



The Road Ahead

Volume 9, Issue 1

June, 2009

Our mission is to support providers of travel instruction for the purpose of teaching people with disabilities and seniors to travel safely and independently.

INSIDE THIS ISSUE:

President's Message	1
Stop Requested	4
Stop Requested	6
ATI's Code of Ethics	7

See Inside For:

- ATI's Code of Ethics
- Stop Requested: What to do if a trainee is lost?
- Stop Requested: Working with high school students in transition

A Message From Our President



President's Message

The ATI Board of Directors would want me to begin this column by urging all members to attend our Ninth Annual Continuing Education Conference, to be held from Friday, July 31 to Sunday, August 2 at the Crowne Plaza Hotel

Downtown in St. Louis, Missouri. To learn more about this hotel, log on to <http://www.ichotelsgroup.com/h/d/cp/1/en/hotel/stlrf>. Our Local Arrangements Committee in St. Louis—Metro's Patricia Hall, Mike McDermott, and Angela Taylor—laid all the groundwork for this conference, including securing a room rate of \$111.00 per night, single or double occupancy. We hope to see many current members at our St. Louis conference, and please tell other travel trainers whom you may know to join ATI, and to consider joining you in St. Louis.

Something else to ponder is ramping up your service to the travel training profession by seeking election to the ATI Board of Directors. At the St. Louis conference, some officers, including me, and directors will be leaving their positions. Your organization needs new leaders desperately if we are to grow and to become THE certification agency for the travel training profession. Before our conference, you

The Road Ahead Staff:
 Editor-in-Chief: Terry Moakley
 Design and Layout: Jonathan Rubell

www.travelinstruction.org



President's Message Continued...

will receive in the mail important ATI election information. Please consider nominating yourself for a position on the ATI Board of Directors.

One of the actions that I took upon returning from our August 2008 conference in Minneapolis was to carefully review the evaluations and my own notes from that event. More than one attendee noted that ATI members have many terrific ideas, but that we don't follow through between conferences very well. This is one of the reasons that I decided to start an e-newsletter—to stay in touch with the members much more regularly. I would love to hear your feedback on the e-newsletter at tmoakley@unitedspinal.org.

We also held a final session at the Minneapolis conference about the future of ATI. Many good ideas were raised, but two of them dominated that session: people do not know about us, and we need some kind of funding. Concerning raising our profile, we sent a press release out electronically over several months about our new e-newsletter and its availability for free by signing up on our website. This release went to national disability media; news services and syndicates nationwide; transportation editors of daily papers in big cities around the country; leaders of all state councils on developmental disabilities; and, independent living centers throughout the Midwest.

A second revised press release, including Call For Papers information, has gone out in recent months to university centers on developmental disabilities; state special education directors; No Child Left Behind directors; transition service coordinators; vocational education coordinators; protection and advocacy agencies; regional ADA technical assistance centers; and, to state public transportation associations. Two examples of how such outreach works are an e-mail I received from the director of the Iowa Public Transit Association stating that our e-mail was forwarded to the state's 35 public transportation agencies, and a second e-mail from this person's Missouri counterpart promising to post a notice of our Call For Papers on the Show Me state's public transportation association website.



President's Message Continued...

Our fundraising efforts have not borne much fruit. A letter of appeal in November and December 2008 to leaders of 55 public transportation equipment manufacturers produced just one new organizational member. Very recently, we have sent out five grant applications to foundations or charitable trusts in St. Louis seeking their help to defray conference expenses, with four more applications to be mailed soon. ATI members may also have noticed a new "DONATE NOW" button on every page of the ATI website. In closing, we appeal to all ATI members who have come in contact with people who understand and appreciate the value of travel training, to ask such persons to make a small donation to ATI right on our website.

See you in St. Louis,

Terry Moakley

The Road Ahead is a quarterly publication dedicated to the emerging profession of Travel Instruction/Travel Training and is the exclusive property of the Association of Travel Instruction (ATI), a 501 (C) (3) non-profit agency. Publication in The Road Ahead does not imply endorsement by ATI. All questions on article content should be directed to the author(s).

*Submit reproduction, redistribution, and alternative format requests to Terry Moakley via E-mail at:
tmoakley@unitedspinal.org*

**The Association of Travel Instruction
P.O. Box 2042 Madison Square Station New York, NY 10159**



Requested

Teaching The Safety Skill “What To Do If Lost”

by: Mike McDermott, M.Ed. Travel Training Specialist

Metro, St. Louis, MO

Hi Everyone! I know all of us in the field of travel training take the subject of Community Safety very seriously. Here is an approach to teaching the skill, “What to Do if Lost,” more efficiently.

