

TRAVEL TRAINING FAQ

What is Travel Training?

Travel Training is short-term, comprehensive, intensive, one-to-one, specially designed instruction to teach high school age students with disabilities (other than blindness) how to travel safely and independently on public transportation, where appropriate. The one-to-one instruction is provided by specially trained paraprofessionals on the routes the student will use to travel from home to their destination, usually their school or worksite and back to home.

How is a student referred to Travel Training?

The Travel Training Referral Form and a Pupil Profile are completed by school personnel who know the student and forwarded to:

Office of Travel Training 113 East 4th Street,
Room 302
New York, N.Y. 10003

If these forms are not available at your school, they can be obtained by contacting the Office of Travel Training at (212) 673-1242.

After the referral forms are received, a Travel Training Teacher will schedule a meeting at the school and conduct an individual assessment of the student to evaluate eligibility for Travel Training.

Who is eligible for Travel Training?

Students are referred for Travel Training when they are considered to have the potential to learn to use public transportation independently and safely (refer to Pupil Profile for skills, concepts, and behaviors). Students with disabilities, other than blindness or visual impairments, who are between the ages of 14 and 21 may be considered for referral. If the Pupil Profile indicates the student has the basic minimum skills, a Travel Training Teacher will conduct a full assessment of the student. The assessment results will determine if the student is appropriate for Travel Training. If the student's skills fall below the minimum requirement, the referral source will be notified of the areas in which the student needs to demonstrate improvement before the student can be referred again. Therefore, it is important to refer students as early as needed to allow students ample time to demonstrate improvement in any area(s) identified as needing improvement.

A student with a full-time one-to-one paraprofessional is not eligible for Travel Training unless the full-time paraprofessional has been **reduced or removed** from the IEP. If the paraprofessional is removed from the IEP, the student should be given ample time to demonstrate the ability to self-manage their behavior and mobility in the school environment before being referred to Travel Training.

When should a student be referred for Travel Training?

Students should be referred to Travel Training when they are attending high school. It is advised that the student be referred at least one to two years before participating in a transition center/academy, worksite, or job placement program. It is in the student's best interest to have sufficient time to practice and normalize their independent travel skills using public transit to one destination before applying these skills to other destinations and/or modes of transit.

Allowing ample time for students to practice traveling safely and independently to one destination will support students in being successful when applying these skills to a new route and destination, as well as increasing eligibility for other transition opportunities for the student in the future. It is important to be mindful there is a waiting list for the Travel Training program. Students should be referred as early as needed. Students who are appropriate for Travel Training, who will be turning 21 years old or graduating must be referred before October of their final school year.

Who can refer a student?

School personnel, parents and students can make referrals to Travel Training. School personnel refer students by completing a Referral Form and Pupil Profile. Parents can call or visit a Travel Training Office for more information and request a referral be made by the student's teacher or the Travel Training liaison at their child's school. Students frequently refer themselves to the program if there is a Travel Training Office in their school. In those instances, the Travel Training Teacher will contact the student's classroom teacher or the Travel Training liaison to discuss a referral for the student.

What are the components of Travel Training?

The Travel Training referral process begins when the Referral Form and Pupil Profile are received. Parents are contacted for permission to assess the student. Once the assessment is completed, the Travel Training Teacher will determine the student's eligibility for the program. If the student has the appropriate skills, a consent packet will be sent home with the student. Once signed and returned the student is considered ready to begin the program and placed on a waiting list. If the student's skills fall below the minimum requirement or the student is not appropriate for the program, the classroom teacher and/or liaison will be notified.

Once the student is ready to begin the program, the Travel Training Teacher meets with the student and calls the parents to discuss the program, the preferred route and answer any questions or concerns. Parent communication is an integral part of the Travel Training process since the training begins and ends at home. Any concerns are addressed in the instructional plan designed by the Travel Training Teacher. A preferred route is chosen that is most appropriate for the student and an environmental analysis is conducted by the Travel Trainer. The student will then begin one-on-one instruction given by a Travel Trainer.

The one-to-one instruction is provided by paraprofessionals, known as Travel Trainers who are qualified through specialized training and work under the supervision and guidance of a Travel Training Teacher. The instructional program is individualized and includes teaching crossing streets safely, using public transportation to get from home to their destination and back, handling problem solving situations, teaching social skills, communication skills and decision making skills all related to travel. All of these skills are applied to an alternate route as well. The training is completed with a post assessment that involves observing the student on their route when the student thinks they are traveling alone. This "following" strategy is used to evaluate the student's behavior and proficiency of travel, safety and independence skills. Based on these observation reports, a recommendation regarding the student's ability to travel safely and independently is made to the parents and the school. It is ultimately the parent's decision as to whether they will allow their child to travel independently.