Inform trainees that the NOD Study asked people how often they had the following feelings when they encountered a person with a disability: (Write these on the board.)&lt;br&gt;• <em>Anger</em>, because they cause inconvenience. (16% said “often” or “occasionally”)&lt;br&gt;• <em>Fear</em>, because you feel what’s happened to them might happen to you&lt;br&gt;• <em>Awkward or embarrassed</em>, because you don’t know how to behave with them. (58%)&lt;br&gt;• <em>Resentment</em>, because they get special privileges. (9%)&lt;br&gt;• <em>Pity</em>, because of their situation.&lt;br&gt;• <em>Lack of concern</em>, because they can manage okay. (51%)&lt;br&gt;• <em>Admiration</em>, because they overcome so much. (92%)&lt;br&gt;• Other attitudes that people volunteered were: <em>Compassion/sympathy, Sorrow/sadness, and Desire to help.</em></td>
<td>Ask how these feelings come up in public transit situations. Discuss in terms of the situations from Lesson 3-A.</td>
</tr>
<tr>
<td><strong>11.</strong> Introduce the term “stereotype.” Discuss how stereotypes of people with disabilities influence the feelings we have in interactions with disabled people.</td>
<td>Ask how <em>positive</em> stereotypes can have a negative effect, too.</td>
</tr>
<tr>
<td><strong>12.</strong> Remind trainees that one of the most important findings of the NOD study was that people who <em>knew</em> someone with a disability had more positive attitudes.</td>
<td>Ask trainees what this tells us about stereotypes.</td>
</tr>
<tr>
<td><strong>13.</strong> Discuss the conclusion from this that the more accessible public transit is to people with disabilities, the more people with disabilities will be able to participate in the larger society. The more disabled people participate, the more opportunity to break down barriers and stereotypes.</td>
<td>Invite trainees to share examples from their own experiences with people with disabilities.</td>
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<td>Procedures</td>
<td>Prompts</td>
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<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
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<tr>
<td>14. Go back to the quotation from the <em>Christian Science Monitor</em> that was</td>
<td>Write the trainee suggestions on butcher paper.</td>
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<tr>
<td>discussed at the beginning of the session. Remind trainees that as</td>
<td></td>
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<tr>
<td>sensitivity trainers, they will be in an important position to educate</td>
<td></td>
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<tr>
<td>the public about people with disabilities and to influence attitudes.</td>
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<tr>
<td>Brainstorm ways to deal with stereotypes and negative attitudes.</td>
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<tr>
<td>15. Discuss the ideas that were &quot;brain-stormed&quot; and have the class choose</td>
<td></td>
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<tr>
<td>a few that seem especially appropriate or effective. Write these on the</td>
<td></td>
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<tr>
<td>board. Review with the trainees what they have learned in the session.</td>
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</tr>
<tr>
<td>16. Tell the trainees that the next session will be about communication.</td>
<td>Review with trainees why it is important to develop effective communication</td>
</tr>
<tr>
<td>Explain how this follows from this session on attitudes.</td>
<td>skills.</td>
</tr>
<tr>
<td>17. Discuss the homework assignment. (Instructors should adapt situations</td>
<td><strong>HOMEWORK ASSIGNMENT:</strong> Pick one of the following situations and think</td>
</tr>
<tr>
<td>to their particular group.)</td>
<td>about how you would communicate it to a small group of people you had</td>
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<tr>
<td></td>
<td>never met before, and write a brief set of instructions:</td>
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<tr>
<td></td>
<td>• How to obtain a bus schedule.</td>
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<td></td>
<td>• How to get from the training site to a major department store, using</td>
</tr>
<tr>
<td></td>
<td>public transit.</td>
</tr>
<tr>
<td></td>
<td>• How to drive from the center of their city to a recreational area</td>
</tr>
<tr>
<td></td>
<td>outside of town.</td>
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**MODULE**

*TRANSFER*
Extension Activities

Polling People and Affiliates about Persons with Disabilities

Have trainees create their own brief survey to be administered to friends, co-workers and relatives. Have them ask all interviewees the same questions. For example, here are some questions adapted from those used in the National Organization on Disability study, or trainees could make up their own:

- Do you personally know any disabled people, or not?
  - someone who is deaf or has very limited hearing?
  - someone who has walking problems and always uses a cane, crutches, or wheelchair?
  - someone without an arm or leg?
  - someone who is blind or has a serious problem seeing?
  - someone who has serious speech problems?
  - someone who is mentally ill?
  - someone with mental retardation or a serious learning disability?

- Do you think most disabled people:
  - prefer to be in the company of other people with disabilities?
  - prefer to live among the general population?
  - prefer to stay at home with only family and close friends?

- Thinking about jobs, housing, transportation, and access to public places, how much discrimination do you think there is against disabled people overall?
  - a great deal
  - some
  - not too much
  - none at all
  - not sure

The Americans with Disabilities Act provides that new public transportation vehicles must be made accessible to disabled people. Do you support this?

- a great deal
- somewhat
- not too much
- not at all

Even though this will open up new paths of participation for people with disabilities, it will be expensive to implement. Do you feel the cost will be worth it or not?

- yes, very much so
- somewhat
- not sure
- none at all

When you encounter a person with a disability, how often do you feel any of the following—often, occasionally, or never?

- Anger, because they cause inconvenience.
- Fear, because you feel what’s happened to them might happen to you.
- Awkward or embarrassed, because you don’t know how to behave with them.
- Resentment, because they get special privileges.
- Pity, because of their situation.
- Lack of concern, because they can manage okay.
- Admiration, because they overcome so much.

Compare your results with the results of the NOD study, and present a report to the class based on your findings.
Handout 3B-i

**Highlights of the National Organization on Disability Attitude Survey**

- There are substantial differences in the public's degree of comfort with people with different disabilities. (People are most uncomfortable with mental illness, facial disfigurement, senility and mental retardation.)
- Better educated and younger Americans know the most about disabled people and are the most supportive of steps to increase their participation in society.
- The public views disabled people as fundamentally different than the rest of the population, and most often feels admiration and pity.
- While the public says its relationships with disabled people are generally stress-free, over half report feeling awkward in certain situations where disabled people may need help.
- The public has high tolerance and support for disabled people.
- The public is largely aware of disabled people's financial hardships, limited social life, and difficulty obtaining a job.
- The public has very positive opinions about disabled workers.
- Discrimination in employment is believed to be a real problem for disabled people, but discrimination in education is not. All discrimination is believed to be on the wane.
- The public has been profoundly moved by movies and TV programs about disabled people.
- The vast majority of the public supports affirmative action for disabled people.
- Economics, compassion, and civil rights are all accepted as rationales for working to increase participation by disabled people.
- Although a majority believes there is significant fraud in government payment programs for disabled people, the public nonetheless supports them.
- Although few people know about or can accurately describe the Americans with Disabilities Act, a large majority supports its provisions.
- A large majority supports Jim Brady's "Calling on America" Campaign. (Two in five say they would be willing to do volunteer work in their own community for the campaign.)

UNIT FOUR
Communication and Advocacy Skills

Lesson 4-A

COMMUNICATION BEGINS WITH YOU

Trainer's Background

Communication—to make common
(L. communis—common)

Depending on each trainee's background, "Communication Begins with You" will serve to introduce, re-introduce, or reinforce the communication skills that can contribute to effective training presentations. This lesson will also provide information on the design and delivery of training sessions that communicate. As part of this lesson, trainers will participate in a classroom role-playing activity. This activity will provide an opportunity for trainees to present a portion of a training workshop. A peer critique should also be planned, providing trainees with feedback on how well they are communicating. A segment of this lesson should focus on how visual aids can be used to facilitate communication in training workshops. Trainees should understand that numerous studies on how people learn have identified that people are both visual and aural learners—that is, there are those who learn primarily by seeing and those who learn primarily by hearing. Overall, however, people tend to grasp more information when it is presented in both a verbal and visual way.

Although Lesson 4 provides a specific focus on communication skills, trainees should be given opportunities throughout the training program to practice communication skills. Trainees should also realize that as future sensitivity trainers, they will need to be able to assist transit operators—both fixed route and paratransit—to communicate with disabled persons in an effective and courteous manner.
Trainees should also develop their own sensitivity and awareness about the drivers that they will be training. Trainers, to be effective, should understand that transit providers themselves represent various racial, ethnic, cultural and language groups. They include many ages, represent both genders, have varying levels of education and life experiences. In some urban centers, trainers will be working with drivers who have English as their second language. Trainers, to the extent necessary, should be aware of background information about those they will be training in order to plan the most effective possible workshops.

**Instructional Objectives**

Trainees will be able to:

- ✔ Identify communication skills that will help facilitate effective training sessions.
- ✔ Role-play a segment of a sensitivity training session for transit operators.
- ✔ Describe a range of visual aids and list ways to use these aids in training sessions.

**Advance Preparation**

**Materials Needed**

- Obtain any additional equipment needed for role-playing activity, e.g. flip chart, slide projector, overhead projector, masking tape.
- Butcher paper and marking pens.
- Tape recorder and blank tapes for recording session.
Vocabulary

*aural learner*
A person who learns primarily by hearing.

*communication*
The imparting or interchange of thoughts, opinions, or information by speech, writing or signs.

*visual learner*
A person who learns primarily by seeing.
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<th>Procedures</th>
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<tbody>
<tr>
<td>1. Write on the board before class begins the question: What does it mean to communicate?</td>
<td>NOTE: As trainees arrive and get settled before class begins, they might focus on this question.</td>
</tr>
<tr>
<td>2. Provide an overview of the agenda and tell trainees that they will have an opportunity at the end of the day’s training to apply some of the communication skills that will be discussed in the training.</td>
<td>If the class is large, arrange the schedule so that some of the presentations are held for the next session.</td>
</tr>
<tr>
<td>3. Ask trainees what it means to “communicate.” Have each trainee quickly jot down their own ideas on what it means to communicate.</td>
<td>Explain that this is a “brainstorming” activity and that there are no right or wrong responses.</td>
</tr>
<tr>
<td>Go around the class and ask each trainee to give two or three of their own ideas about what it means to communicate.</td>
<td>Ask a trainee to record the responses on the board or on butcher paper.</td>
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<tr>
<td>4. Discuss the trainees’ lists and add other ideas as the discussion continues. Help trainees to understand that communication means transmitting information to another, or making information “common” so that both parties now share it.</td>
<td>Ask trainees to consider, for example, that if they do not understand, hear, or comprehend what has been said about a topic—e.g., the ADA—then this information has not been made “common” among us.</td>
</tr>
</tbody>
</table>
| 5. Describe how people who attend lectures, classes, or training courses often leave without obtaining the information that the presenter or lecturer intended to communicate. | Ask how this can occur.  
  • Presenter spoke too rapidly  
  • Speech was not organized  
  • Instructor did not leave time to clarify and/or review  
  • Presenter just spoke for two hours and never used any visuals to help clarify  
  • His monotone put people to sleep |
| 6. Discuss the two-way nature of communication. Communication works both ways. Explain that in training situations, trainees do not always help facilitate the transmission of the content/information. | How does this occur?  
  • Trainees too tired to concentrate  
  • Trainees do not have enough background to comprehend the subject  
  • Trainees lack the motivation needed for the communication to occur  
  • Trainee is a visual learner, and instructor only communicates aurally |
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<tr>
<td>7. Ask trainees for their homework assignments. Ask for volunteers to make a presentation to the class of the situation they selected to communicate about.</td>
<td>Explain that this is an exercise for everyone; not just for people who already feel comfortable with their communication skills.</td>
</tr>
<tr>
<td>8. Discuss the trainee’s presentation.</td>
<td>Feedback should be constructive.</td>
</tr>
<tr>
<td>9. Discuss the use of visual aids in communication. Pass out Handout 4A-i, “Visual AIDS for Effective Training.” Have trainees take turns reading sections out loud to the class. Discuss.</td>
<td>How could the trainees’ homework presentations have used visual aids?</td>
</tr>
<tr>
<td>10. Discuss the importance of language in communication.</td>
<td>Explain that all people are affected emotionally by words. It is important to be aware of what terms we use and what they communicate.</td>
</tr>
<tr>
<td>11. Pass out Handout 4A-ii, “The Right Word,” and discuss it.</td>
<td>Why are terms like “afflicted” and “victim” offensive?</td>
</tr>
<tr>
<td>12. Ask trainees to volunteer different terms they have heard to describe disabilities. List these on butcher paper or the board.</td>
<td>Discuss what it means to use language in a respectful and sensitive way.</td>
</tr>
<tr>
<td>13. Remind trainees that previous sessions have covered legal and psychological factors affecting use of public transit by persons with disabilities. In this session they have learned about communication. Take a short break, during which trainees should plan a five-minute presentation of some aspect of what they have learned so far in the training, and then make this presentation to the class.</td>
<td>Trainees may perform this exercise in pairs. They may use any materials that have been provided (overhead project, slides, etc.).</td>
</tr>
<tr>
<td>14. Allow time for feedback.</td>
<td>Comments should be constructive, focusing on positive aspects of trainees’ presentations.</td>
</tr>
</tbody>
</table>
15. Ask if trainees have any questions about the material covered. Remind them that they are encouraged to ask questions about any part of the training at any time. Inform them that the next session will be on "Advocacy—a Tool for Change."

**Prompts**

**HOMEWORK ASSIGNMENT:**
Ask trainees to bring in a news story describing the efforts of a citizens' group or community group to bring about a change in laws or public policies.

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**Extension Activities**

1) Verbal-only communication. Trainees may pick one of the following:
   - How to board a bus and pay the fare.
   - How to get from their city to a point in a nearby city.
   - How to use a ticket-vending machine.

   Prepare a presentation that *uses only words*—no gestures, diagrams or pictures.

   Discuss.

   Trainees might also select to present some information they have gained from the training program so far. For example:
   - What is the ADA?
   - What types of problems do people with disabilities have in using public transit?
   - What are the factors that transit drivers must weigh in providing service to all consumers?

2) Non-verbal communication. Prepare a short presentation, using *no words*—only gestures, pantomime, pictures or diagrams. Allow trainees to select a situation to present.
**Handout 4A-i**

**Visual Aids for Effective Training**

Visual aids can be an important part of any training presentation.

*Visual aids can:*

- Attract and hold attention
- Help trainees remember
- Highlight important points
- Illustrate
- Organize
- Emphasize

*Types of visual aids:*

Movies and Videotapes
- An effective means of communication (familiar media)
- Dramatizes situations and conveys emotions

Overhead Projector
- Good for small groups
- Lights in meeting room do not have to be dimmed.
- A relatively inexpensive and widely used piece of equipment
- Instructor can write directly on transparencies as they are shown

Slide Projector (35mm)
- Good for large groups
- Flexible – Trainer can add new slides to carousel or take out obsolete ones
- Simple to use
- Machine can be set to run automatically.

Flip Charts
- Inexpensive
- Can be produced on the spot
- Can be used to record trainees’ comments and observations (“brainstorm” sessions)

Posters
- Can illustrate a piece of equipment (e.g., a lift) that’s too big to bring in to the class
- Can illustrate a key concept and be left in place throughout the session or course

**Handout 4A-ii**
Words and names are important—they affect the way individuals think about people and conditions. The words people use affect the self-image and self-esteem of others. Some of the words and terms used that have been used in the past to refer to disabilities and people with disabilities reflect negative images, fears and stereotypes that people may not always be aware of. When current terminology is used, people demonstrate that they are aware of current perceptions. In communicating about disabilities, it's important to emphasize the person, not the disability, and to use words that accurately portray an individual person or situation, rather than a stereotype.

<table>
<thead>
<tr>
<th>DON'T SAY ...</th>
<th>INSTEAD, SAY ...</th>
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<tbody>
<tr>
<td>× cripple</td>
<td>✓ person with impaired mobility</td>
</tr>
<tr>
<td>× confined to a wheelchair;</td>
<td>✓ wheelchair user</td>
</tr>
<tr>
<td>wheelchair-bound</td>
<td></td>
</tr>
<tr>
<td>× normal</td>
<td>✓ non-disabled</td>
</tr>
<tr>
<td>× handicapped students</td>
<td>✓ students with disabilities</td>
</tr>
<tr>
<td>× victim; afflicted; stricken</td>
<td>✓ individual with [name of condition, e.g. cerebral palsy]</td>
</tr>
<tr>
<td>× deaf and dumb</td>
<td>✓ hearing and speech impaired</td>
</tr>
<tr>
<td>× mental defective</td>
<td>✓ developmentally disabled; mentally retarded</td>
</tr>
<tr>
<td>× epileptic</td>
<td>✓ person with epilepsy; person with a seizure disorder</td>
</tr>
<tr>
<td>× paraplegic</td>
<td>✓ person with paraplegia</td>
</tr>
<tr>
<td>× insane, crazy, maniac, lunatic, psycho</td>
<td>✓ mentally/emotionally disabled or mentally ill</td>
</tr>
<tr>
<td>× defect</td>
<td>✓ impairment</td>
</tr>
<tr>
<td>× slow learner</td>
<td>✓ person with a learning disability</td>
</tr>
<tr>
<td>× ablebodied</td>
<td>✓ non-disabled</td>
</tr>
<tr>
<td>× spastic</td>
<td>✓ person with cerebral palsy</td>
</tr>
<tr>
<td>× mute, dumb</td>
<td>✓ person with a speech disorder</td>
</tr>
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</table>
Lesson 4-B

ADVOCACY — A TOOL FOR CHANGE

Trainer's Background

advocacy — the act of advocating or speaking or writing in support of something.

Persons living in a democratic system should understand the importance of a citizenry that is willing to actively participate in government, confront unresolved issues in the society and think both creatively and critically about issues. In a democracy, advocacy is essential if citizens are to participate fully in the political, economic and social life of their community and nation.

