



# Individual Travel Orientation Program Manual for Transit Agencies

March 2015



## Table of Contents

	<b>Page</b>
<b>Individual Travel Orientation</b> .....	<b>1</b>
Introduction .....	1
Candidate Identification and Assessment .....	6
Path-of-Travel Assessments.....	6
Individual Travel Orientation .....	9
Customer Follow-up Evaluations.....	11
<b>Individual Travel Orientation Forms</b> .....	<b>12</b>
Path-of-Travel Assessment Form .....	13
Trip Planning Worksheet.....	32
Pre-Training Checklist .....	34
Field Trip Form.....	35

## Table of Figures

	<b>Page</b>
Figure 1   Individual Travel Orientation and Group Travel Orientation Details .....	3
Figure 2   Individual Travel Training – Travel Ambassador Responsibilities..	4

Photo Source: MARTA

# INDIVIDUAL TRAVEL ORIENTATION

## INTRODUCTION

### Organization

This manual provides:

- Background on the Travel Orientation Program
- Introduction to the Travel Orientation functions the Travel Ambassador will be performing
- Step-by-step procedures and forms for the Travel Ambassadors as they perform these functions

### Background on Travel Orientation

#### What is Travel Orientation?

Travel Orientation provides the skills and tools needed to navigate bus and rail service. It is a free service provided to anyone who needs extra help traveling on the Atlanta region's public transit services. It can be structured as either individual or group assistance. Instruction is provided by Travel Ambassadors, and is tailored to an individual's needs and abilities. Travel Ambassadors provide assistance with the users' travel plans in mind.

#### Individual Travel Orientation

Individual Travel Orientation provides a moderate amount of instruction to customers who require individual attention. This type of training is primarily targeted to older adults or people with some level of physical disability and is led by a Travel Ambassador, who is skilled in working with older adults and people with disabilities and also has a deep knowledge of fixed route transit. Individual Travel Orientation includes a classroom training session and a field trip. The field trip is set up in advance and focuses on at least one of the participant's most traveled trips.

#### Group Travel Orientation

Group Travel Orientation is designed for individuals who would benefit from training but do not need a high level of individual attention. This type of training is primarily targeted to older adults and people with physical disabilities who are capable of using fixed route transit. Group Travel Orientation includes a

**Individual Travel Orientation**  
Program Manual for Transit Agencies

classroom training session, and a group field trip, which is lead by a Travel Ambassador. The group field trip is set up in advance by the Travel Ambassador, who develops a trip relevant to most participants.

*Please refer to the Group Travel Orientation manual for detailed procedures and forms.*

**See the table below for additional details for both types of Travel Orientation.**

**Individual Travel Orientation**  
Program Manual for Transit Agencies

**Figure 1 Individual Travel Orientation and Group Travel Orientation Details**

Program	Level of Service 1 (least intense) to 5 (most intense)	Service Type	Demographic Served	Client Ability	Mobility Level	Curriculum	Field Trip Type	Instructor	Instructor Skill Level
Individual Travel Orientation	4	One-on-One	Older adults, people with disabilities	Moderate physical disabilities	Low to moderate	Candidate ID and Assessment Path-of-Travel Detailed Instruction Field Trip	Specific Trip	Travel Ambassador	Skilled in working with persons with physical disabilities and older adults
Group Travel Orientation	3	Group (2-4 people)	Older adults, people with disabilities	Moderate to limited physical disabilities	Moderate	Candidate ID and Assessment Path-of-Travel Classroom Instruction Field Trip	General Navigation	Travel Ambassador	Skilled in working with persons with physical disabilities and older adults

### Who are Travel Ambassadors?

Travel Ambassadors are specialized employees who provide Travel Orientation and related services. Travel Ambassadors are skilled in working with older adults and people with physical disabilities. Unlike Travel Trainers who provide Intense Travel Training, Travel Ambassadors are not trained to work with people with cognitive disabilities.