When training customers regarding “What to Do if Lost,” my program used to address topics like calling home or perhaps calling someone at their destination. Then, we had to face variables such as everyone not having a cell phone; public phones often not being readily available, trainees not having funds for the phone, etc. We also faced the logistical concerns of contact people not always being readily available, and not able to assist even if they were available.

Rather than deal with all these variables, I thought of a simpler solution. Now we train all of our customers to learn the skill of “stating their bus number, transfer points, and destination points.”

At the customer’s pre-training assessment meeting, I ask them, what would you do if the scenery out the window no longer looked familiar? Who on the bus would you ask for help? The answer, of course, is the bus driver. I then state to them that the driver announced that your stop was a mile back, and ask them, “What would you do?” My target response for this question is, “I would either walk back, or cross the street and ride the bus back to the stop that I missed.”

If our customer answers questions regarding this scenario correctly, we now know that the customer knows who can help him on the bus if he has questions; that the customer has at the very least a basic understanding of



directions; and, that the customer knows that buses run on regular schedules on both sides of the street. They still might have challenges as to exactly what to ask the driver.

As I explain to our customers at their pre-training assessment, "we are going to teach you to recognize geographic markers so you know when to pull the cord for your stop. If you can state your bus number, transfer point, and destination point, you can correct yourself even if you go wrong!"

My program gives customers color-coded "Individualized Route Plans" for their training destinations already. To teach this skill, my travel trainers "model" reading the bus numbers, transfer, and destination points. The customer then "role plays" reading those same words. For most customers of average cognition, one trial is often sufficient. With this skill mastered, our customers can now correct themselves without anxiety should they ever miss their bus stop.

ATI's ninth annual conference is scheduled for Friday, July 31st through Sunday August 2nd, 2009.

Location: The Crowne Plaza Hotel in downtown St. Louis, MO. **SAVE THE DATE!**

Visit http://www.travelinstruction.org/ati_conference.html for conference agenda and registration information.



Requested

**Transit Services for Students in Transition
by Peggy Schmidt, Executive Director
The Partnership Transportation Management Association of Montgomery County, PA**

This spring, the Partnership Transportation Management Association of Montgomery County (PTMA) is working with four school districts on implementing group travel training program for students in transition. The need for this program was brought to the PTMA's attention through the efforts of the Montgomery County Education to Workforce Partnership and a community study funded by Easter Seals Project ACTION.

To begin the process, the PTMA met with transition counselors and life skills teachers at each district to discuss the proposed curriculum. This meeting was followed by meetings with both the students and the parents to explain the program, and the benefits to the students in learning how to take public transportation. Many of the parents asked to be travel trained as well because they had never had the experience of taking transit.

The actual training, which began in March, consisted of the following curriculum: Why Take Transit, Pedestrian Issues, Reading a Transit Schedule, Trip Preparation, Ways to Pay, What Happens If, Putting It All Together, and an actual bus or train trip. The PTMA anticipates that by the end of June over 100 students will be travel trained, and in many cases, they will have taken their first trip by themselves on public transportation.

To continue to answer transportation questions for students in transition as well as other students with disabilities, the PTMA will launch a new web site on April 15, 2009. The web site, www.montcotransitinfo.org, will help to provide transportation information to all school districts in Montgomery County. The site will also highlight the PTMA's Mobility Hotline which is funded by the Montgomery County Workforce Investment Board. The Hotline is a toll-free number, which answers transportation questions and assists in route planning. Any questions about the program can be directed to Peggy Schmidt at execdir@ptma-mc.org.



ATI CODE OF ETHICS

The Association of Travel Instruction Code of Ethics is intended as a guide for the professional conduct of persons providing travel instruction. The profession has an obligation to define, articulate and adhere to its basic values, ethical principles and standards. The ATI Code of Ethics sets forth these values, principles and standards to guide travel instruction practitioners. The Code is relevant and applicable to all who provide instruction as well as to students of the profession in all instructional settings and for all who receive training.

ATI believes that all people, including people with disabilities and seniors, have the right to participate in their community. Every person should be able to move about to reach their travel objectives. Travel instruction practitioners are committed to aiding people with disabilities and seniors in remaining active by promoting safe pedestrian travel, safe and efficient use of public transportation, and advocating for accessible communities.