This lesson, Advocacy — A Tool for Change, provides trainees with an overview of what advocacy is and the many forms that it can take — from the act of signing a petition for a ballot measure on curb cuts, to the initiation of a lawsuit on behalf of subway users who are blind, to advocating for tactual tiles on loading platforms, to an act of civil disobedience, as when a group of wheelchair users chain themselves to the entrance of a bus depot, demanding more accessible routes within the county.

Trainees should understand that advocacy on behalf of disability issues involves a broad range of activities focusing on improving access, preserving and extending service benefits and promoting rights.

Trainees, either using guest speakers or their own lectures, will want to present and discuss the growing role over the last two decades of the disabled in advocating for services and programs that are responsive to their needs. Trainees should be made aware of advocacy efforts on the behalf of the disabled community at the local as well as the state and national level.
Instructional Objectives

Trainees will be able to:

✓ Define advocacy in a broad sense and give examples of some of the forms advocacy can take.

✓ Identify a range of advocacy strategies and activities that have been used on behalf of people with disabilities.

✓ Discuss reasons why people employ various advocacy strategies.

✓ Discuss the roles of different people within an organization—employees and managers—in advocating for accessible transportation.

Advance Preparation

Materials Needed

■ Reproduce “Advocacy Situations” (Handout 4B-i).

■ Arrange for a guest speaker from a community organization that is involved in advocating for the needs of the disabled (disability rights groups, Independent Living organizations, etc.).

■ Butcher paper and marking pens

■ Tape recorder and blank tapes to record session

Vocabulary

advocate
A person who speaks or writes in support of something.

advocacy
The act of advocating or speaking or writing in support of something.
<table>
<thead>
<tr>
<th>Procedures</th>
<th>Prompts</th>
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<tbody>
<tr>
<td>1. Briefly review the previous session on communication and ask trainees if they have any questions or comments. Introduce the day’s program, and tell the group who the guest speaker will be.</td>
<td>Write on the board the definition of <em>advocacy</em> from page 61. Make the connection between communication and advocacy. In order to be an advocate for something, you have to be <em>convincing</em>.</td>
</tr>
<tr>
<td>2. Ask trainees to report on their homework assignment, which was to bring in a news story about how a citizens’ group or community group advocated for change in an existing law or policy. Discuss.</td>
<td>Ask what strategies were successful. Why?</td>
</tr>
<tr>
<td>3. Discuss the different levels of advocacy, and the differences between strategies to affect policies and strategies to affect legislation. Review and refer to the material presented in Unit Two: The History of Accessible Transit and the Bureaucracy of Public Transit.</td>
<td>Ask what some of the particular steps would be in advocating a change in a policy. List these on board or butcher paper.</td>
</tr>
<tr>
<td>• Finding out who policy makers are</td>
<td>• Finding out who policy makers are</td>
</tr>
<tr>
<td>• Organizing a group or task force</td>
<td>• Organizing a group or task force</td>
</tr>
<tr>
<td>• Writing letters</td>
<td>• Writing letters</td>
</tr>
<tr>
<td>• Going to board meetings, making presentations</td>
<td>• Going to board meetings, making presentations</td>
</tr>
<tr>
<td>• Communicating with the public: how to use the media.</td>
<td>• Communicating with the public: how to use the media.</td>
</tr>
<tr>
<td>4. Review what the trainees have learned about the legislative process, and discuss how that process can be influenced by an advocacy group.</td>
<td>Ask what some of the things are that people can do to influence the laws that are passed. How can citizens help see that laws are enforced? List these on the board or butcher paper.</td>
</tr>
<tr>
<td>• Writing to legislators or visiting them in person</td>
<td>• Writing to legislators or visiting them in person</td>
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<tr>
<td>• Proposing laws through initiative referenda (where state and local law provide)</td>
<td>• Proposing laws through initiative referenda (where state and local law provide)</td>
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<tr>
<td>• Seeking redress through agencies—official complaints</td>
<td>• Seeking redress through agencies—official complaints</td>
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<tr>
<td>• Lawsuits—individual and class action</td>
<td>• Lawsuits—individual and class action</td>
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<tr>
<td>• Civil disobedience</td>
<td>• Civil disobedience</td>
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<td>Procedures</td>
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<tr>
<td>5. Divide the class into small groups and pass out Handout 4B-i, “Advocacy Situations.”</td>
<td>Have each group discuss one or more of the different hypothetical situations. Then bring the class together again and ask one member from each group to present the a summary of their discussion.</td>
</tr>
<tr>
<td>6. Ask trainees what questions this exercise has brought up for them. Remind them that there will be a guest speaker.</td>
<td>Ask the group for questions they would like the speaker to address, and write these on the board or on butcher paper.</td>
</tr>
<tr>
<td>7. Introduce the guest speaker.</td>
<td>Tell trainees who the speaker is, what agency or group he or she represents, and what they will be speaking about.</td>
</tr>
<tr>
<td>8. After the speaker’s presentation, ask if there are any questions.</td>
<td>Refer to the previously generated list of questions.</td>
</tr>
<tr>
<td>9. Thank the speaker for her/his time.</td>
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</tr>
<tr>
<td>10. Ask trainees to summarize the main points of the session.</td>
<td>Ask again if anyone has any questions, or would like clarification of a particular point.</td>
</tr>
<tr>
<td>11. Tell trainees that the next unit will be the last one of the training, and will provide technical information and cover specific techniques for drivers and persons with disabilities.</td>
<td>HOMEWORK ASSIGNMENT: Trainees should write a paragraph or two summarizing what they have learned from the course so far. They should think of some questions they would like answered and bring those to the next session.</td>
</tr>
</tbody>
</table>

**Extension Activities**

Ask trainees to interview a person in their community who has been an advocate for change on behalf of issues of accessibility for persons who are disabled. Trainees should try to discover what the interviewee thinks has been his or her most effective and least effective tactic. When each trainee presents to the class what was learned from this interview, he/she can also lead a discussion of what techniques other trainees feel are most and least effective in changing policies and laws.
Introduction: Use these hypothetical situations to discuss advocacy techniques that could be used to bring about change.

1 You have been asked to lead a task force in your company to find out what is required to achieve compliance with the ADA. You find that although there is an elevator in the building and a wheelchair ramp at the front entrance, the bathrooms on the first floor are not accessible and there are not accessible public telephones.

2 There are no telephones with TDD capability in several local transit stations. A group of deaf and hard-of-hearing transit users has repeatedly asked for a TDD in these stations, but the local transit authority has responded that although they would like to provide them, there is no money in the budget to do so.

3 A new recreation center for wheelchair users and others with impaired mobility is located near a busy intersection. There is a traffic light on the corner; however, the people who use the recreation center want the timing on the light reset to allow a little more time for crossing the street.

4 A bill is being debated in your state legislature that would require all public meetings of state and local agencies to be held in accessible buildings. What would your group do to support this bill?

5 A local youth group that meets on public school property and uses public facilities has a policy that excludes young people with physical or sensory disabilities. You are in a support group for parents of children with disabilities, and another member of the group wants to change the youth group's policy. What are some of your options?

6 Your next door neighbor is a recent college graduate with an excellent academic record, who is a wheelchair user. She has been seeking employment for eight months. She tells you that she has just had a second interview at a local company, for a job for which she feels she is very qualified. She is excited and hopeful about the job. Then she gets a call from another manager at the company, asking her detailed questions about her health and mobility. She doesn't get the job, and she is sure her disability is a factor. How would you advise her?
Lesson 5-A

EVERYONE CAN RIDE!
AN OVERVIEW OF TRAINING SESSIONS FOR DRIVERS

Trainer’s Background

This session should provide trainees a review of the materials presented earlier, including the legal requirements for accessible transit, the psychology of the use of public transit by persons with disabilities and the importance of attitudinal factors, and the development of appropriate communications skills. Trainees should be helped to consolidate the information, skills, and attitudes learned in the earlier sessions in order to begin to develop their own training workshops for drivers—paratransit or fixed route.

This session will also present technical information useful in helping persons with various disabilities—loss of mobility, sensory disability, and “hidden” disabilities—to use public transit safely, comfortably and effectively.

Trainees will be asked to consider and discuss the different types of sensitivity training sessions they may be asked to provide to drivers. They should be aware of the differing needs of various audiences. For example, individuals may be training fixed route transit drivers, paratransit providers, or taxi and van drivers. The audience could be comprised of drivers or supervisory personnel or both. Trainees may also need to adapt their material to a range of time frames for specific audiences.

Ideally, every driver should have a “hands-on” experience with a disability—for example, exercises such as sitting in a wheelchair or wearing a blindfold while performing a simple task will build empathy and sensitivity, and perhaps inspire creative solutions to practical problems. The two sample eight-hour workshops—one for bus drivers and one for van drivers—found in the
Unit 5 Supplementary Training Materials include lists of exercises of this type. (See page 76 for a listing of Unit 5 training materials.) In addition, as part of their training, every driver should have a personal experience with a disabled person. It should be emphasized that guest speakers, panelists and trainers from the disability community are valuable resources for all training sessions.

After completing this session, trainees should have a clearer understanding of what is required to train drivers, not only to comply with the law, but to be sensitive to the needs of persons with disabilities. Instructors will again want to analyze their specific training goals and tailor the two Unit 5 lessons and activities to their trainees and/or to those whom they will subsequently train.

Instructors should also inform and/or remind trainees that “sensitivity training” is only one of the training components that fixed route and paratransit providers require for handling passengers who are disabled. A minimum of eight hours of “sensitivity training” is generally recommended, in addition to these other requirements. (See list below of training requirements from a sample contract between a paratransit broker and lift-van providers.) Instructors might want to obtain and share other sample paratransit contracts and sample lists of training requirements for fixed route drivers.

Excerpts from a Sample Paratransit Contract

Contractor will provide to all drivers employed in this lift-assisted service:

- 8 hours Defensive Driving
- 4 hours Disabled Passenger Handling (minimum)
- 4 hours System Operations and Management Objectives
- 24 hours on-the-job training on lift-equipped vehicles (minimum)
- 8 hours Sensitivity Training (minimum)
- 8 hours First Aid & CPR (preferred)

Instructional Objectives

Trainees will be able to:

✓ Summarize the knowledge and skills presented in the previous training sessions.

✓ Identify a range of the needs of persons with various disabilities and be familiar with ways to address these needs.

✓ Identify the components of a training session for transit drivers.
Advance Preparation
Materials Needed

- Obtain wheelchairs, personal assistive devices of various types, blindfolds or padded goggles, ear plugs, braces.

- Duplicate appropriate Unit 5 Handouts 1–9.
  NOTE: Prior to this session, instructors should review these handouts and/or other local materials to determine those most appropriate to the specific training situation.

  1. Passengers with a Loss of Mobility—An Overview
  2. Assisting Passengers Who Are Wheelchair Users
  3. Guidelines for Wheelchair Lift Procedures
  4. Going Up and Down Steps with Wheelchairs
  5. Ten Tips for Transit Drivers to Assist Blind and Low Vision Passengers
  6. Assisting Passengers Who Are Deaf and Hearing Impaired
  7. Assisting Passengers Who Are Speech Impaired
  8. Assisting Passengers Who Are Developmentally Disabled
  9. Questions and Answers About Epilepsy

- Butcher paper and marking pens

- Tape recorder and blank tapes

- Obtain sample training contracts from paratransit brokers, lift van companies and fixed route providers (optional).

Vocabulary

**personal assistive device**
Any of a number of tools used by a person with impaired mobility or loss of mobility to enable them to stand, walk, etc., such as canes, crutches, walkers, and braces.

**“invisible” or “hidden” disability**
a disability that may not be obvious to an observer, such as heart disease, epilepsy, psychiatric illness, or developmental disability.
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<th>Procedures</th>
<th>Prompts</th>
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<tbody>
<tr>
<td>1. Write the day’s schedule on the board.</td>
<td>Encourage trainees to ask questions.</td>
</tr>
<tr>
<td>2. Inform the trainees that this session will review the information they have been given so far and present some new, more detailed information about strategies for assisting passengers with specific disabilities. Inform them that in the next and final session, they will be expected to present to the class an excerpt from a training session they themselves will develop. Remind them that this session is an opportunity to clarify and review materials from previous sessions.</td>
<td>Suggest to trainees that they develop an outline of a training session for fixed route drivers and identify how it could be modified for van drivers.</td>
</tr>
<tr>
<td>3. Ask for volunteers to read their homework, which was to bring to today’s session a summary of what they have learned in this training.</td>
<td>Write down the important points from each trainee’s summary on butcher paper or on the board.</td>
</tr>
<tr>
<td>4. Make three lists on the board (or butcher paper), headed “Knowledge,” “Skills,” and “Attitudes.” On each list, put the important points trainees have listed in their homework assignments.</td>
<td>How do the three lists fit together to develop an effective training program?</td>
</tr>
</tbody>
</table>
| 5. Invite trainees to “brainstorm” some strategies or materials they might use in a training session. | Some examples:  
  - slides and videos  
  - hands-on experiences (e.g., taking a passenger who is a wheelchair user down stairs)  
  - role playing situations  
  - panel discussions  
  - guest speakers  
  - group discussions  
  - handouts |
| 6. Inform trainees that they will need to be familiar with some technical information in order to successfully train drivers. Explain that drivers will need to understand different types of disabilities in order to know how to provide information and assistance to different transit users. Begin with a discussion of different types of disabilities. | Use the board or butcher paper to list types of disabilities in three categories:  
  - impaired mobility  
  - impaired sense perception  
  - “invisible” disability |
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<th>Procedures</th>
<th>Prompts</th>
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</table>
| 7. Discuss impaired mobility and pass out Unit 5 Handouts 1–4: 1) “Passengers with a Loss of Mobility—An Overview”; 2) “Assisting Passengers Who Are Wheelchair Users”; 3) “Guidelines for Wheelchair Lift Procedure”; 4) “Going Up and Down Steps with Wheelchairs.” Discuss. | Explain that some people with loss of mobility may not be able to use fixed route transit. Trainees who will be training paratransit drivers should be familiar with:  
• paratransit policies and procedures in their locality.  
• the contents of Unit 5 Handout 2, “Assisting Passengers Who Are Wheelchair Users.” |
| 8. Trainees may wish at this point to become more familiar with the problems faced by transit users with impaired mobility. They may take turns using the wheelchairs and personal assistive devices provided for this class session. | Assign trainees specific exercises to perform while using a wheelchair or other personal assistive devices. For example:  
• Go out and buy a newspaper.  
• Pour a cup of coffee and bring it back to the instructor.  
• Go around the block. |
| 9. Discuss what is meant by a sensory disability or impaired communication. Discuss the special needs people with these disabilities have in order to use public transit effectively and comfortably. Pass out Unit 5 Handout 5, “Ten Tips for Transit Drivers to Assist Blind and Low Vision Passengers.” | This includes:  
• blind or low vision  
• deaf or hard of hearing  
• no speech, or difficulty speaking |
| 10. Ask: What information is needed by all public transit passengers? Ask them to also consider how this communication must differ—depending on the disability. | For example:  
• What bus is this?  
• Where is it going?  
• Where does it stop?  
• How often does it run?  
• Where do I transfer?  
• When is the last bus? |
| 11. Have trainees brainstorm how this communication can be effected with passengers with sensory or communication disabilities. Write the suggestions on the board. Pass out Unit 5 Handout 6, “Assisting Passengers Who Are Deaf and Hearing Impaired,” and Handout 7, “Assisting Passengers Who Are Speech Impaired.” Discuss how these suggestions relate to trainees’ suggestions. | Ask trainees to think how they would communicate this information in a training session for drivers.  
Ask trainees to consider how these handouts might be used differently with fixed route and paratransit drivers. |
### Procedures

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<tbody>
<tr>
<td>13. Discuss with trainees the different situations in which they might be presenting trainings. In many locales and companies, drivers will already have received an introduction to handling passengers with disabilities while learning how to operate the mechanical equipment (e.g., lifts, kneelers.) Explain that some drivers may already be familiar with the provisions of the ADA; others, because of personal or family experience may be more aware of the independent living philosophy. Discuss the ADA requirement for “proficiency” and the flexibility implied by this guideline. (See facing page.)</td>
<td></td>
</tr>
<tr>
<td>14. Review the main points of the session and of the training. Have trainees brainstorm the most important ideas.</td>
<td></td>
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<tr>
<td>15. Explain that the homework assignment is part of the final exam. Each trainee should select one assignment and prepare a presentation to the class for the final session. NOTE: Instructors should tailor this homework assignment to specific training situations.</td>
<td></td>
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</table>

### Prompts

| Some examples of “invisible” or “hidden” disabilities: |
|---|---|
|  - Arthritis  |
|  - Heart condition  |
|  - Epilepsy  |
|  - Learning disability; developmentally disabled  |
|  - Psychiatric illness  |

Trainees should consider the following questions:

- Who will they be training?
- Have their students had any previous sensitivity training?
- What was covered?
- How much are they expected to cover in one training session?
- How much time will they have?

Review that different localities may vary greatly in the amount of time allotted for training drivers.

Ask trainees what they would include if they had only one eight-hour session (fixed route or paratransit).

**HOMEWORK ASSIGNMENT:** Prepare a presentation outlining a session for one of the following:

- A training for new paratransit (van) drivers.
- A recertification sensitivity training for city bus drivers who have been driving for 5-10 years.
- A sensitivity session added to the local police department training for new taxi drivers.
- A training for new suburban (local, inter-city) light rail station conductors and managers.
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<tr>
<td><strong>16.</strong> Encourage trainees to ask questions about anything covered so far, including the homework assignment.</td>
<td>Consider that it may be appropriate for some or all of the trainees to prepare and present the homework assignment in pairs; especially if they will be working together to present trainings in their own company or locality.</td>
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</table>

**Extension Activities**

1) Expand on the role playing exercises allowing trainees themselves to have more experience using wheelchairs, being blindfolded, or using personal assistive devices. The exercises in “Real-Life Role Playing” (following the Sample Workshop for Bus Drivers) can be used. See pages 96–97.