Travel Ambassadors can be employed by:

- Transit Agencies, such as Cobb County Transit, Cherokee Transit, etc.
- Area nonprofits and human service organizations

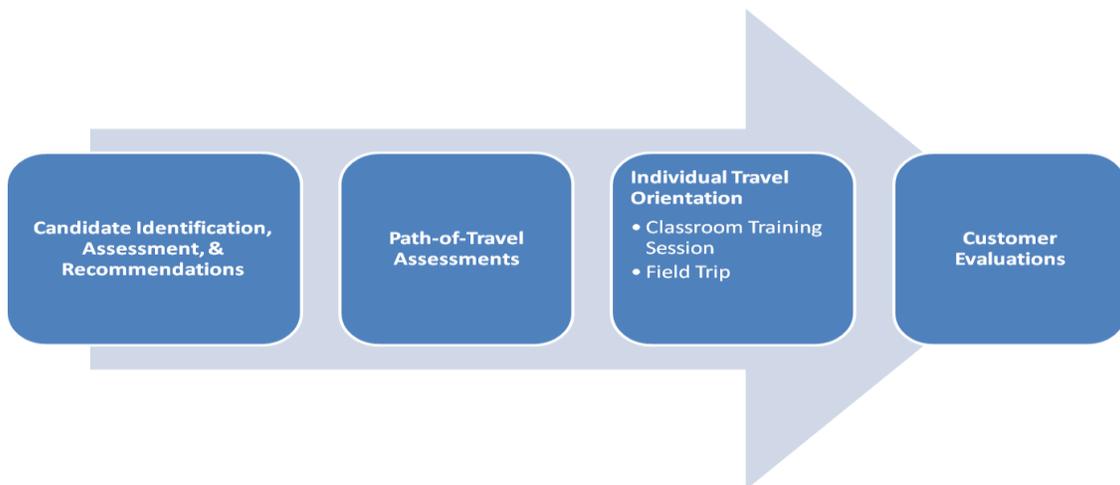
### Roles of Travel Ambassadors

Travel Ambassadors work with individuals or groups of individuals requiring a moderate level of assistance in understanding and navigating the Atlanta region’s fixed route system.

Travel Ambassadors are responsible for the following tasks:

- Identification, recruitment, and initial assessment of trainee candidates (as detailed in the Candidate Identification, Assessment, and Evaluation)
- Path-of-Travel Assessment
- Individual Travel Orientation
- Customer Evaluations (as detailed in the Candidate Identification, Assessment, and Evaluation)

Figure 2 Individual Travel Training – Travel Ambassador Responsibilities



Individual Travel Orientation will include a classroom training session and a group field trip, as described below:

- **Classroom Training** provides general information and guidance on how to use the fixed route system. The training includes how to read schedules, how to navigate and plan a trip, and other safety and way finding

information. Each trainee participates in at least one classroom training session.

- **A Field Trip** after the Classroom Training to solidify the training by providing -field experience. Guided by a Travel Ambassador, trainees will travel to a pre-determined destination by bus or train to demonstrate the skills learned during the classroom training session.<sup>1</sup>

If at the conclusion of Individual Travel Orientation, the client is able to successfully navigate the fixed route system, the individual will graduate from the program.

If needed, participants can schedule additional classroom sessions or group field trips with the Travel Ambassador to destinations of their choosing so they can master their routes and travel them on their own.

If the individual is not able to successfully navigate fixed route transit after completing multiple field trips, they will be referred to a Travel Trainer at one of the area's agencies/organizations that provide more intensive Travel Training. Intensive Travel Training is available in the Atlanta region through MARTA or disABILITY Link.

### **Who is targeted for Individual Travel Orientation?**

**Potential Trainees:** Current active customers of area agency paratransit. These individuals may be able to use fixed route service instead of paratransit for some trips if properly trained.

These individuals may include:

- People who use ADA Paratransit frequently and would benefit from additional options
- People with disabilities who have been denied ADA Paratransit eligibility
- Other individuals who may benefit from fixed route training
- Additionally, in the future one or more regional transit agencies may adopt a program where individuals can be deemed conditionally eligible for only certain trips. These individuals can then be referred to travel training for the trips that are not eligible for ADA Paratransit services.