In the Code of Ethics the term ‘travel instruction practitioner’ applies to the person providing the instruction, and encompasses travel instructors, travel trainers, and supervisors of academic programs involved with travel instruction. The term ‘trainee’ is used to be inclusive of all persons with disabilities and seniors who receive travel instruction services.

1. ETHICAL RESPONSIBILITY TO TRAINEE

1.1 Commitment to Trainee

- The travel instruction practitioner’s primary responsibility is to provide for the safety of the trainee while at the same time adhering to the principle that persons with disabilities and seniors should be able to move about safely and efficiently, and travel independently when appropriate.

1.2 Right to Self Determination

- The travel instruction practitioner recognizes, respects, and promotes the right of all people to practice self-determination. Travel instruction practitioners encourage trainees to recognize, identify, and realize their goals in regard to attaining independent mobility. Travel instruction practitioners may only limit trainee actions when, in their professional opinion, the trainee’s actions may pose a serious or imminent risk to themselves and/or others.

1.3 Assessment

- All potential trainees should be assessed prior to instruction. Assessments must be objective, relevant, thorough and appropriate based on needs and abilities and conducted on an individual basis.

1.4 Informed Consent

- Travel instruction practitioners provide instruction to trainees only in the context of a professional relationship dependent upon informed consent. Travel instruction practitioners will use clear and understandable language in accessible formats to inform trainees of the nature and purpose of instruction, risks involved, the time frame and extent of instruction, and the trainee’s right to refuse or withdraw consent. The Travel instruction practitioner will encourage the trainee and their family members to participate and ask questions.

- In the instance when the trainee is under age for consent or not able to give voluntary informed consent, the travel instruction practitioner will obtain informed consent from legally responsible parties.

1.5 Competence

- Travel instruction practitioners will practice only within the bounds of their competence, based on their training, education, experience, and credentials. The Travel Instruction Practitioner must not misrepresent his or her role or competence to students.
- Travel instruction practitioners must take responsible steps (to include appropriate education, training, research, consultation, and supervision) to provide instruction to people with disabilities, maintaining the appropriate one-to-one instructor/trainee ratio for those individuals with cognitive disabilities during active travel instruction, to ensure optimal learning for trainee safety and to ensure the competence of their work.

1.6 Providing Instruction

- The travel instruction practitioner provides instruction to trainees regardless of age, race, color, sex, disability, national or ethnic origins, economic or geographic location or sexual orientation.
- The travel instruction practitioner ensures that the trainee is an active participant in all phases of their travel instruction program.
- The travel instruction practitioner maintains the appropriate one to one instructor/trainee ratio for individuals with cognitive disabilities, to ensure optimal learning and to provide for the safety of the trainee in the teaching of all active travel situations.
- The travel instruction practitioner provides each trainee with an individualized instructional program specific to his or her unique needs and abilities.
- The travel instruction practitioner ensures that the trainee demonstrates the ability to travel independently and safely prior to making a recommendation for independent travel. Instruction should not be shortened prematurely before travel competency has been reached; nor prolonged unnecessarily, due to the Travel Instruction Practitioner's self interest or outside constraints or influence.
- The travel instruction practitioner when it is determined that goal of independent travel cannot be met should terminate training. Instruction should not be prolonged or terminated based on the travel instruction practitioner's self interest or situation that is not in trainee's best interest.
- The travel instruction practitioner instructs in a discreet manner maintaining the trainee's integrity and confidentiality.
- The travel instruction practitioner maintains written documentation of the trainee's progress each day the trainee receives instruction.
- The travel instruction practitioner will report abuse or suspected abuse of trainee.

1.7 Confidentiality

- The travel instruction practitioner respects trainees and family right to privacy. Private information should not be solicited unless it is necessary for assessment, research, or instruction.
- The travel instruction practitioner shall not disclose information about a trainee obtained in the course of providing instruction unless such disclosure is required by law or serves a professional purpose. In all cases, the instructor discloses only the information necessary and relevant to achieve desired purpose.
- The travel instruction practitioner should not disclose information about a trainee obtained in the course of providing instruction unless disclosure is required by law or serves a professional purpose.
- The travel instruction practitioner respects and protects the trainee's written and electronic records and take steps to ensure that such records are not available to those not authorized to have access.
- The travel instruction practitioner should not disclose identifying information when discussing trainees for teaching or training purposes unless trainee or guardian has consented in writing.
- The travel instruction practitioner uses media such as photographs or videotapes of trainees only after obtaining trainee and/or guardian permission in writing.