2) Trainees may prepare longer, more detailed presentations or outlines for future training sessions (both fixed route and paratransit).
UNIT FIVE
Developing Training Sessions for
Transit Personnel—Model Sessions

Lesson 5-B

ALL ABOARD—
THE MODEL
WORKSHOP
SESSIONS

Trainer’s Background

The format of the final training session will vary from one training program to another, both in length and in the focus of what individual instructors and/or companies and organizations want to emphasize during this last formal session. In some situations, the role-play training session will be extended over a longer period to provide each trainee several opportunities to develop and present model sessions. It is also anticipated that in numerous transit districts, trainees will be required to attend a number of actual trainings and/or team teach a sensitivity training session with the instructor. Therefore, this lesson, *All Aboard*, has been written in general terms, providing one of many possible scenarios.

Most of the final classroom session should be devoted to trainees’ presentation of the previous week’s assignment, the role play of a training session. After each trainee or pair of trainees has made their presentation, the class will be opened up for discussion and feedback. If possible, trainee presentations should be videotaped and played back. Trainees should be reminded that feedback should be constructive. Trainees should be asked to analyze techniques of effective presentation and communication, in addition to critiquing the content that is being presented.

If the instructor is currently presenting training programs in the community, this class should be invited to attend one or more of these sessions during the duration of the overall training.

A question period is also part of this final session, and the instructor should provide a review of the appendix listing sources of additional information.
Trainees will complete the post-test and should also be asked to complete an evaluation of the training course. Finally, the trainees should be acknowledged for their participation in the training session. If appropriate, and if time permits, refreshments and a “social” period can be shared after the session.

**Instructional Objectives**

- Trainees will be able to:
  - ✓ Summarize the important facts to cover in a training session.
  - ✓ Demonstrate their knowledge of effective communication skills.
  - ✓ Know how to adapt the training materials to the specific needs of drivers and the constraints of various organizations.

**Advance Preparation**

**Materials Needed**

- Duplicate post-test (see Appendix F).
- Duplicate copies of Supplementary Training Materials (pages 93–100).
  - A Sample Eight-Hour Session for Bus Drivers
  - Role-Playing Situations for Bus Drivers
  - “Real-Life” Role-Playing Activities
  - A Sample Eight-Hour Session for Paratransit Drivers
  - Role-Playing Situations for Paratransit Drivers
- Develop an evaluation form for the training (optional). See Appendix K for a sample format.
- Print Certified Sensitivity Trainer certificates for trainees meeting the course requirements. See sample in Appendix L.
- Butcher paper and marking pens
- Tape recorder and tapes to record session
- Obtain video recording and playback equipment (optional).
- Refreshments (optional)
<table>
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<tr>
<th>Procedures</th>
<th>Prompts</th>
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<tbody>
<tr>
<td><strong>1.</strong> Welcome the class and write the day’s schedule on the board.</td>
<td>Remind trainees to take notes on each other’s presentations, but ask that comments and feedback not be given until all of the presentations are complete.</td>
</tr>
<tr>
<td><strong>2.</strong> Ask trainees for their presentations in alphabetical order or seating order; or the instructor may ask for volunteers.</td>
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<tr>
<td><strong>3.</strong> If appropriate, and if equipment is available, trainee presentations should be videotaped and/or audiotaped.</td>
<td>Give trainees a copy of their videotaped presentation to take home after the training.</td>
</tr>
<tr>
<td><strong>4.</strong> Allow time for feedback and discussion when all presentations are completed.</td>
<td>Avoid comparisons, e.g. “Which presentation was the most effective?” Instead, emphasize the positive points in each presentation. If time permits, videotapes can be replayed in whole or in part for this portion of the class discussion.</td>
</tr>
<tr>
<td><strong>5.</strong> Review the techniques of effective communication and presentation that were presented in Lesson 4-A.</td>
<td>Choose examples of successful use of these techniques in the trainees’ presentations.</td>
</tr>
<tr>
<td><strong>6.</strong> Remind trainees to think about how the necessary material can be expanded or condensed to fit different time frames, or different levels of experience among their trainees.</td>
<td>Refer trainees to the resource list provided in the appendix.</td>
</tr>
</tbody>
</table>
| **NOTE:** Distribute and discuss outlines of sample training workshops (pages 93–100). Suggest that trainees add these to materials presented in today’s sessions. | Things to remember:  
- Use guest speakers! The best source on disability issues is the disability community itself.  
- Use “brainstorming” and class discussions so trainees become part of the learning process.  
- Use audio-visual aids when appropriate. (Remember, there are “aural” and “visual” learners.) |
<p>| <strong>7.</strong> Remind trainees that you and/or your sponsoring organization are available for continuing support. Invite trainees to share any questions or comments they may have. | Discuss any follow-up sessions that the local sponsor will offer. |</p>
<table>
<thead>
<tr>
<th>Procedures</th>
<th>Prompts</th>
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<tr>
<td><strong>8.</strong> Pass out copies of the post-test and allow trainees time to complete it in class. (See Appendix F for a copy of the post-test, and Appendix G, for an answer key to both pre and post-tests.)</td>
<td>Explain to the trainees why the post-test is being administered (e.g., as the basis for certification, to determine how much was learned, sponsors require it, etc.) Inform trainees that they will receive their scores on the pre and post-tests.</td>
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<tr>
<td>Explain to trainees that in their future training workshops, they will also need to develop and administer pre and post-tests based on the content of the workshop.</td>
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<tr>
<td><strong>9.</strong> Thank trainees for their participation in the training program. Remind them of any further training sessions that are available. Pass out an evaluation form.</td>
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<tr>
<td><strong>10.</strong> Summarize the important of their future roles as providers of sensitivity training sessions for transit providers. Their role is an extremely valuable one. They will help to make accessible transportation just that—accessible.</td>
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MODULE ONE
UNIT FIVE

Training Materials*
(Fixed Route and Paratransit**)

Handouts:
1. Passengers with a Loss of Mobility—An Overview
2. Assisting Passengers Who Are Wheelchair Users
3. Guidelines for Wheelchair Lift Procedure
4. Going Up and Down Steps with Wheelchairs
5. Ten Tips for Fixed Route Transit Drivers to Assist Blind and Low Vision Passengers
6. Assisting Passengers Who Are Deaf and Hearing Impaired
7. Assisting Passengers Who Are Speech Impaired
8. Assisting Passengers Who Are Developmentally Disabled
9. Questions and Answers About Epilepsy

Supplementary Training Materials:
10. A Sample Eight-Hour Session for Bus Drivers
11. Role-Playing Situations for Bus Drivers
12. “Real-Life” Role-Playing Activities
13. A Sample Eight-Hour Session for Paratransit Drivers
14. Role-Playing Situations for Paratransit Drivers

* Local transit authorities should supplement these materials with those presently in use or those yet to be developed.

** Instructors should review all sample materials and select those most appropriate to their particular training situations (e.g., fixed route, paratransit or taxi).
HANDOUT 1

Passengers with a Loss of Mobility—An Overview

Loss of Mobility

Passengers may use wheelchairs or personal assistive devices because of a loss of mobility. This loss of mobility may result from such things as:

a. Spinal cord damage

   This damage can be caused by a birth defect, disease or accident. Damage to the spinal cord below the neck results in paralysis of the legs, or paraplegia. If the injury is in the neck, both the arms and legs may be paralyzed. This is called quadriplegia.

b. Brain damage

   Stroke or head injuries can cause brain damage. Paralysis from brain damage may result in paralysis of only one side of the body, or hemiplegia. When a person with hemiplegia requires assistance in movement, it should be offered from the unaffected side. The person may still have feeling on the paralyzed side.

c. Loss of muscle control

   This type of loss of mobility can be caused by a head or spinal cord injury, or it may be the result of a disease like multiple sclerosis, muscular dystrophy, or cerebral palsy.

d. Damage to the joints

   Loss of mobility due to this kind of damage is most commonly caused by rheumatic diseases such as arthritis. There are 70 or more different types of rheumatic disease, and children as well as adults may be affected.

Passengers Who Use Personal Assistive Devices

Persons with disabilities which impair mobility, and some elderly passengers, may use personal assistive devices such as crutches, canes, or walkers. These should be placed so that they do not interfere with any movement inside the vehicle. Here are some things drivers should know about different types of assistive devices:

a. Canes

   Passengers use canes for two different purposes. Most canes are used for assistance and support in standing and walking. However, white canes are used by blind and low-vision passengers as “feelers” and are usually not relied on for physical support. Passengers who are using canes generally require only minimum assistance from the driver. If it is necessary to assist such a passenger, drivers should be sure to do so from the side opposite the cane.

b. Crutches

   There are three types of crutches—underarm, forearm, and full arm crutches. The underarm crutches are usually constructed of wood or aluminum and are often used for temporary disabilities such as fractures and sprains. If the disability is
more permanent, the crutch will usually be made of metal and designed for more complete support. It's difficult for a passenger using crutches to achieve and maintain balance when standing or walking. Drivers should never attempt to assist someone with crutches without telling them first. Balance is a problem, and a sudden or unannounced approach could cause this passenger to fall.

c. **Walkers**

Walkers provide a more stable base than crutches for people who need physical support. Passengers using walkers may have a tendency to fall backward and may need assistance when sitting down or standing up. Most walkers collapse easily for storage.

d. **Braces**

The two basic types of leg braces are ankle and knee braces. Ankle braces do not extend above the knee, and keep the wearer from dragging the toe. Knee braces may be worn for the ankle and/or the knee and extend almost to the hip. The knee brace is designed to keep the wearer's knee locked for standing and walking. Passengers with braces will need more room than usual to maneuver while sitting down and standing up. Brace wearers may also have difficulty balancing.

e. **Artificial limbs**

While passengers with an arm prosthesis or artificial arm may not have mobility difficulties, they may need assistance paying fares, fastening seat belts, and holding on or maintaining balance.

Passengers with artificial legs will have varying degrees of mobility depending on the level of amputation. An amputee with one or both legs off below the knee and a properly fitting prosthesis will generally have few problems walking. However, amputees with legs missing above the knee may require hand rails for stability when walking. They will be slower using stairs or ramps. In addition, the ability of a persons with artificial legs to walk well diminishes with age.

**Pain**

Many elderly people and people with disabilities suffer chronic pain. Medication cannot always provide complete relief. Since people in pain may be difficult to deal with, drivers must try to be patient with them. A comfortable ride can greatly improve the attitude of a passenger who is in pain. For example, a person with arthritis can feel considerable pain every time the vehicle hits a bump at a higher than necessary speed. When a road bump can't be avoided, drivers should slow down.

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This handout has been adapted from the STARTS Driver Training Program Manual, U.S. Department of Transportation, 1990
HANDOUT 2
Assisting Passengers Who Are Wheelchair Users*

If the paratransit system transports passengers who use wheelchairs, there are several points of information and guidelines to be aware of.

a. Always check the grips on the push handles and make sure they are secure. Loose hand grips can cause loss of control of the chair.

b. ALWAYS treat the wheelchair as if the brakes didn’t function at all.

c. When wheelchair passengers are attempting to stand, sit, or transfer, be sure the wheelchair is prevented from moving or tipping by some means in addition to the brakes.

d. Never lift a wheelchair by its wheels. Lifting the chair by the wheels will cause it to spin and eject the occupant or damage the chair itself.

e. ALWAYS secure a wheelchair if there is a passenger in it. Also, if an empty wheelchair is stowed, make sure it also is secured so that it cannot move around, especially in an emergency braking situation or defensive maneuver.

f. When possible, use separate belts to restrain the wheelchair and the passenger. When the same belt is used to secure both, the full weight of the chair could fall against the passenger in an emergency stop or an accident, and cause serious or even fatal injuries to the passenger.

g. Wear shoes with non-slip soles to avoid any chance of slipping or falling and losing control of the wheelchair.

h. Use trained, qualified help when taking wheelchair passengers up or down multiple steps.

i. When going up or down curbs, steps, or ramps, position yourself on the downhill side of the wheelchair to minimize the risk of losing control of the chair.

j. When moving a wheelchair up or down multiple steps, be sure that you or your assistant obtains a grip on the frame of the wheelchair, not on any removable components.

k. Never attempt to lift a wheelchair by the foot rests when going up or down multiple steps. It takes only a minimal amount of lifting force to pull them off the chair.

l. Before moving a wheelchair up or down a vehicle ramp, be sure the ramp is securely attached to the vehicle.

*Information for paratransit operators
1. Be sure that there are no trees, poles, or other obstacles on the street or sidewalk.

2. Stop the vehicle about 18–24 inches from the curb. The wheelchair user needs enough sidewalk space to roll on to the lift.

3. Always ask the person if he/she has used the lift before.

4. Tell the person to hold on and lock their brakes after the user rolls onto the lift.

5. Tell a user that is standing (using crutches or walker, etc.) to hold on and duck his/her head to clear the doorway.

After the wheelchair user is safely inside the coach, he/she must either:
   a) Roll to the securement position, raise the jump seat, roll the inside wheel of the chair into the wheel clamp and/or put on the safety belt. The driver must assist with this process.
   b) Transfer to a regular seat and fold his/her wheelchair. Many disabled persons can do this safely and without assistance.
A driver of paratransit vans needs to become familiar with the basic techniques of safely negotiating steps and curbs with a wheelchair user. The passenger's well-being as well as safety is very important.

Always talk to your passengers and tell them what you are going to do before you do it—whether it is touching the handles, tipping the chair or bringing them up or down stairs, etc.

**Note:** These procedures pertain in part to regions in the U.S. where either because of terrain or architectural barriers, drivers are asked to perform these services.

**GOING UPSTAIRS**

1. Make sure that the passenger is correctly positioned in the chair.

   **Note:** Correct position means that the passenger's back and buttocks are at the back of the chair. If the passenger is slouched forward, the chair will be much heavier to lift and he or she will not be secure when belted in.

   To help passengers with less muscle control get into correct position:
   a) Stand in back of them.
   b) Put the crooks of your elbow under their armpits and pull the passenger up and back. Be firm but gentle; older passengers and people with bone disease or diabetes can be injured easily.

2. Put a seat belt on the passenger. (This should be applied at waist level.)

3. Move the back wheels of the wheelchair up against the stair.

4. Put your body in the correct position (body at a 45 degree angle, one leg on first step; one leg on second step.)
5. Put your thigh against the back of the chair.

6. Pull up and back at the same time, almost as if you were pulling the chair through the stair.

7. Then, step up.

8. Repeat steps 4, 5 and 6.
   - Do not pull and step at the same time! Even if you are able to do this with light passengers, it is dangerous. If you try this with a heavier passenger, you can lose control!

9. Then step up.
   Repeat until you are up the stairs.

GOING DOWNSTAIRS

Going downstairs is basically the same process. Remember, in both cases, you are using your weight to prevent the wheelchair from rolling out of control!
If you slip and can't hold the chair, or if it is getting away from you, just sit down.

To begin the descent again (after a mishap)

1. Reassure the passenger.

2. Plant one foot on next step.

3. Use the passenger's weight to balance yourself; bring chair up to a standing position.
4. Get back up to a standing position.

5. Go down stairs.
   
   If you can't safely and comfortably get back up to a standing position, slide down the stairs one step at a time on your rear end.
   
   If you are forced to stop while you are going upstairs—unless you are almost at the top—go back down and call for a stair assist.

**TWO-PERSON STAIR ASSIST**

**Who Does What?**

**THE DRIVER ABOVE**

If you are the driver positioned *above* the passenger, your task is the same as if you were doing it alone, except that the driver below will act as the guide and brake. The person above always initiates the action after making sure the person below is ready.

**THE DRIVER BELOW**

If you are the driver situated *below* the passenger, you are the guide and brake. Your responsibility is to keep the chair from going further—to stop the pull of gravity on the chair. The person below keeps the chair up against the step while the person above does the lifting.

**WARNING:** The person below does not initiate movement, but follows the lead of the person above.

**Going upstairs with a stair assist**

1. Make sure that the passenger is correctly positioned in the chair.

   **NOTE:** Correct position means that the passenger's back and buttocks are at the back of the chair. If the passenger is slouched forward, the chair will be much heavier to lift and he or she will not be secure when belted in.

   To help passengers with less muscle control get into correct position:
   a. Stand in back of them.
b. Put the crooks of your elbow under their armpits and pull them up and back. Be firm but gentle; older passengers and people with bone disease or diabetes can be injured easily.

2. Put a seat belt on the passenger. (This should be applied at waist level.)

3. Move the back wheels of the wheelchair up against the curb or stair.

4. If you are the driver above, begin with your body in correct position (body at a 45 degree angle, one leg on first step; one leg on second step).

5. If you are the driver below, start when the arms of the wheelchair are about at the level of the middle of your chest (so you don’t bend down). Don’t tilt the chair back!

The driver below must use correct body/foot position (body at a 45 degree angle, one leg on first step; one leg on second step).

6. The person above puts a thigh against the back of the chair.

7. The person below pushes all his or her weight against the step as if he/she were trying to push the wheel through the stair. At the same time, the person above pulls up and back.

8. Then you both step up.

9. Reposition—then repeat 5, 6, 7 and 8.

NEVER pull and step at the same time! Even if you are able to do this with a light passenger, it is a bad habit—even when you have someone to assist you. If you try this with a heavier passenger, you can lose control!

**Going downstairs with a stair assist**

Use the same procedure to go downstairs.
Curves or landings

If there is a curve in the stairway itself or a narrow curve in the landing, and you are unable to turn the chair to get down the staircase, you will need to pick the chair up and reposition it toward the stairs. The basic stair movement or stair assist won’t work.

Sometimes, you may not be able to move the wheelchair up or down the stairs with the passenger in it. Let the passenger know this and ask the passenger if you can carry him or her down the stairs and then carry the chair separately.

With a curved staircase, when there is no landing, the inner portion of the step may be so narrow that you can’t place the wheels on it.

You will actually have to hold up the side of the chair towards the inside of the curve and carry it while you move the other side (where the tread is wide enough to rest the wheels) down the stairs. You will need to do this until the entire stair tread becomes wide enough to rest all wheels securely on the tread.
THINGS TO REMEMBER

- Make sure plastic handgrips on wheelchair handles are secure; that they don’t twist sideways or back and forth. Hook your fingers around the actual metal handle itself as you hold onto the rubber/plastic grips.

- Always make sure that the passenger’s feet are securely placed on the footplates and will not slip off. Also be certain that their arms, hands and fingers will not be injured, or become entangled with the wheel spokes.

- Never lift a wheelchair by its wheels. Lifting the chair by the wheels will cause it to spin and eject the occupant or damage the chair itself.

- Always secure a wheelchair if there is a passenger in it. Also, if you stow an empty wheelchair, make sure it is also secured so that it cannot move around, especially in an emergency braking situation or defensive maneuver.

- Use separate belts, when possible, to restrain the wheelchair and the passenger. When you use the same belt to secure both, the full weight of the chair could fall against the passenger in an emergency stop or an accident, and cause serious or even fatal injuries to the passenger.

- Wear shoes with non-slip soles to avoid any chance of slipping or falling and losing control of the wheelchair.

- Remove the batteries and battery tray of power drive wheel chairs before going up or down stairs. This will avoid the possibility of spilling battery fluids, as serious acid burns will result.

- Always tell your passengers what you are going to do before you do it—whether it is tipping the chair, bringing them up or downstairs, etc.

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This handout has been adapted from training materials developed by MV Transportation, San Francisco.
Ten Tips for Fixed Route Transit Drivers to Assist Blind and Low Vision Passengers

1. Before blind passengers board, tell them the route number and destination of the bus, and ask them their stop.

2. If the blind passenger isn't riding on a pass and has paid a fare, place a transfer in the person's hand instead of just holding it out to him or her.

3. When assisting blind persons to a seat, remember that the seat next to the front door is preferable to the one behind you. It will be easier for you to remember them and call out their stop if they are more visible.

4. Call out all major cross streets, so the passengers can anticipate how close they are to their stop.

5. REMEMBER TO CALL OUT THE PASSENGER'S REQUESTED STOP. It is very disorienting to be let off at an unfamiliar stop.

6. Be sure to inform a relief driver of the blind passenger and tell him or her what stop has been requested.

7. Try to let blind passengers out where there are no obstructions such as telephone or utility poles, or newspaper stands. If this isn't possible, let them know what and where the obstacles are.

8. Let passengers know whether you are stopping at the curb or in the street, and, if you must stop in the street, let them know the distance from the curb.

9. Tell passengers exiting what street you are traveling on and whether the stop is nearside or farside. If you are unable to let passengers off exactly at the regular stop, be sure to inform them exactly where you are letting them off.

10. Be very specific when giving instructions. Say "turn right," "turn left," or "turn toward the front/back of the coach" rather than "over there" or "that way."

The above guidelines are adapted from Bulletin Number 91-012 for Operating Personnel of the Municipal Railway of San Francisco.
While some deaf and hearing impaired passengers use hearing aids, it is important to remember that hearing aids amplify all noises, not just voices. Most deaf or hearing impaired passengers communicate by lip reading with an oral response, or by use of hand signs and finger spelling.

1. When communicating with deaf passengers that read lips:
   a) Look directly at them so they can see your lips.
   b) Talk normally and don’t exaggerate your speech or lip movements. Accents do not usually affect lip reading.
   c) Speak with moderate speed without rushing your words. Be prepared to repeat yourself. Even expert lip readers will only understand about 75% of what you say the first time.
   d) If the lip reader has trouble reading your lips, try getting another person to talk to them.

2. When communicating with passengers using hand signals and finger spelling:
   a) Remember that it takes practice to become skillful in using hand signals and finger spelling.
   b) Use a pad and pencil when necessary.
   c) Keep your communication as clear and simple as possible.
   d) Remember that not all deaf persons can speak well. If they have been deaf from birth, they will usually speak in a flat and nasal tone.
   e) Never shout at a totally deaf person. They can’t hear you!
There are many different reasons for partial or total loss of the ability to speak, including cancer and stroke. When possible, keep a pad and pencil available. Some techniques for communicating with a person with impaired speech are:

1. Do not lead the person to believe that you understood what they said if, in reality, you did not.

2. If you think you understood what they said, repeat it, so that they can either confirm or deny that you understood.

3. Persons with speech impairment are used to not being understood, so don't hesitate to ask them to repeat what you didn't understand. They will appreciate your willingness to try.

4. Be patient. Almost any type of speech impairment will become aggravated if the person feels frustrated or uncomfortable.
Handout 8
Assisting Passengers Who Are Developmentally Disabled

Only about one-tenth of one percent of all developmentally disabled persons are unable to provide for their basic needs. When dealing with persons who have lost some part of their mental functioning, keep the following in mind:

1. They may have a reduced ability to understand instructions.
2. The normal rules and routines of riding in the system are difficult for them to learn and remember.
3. They frequently suffer from a lack of orientation and may not know the time or where they are.
4. They may have problems controlling their emotions and easily become excited or agitated.

When communicating with the developmentally disabled or mentally impaired, remember:

1. Be patient. It demonstrates PROFESSIONALISM.
2. Repeat instructions frequently.
3. Be firm, even if they insist on doing something that will endanger you, them, or the other passengers.
WHAT IS EPILEPSY?
Epilepsy describes certain changes in a person's behavior that are brought about by an abnormal discharge of electrical energy in the brain. This activity is called a seizure. Seizures may last a few seconds or a few minutes. There are many different types of seizures.

WHO GETS IT?
Epilepsy has no age barrier. Infants, children, teens or adults may experience seizures.

WHAT CAUSES IT?
In some cases, seizures may be caused by a head injury or a severe infection. It is not known how much of a part heredity plays in the development of epilepsy. In many cases, there is no known cause.

WHAT DOES A SEIZURE LOOK LIKE?
Any of the following may occur during a seizure:
- Convulsion
- Unusual movement of the body
- Change in awareness
- Short attention lapses that may be mistaken for daydreaming
- Sudden falls for no apparent reason
- Lack of response which may last only a few moments
- Somewhat dazed behavior
- Memory lapses
- Unusual sleepiness or irritability when awakened
- Head nodding
- Rapid eye movement
- Sudden jack-knife movements
- Sudden stomach pains followed by sleepiness
- Repeated movements that look unnatural or out of place
- Blank stare followed by chewing, picking at clothes, mumbling, or random movements
- Sudden fear, anger, or pain for no reason
- Jerking of arm, leg or body muscles, especially in the early morning
- Unusual changes in sensory perception — the way things look, sound, smell, taste or feel
- Dazed behavior
- Inability to talk or communicate for a brief period of time
- Appearance of being drunk, drugged or even psychotic
HOW CAN I HELP A PERSON WHO IS HAVING A CONVULSIVE SEIZURE?

- Help the person to lie down and put something soft and flat under the head. This may be difficult if the body is stiffened.
- Remove the person’s eyeglasses and loosen any tight clothing.
- Clear the area of hard or sharp objects.
- Do not force anything into the person’s mouth. It is physically impossible for a person to swallow his or her tongue.
- Remove any food from the person’s mouth.
- Do not try to restrain the person. You can not stop a seizure!

HOW DO I HELP THE PERSON AFTER A SEIZURE?

- Turn the person on his or her side to allow saliva to drain from the mouth.
- Be aware that the person may awaken confused and disoriented.
- Arrange for someone to stay close by until the person is fully awake.
- Use a gentle and calming voice to reassure the person and tell them what has happened. It can be helpful to ascertain their name, and tell them their name, where they are, and who you are.
- Do not offer the person food or drink until you are sure they are fully awake.
- It is not recommended that the person take more medication. The person should already be taking medicine as prescribed, and an additional dose may cause toxicity or overdosing.

CAN ANYTHING BE DONE FOR EPILEPSY?

Taking medication prescribed by a physician can decrease the chances of seizure activity, although 15% to 20% of people with epilepsy do not become completely seizure free even with medication. Some people with epilepsy may benefit from surgery.

Through research comes knowledge, through knowledge comes treatment, and through treatment comes freedom and a mechanism for coping, for us and for you!

"Questions and Answers About Epilepsy" has been adapted from a paper on epilepsy by Dee Ann Hendrix, participant in a Project ACTION demonstration program in San Francisco, 1991.
This is a suggested format for an eight-hour sensitivity training workshop for bus drivers. It is intended only as a guide. Every training, whenever possible, should include people with disabilities as trainers, speakers or panelists.

Saturday, April __, 199__  
8:00 a.m.–5:00 p.m.

8:00–8:30 COFFEE AND REGISTRATION  
Pamphlets and other materials are available for pickup at the registration table.

8:30–9:00 GETTING STARTED—INTRODUCTION  
Instructor introduces training and provides schedule for the day.  
Trainees introduce themselves.

9:00–9:45 IT'S THE LAW—AN INTRODUCTION TO THE AMERICANS WITH DISABILITIES ACT  
• Introduction to context and history of the ADA.  
• Film: *ADA—Providing Public Transportation for Everyone*  
• Discussion; trainees’ questions.

9:45–10:00 BREAK

10:00–11:00 HOW IT WORKS—LOCAL TRANSIT POLICY ON PASSENGERS WITH DISABILITIES  
• Guest speaker from the local transit company discusses company policy and plans to implement further accessibility mandated by the ADA.  
• Question and answer period; discussion by trainees.

11:00–12:00 GETTING TO KNOW THE PASSENGER—ATTITUDES TOWARD PEOPLE WITH DISABILITIES AND PUBLIC TRANSIT  
• Introduce discussion of attitudes about people with disabilities.  
• Film: *Nobody's Burning Wheelchairs*.  
• Group discussion of trainees’ reaction to the film. Trainees discuss their personal experiences with people with disabilities.

12:00–1:00 LUNCH
UNIT FIVE
SAMPLE EIGHT-HOUR WORKSHOP FOR BUS DRIVERS

1:00–4:30 SENSITIVITY TRAINING
Choose one of the following activities (see following pages):
A. "Real-life" role-playing exercises.
B. Role-playing situations for bus drivers.
   (NOTE: Allow one and one-half hours for the exercises and one hour for trainees to discuss their experiences.)
C. Panel discussion with guest panelists representing a range of disabilities, discussing their experiences with public transit.
   Panel discussion should include a question-and-answer period.

4:30–5:00 PUTTING IT ALL TOGETHER—SUMMARY AND EVALUATION*

* A requirement for trainees in most training situations is an evaluation of what they have learned from the sessions.
SENSITIVITY TRAINING ACTIVITIES
“Real-Life” Role-Playing Activities

These and similar “real-life” activities have been used in sensitivity trainings for bus drivers and paratransit drivers for the purpose of increasing empathy for people with disabilities and developing sensitivity to their needs.

Materials Needed:
Wheelchairs, walkers, blindfolds or padded goggles, white canes. Instructor should have transit passes or exact change fares available for trainees to use. If training is being done for transit drivers, they will need to be out of uniform and in “civilian clothes” for these activities.

Procedures:
Trainees may do these exercises with partners, one person playing the role of “escort.” Each member of a pair should have a chance to play the part of a person with a disability.
Trainees should note carefully the verbal and non-verbal responses from the public as they perform these activities.
Instructions for activities may be typed on index cards and passed out to trainees.

1. Using a wheelchair, go to the restroom, transfer to the commode and back to the wheelchair, using arms only.
2. Using a wheelchair, take the bus to the nearest hospital and return.
3. Take a public bus or rapid transit to the transit district office and obtain a pass application.
4. Wearing the blindfold or padded goggles and using a tapping cane, walk around the block, cross a busy street, and return. Partners should switch roles for the return trip.
5. Using a walker, get on a city bus. Obtain a transfer. Travel eight or seven blocks in one direction, transfer to another bus and travel another eight or seven blocks, and return.
6. Without speaking at all, approach a stranger at a bus stop and give him or her a note requesting instructions on what bus to take and/or transfer to get to City Hall.

These exercises are adapted from the work of Arlene Chew-Wong, Master Sensitivity Trainer, San Francisco.
SENSITIVITY TRAINING ACTIVITIES

Role-Playing Situations for Bus Drivers

Divide into small groups and discuss the situations below. One person in each group should agree to play the driver, one person to play the rider with a disability, and one or more persons to play the other passengers. Each group should present their situation to the class.

1. A wheelchair user is using public transportation for the first time unaccompanied. The bus is equipped with a lift, but the wheelchair user is afraid. He has heard a story recently (possibly a rumor) that a woman in a wheelchair fell from a bus lift and was injured.

2. A person wearing dark glasses and carrying a white cane boards the bus. She doesn’t ask the driver any questions, but sits in the seat behind him. After the bus has travelled several blocks, she asks to be let off at a particular street. The street she names is not on this route.

3. The bus is crowded. Every seat is taken, and people standing in the aisle are crushed together. A woman who does not appear to have any disability stands in front of a man reading a newspaper. “Excuse me,” she says to him. “I need to sit down. I have epilepsy, and I would feel better if I sat down.” The man does not look up from his newspaper.

4. The bus is fairly crowded. A large man boards the bus. He begins speaking in a loud voice, and from his ramblings, one could conclude that he is mentally ill. One of the other passengers speaks up. “Hey, keep quiet,” he says.

5. It is the morning rush hour on a rainy day and the bus is behind schedule. A wheelchair user has been waiting at a stop which is only partially sheltered from the rain. She has been waiting for a long time. She is also going to work. The bus is equipped with a lift, and she is experienced at using lifts. The driver has used one in training, but not in a real-life situation.

6. It is mid-afternoon, and the bus is crowded with teenagers going home from a local high school. An elderly man boards the bus. He asks the driver which stop he should get off at for Mercy Hospital, and how to get there from the stop. The driver attempts to explain, but the passenger is very hard of hearing. He asks the driver to repeat the directions, over and over.

7. The bus approaches a stop that has been requested by a passenger who is blind. This passenger rides the bus regularly, and regularly gets off at this stop. Today, however, there is some construction going on nearby and the sidewalk is obstructed.
SUPPLEMENTARY TRAINING MATERIALS

A Sample Eight-Hour Workshop for Paratransit Drivers

This is a suggested format for an eight-hour sensitivity training for paratransit drivers. It is intended only as a guide. Every training, whenever possible, should include people with disabilities as trainers, speakers or panelists.

Saturday, April _, 199_
8:00 a.m.—5:00 p.m.

8:00–8:30 COFFEE AND REGISTRATION
Pamphlets and other materials are available for pickup at the registration table.

8:30–9:00 GETTING STARTED—INTRODUCTION
Instructor introduces training and provides schedule for the day. Trainees introduce themselves.

9:00–9:45 IT’S THE LAW—AN INTRODUCTION TO THE AMERICANS WITH DISABILITIES ACT
• Introduction to context and history of the ADA.
• Film: ADA—Providing Public Transportation to Everyone.
• Discussion of how this law relates to paratransit service.
• Trainees’ questions.

9:45–10:00 BREAK

10:00–10:30 LOCAL POLICIES FOR PARATRANSPORT PROVIDERS
• Guest speaker from the local agency that coordinates paratransit services, or from a paratransit provider, should discuss eligibility and procedures regarding paratransit services in the local area.
• Question and answer period; discussion by trainees.

10:30–11:00 COMMUNICATING WITH THE PASSENGER
(Verbal and Non-verbal)
Language barriers and language use, common problems—a working approach.
11:00–12:00  GETTING TO KNOW THE PASSENGER—ATTITUDES TOWARD PEOPLE WITH DISABILITIES
  • Introduce discussion of attitudes about people with disabilities.
  • Film: Nobody’s Burning Wheelchairs.
  • Group discussion of trainees’ reaction to the film.
  • Trainees discuss their own personal experiences with people with disabilities whom they know and/or who are their passengers.

12:00–1:00  LUNCH

1:00–4:30  AFTERNOON SESSIONS
  A. Transferring, transporting and seating passengers (a hands-on session). This session should include information on safe lifting techniques for the van drivers.
  B. Role-playing situations for paratransit drivers (see following page). NOTE: Allow time for the exercises and for trainees to discuss their experiences.
  C. Panel discussion with guest panelists representing a range of disabilities, discussing their experiences with public transit. Panel discussion should include a question-and-answer period.

4:30–5:00  PUTTING IT ALL TOGETHER—SUMMARY AND EVALUATION*

*A requirement for trainees in most training situations is an evaluation of what they have learned from the sessions.
Divide trainees into small groups and give each group an index card on which one of the following situations has been typed. One trainee in each group should play the part of the person with a disability, one the part of the driver, and others the parts of other passengers. If time permits, trainees should switch roles within each group, so that each trainee has an opportunity to play more than one role in the same situation. Groups then present or perform skits based on the situation to the whole group.

1. A van driver makes a scheduled stop to pick up a passenger who is a wheelchair user. The passenger is not ready. His regular caretaker is not there, and he asks the driver to help him dress.

2. A van driver picks up a blind passenger to take her to a medical appointment. On the way home, she asks the driver to stop for a few minutes at a pharmacy so that she can pick up a prescription.

3. A mentally ill teenager who is a van passenger becomes agitated and demands to be let out of the van so that he can talk to a friend he sees passing.

4. The van is making a trip to a “feeder” bus stop in a metropolitan area. One of the passengers on the van is a very elderly and frail man who uses a wheelchair. It is raining very hard and the bus stop has no shelter.

5. There are three passengers in the van. One is deaf and two are wheelchair users. The passengers are being returned to the day care center from which they were picked up early in the morning. It is now mid-afternoon on the first warm day of the year. The passengers ask the driver if they can stop in the park for a short time before returning to the day care center. The deaf passenger cannot speak clearly, but he seems to be in agreement.

6. The van driver is behind schedule. A wheelchair user becomes frightened when approaching the lift and does not want to go up in it.

7. When the driver arrives to pick up a scheduled passenger, a 90-year-old blind woman, there is another elderly, but sighted, woman there with her. The blind woman asks if her friend can accompany her.