1.8 Conflict of Interest

- The travel instruction practitioner should avoid conflicts of interest that interfere with professional judgment, discretion or objectivity. The trainee and/or guardian must be informed if a conflict of interest arises and the travel instruction practitioner must take steps to resolve the issue in a manner that protects trainee's interest.
- The travel instruction practitioner does not use professional relationships with trainees to further their personal, political or business interest.
- The travel instruction practitioner should refuse gifts and gratuities of significance.

1.9 Inappropriate Sexual Activity with Trainees

- The travel instruction practitioner should never engage in sexual activities with current or former trainees unable to give informed consent.
- The travel instruction practitioner should not engage in sexual relationships with trainee's family or other individual with whom trainee has a relationship when there is the potential for harm or risk to the trainee.

1.10 Payment for Services

- The travel instruction practitioner establishes fees that are fair and commensurate with the service provided to the client.

1.11 Advocacy

- The travel instruction practitioner will advocate for each trainee's right for travel instruction.

2. ETHICAL RESPONSIBILITY TO COLLEAGUES

2.1 Respect

- The travel instruction practitioner treats colleagues with respect and represents fairly and accurately the qualifications, views and obligations of colleagues.
- The travel instruction practitioner cooperates and interacts with other travel instructors and colleagues of other professions when it is in the best interest of trainee.

2.2 Referral for Services

- The travel instruction practitioner should refer trainees to other professionals when others experience or knowledge is needed to provide for the best instruction of the trainee.
- The travel instruction practitioner should not give or receive payment for a referral when professional service has not been provided by referring travel instruction practitioner.

2.3 Disputes Involving Colleagues

- The instructor should not take advantage of a dispute between a colleague and an employer to obtain a position or advance their own self-interest.

2.4 Consultation

- The travel instruction practitioner should seek the advice of a colleague whenever such consultation is in the best interest of the trainee.

2.5 Inappropriate Sexual Activity with Colleagues

- Travel instruction practitioners who serve as supervisors or educators should not engage in sexual activities or conduct with current students, supervisees or other colleagues over whom they exercise authority.

- Travel instruction practitioner should avoid sexual relationships with colleagues when there is the potential for a conflict of interest.

2.6 Impairment of Colleagues

- Travel instruction practitioners who have direct knowledge of a colleague’s impairment that adversely affects a trainee’s instruction or safety, should consult with that colleague and assist colleague in obtaining proper help.
- Travel instruction practitioners who believe that colleague has not taken steps to remedy the impairment and trainees safety is threatened should take action through appropriate channels (employers, supervisors, licensing bodies or professional organization.)

2.7 Incompetence of Colleagues

- Travel instruction practitioners who have direct knowledge of a colleague’s incompetence should consult with that colleague and assist colleague in taking remedial action to attain competence.
- Travel instruction practitioners who believe that adequate steps have not been taken to address the incompetence should take action through appropriate channels.

3. ETHICAL RESPONSIBILITIES AS PROFESSIONALS

3.1 Competence

- The travel instruction practitioner should strive to become and remain proficient in the practice and performance of professional role and responsibility. Should be aware and keep current with existing and emerging knowledge relevant to the field of travel instruction.

3.2 Discrimination

- The travel instruction practitioner should not engage in practices that condone, facilitate or cooperate with any form of discrimination on the basis of race, ethnicity, origin, color, age, religion, sex, sexual orientation, political belief or mental or physical disability.

3.3 Personal Conduct

- The travel instruction practitioner should not permit personal conduct to interfere with their ability to fulfill professional responsibilities.

3.4 Integrity

- The travel instruction practitioner should promote and maintain high standards of practice.
- The travel instruction practitioner should prevent and expose the unqualified practice of travel instruction.
- The travel instruction practitioner should not accept compensation that poses a conflict of interest.

3.5 Credit

- The travel instruction practitioner should take responsibility and credit only for work they have performed or to which they have contributed.

I have read and I accept the Association of Travel Instruction Code of Ethics.

 Print Name

 Signature

 Date

Once you have read and accepted this Code, cut off the above form at the dotted line; print your name, sign and date the form; mail it to ATI, P.O. Box 2042, Madison Square Station, New York, NY 10159.