8. The van is going to a major light rail station with a full load of passengers who have different disabilities. The light rail station is accessible. The van is scheduled to go to another location to pick up other passengers as soon as these passengers have disembarked at the light rail station. But when the van arrives, people are exiting the station. They say there has been a breakdown on the tracks, and no trains are expected to run for at least two hours.
MODULE TWO

The Education of Trainers for Travel Training Persons with Disabilities

TRANSFER
A Training Manual to Support Accessible Transit Systems for Persons with Disabilities

Developed by Cerenio Management Group
San Francisco
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## MODULE TWO
*The Education of Trainers for Travel Training*
*Persons with Disabilities*

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Introduction to Module Two

This module, The Education of Trainers for Travel Training Persons with Disabilities, focuses on a training program that provides instruction for people who plan to become travel trainers for persons who are disabled and/or train others to become travel trainers. (In some locales, travel training is referred to as mobility or consumer training.)

Module Two can be used as an independent unit or in conjunction with materials found in Module One. Throughout this module, there are suggestions on how lessons and training handouts from Module One can be used to support and/or expand upon the content of the materials in this module.

The time estimated to present the three lessons in Module Two is 15 to 20 hours. Each training situation will be unique in that the background and needs of individual trainees and the requirements of sponsoring agencies will differ.
UNIT ONE

Introduction to the Role of the Travel Trainer

Lesson 1-A

WE CAN ALL RIDE
—AN OVERVIEW OF TRAVEL TRAINING

Trainer’s Background

The first goal of this session is to provide an overview of the travel training program. Travel trainers should understand that the lack of accessible transportation is considered the single greatest barrier to equal opportunity in employment, recreation and community life for persons with disabilities. Persons with disabilities, like all Americans have a right to use public transit to facilitate their full participation in community life—not just for transportation to medical appointments, but for transportation to employment, school, and social, cultural and recreational events as well.

While the ADA mandates accessible transit in all cities and localities in the United States, not all persons with disabilities may have the information, skills and confidence they need in order to become users of public transit. While legislation like the ADA can mandate the removal of physical barriers to the use of public transit by persons with disabilities, there are other obstacles that must be overcome—attitudinal obstacles.

In this travel training program, trainees will gain an understanding of some of the factors that may prevent persons with disabilities from using accessible public transit. They will also learn to develop strategies for dealing with these factors. Trainees who successfully complete this program will be able to travel train and to train other travel trainers—people who will work directly with people with disabilities to teach them how to use public transit safely, comfortably, efficiently, and successfully.
Achieving the Goal

This first session will introduce the training program by explaining the critical importance of travel trainers, sometimes called mobility trainers, in achieving the goal of equal opportunity and accessibility for persons with disabilities. The enactment of the ADA provides the legal framework for equal access to transportation for all Americans. Knowledge about the relevant provisions of the ADA will enable both travel trainers and their clients to be more confident and informed in asserting their rights to accessible transportation. In addition, an understanding of psychological and social attitudes about the use of public transit by people with disabilities will enable future travel trainers to be effective assistants, educators, and advocates for their clients.

The second purpose of this session is to introduce trainees to each other and to the instructor, to furnish trainees with an outline of the training program and a schedule, and to clarify expectations for the successful completion of the program. Trainees should be informed that lectures by the instructor will be supplemented by presentations of guest speakers and panels, audio-visual materials, and small group discussions and “brainstorming” by the trainees themselves. As much as possible, class sessions and homework assignments should include real-world, hands-on activities and actual demonstrations.

Skills of effective communication, sensitivity, and assertiveness should be

“One of the best sources of information on how best to train personnel to interact appropriately with individuals with disabilities is the disability community itself. Consequently, the Department [of Transportation] urges entities to consult with disability organizations concerning how to train their personnel. Involving these groups in the process of establishing training programs, in addition to providing useful information, should help to establish or improve working relationships among transit providers and disability groups that, necessarily, will be of long duration. We note that several transit providers use persons with disabilities to provide the actual training. Others have reported that role playing is an effective method to instill an appreciation of the particular perspective of one traveling with a disability.”
modelled by the trainer throughout all of the program sessions. The trainees—who will become travel trainers themselves—will eventually need to model these skills for their clients as well.

**Instructional Objectives**

Trainees will be able to:

- Discuss the importance of accessible transit for people with disabilities.
- Describe the basic provisions of the ADA relating to transportation.
- Understand the training schedule, course content, and expectations of trainers.
- Identify the obstacles that can prevent persons with disabilities from using public transit.

**Advance Preparation**

**Materials Needed**

- Arrange for a panel of guest speakers representing persons with a range of different disabilities. Local Independent Living Centers or private social agencies that deal with persons with disabilities may be a good source for guest speakers. Some transit agencies will also be a source of information for speakers. See Appendix B for a list of national organizations that may also have information about local resources.

- Obtain a copy of the video, *ADA—Providing Public Transportation to Everyone*, and all necessary equipment. Be sure to check out the equipment before the session begins! (The video was produced by the Easter Seal Society. For ordering information, contact the American Public Transit Association (APTA), 1201 New York Avenue, N.W., Washington, DC 20005; (202) 898-4061.

- Copies of the pre-test for Module Two (see Appendix H; also, Appendix J, for the answer key).

- Enrollment forms (including emergency information on each trainee)

- Letter of Understanding, if needed. (Sponsoring agencies will need to generate the appropriate forms.)
- Schedule for classes, including a brief description of the course content to be covered
- Name tags or name tents
- Printed material about sponsoring organization, including list of staff and steering committee, if appropriate
- Butcher paper, marking pens
- Tape recorder and blank tapes to record session

**Vocabulary**

**disability**
A general term used for a functional limitation that interferes with a person's ability, for example, to walk, lift, hear or learn. It may refer to a physical, sensory, or mental condition. Use as descriptive noun or adjective, such as **persons who are mentally and physically disabled** or **man with a disability**. **Impairment** refers to loss or abnormality of an organ or body mechanism, which may result in a disability.

**accessible**
Easy to approach, reach, or enter.

**sensitivity**
The condition or quality of being sensitive, perceptive or responsive.
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<tr>
<td>1. Introduce yourself to the trainees, and, if appropriate, tell them</td>
<td>Write the name of the course and the title of the lesson on the board. Write your name and phone</td>
</tr>
<tr>
<td>something about the group or agency that is sponsoring the training.</td>
<td>number on the board. Write vocabulary words and definitions on the board. Inform trainees that</td>
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<tr>
<td>Describe the overall purpose and goals of this travel training program.</td>
<td>travel training is also referred to as mobility training.</td>
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<td>Briefly describe what it is that travel trainers do.</td>
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<td>2. Explain that the group will be working and learning together over the</td>
<td>Have each trainee introduce himself or herself to the group, giving their name and a brief</td>
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<tr>
<td>next few weeks, and that it is important that trainees get to know each</td>
<td>statement of why they are participating in the program. &quot;Tell us a little more than just your name—</td>
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<td>other.</td>
<td>we'd like to know where you're from, and just a few words about why you're here, why you want to</td>
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<td></td>
<td>participate in this program.&quot; (For additional ideas on how trainees can “get acquainted” see Lesson</td>
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<td>1-A, Module One.)</td>
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<td>3. Pass out the class schedule and any other introductory handouts, and</td>
<td>Ask trainees if they have questions. Remind them that they have a number to contact you if there</td>
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<td>explain the purpose of the course. Explain and discuss the goals of the</td>
<td>is a problem. Explain that they will be re-tested at the end of the training. Provide trainees</td>
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<td>travel trainer training program. Explain your expectations regarding</td>
<td>with reasons for the pre and post-test (e.g., to determine how much is learned from the training).</td>
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<td>attendance, promptness, class participation, and homework. Administer</td>
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<td>the pre-test for Module Two. (See Appendix H for a copy of the pre-test,</td>
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<td>and Appendix J, for an answer key to both pre and post-tests.)</td>
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<tr>
<td>4. Write the vocabulary words on the board. Ask trainees to volunteer</td>
<td>Have trainees discuss their ideas of what these words mean. Write the dictionary definitions on</td>
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<td>definitions for the words, and write these on butcher paper. Discuss.</td>
<td>the board.</td>
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<td>5. Introduce the ADA to the trainees, giving a general overview of the</td>
<td>Discuss the material presented in the video. Ask trainees if they have any questions about the</td>
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<td>legislation with specific attention to the provisions regarding</td>
<td>legislation.</td>
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<td>transportation. Show the video, ADA—Providing Public Transportation to</td>
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<td>Everyone. Additional detailed material on the ADA can be found in Module</td>
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<td>One, Lesson 2-A.</td>
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<td>6. Discuss what legislation like the ADA can and cannot do—that it is necessary, but not sufficient to ensure equal opportunities for people with disabilities. What other changes need to be made?</td>
<td>Explain that the accessibility of transit systems does not ensure that persons with disabilities will make full use of public transportation.</td>
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<td>7. Have trainees “brainstorm” what kinds of things might prevent a person with a disability from using accessible public transportation, and think about how travel trainers can deal with some of these obstacles. Discuss the situation of people who fear the unfamiliar and prefer to stay home. Some persons have had past negative experiences with transit systems.</td>
<td>The following are a few suggestions to guide the discussion: • Lack of information about the transit system. • Fear, e.g., physical fear of falling off lift, fear of getting lost. • Embarrassment; not wanting to be stared at. • Feeling of not wanting to inconvenience others. • Misinformation regarding accessible services for people with disabilities. • Fear of being in an unfamiliar part of the city.</td>
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<td>8. Pair off trainees and have them discuss their ideas on how they might confront the fears and obstacles that have already been identified. Ask them to consider how they as future travel trainers might assist a person to overcome his or her fears and other obstacles. Explain to trainees that in their roles as travel trainers, they should always allow opportunities for those being trained to express their fears (e.g., give support for expressions of fear).</td>
<td>Ask trainees to consider what benefits will be derived by using public transportation (freedom, choices, new challenges, independence, increased confidence). Travel trainers need to know and internalize the E-word—empathy.</td>
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<td>9. Tell the trainees about the panel that will be speaking to the class, and ask for suggested questions. Distribute index cards and have the trainees write out their questions.</td>
<td>Base some of the questions to the panel on the “brainstorm” discussion session held earlier (procedure 7).</td>
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<td>10. Introduce the panel or guest speaker to the trainees.</td>
<td>NOTE: In a small group, it may be appropriate to have the trainees introduce themselves to the panel as well.</td>
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<tr>
<td>11. Conduct a question and answer period after the panel has concluded its presentation.</td>
<td>Encourage trainees to feel comfortable directing questions to the panelists. All sincere questions are legitimate ones.</td>
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<tr>
<td>12. Thank the speakers for their time.</td>
<td>If appropriate, invite the speakers to leave any written or printed material from their respective organizations. The material can be left on a table at the front of the room for the trainees to pick up later.</td>
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</table>
| 13. Explain the diverse roles of travel trainer to the trainees, and ask them to think about what information, skills, and attitudes they will need to be effective in this work. | Tell trainees that travel trainers need to have information in two broad areas:  
• Information about the transit system or systems.  
• Information about disabilities.  
Ask trainees to consider and begin to identify and list skills and attitudes that also will help travel trainers be effective. Inform them that these skills and attitudes will be presented in the following sessions. |
| 14. Review the material presented so far in the session, and ask if trainees have any questions. Summarize with trainees the importance of their work ahead as travel trainers. Emphasize again that the single greatest barrier to equal opportunities for persons with disabilities (employment, recreation, community life) has been the lack of accessible transportation. | Remind trainees that they can ask questions at any time during the sessions. Remind them of the times you are available if they have questions outside of class time, and let them know how they can reach you. |
| 15. Discuss the homework assignment.                                       | **HOMEWORK ASSIGNMENT:**  
Trainees should find out about accessible transit in their own locality and bring this information to the next session. Trainees should be encouraged to bring in schedules for accessible buses and diagrams of accessible features of stations. |
Extension Activities

Interview a person who has a disability and is a user of public transportation. Write a brief essay based on the interview and make a five-minute oral presentation to the class. The interview could include the following questions:

- Would you describe an experience you have had using public transportation?
- Have you ever had to miss an event or activity because accessible transportation was not available?
- How did you feel the first time you used public transportation?
- Did you ever receive any formal or informal travel training?
- What do you think are some of the most important things travel trainers should know?
UNIT TWO

Developing the Travel Training Sessions

Lesson 2-A

FIRST STEPS—
WHAT TRAVEL TRAINERS NEED TO KNOW

Trainer's Background

A beginning step for all travel trainers is to obtain information. Travel trainers will need first of all to be extremely knowledgeable about the transit systems in their own locality. They need complete information about transit policies, accessible routes and stations, schedules, fares, discount rates, bus passes, transfer points, and phone numbers for route information and complaint divisions. In addition, travel trainers should know the procedures and policies of the local paratransit system, for those people who are unable to use fixed route transit. Trainees should become familiar with the eligibility criteria for paratransit services in their city or region. In some locations, travel training might also be provided to persons who use feeder paratransit service to reach fixed route buses. Therefore, trainees will need to be familiar with both paratransit and fixed route services.

In this session, trainees will discuss what information they need to have and how to obtain it. In addition to information about the transit system, travel trainers also need to know about various disabilities. Prior to actual travel trainings, they also need to have varied and numerous personal contacts with persons with disabilities. This session should also include discussions to help trainees, if necessary, to overcome their own sense of embarrassment or uneasiness when dealing with people with disabilities.

The importance of using current, positive terminology will be discussed, and trainees will receive a handout, "The Right Word." To assist trainees in developing sensitivity to disability-related issues, the class may also view a video produced in
1992 by the National Easter Seal Society, Nobody's Burning Wheelchairs, and/or participate in a role-playing exercise.

**Instructional Objectives**

Trainees will be able to:

- ✓ Find information on accessible transit in their locality.
- ✓ Identify needs of transit users with different disabilities.
- ✓ Identify and describe attitudinal barriers such as stereotyping and paternalism.
- ✓ Develop training techniques to assist people with disabilities to make the fullest possible use of public transit.

**Advance Preparation**

**Materials Needed**

- Collect and bring in a selection of resource materials from transit authorities and companies describing their general facilities, services and any special procedures for passengers with disabilities. Make a display of these for the trainees to peruse before and after the class session and during breaks.

- Obtain the video, Nobody's Burning Wheelchairs, and all necessary equipment. (Be sure to check out the equipment before the session begins!) This 15-minute video was produced by the National Easter Seal Society. The video describes the impact of the ADA, using humor and interviews with people affected by the new law. For ordering information, contact the American Public Transit Association (APTA), 1201 New York Avenue, N.W., Suite 400, Washington, DC 20005; (202) 898-4061.


- Duplicate appropriate handouts from Unit 5, Module 1. Select from the following:

  1. Passengers with a Loss of Mobility—An Overview
  2. Assisting Passengers Who Are Wheelchair Users
  3. Guidelines for Wheelchair Lift Procedures
  4. Going Up and Down Steps with Wheelchairs
5. Ten Tips for Transit Drivers to Assist Blind and Low Vision Passengers
6. Assisting Passengers Who Are Deaf and Hearing Impaired
7. Assisting Passengers Who Are Speech Impaired
8. Assisting Passengers Who Are Developmentally Disabled
9. Questions and Answers About Epilepsy

- For role-playing exercise, prepare 3 x 5 index cards: write a disability on each (e.g. “blind,” “cerebral palsy,” “paraplegia,” “developmentally disabled,”) and a container from which to draw cards.

- Butcher paper, marking pens

- Tape recorder and blank tapes to record session.

Vocabulary

communication
The imparting or interchange of thoughts, opinions, or information by speech, writing, or signs.

paratransit
Public or group transportation, as by car, van, or minibus, organized to relieve congestion of mass transportation, or to serve the needs of passengers unable to use regular public transit.

stereotype
A simplified and standardized conception or image invested with special meaning and held in common by members of a group; to characterize or regard as a stereotype.
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<tr>
<td><strong>1.</strong> Write the title of the lesson and the schedule for the day on the</td>
<td>Leave the definitions off, if you wish. Ask the trainees to volunteer definitions and write these on butcher paper. Discuss. They write the correct definitions on the board and explain that these words will be important in the day's program.</td>
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<td>board. Write the vocabulary words and their definitions on the board.</td>
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<tr>
<td><strong>2.</strong> Ask trainees if they have any comments or questions on the previous</td>
<td>Encourage trainees to raise questions at any point in the training program about any subject they feel that needs attention. Remind trainees that you are also available to answer their questions or address their concerns after class.</td>
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<td>session.</td>
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<td><strong>3.</strong> Reinforce with trainees the importance of knowing how to obtain</td>
<td>Each trainee should be able to answer the following range of questions about their local and/or regional transit system:</td>
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<tr>
<td>accurate and up-to-date information about accessible transit in their</td>
<td>• What routes are currently accessible?</td>
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<td>locality. Ask them to discuss their results from the previous session's</td>
<td>• What kind of lifts do they have?</td>
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<tr>
<td>homework assignment, and share the information they have obtained.</td>
<td>• Which stations (light rail, underground rail, etc.) are accessible?</td>
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<td>(NOTE: Trainees were asked at previous session to research information</td>
<td>• Is accessible service presently available in the evenings and on weekends?</td>
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<td>about accessible transit in their communities.) Discuss some of the</td>
<td>What is the schedule for expanding service?</td>
</tr>
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<td>materials they have obtained.</td>
<td>• What is the schedule for new accessible routes to be added?</td>
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<tr>
<td>Suggest that each trainee keep a folder or notebook with the information</td>
<td>• What special materials do local transit companies have available for people with disabilities?</td>
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<tr>
<td>they have obtained, including the names and phone numbers of contact</td>
<td>• Is there a special office or division of the local transit company to address the concerns of consumers with disabilities, or the elderly?</td>
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<td>people within the transit agencies.</td>
<td>• What kinds of communications services does the company provide to passengers with sensory disabilities (e.g. Braille signs, TDD's)?</td>
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<td></td>
<td>• How comprehensive are paratransit services?</td>
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<td></td>
<td>• How are bus passes obtained?</td>
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<td></td>
<td>• Are schedules, signs and materials written in languages other than English?</td>
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<td>Procedures</td>
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<tr>
<td>4. Explain to the trainees that in addition to knowing how to obtain and use information from transit providers, travel trainers also need to know their passengers. Discuss with trainees that in their future role as travel trainers, they should not make assumptions about what their passengers are or are not capable of. The best approach is to always ask what specific assistance a person needs.</td>
<td>Ask trainees to begin to consider the special needs of persons whom they will travel train in the future (e.g., wheelchair users, people with visual and hearing impairments, people with hidden disabilities, and others).</td>
</tr>
<tr>
<td>5. Introduce and show the video, <em>Nobody's Burning Wheelchairs.</em></td>
<td>Explain that this is an 18-minute video produced by the Easter Seal Society that addresses issues of persons with disabilities.</td>
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<tr>
<td>6. Ask trainees to discuss their responses to the video.</td>
<td>Ask: What, if any, message did this video provide to you?</td>
</tr>
<tr>
<td>7. Discuss the vocabulary words, “stereotype” and “paternalism.”</td>
<td>Ask: What is wrong with positive stereotypes? Are people with disabilities “just like everybody else”? Why and why not?</td>
</tr>
<tr>
<td>8. Pass out Handout 2A-i, “The Right Word.” Using the introductory paragraph at the top of the handout as a guide, discuss the importance of language and terminology for effective communication. Clarify that language is not always static; that is, some words that were once acceptable are now less acceptable or not appropriate (e.g., handicap for disability).</td>
<td>Trainees may discuss how they have been personally affected by the use of careless or derogatory language referring to their sex, age, race or ethnic group, or other characteristic.</td>
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<td>9. Ask trainees to remember a time when they had an encounter with a person with a disability. How did they feel? Ask trainees to brainstorm ideas on how to overcome their own uneasiness, how to identify the traveller’s needs, when and how to offer help, etc.</td>
<td>Write trainees’ suggestions on butcher paper or the board. Use material from Lesson 3-B (Module One), <em>Attitudes toward People with Disabilities</em>, to expand this on this section of the lesson.</td>
</tr>
<tr>
<td>10. Initiate a role-playing situation, if appropriate to the particular group of trainees. Have trainees pair off. One person in each pair will play a person with a disability and the other will play a person who is assisting him/her to use public transit for the first time. The partner who is playing a person with a disability draws a card from the box at the front of the room (refer to the “Advance Preparation—Materials” section in this lesson.</td>
<td>Ask the trainees what they learned from the exercise. What questions did it bring up? Allow time for trainees to switch roles, so that everyone in the group has a chance to role-play both parts. Then bring the group together again for a discussion.</td>
</tr>
<tr>
<td>11. Inform trainees that the next session will include instruction on how to develop the basic outline of an actual travel training session. Ask trainees to think about what they will need to know about their potential clients in order to travel train them.</td>
<td><strong>HOMEWORK ASSIGNMENT:</strong> Trainees should make a list of questions they would need to ask a person if they were travel training that person for the first time.</td>
</tr>
</tbody>
</table>

**Extension Activities**

Have trainees role play a short scenario on how they would convince a person with a disability who is reluctant to use public transit to be more comfortable and open to the idea, and to attend a one-hour meeting on accessible transportation (to be held wherever the person suggests).
Words and names are important—they affect the way individuals think about people and conditions. The words people use affect the self-image and self-esteem of others. Some of the words and terms used that have been used in the past to refer to disabilities and people with disabilities reflect negative images, fears and stereotypes that people may not always be aware of. When current terminology is used, people demonstrate that they are aware of current perceptions. In communicating about disabilities, it’s important to emphasize the person, not the disability, and to use words that accurately portray an individual person or situation, rather than a stereotype.

<table>
<thead>
<tr>
<th>DON'T SAY ...</th>
<th>INSTEAD, SAY ...</th>
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</thead>
<tbody>
<tr>
<td>cripple</td>
<td>person with impaired mobility</td>
</tr>
<tr>
<td>confined to a wheelchair; wheelchair-bound</td>
<td>wheelchair user</td>
</tr>
<tr>
<td>normal</td>
<td>non-disabled</td>
</tr>
<tr>
<td>handicapped students</td>
<td>students with disabilities</td>
</tr>
<tr>
<td>victim; afflicted; stricken</td>
<td>individual with [name of condition, e.g. cerebral palsy]</td>
</tr>
<tr>
<td>deaf and dumb</td>
<td>hearing and speech impaired</td>
</tr>
<tr>
<td>mental defective</td>
<td>developmentally disabled; mentally retarded</td>
</tr>
<tr>
<td>epileptic</td>
<td>person with epilepsy; person with a seizure disorder</td>
</tr>
<tr>
<td>paraplegic</td>
<td>person with paraplegia</td>
</tr>
<tr>
<td>insane, crazy, manic, lunatic, psycho</td>
<td>mentally/emotionally disabled or mentally ill</td>
</tr>
<tr>
<td>defect</td>
<td>impairment</td>
</tr>
<tr>
<td>slow learner</td>
<td>person with a learning disability</td>
</tr>
<tr>
<td>ablebodied</td>
<td>non-disabled</td>
</tr>
<tr>
<td>spastic</td>
<td>person with cerebral palsy</td>
</tr>
<tr>
<td>mute, dumb</td>
<td>person with a speech disorder</td>
</tr>
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</table>
Lesson 2-B

READY TO RIDE—
PREPARING THE
TRAVEL TRAINING
SESSION

Trainer's Background

This last lesson will provide trainees an opportunity to develop their own travel training sessions using the material they have learned in the previous sessions and adapting them to the needs of people in their local communities whom they will serve. The focus of the lesson should be on strategies and methods that trainers can use to effectively train persons with disabilities to use public transportation. This includes training to use both fixed route and paratransit. This session will cover the specific needs of persons with different disabilities—providing trainees the confidence they need for actual travel training and also in instructing other travel trainers to deal with any eventuality. While the emphasis on this lesson will be on what travel trainers actually need to do, ongoing references should be made to the issues of sensitivity, effective communication, and advocacy. A fuller treatment of these subjects is provided in Module One of TRANSFER. (See Unit 4, Module One.)

Trainees should be encouraged to be creative and flexible in developing their own travel training techniques. Instructors should reinforce with trainees the idea that the major objective of travel training is to increase the mobility of individuals with disabilities. This objective can be reached in numerous ways—each trainer will bring to the task his or her own individual style of training.

“Brainstorming” as well as role-playing can help stimulate trainees to generate their own ideas on how to effectively travel train. Instructors should note that in the Transportation Provisions of the ADA (section 37-173), role playing was
reported by transit providers to be an effective method to instill an appreciation of the perspectives of persons with disabilities who use public transit.

This session ideally should also provide trainees with some first-hand experiences. Local transit companies or paratransit contractors should be able to provide such things as models of wheelchair lifts and securement devices that are used in their own training programs. Many transit providers have films or slide shows available for these training purposes.

**Extend the Training**

Instructors might want to consider presenting this lesson in two sessions—providing additional training time to cover the material in more depth. Instructors will need to make an assessment of each individual trainee to determine if they need additional training before being certified as travel trainers. At the end of the session, instructors should administer the Module Two post-test (see Appendix I). Trainees might need a follow-up session involving an actual, real-life, on-the-street travel training activity.

---

**Instructional Objectives**

Trainees will be able to:

✔ Plan a travel training session.

✔ Identify the needs of people with specific disabilities.

✔ Describe some of the types of equipment used on accessible public transit.

---

**Advance Preparation**

**Materials Needed**

- Arrange with local transit company for a demonstration of an actual wheelchair lift and/or a training film. Secure equipment if a video is used.

- Duplicate copies of the post-test.

- Duplicate the appropriate handouts from Lesson 5, Module One, beginning on page 77. Select from the following list.

  1) Passengers with a Loss of Mobility—An Overview
  2) Assisting Passengers Who Are Wheelchair Users
3) Guidelines for Wheelchair Lift Procedure
4) Going Up and Down Steps with Wheelchairs
5) Ten Tips for Transit Drivers to Assist Blind and Low Vision Passengers
6) Assisting Passengers Who Are Deaf and Hearing Impaired
7) Assisting Passengers Who Are Speech Impaired
8) Assisting Passengers Who Are Developmentally Disabled
9) Questions and Answers About Epilepsy

- Duplicate Handout 2B-i, “Outline of a Training Session for a Person Who is Blind.”
- Duplicate Handout 2B-ii, “Travel Trainer’s Trip Planning Sheet.”
- Butcher paper, marking pens.
- Tape recorder and tapes to record the session.
- Print Certified Travel Training certificates for trainees meeting the course requirements (see sample, Appendix I).

Vocabulary

*lift*
A mechanical device used to raise a wheelchair into a bus or van.

*securement*
Method of safely securing a wheelchair in a bus or van.

*kneeler*
A moveable lower step on a bus which can be lowered or raised to make it easier for elderly passengers or passengers whose mobility is impaired to board.
<table>
<thead>
<tr>
<th>Procedures</th>
<th>Prompts</th>
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</thead>
<tbody>
<tr>
<td>1. Write the title of the lesson and the schedule for the day on the board.</td>
<td>Trainees should be encouraged to raise questions at any point in the training program about any subject they feel needs attention.</td>
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<tr>
<td>2. Ask trainees if they have any comments or questions from the previous session.</td>
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<tr>
<td>3. Discuss the homework assignment. Ask trainees to describe the questions they developed to ask a person prior to the actual travel training. Remind trainees not to make assumptions before talking to the person who is to be travel trained. That person is the one to define his/her own needs.</td>
<td>Write the questions on butcher paper or on the board. These questions could include:</td>
</tr>
<tr>
<td>NOTE: In some situations, trainers will speak first with a referral source prior to speaking with the person they will be travel training. Some trainers will also have received a survey form on the person prior to the first conversation.</td>
<td>- Have you ever used public transportation? If so, what were your experiences?</td>
</tr>
<tr>
<td>4. Point out that trainees need a lot of specific information about different disabilities in order to understand and respond to the needs of those they will be travel training. Explain that three types of disability will be discussed:</td>
<td>Ask trainees to suggest examples in each of the three categories and write these on the board or on butcher paper.</td>
</tr>
<tr>
<td>- impairments of mobility</td>
<td></td>
</tr>
<tr>
<td>- sensory impairments</td>
<td></td>
</tr>
<tr>
<td>- &quot;hidden&quot; disabilities</td>
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<tr>
<td>5. Pass out Handout 1 from Unit 5 (Module One), “Passengers with a Loss of Mobility—An Overview.” This handout describes some of the causes of loss of mobility and describes some personal assistive devices used by persons whose mobility is impaired.</td>
<td>Ask trainees to take turns reading a paragraph of the handout aloud to the class.</td>
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<tr>
<td>Procedures</td>
<td>Prompts</td>
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<tr>
<td>6. Demonstrate, or have a transit company representative demonstrate, how a wheelchair lift operates. If a film is available, it can be shown now.</td>
<td>Encourage trainees to ask questions. If possible, provide trainees an actual lift experience.</td>
</tr>
<tr>
<td><strong>NOTE:</strong> Instructors should try to arrange an actual demonstration on a van or a bus.</td>
<td><strong>Remind trainees that a wheelchair is part of a person's personal space, and they should never touch a person's wheelchair or other personal assistive device without first asking for permission.</strong></td>
</tr>
</tbody>
</table>
| 7. Pass out Handout 3 from Unit 5, "Guidelines for Wheelchair Lift Procedure," which describes how to properly handle a wheelchair. Discuss "body mechanics." | **This includes:**  
- blind or low vision  
- deaf or hard of hearing  
- no speech, or difficulty speaking  
For example, hearing aids can be helpful to some persons who are hard of hearing, but not all. Some people who are completely deaf can read lips. |
| 8. Discuss what is meant by sensory disability or communication disability. Discuss the special needs people with these disabilities might have. | **Some examples:**  
- Arthritis  
- Heart condition  
- Epilepsy  
- Learning disability; developmentally disabled  
- Psychiatric illness  
Some examples:  
- A deaf passenger can carry a pen or pencil and a writing pad.  
- A speech-impaired passenger can write their destination on a card, in advance of the trip.  
- A blind passenger can remind the driver to call out their stop.  
- A transit pass or card may be easier to handle than a fare. |
| 9. Discuss with trainees the range of disabilities that can be covered by these categories. Emphasize the importance of treating each person as an individual. | **Some examples:**  
- Arthritis  
- Heart condition  
- Epilepsy  
- Learning disability; developmentally disabled  
- Psychiatric illness  
Some examples:  
- A deaf passenger can carry a pen or pencil and a writing pad.  
- A speech-impaired passenger can write their destination on a card, in advance of the trip.  
- A blind passenger can remind the driver to call out their stop.  
- A transit pass or card may be easier to handle than a fare. |
| 10. Discuss "invisible" disabilities. What are they, and what problems might they present? | **Some examples:**  
- Arthritis  
- Heart condition  
- Epilepsy  
- Learning disability; developmentally disabled  
- Psychiatric illness  
Some examples:  
- A deaf passenger can carry a pen or pencil and a writing pad.  
- A speech-impaired passenger can write their destination on a card, in advance of the trip.  
- A blind passenger can remind the driver to call out their stop.  
- A transit pass or card may be easier to handle than a fare. |
| 11. Have trainees “brainstorm” their ideas on how to assist persons with disabilities. Write the suggestions on butcher paper or the board. | **Some examples:**  
- Arthritis  
- Heart condition  
- Epilepsy  
- Learning disability; developmentally disabled  
- Psychiatric illness  
Some examples:  
- A deaf passenger can carry a pen or pencil and a writing pad.  
- A speech-impaired passenger can write their destination on a card, in advance of the trip.  
- A blind passenger can remind the driver to call out their stop.  
- A transit pass or card may be easier to handle than a fare. |
<table>
<thead>
<tr>
<th>Procedures</th>
<th>Prompts</th>
</tr>
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<tbody>
<tr>
<td>• A passenger who has impaired mobility of their hands or arms can have their transit pass clipped to their shirt. • Passengers with disabilities, like all passengers, can travel more easily at off-peak hours, unless they have a specific need (like going to work) for travelling during the rush. • A developmentally disabled person might benefit from going over the directions repeatedly before the actual trip. • A blind passenger might have audi-taped directions for a trip.</td>
<td></td>
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</table>

12. Remind trainees of the philosophy of the Independent Living Movement. Discuss how important it is for travel trainers to understand this philosophy. Discuss with trainees, for example, that a travel trainer should always respect the independence of the persons they are travel training, by allowing them to pay their own fare and do the communication with the driver.

13. Review with trainees the actual responsibilities of a travel trainer. Ask trainees for suggestions and write these on butcher paper or the board. The list might include the following: • Providing the person with information about accessible transit and paratransit, including appropriate telephone or TDD numbers. • Planning a trip with the person. • Accompanying him or her on a trip for part or all of the way. • Being available for follow-up. • Staying in contact with this person to provide assistance with any continuing questions. • Reinforcing the idea that accessible transportation is their “right”—not a privilege.

14. Distribute and discuss Handout 2B-1, “Outline of a Travel Training Session for a Person Who is Blind.” Assign each trainee to write an outline for a travel training session. These outlines should relate to various disabilities. Have trainees discuss specific training strategies that would be appropriate for various groups of persons with disabilities, but not others.
### Procedures

<p>| | |</p>
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</table>
| **15.** Ask trainees to think ahead and consider what it is they would want the people they train to internalize (beyond the physical act of using the transit systems). Ask them to focus on skills and attitudes they want their travel trainees to retain. | Some of the responses could include:
- An attitude that public transportation is "my" right—not a privilege.
- Skills for dealing with new or unknown situations that could occur.
- Skills for dealing with discriminatory or rude remarks from drivers or other passengers.
- An attitude that public transit provides a new independence. |
| **16.** Pass out Handout 2B-ii, the Travel Trainer’s Trip Planning Sheet. Discuss. Review the form. Tell trainees that, prior to training, they should always obtain emergency information about the people they are travel training. | Tell trainees that this Trainer’s Trip Planning Sheet is just a sample form. Each travel trainer will need to develop the type of form that relates to his or her own situation. |
| **17.** Administer the post-test for Module Two. (See Appendix I for a copy of the post-test, and Appendix J, for an answer key to both pre and post-tests.) | Explain to trainees that their scores on the post-test will be compared with those from the pre-test. Discuss the use that will be made of the test results (e.g., certification, internal analysis of the instructional program, etc.) |

### Extension Activities

Trainees ideally should participate in a real-world practice travel training, and meet afterwards for discussion and feedback. Local independent living centers or social agencies who provide services to people with disabilities would be good resources.
Handout 2B-i

Outline of a Travel Training Session for
a Person Who is Blind

✓ Gather information from referral source concerning onset, cause and duration of blindness as well as his/her level of functioning independently.

✓ Contact person who is blind by phone and introduce yourself. Try to establish a good rapport; find out what kind of assistive device is being used: guide cane, support cane or guide dog.

✓ Find out if he/she has a transit identification pass for the disabled or a transit discount card; whether the person knows about braille and large print maps and transit guides that are locally available. Supply phone numbers for transit information and services for the disabled and elderly. Find out the destination desired by this person, and the time and date of travel.

✓ Get back to the person after you have researched schedules and connections for getting from point A to point B.

✓ Contact the person to set specific meeting place; run through travel route.

✓ Find out what the bus number is; give instructions on where and how to flag the bus, how to board the bus, pay the fare, ask for desired street to be called out, and locate a seat.

✓ Try to point out landmarks for locating the stop.

✓ Instruct him on making a connection at street intersection and/or how to negotiate through stations and make further connections at the other end.

✓ If a person has good mobility skills, one can merely give specific verbal instructions as to how to negotiate the route. The person who is blind should assume as much responsibility as possible for his or her travel needs.

This outline was developed by Jewel McGinnis, a participant in a Project ACTION demonstration program, San Francisco, 1991.
### Travel Trainer's Trip Planning Sheet

<table>
<thead>
<tr>
<th>Name of travel trainer</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of travel trainee</td>
<td>Phone</td>
</tr>
<tr>
<td>Emergency contact for travel trainee</td>
<td>Phone</td>
</tr>
</tbody>
</table>

**Date**

**Information Needed for Travel Training:**

**WHAT ARE SPECIAL NEEDS OF TRAVEL TRAINEE?**
- Wheelchair lift
- No hill climbing
- Other needs

**WHEN WILL TRAVEL TAKE PLACE?**
- Date of trip
- Day of week
- Departure time
- Anticipated arrival time

**STARTING POINT:**
- City/Neighborhood
- Street
- Cross street/landmark

**DESTINATION:**
- City/Neighborhood
- Street
- Cross street/landmark

**Trip Information:**

**HOW WILL YOU GET THERE?**
- Name/s of transit company/ies
- Number of transfers, if any

**VEHICLE 1:**
- Bus number
- Departure time
- Board at: Street
- Direction:
- Cross Street/landmark
- Schedule information

**GET OFF AT:**
- Street
- Cross Street/landmark

**TRANSFER, IF NECESSARY TO:**

**VEHICLE 2:**
- Bus number
- Departure time
- Board at: Street
- Direction:
- Cross street/landmark
- Schedule information

**GET OFF AT:**
- Street
- Cross street/landmark

**Additional Information (e.g., meeting site for trainer and trainee, emergency procedures)**

---

**MODULE**

2

**TRANSFER**
Appendices
**APPENDIX A**

**Glossary**

**access**
Admittance; the ability, right, or permission to approach, enter, use or speak with.

**accessible**
Easy to approach, reach or enter.

**advocacy**
The act of advocating or speaking or writing in support of something.

**advocate**
A person who speaks or writes in support of something.

**Air Carrier Access Act (49 U.S.C. 1374(c))**
Discrimination by air carriers is not covered by the ADA, but rather by the Air Carrier Access Act.

**Americans with Disabilities Act (ADA)**
A civil rights law for persons with disabilities, signed into law on July 26, 1990. Areas covered under the law include transportation, employment, public accommodations, telecommunications and state and local government operations.

**amputation**
The removal of an arm or leg.

**arthritis**
A long-term condition characterized by pain and stiffness in the joints.

**aural learner**
A person who learns primarily by hearing.

**blind**
Describes a condition in which a person has loss of vision for ordinary life purposes. *Visually impaired* is the generic term preferred by some individuals to refer to all degrees of vision loss. Use boy who is blind, girl who is visually impaired or man who has low vision.

**Braille**
A system of printing and writing for the blind, in which characters are formed by patterns of raised dots which are felt by the fingers.

**bureaucracy**
The administration of government or a corporation through departments and subdivisions managed by officials and managers.

**bureaucrat**
An official or manager in a bureaucracy, especially one who follows a routine in a mechanical way.

**cerebral palsy**
A form of paralysis, most marked in certain motor areas and characterized by difficulty in control of the voluntary muscles.

**civil rights**
Rights guaranteed to all citizens by the Constitution and the laws of the nation.

**Civil Rights Act**
Landmark legislation of 1964 that prohibits discrimination on the basis of race, color, religion or national origin. (This act did not include the rights of the disabled.)

**communicate**
To make known, to give or exchange in any way, as by talk, gestures, writing.

**communication**
The imparting or interchange of thoughts, opinions, or information by speech, writing, or signs.

**communicative disorder**
An umbrella term for speech impairments.

**congenital disability**
Describes a disability that has existed from birth but is not necessarily hereditary.

**curb ramp**
A short ramp cutting through a curb or built up to it.

**deaf**
Partially or wholly lacking or deprived of the sense of hearing; unable to hear.

**deaf mute**
A person who is deaf, especially from birth, and unable to speak.

**Department of Justice (U.S.)**
The federal agency responsible for overseeing the implementation and enforcement of the ADA.

**developmental disability**
A disability such as mental retardation which begins at an early age and continues indefinitely.
disability
General term used for a functional limitation that interferes with a person’s ability, for example, to walk, lift, hear or learn. It may refer to a physical, sensory, or mental condition. Use as descriptive noun or adjective, such as persons who are mentally and physically disabled or man with a disability. Impairment refers to loss or abnormality of an organ or body mechanism, which may result in a disability.

disabled
Crippled, injured, incapacitated. Use of the term as a noun, as in “the disabled,” should be avoided as it tends to place more emphasis on the disability than on the person.

Down syndrome
(Also, Down’s syndrome). A genetic disorder, associated with the presence of an extra chromosome, resulting in mild to severe mental retardation, weak muscle-tone, and a characteristic facial appearance.

EEOC
Equal Employment Opportunity Commission

empathy
The intellectual identification with or vicarious experiencing of the feelings, thoughts, or attitudes of another.

empowerment
The process by which people gain more control over the decisions that affect their own lives.

enable
To make able; to give power, means, competence, or ability to; authorize.

epilepsy
A disorder of the nervous system characterized either by mild, episodic loss of attention or sleepiness (petit mal) or by severe convulsions with loss of consciousness (grand mal).

Federal Transit Administration (FTA)
Provides grants and loans to state and local governments and private business to develop and operate mass transit systems.

government
The people who make and enforce laws and rules that define individual rights, regulate business and provide services that the private sector cannot or will not provide. In the U.S., government has three levels—federal, state and local.

Federal:
The central government of the United States. A federal law is passed at the national government level and is in effect for the entire country.

State:
Each state has its own government that makes and enforces laws and rules for people within that state.

Local:
Cities and counties also have governments to make and enforce laws and rules for people in those cities or counties.

guide dog
A dog trained to lead a blind person.

handicap
Not a synonym for disability. Describes a condition or barrier imposed by society, the environment, or by one’s own self. Handicap can be used when citing laws and situations but should not be used to describe a disability. Say the stairs are a handicap for her.

hard of hearing
Term used to describe a person with a mild to moderate hearing loss that may or may not be corrected with amplification.

hearing aid
A small battery-powered electronic device worn to compensate for hearing loss.

hearing impaired
A general term preferred by some individuals to indicate any degree of hearing loss from mild to profound; includes both hard of hearing and deaf.

hemiplegia
Paralysis of one side of the body.

Independent Living
A movement and philosophy among disabled people, encouraging independence and self-reliance, particularly involved in creating alternatives to custodial care such as nursing homes.

“invisible” or “hidden” disability
A disability that may not be obvious to an observer, such as heart disease, epilepsy, psychiatric illness, or developmental disability.

kneeler
A moveable lower step on a bus which can be lowered and raised to make it easier for elderly passengers or passengers whose mobility is impaired to board a bus.
learning disability
A disorder, such as dyslexia, usually affecting school-age children of normal or above-normal intelligence, characterized by difficulty in understanding or using spoken or written language, and thought to be related to impairment or slowed development of perceptual motor skills.

legislation
The act or process of making a law.

lift
A mechanical device used to raise a wheelchair into a bus or van.

mental disability
A general term including psychiatric disability, mental retardation, learning disability and traumatic head injury.

mental illness
Any of various forms of psychosis or neurosis.

mental retardation
A developmental disorder characterized by a subnormal ability to learn and a substantially low I.Q.

misconception
An erroneous conception; mistaken notion.

mobility impaired
Having limited ability to move.

multiple sclerosis
A progressive neurological disease that mainly strikes young adults. It affects the speech and muscular coordination and causes increasing weakness.

muscular dystrophy
A disease of unknown origin that produces progressive muscular deterioration.

nondisabled
Appropriate term for people without disabilities. Normal, able-bodied, healthy, or whole are inappropriate.

Older Americans Act
Title III was designed to augment existing services and to develop new ones to meet the needs of people over 60. Included in these services are a very wide variety of personal assistance services.

paralysis
Partial or complete loss, or temporary interruption of a function, especially of voluntary motion or of sensation in some part or all of the body.

paraplegia
Motor and sensory paralysis of the entire lower half of the body.

paratransit
Public or group transportation, as by car, van, or minibus, organized to relieve congestion of mass transportation, or to serve the needs of passengers unable to use regular public transit.

personal assistive device
Any of a number of tools used by a person with impaired mobility or loss of mobility to enable them to stand, walk, etc., such as canes, crutches, walkers or braces.

perspective
Point of view; the state of one's ideas, the facts known to one, etc., in having a meaningful interrelationship; a mental view or prospect.

polio
A disease that attacks the nerves and spinal cord, and results in muscular paralysis and atrophy to various degrees.

prosthetic
Usually, but not always, an artificial extremity such as an arm or leg.

psychology
The science of the mind or of mental states and processes; the science of human and animal behavior; the sum or characteristic of the mental states or processes of a person or class of persons, or of the mental states and processes involved in a field of action.

public accommodations
Facilities that may be publicly or privately owned that are open to the public, such as restaurants, hotels, retail stores, banks, theaters, stadiums, auditoriums, and libraries.

Public Law 504
"No otherwise qualified handicapped individual in the U.S. shall solely by reason of handicap be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

quadriplegia
Total paralysis of the body from the neck down.

reasonable accommodation
Any modification or adjustment to a job or to the work environment that will enable a qualified applicant or employee with a disability to perform essential job functions.
rehabilitation
An organized program of medical and clinical treatment designed to maximize residual physical, perceptual and cognitive abilities following disablement.

securement
A method of safely securing a wheelchair in a bus or van.

seizure
Describes an involuntary muscular contraction, a brief impairment or loss of consciousness, etc., resulting from a neurological condition, such as epilepsy. The term convulsion should only be used for seizures involving contraction of the entire body.

sensitive
Having or showing keen sensibilities; highly perceptive or responsive.

sensitivitv
The condition or quality of being sensitive, perceptive, or responsive.

sensitivity training
A group in which the members, under guidance of a leader (trainer), seek a deeper understanding of others and themselves by the exchange of feelings, experiences, and/or physical contacts.

sensory disability
A condition that limits a person’s sensory perception, such as blindness or deafness.

sickle cell anemia
A genetic disorder that affects mainly Blacks, caused by distorted red blood cells. Victims suffer from periodic crises that are painful and incapacitating.

signal dog
A dog specially trained to assist a deaf person.

spastic
Describes a muscle with sudden abnormal and involuntary spasms. Not appropriate for describing someone with cerebral palsy. Muscles are spastic, not people.

speech disorder
A condition in which a person has limited or difficult speech patterns. Use child who has a speech disorder. For a person with no verbal speech capability, use woman without speech.

spinal cord injury
Describes a condition in which there has been permanent damage to the spinal cord. Quadruplegia denotes substantial or total loss of function in all four extremities. Paraplegia refers to substantial or total loss of function in the lower part of the body only. Say man with paraplegia or woman who is paralyzed.

stereotype
A simplified and standardized conception or image invested with special meaning and held in common by members of a group; to characterize or regard as a stereotype.

strategy
A plan, method, or series of maneuvers or strategies for obtaining a specific goal or result.

structural barrier
Physical or legal obstacles to complete access.

Supplemental Security Income (SSI)
Provides uniform benefits to elderly or disabled people who are not covered by Social Security.

travel training
Training persons with disabilities to use public transportation successfully.

undue hardship
Significant difficulty or expense.

visual learner
A person who learns primarily by seeing.

wheelchair
Any class of three- or four-wheeled devices, operated manually or powered, usable indoors or outdoors, designed for and used by individuals with mobility impairments.
## APPENDIX B

### Organizations

**(Governmental and Private)**

<table>
<thead>
<tr>
<th>Organization</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>America's Coalition for Transit NOW</td>
<td>1317 F Street N.W. Washington, DC 20004</td>
<td></td>
</tr>
<tr>
<td>American Council of the Blind Mission</td>
<td>1155 15th Street, NW, Suite 720 Washington, DC 20005</td>
<td>(800) 424-8666</td>
</tr>
<tr>
<td>American Foundation for the Blind</td>
<td>15 W. 16th Street New York, NY 10011</td>
<td></td>
</tr>
<tr>
<td>Architectural and Transportation Barriers Compliance Board</td>
<td>1111 18th Street NW, Suite 501 Washington, DC 20036</td>
<td>(800) USA-ABLE</td>
</tr>
<tr>
<td>Community Transportation Association of America (CTAA)</td>
<td>1801 L Street N.W. Washington, DC 20507</td>
<td></td>
</tr>
<tr>
<td>Equal Employment Opportunity Commission</td>
<td>1801 L Street N.W. Washington, DC 20507</td>
<td>(800) USA-EOC</td>
</tr>
<tr>
<td>Federation for Children with Special Needs</td>
<td>95 Berkeley Street, Suite 104 Boston, MA 02116</td>
<td>(617) 482-2915</td>
</tr>
<tr>
<td>National Council of Independent Living</td>
<td>1724 East 8th Street Tulsa, OK 918-592-1235</td>
<td>(918) 592-1235</td>
</tr>
<tr>
<td>National Easter Seal Society</td>
<td>70 East Lake Street Chicago, IL 60601</td>
<td>(312) 726-6200</td>
</tr>
<tr>
<td>National Federation of the Blind Mission</td>
<td>1800 Johnson Street Baltimore, MD 21230</td>
<td>(301) 659-9314</td>
</tr>
<tr>
<td>National Mental Health Consumers Association</td>
<td>311 S. Juniper Street, Suite 902 Philadelphia, PA 19107</td>
<td>(215) 735-2465</td>
</tr>
<tr>
<td>National Organization on Disability</td>
<td>910 16th Street N.W., Suite 600 Washington, DC 20006</td>
<td></td>
</tr>
<tr>
<td>National Spinal Cord Injury Association</td>
<td>600 W. Cummings Park Woburn, MA 01801</td>
<td>(617) 935-2722</td>
</tr>
<tr>
<td>Office on the Americans with Disabilities Act</td>
<td>Civil Rights Division</td>
<td></td>
</tr>
<tr>
<td>Project ACTION Office (Accessible Community Transportation In Our Nation)</td>
<td>U.S. Department of Justice P.O. Box 66118 Washington, D.C. 20035-6118</td>
<td>(202) 514-0301</td>
</tr>
<tr>
<td>Paralyzed Veterans of America, Inc.</td>
<td>5201 North 15th Ave., Suite 111 Phoenix, AZ 85015-2994</td>
<td>(202) 659-2229</td>
</tr>
<tr>
<td>The President's Commission on Employment of People with Disabilities</td>
<td>Washington, DC 20036-3470</td>
<td></td>
</tr>
<tr>
<td>The Lighthouse Inc.</td>
<td>National Center for Vision and Aging 111 East 59th Street New York, NY 10022</td>
<td>(212) 355-2200; (800) 334-5497</td>
</tr>
<tr>
<td>The Research and Training Center for Independent Living (RTC/IL)</td>
<td>4089 Dole University of Kansas Lawrence, KS 66045-2930</td>
<td>(913) 864-4095</td>
</tr>
</tbody>
</table>
U.S. Department of Justice
Civil Rights Division
(See Office on the Americans with Disabilities Act, above)

U.S. Department of Transportation
400 Seventh Street S.W.
Washington, DC 20590
(202) 366-9305
TDD: (202) 755-7687

World Institute on Disability
510 16th Street
Oakland, CA 94612
(510) 763-4100
APPENDIX C

Americans with Disabilities Act of 1990

(a) FINDINGS—The Congress finds that—

(1) some 43,000,000 Americans have one or more physical disabilities, and this number is increasing as the population as a whole is growing older;

(2) historically, society has tended to isolate and segregate individuals with disabilities, and, despite some improvements, such forms of discrimination against individuals with disabilities continue to be a serious and pervasive social problem;

(3) discrimination against individuals with disabilities persists in such critical areas as employment, housing, public accommodations, education, transportation, communication, recreation, institutionalization, health services, voting, and access to public services;

(4) unlike individuals who have experienced discrimination on the basis of race, color, sex, national origin, religion, or age, individuals who have experienced discrimination on the basis of disability have often had no legal recourse to redress such discrimination;

(5) individuals with disabilities continually encounter various forms of discrimination, including outright intentional exclusion, the discriminatory effects of architectural, transportation, and communication barriers, overprotective rules and policies, failure to make modifications to existing facilities and practices, exclusionary qualification standards and criteria, segregation, and relegation to lesser services, programs, activities, benefits, jobs, or other opportunities;

(6) census data, national polls, and other studies have documented that people with disabilities, as a group, occupy an inferior status in our society, and are severely disadvantaged socially, vocationally, economically, and educationally;

(7) individuals with disabilities are a discrete and insular minority who have been faced with restrictions and limitation, subjected to a history of purposeful unequal treatment, and relegated to a position of political powerlessness in our society, based on characteristics that are beyond the control of such individuals and resulting from stereotypic assumptions, not truly indicative of the individual ability of such individuals to participate in, and contribute to, society;

(8) the Nation's proper goals regarding individuals with disabilities are to assure equality of opportunity, full participation, independent living, and economic self-sufficiency for such individuals; and

(9) the continuing existence of unfair and unnecessary discrimination and prejudice denies people with disabilities the opportunity to compete on an equal basis, and to pursue those opportunities for which our free society is justifiably famous, and costs the United States billions of dollars in unnecessary expenses resulting from dependency and nonproductivity.

(b) PURPOSE—It is the purpose of this Act—

(1) to provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities;

(2) to provide clear, strong, consistent, enforceable standards addressing discrimination against individuals with disabilities;

(3) to ensure that the Federal Government plays a central role in enforcing the standards established in this Act on behalf of individuals with disabilities; and

(4) to invoke the sweep of congressional authority, including the power to enforce the fourteenth amendment and to regulate commerce, in order to address the major areas of discrimination faced day-to-day by people with disabilities.

—From Findings and Purposes: The ADA of 1990
APPENDIX D

Toll-Free Numbers for
Disability-Related Non-Profit
Organizations and Agencies

The following toll-free 800 numbers can be dialed from anywhere in the United States.

- Access Board, U.S. Architectural & Transportation Compliance Board
  800-USA-ABLE
- American Council of the Blind
  800-424-8666
- American Foundation for the Blind
  800-232-5463
- Arthritis Foundation
  800-283-7800
- Captioned Films for the Deaf
  800-237-6213 Voice/TDD
- Council of Citizens with Low Vision
  800-733-2258
- Epilepsy Foundation of America
  800-332-1000
- Higher Education and Training for People with Handicaps
  800-54-HEATH
- Library of Congress Handicapped Hotline
  800-424-8567
- Multiple Sclerosis 24 Hour Information Line
  800-624-8236
- National AIDS Hotlines:
  English 800-342-AIDS
  Spanish 800-344-SIDA
  Deaf 800-AIDS-TTY
- National Center for Youth with Disabilities
  800-333-6293
- National Easter Seal Society
  800-221-6627
- National Health Information Center
  800-336-4797
- National Information Center for Children & Youth with Disabilities
  800-999-5599
- National Organization on Disability
  800-248-ABLE
- National Spinal Cord Injury Association
  800-962-9629
- United Cerebral Palsy
  800-872-1827
APPENDIX E

Sample Pre-Test for Module One

The Education of Sensitivity Trainers for Training Transit Personnel

Part I

1. Define the following:
   - accessible
   - sensitivity
   - stereotype
   - kneeler
   - sensory disability

Part II

2. The purpose of the Americans with Disabilities Act is:
   a. To provide people with disabilities with a guaranteed income.
   b. To provide medical care for people with disabilities.
   c. To provide people with disabilities with the same civil rights protection that the government provides for minorities and women.
   d. To guarantee equal representation in government to people who have disabilities.

3. The transportation provisions of the Americans with Disabilities Act provide for all the following EXCEPT:
   a. People with disabilities must be given free passes for public transit.
   b. Transit districts must provide paratransit services for passengers unable to use fixed routes.
   c. Bus companies must have TDD telephone service for deaf people.
   d. New buses on fixed route lines must be equipped with wheelchair lifts.

4. Which of the following issues for people with disabilities can be effectively addressed by legislation:
   a. better social life
   b. equal opportunity in employment
   c. rapid transit information for users who are blind or deaf
   d. prejudice

5. What funding sources may be available to make public transit accessible?
   a. fare revenues
   b. county taxes
   c. state taxes
   d. federal matching funds
6. People with disabilities need accessible public transportation for which of the following.
   a. To go to medical appointments.
   b. To go to work.
   c. To go to parties.
   d. To go shopping.

7. About how many Americans personally know someone with a disability?
   a. almost everyone
   b. more than half
   c. a little less than half
   d. about ten per cent

8. The most common reaction most people feel when they have contact with a disabled person is:
   a. resentment
   b. pity
   c. admiration
   d. don't care one way or the other

9. Which of the following terms is not acceptable:
   a. Deaf and dumb
   b. Mentally retarded
   c. Wheelchair user
   d. Blind

10. Which of the following would be the best strategy if you wanted to have a new law passed?
    a. Organize a letter writing campaign to write letters to a legislator
    b. Call a lawyer
    c. write the law you want and send it to the President
    d. call a local TV station

Part III

11. Why do drivers and transit providers need sensitivity training?

12. What kinds of groups and organizations are responsible for setting transit policies?

13. What are the two basic kinds of barriers faced by people with disabilities who want to use public transit?

14. List three common experiences that people with disabilities might have when attempting to use public transit.

15. Identify three different perspectives or viewpoints on the use of public transit by people with disabilities.

16. How does increasing the accessibility of public transit help to change attitudes about people with disabilities among the general public?
17. What are the two ways in which people learn new information?

18. Name three types of visual aids you might use in making a presentation.

19. Why is it important to use correct, current terminology in referring to people with disabilities?

20. Identify two strategies available to people who want to change a transit company policy.

21. Identify two specific needs of blind or low vision passengers.

22. Give three examples of a "hidden" disability.
APPENDIX F

Sample Post-Test for Module One
The Education of Sensitivity Trainers for Training Transit Personnel

Part I

1. Define the following:
   accessible
   sensitivity
   stereotype
   kneeler
   sensory disability

Part II

2. The purpose of the Americans with Disabilities Act is:
   a. To provide people with disabilities with a guaranteed income.
   b. To provide medical care for people with disabilities.
   c. To provide people with disabilities with the same civil rights protection that the government
      provides for minorities and women.
   d. To guarantee equal representation in government to people who have disabilities.

3. The transportation provisions of the Americans with Disabilities Act provide for all the following
   EXCEPT:
   a. People with disabilities must be given free passes for public transit.
   b. Transit districts must provide paratransit services for passengers unable to use fixed routes.
   c. Bus companies must have TDD telephone service for deaf people.
   d. New buses on fixed route lines must be equipped with wheelchair lifts.

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   a. better social life
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   c. rapid transit information for users who are blind or deaf
   d. prejudice

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   a. almost everyone
   b. more than half
   c. a little less than half
   d. about ten per cent

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   c. admiration
   d. don’t care one way or the other

9. Which of the following terms is not acceptable:
   a. Deaf and dumb
   b. Mentally retarded
   c. Wheelchair user
   d. Blind

10. Which of the following would be the best strategy if you wanted to have a new law passed?
    a. Organize a letter writing campaign to write letters to a legislator
    b. Call a lawyer
    c. write the law you want and send it to the President
    d. call a local TV station

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11. Why do drivers and transit providers need sensitivity training?

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17. What are the two ways in which people learn new information?

18. Name three types of visual aids you might use in making a presentation.

19. Why is it important to use correct, current terminology in referring to people with disabilities?

20. Identify two strategies available to people who want to change a transit company policy.

21. Identify two specific needs of blind or low vision passengers.

22. Give three examples of a "hidden" disability.
APPENDIX G

Answer Key: Module One Pre and Post-Tests

The Education of Sensitivity Trainers for Training Transit Personnel

NOTE TO INSTRUCTOR: During the last session, Lesson 5B, each trainee should make a presentation to the class of what they have learned in the training program.

Trainee presentations may be evaluated for:

✓ Accuracy and pertinency of information presented
✓ Clear and effective communication style
✓ Demonstration of an understanding of the Independent Living philosophy and sensitivity to disability-related issues.

Part I

1. Define the following:
   accessible [easy to approach or enter]
   sensitivity [the quality or condition of being sensitive, perceptive, or responsive]
   stereotype [a simplified and standardized conception or image]
   kneeler [a moveable step on a bus that can be lowered and raised to permit easier entry by a person who is disabled or elderly]
   sensory disability [a condition that limits a person's sensory perception, such as blindness or deafness]

Part II

2. The purpose of the Americans with Disabilities Act is:
   a. To provide people with disabilities with a guaranteed income.
   b. To provide medical care for people with disabilities.
   c. To provide people with disabilities with the same civil rights protection that the government provides for minorities and women.
   d. To guarantee equal representation in government to people who have disabilities.

   ANSWER: C

3. The transportation provisions of the Americans with Disabilities Act provide for all the following EXCEPT:
   a. People with disabilities must be given free passes for public transit.
   b. Transit districts must provide paratransit services for passengers unable to use fixed routes.
   c. Bus companies must have TDD telephone service for deaf people.
   d. New busses on fixed route lines must be equipped with wheelchair lifts.

   ANSWER: A
4. Which of the following issues for people with disabilities can be effectively addressed by legislation:
   a. better social life
   b. equal opportunity in employment
   c. rapid transit information for users who are blind or deaf
   d. prejudice

   **ANSWER: B, C**

5. What funding sources may be available to make public transit accessible?
   a. fare revenues
   b. county taxes
   c. state taxes
   d. federal matching funds

   **ANSWER: All of the above.**

6. People with disabilities need accessible public transportation for which of the following?
   a. To go to medical appointments.
   b. To go to work.
   c. To go to parties.
   d. To go shopping.

   **ANSWER: All of the above.**

7. About how many Americans personally know someone with a disability?
   a. almost everyone
   b. more than half
   c. a little less than half
   d. about ten per cent

   **ANSWER: C**

8. The most common reaction most people feel when they have contact with a disabled person is:
   a. resentment
   b. pity
   c. admiration
   d. don’t care one way or the other

   **ANSWER: C**

9. Which of the following terms is not acceptable:
   a. Deaf and dumb
   b. Mentally retarded
   c. Wheelchair user
   d. Blind

   **ANSWER: A**
10. Which of the following would be the best strategy if you wanted to have a new law passed?
   a. Organize a letter writing campaign to write letters to a legislator
   b. Call a lawyer
   c. Write the law you want and send it to the President
   d. Call a local TV station

**ANSWER:** A

**Part III**

11. Why do drivers and transit providers need sensitivity training?

**ANSWER:** Trainees might mention any of the following: To encourage use of public transit by persons with disabilities; to increase general level of courtesy, thus providing a safer and more comfortable ride for all passengers; to better advocate for the basic right of all people to move from one place to another by public transit.

12. What kinds of groups and organizations are responsible for setting transit policies?

**ANSWER:** Trainees may include the following: bus companies, city or county transit authorities, state regulatory agencies.

13. What are the two basic kinds of barriers faced by people with disabilities who want to use public transit?

**ANSWER:** Physical barriers and attitudinal barriers.

14. List three common experiences that people with disabilities might have when attempting to use public transit.

**ANSWER:** Trainees might mention any of the following: A wheelchair user is embarrassed by comments of other riders reflecting their impatience at waiting for the wheelchair lift to be activated; a blind person cannot be let off at her regular stop because it is obstructed by construction materials; a man with epilepsy sits in the “handicapped” seat and is berated by a passenger who does not recognize his disability; a wheelchair lift on a bus is broken; a deaf person gets on the wrong bus and cannot understand when the driver tries to tell him.

15. Identify three different perspectives or viewpoints on the use of public transit by people with disabilities.

**ANSWER:** The driver's perspective, the perspective of the rider with a disability, the perspective of a non-disabled passenger, the perspective of a spouse or parent of a person with a disability.

16. How does increasing the accessibility of public transit help to change attitudes about people with disabilities among the general public?

**ANSWER:** Trainees should mention that according to the NOD study, the most powerful factor in influencing attitudes about people with disabilities is the amount of personal contact. Accessible public transit will increase the number of persons with disabilities who use public transit and are able to participate in community life, thus increasing public contact with people with disabilities.
17. What are the two ways in which people learn new information?
   ANSWER: visual learning and aural learning.

18. Name three types of visual aids you might use in making a presentation.
   ANSWER: Trainees might mention the following: flip charts, posters, overhead projector, slide projector, film, or video.

19. Why is it important to use correct, current terminology in referring to people with disabilities?
   ANSWER: Trainees should discuss the fact that words can hurt, that our use of language reflects our attitude and knowledge of a subject, that using correct and current terminology demonstrates sensitivity and puts people at ease.

20. Identify two strategies available to people who want to change a transit company policy.
   ANSWER: going to public meetings, soliciting letters from the public to responsible officials, making a presentation at a meeting with the Board of Directors.

21. Identify two specific needs of blind or low vision passengers.
   ANSWER: clear, verbal directions, verbal identification of the bus line and destination, let off at an unobstructed location, some blind passengers require assistance in boarding and/or seating.

22. Give three examples of a “hidden” disability.
   ANSWER: developmental disability, learning disability, mental retardation, psychiatric illness, epilepsy, heart disease.
Sample Pre-Test for Module Two
The Education of Trainers for Travel Training Persons with Disabilities

1. Define the following:
   accessible
   sensitivity
   stereotype
   kneeler
   sensory disability

2. The purpose of the Americans with Disabilities Act is:
   a. To provide people with disabilities with a guaranteed income.
   b. To provide medical care for people with disabilities.
   c. To provide people with disabilities with the same civil rights protection that the government provides for minorities and women.
   d. To guarantee equal representation in government to people who have disabilities.

3. The transportation provisions of the Americans with Disabilities Act provide for all the following EXCEPT:
   a. People with disabilities must be given free passes for public transit.
   b. Transit districts must provide paratransit services for passengers unable to use fixed routes.
   c. Bus companies must have TDD telephone service for deaf people.
   d. New busses on fixed route lines must be equipped with wheelchair lifts.

4. People with disabilities need accessible public transportation for which of the following.
   a. To go to medical appointments.
   b. To go to work.
   c. To go to parties.
   d. To go shopping.

5. Which of the following terms is not acceptable:
   a. Deaf and dumb
   b. Mentally retarded
   c. Wheelchair user
   d. Blind

6. What are the two categories of information travel trainers need to have?

7. What are the two basic kinds of barriers faced by people with disabilities who want to use public transit?

8. List three common experiences that people with disabilities might have when attempting to use public transit.

9. Name three types of visual aids you might use in making a presentation.
10. Why is it important to use correct, current terminology in referring to people with disabilities?

11. Identify two specific needs of blind or low vision passengers.

12. Give three examples of a "hidden" disability.
Sample Post-Test for Module Two
The Education of Trainers for Travel Training Persons with Disabilities

1. Define the following:
   - accessible
   - sensitivity
   - stereotype
   - kneeler
   - sensory disability

2. The purpose of the Americans with Disabilities Act is:
   a. To provide people with disabilities with a guaranteed income.
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11. Identify two specific needs of blind or low vision passengers.

12. Give three examples of a “hidden” disability.
1. Define the following:
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   - kneeler [a moveable step on a bus that can be lowered and raised to permit easier entry by a person who is disabled or elderly]
   - sensory disability [a condition that limits a person’s sensory perception, such as blindness or deafness]

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   a. To provide people with disabilities with a guaranteed income.
   b. To provide medical care for people with disabilities.
   c. To provide people with disabilities with the same civil rights protection that the government provides for minorities and women.
   d. To guarantee equal representation in government to people who have disabilities.

   ANSWER: C

3. The transportation provisions of the Americans with Disabilities Act provide for all the following EXCEPT:
   a. People with disabilities must be given free passes for public transit.
   b. Transit districts must provide paratransit services for passengers unable to use fixed routes.
   c. Bus companies must have TDD telephone service for deaf people.
   d. New buses on fixed route lines must be equipped with wheelchair lifts.

   ANSWER: A

4. People with disabilities need accessible public transportation for which of the following.
   a. To go to medical appointments.
   b. To go to work.
   c. To go to parties.
   d. To go shopping.

   ANSWER: All of the above.

5. Which of the following terms is not acceptable:
   a. Deaf and dumb
   b. Mentally retarded
   c. Wheelchair user
   d. Blind

   ANSWER: A
6. What are the two categories of information travel trainers need to have?

**ANSWER:** information about the transit system and information about people with disabilities.

7. What are the two basic kinds of barriers faced by people with disabilities who want to use public transit?

**ANSWER:** Physical barriers and attitudinal barriers.

8. List three common experiences that people with disabilities might have when attempting to use public transit.

**ANSWER:** Trainees might mention any of the following: A wheelchair user is embarrassed by comments of other riders reflecting their impatience at waiting for the wheelchair lift to be activated; a blind person cannot be let off at her regular stop because it is obstructed by construction materials; a man with epilepsy sits in the “handicapped” seat and is berated by a passenger who does not recognize his disability; a wheelchair lift on a bus is broken; a deaf person gets on the wrong bus and cannot understand when the driver tries to tell him.

9. Name three types of visual aids you might use in making a presentation.

**ANSWER:** Trainees might mention the following: flip charts, posters, overhead projector, slide projector, film, or video.

10. Why is it important to use correct, current terminology in referring to people with disabilities?

**ANSWER:** Trainees should discuss the fact that words can hurt, that our use of language reflects our attitude and knowledge of a subject, that using correct and current terminology demonstrates sensitivity and puts people at ease.

11. Identify two specific needs of blind or low vision passengers.

**ANSWER:** clear, verbal directions, verbal identification of the bus line and destination, let off at an unobstructed location, some blind passengers require assistance in boarding and/or seating.

12. Give three examples of a “hidden” disability.

**ANSWER:** developmental disability, learning disability, mental retardation, psychiatric illness, epilepsy, heart disease.
**Sample Training Evaluation Form***

**Lesson 3-B**  
**Attitudes About Persons with Disabilities**

We are very interested in knowing how well the training objectives of each session are being met. Please take time to complete this form. Thank you.

**Objectives of Lesson 3-B**

Trainees will be able to:

- ✓ Identify existing stereotypes about persons with disabilities.
- ✓ Discuss how stereotypes and misconceptions prevent persons with disabilities from attaining full participation in the larger society.
- ✓ Describe ways that sensitivity trainers can effectively deal with stereotypes of disabled persons.

**Training Session**

How important were each of today's activities in meeting these objectives? Please use a scale of *one to five* and circle your response.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Of Very Little Importance</th>
<th>Somewhat Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom discussion of previous week's homework assignment</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Film, <em>Nobody Is Burning Wheelchairs</em>, and classroom discussion</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Classroom presentation of findings of NOD study</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Classroom &quot;brainstorming&quot; activity on attitudes toward people with disabilities</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Classroom discussion of stereotypes</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Classroom discussion and brainstorming about ways to deal with stereotypes</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

*Instructors can use this format to develop evaluation forms for each lesson.*
Gotham City Transit Authority

DIPLOMA

John Adams

having fully completed all requirements of the Gotham City Transit Authority Training Program, November 1 through November 30, 1991, in Gotham City, is hereby bestowed the title of

Certified Sensitivity Trainer

with all rights to conduct sensitivity training for transit personnel and travel training for persons with disabilities. Said title and rights being confirmed this

11th day of December, 1991

Master Trainer

Director, Gotham City Transit Authority

Gotham City

Instructor
TRANSFER

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