---

<sup>1</sup>Nelson\Nygaard Consulting Associates. Alameda County Older Adult Group Travel Orientation Manual. Alameda County Transportation Improvement Authority. August 2008.

## **CANDIDATE IDENTIFICATION AND ASSESSMENT**

Candidate identification, assessment, and recommendations for training are the same for Individual Travel Orientation as for all types of travel training. The detailed procedures and forms can be found in the Candidate Identification, Assessment, and Evaluation.

### **PATH-OF-TRAVEL ASSESSMENTS**

The goal of a Path-of-Travel assessment is to accurately determine if certain barriers prevent the trainee from using fixed-route transit for the identified trip(s). This determines if an individual can use fixed route transit service.

A secondary goal is to build a catalog of environmental, architectural, and transit system barriers within the ADA Paratransit service area.

The following is a listing of some of the key categories of barriers or conditions that are common obstacles to mobility

- Street barriers (e.g. lack of sidewalks or curb cuts)
- Distance
- Slope
- Seasonal / Temperatures
- Darkness
- Need for transfers on fixed-route

Travel Ambassadors will perform a Path-of-Travel Assessment for at least one trip for each trainee. Travel Ambassadors may need to perform more than one Path-of-Travel Assessment if they decide that the trainee will need to be trained on more than one trip.

In rare occasions, a certain trip may have already been assessed (e.g. if this is a common trip, such as from a senior living center to a grocery store or medical center). If this is the case, the Travel Ambassador will refer to the database of Path-of-Travel Assessments to obtain the completed Path-of-Travel Assessment. A Path-Of-Travel Assessment will not be completed in this instance.

## Procedures

Travel Ambassadors perform Path-of-Travel Assessments for up to three of the trainee's most traveled trips. These trips will be collected during the participant's Recommendations for Travel Training.

- **Step 1:** The Travel Ambassador will first search the trip on the Google Transit Trip Planner to determine if the trip can realistically be navigated on fixed route based on the individual's ability. The Travel Ambassador will then obtain a route map for the transit agency's system, preferably with train stations/bus stops located on the map.
- **Step 2:** Using Google Maps, the Travel Ambassador compares the location of the origin and destination of each of the identified trips made by each rider on the list with the location of nearby bus stop and rail stations. Travel Ambassadors may prioritize the list of commonly-taken trips based on the distance from the bus stop or rail station.
- **Step 3:** Using route maps and/or Google Maps, the Travel Ambassador will plot out primary and alternate paths of travel from:
  - Trip origin to nearest/nearby bus stops and/or rail stations
  - From bus stop or rail station to trip destination.
- **Step 4:** Once the Travel Ambassador has done the background research for each trip, he or she will go into the field to conduct the Path-of-Travel Assessment. The goal of the Assessment is to determine if the participant, given his or her disabilities, should be able to negotiate the paths between the nearest transit stops and their points of origin and destination. Once in the field, the Travel Ambassador will identify any environmental, architectural, and transit system barriers on the legs of the trip:
  - From the origin of the trip to the nearest or a nearby bus stop or rail station
  - On the train or bus, including any transfers
  - From the bus stop or rail station at the end of the transit trip to the ultimate trip destination

If barriers are identified, the Travel Ambassador will check to see whether similar or other barriers exist on alternate bus and walking routes. The review will determine whether travel to/from bus or rail service is possible for the individual.

- **Step 5:** If insurmountable barriers exist, than the trip should be categorized as "Not Travel Training Eligible." If barriers do not exist, the trip should be categorized as "Travel Training Eligible." If the reviewer is unsure at the end of the assessment, a "presumptive" eligibility is recommended; that is, the trip should be deemed "Not Travel Training Eligible."

## Complete the PATH-OF-TRAVEL ASSESSMENT Form

- **Step 6:** Once the Travel Ambassador has documented his or her findings and recommendations, the Travel Ambassador submits the findings to the Transit Agency's Paratransit Specialist to enter into the trainee's master file (e.g., "10 Main Street to 50 Elm Street – Not Travel Training Eligible," or "10 Main Street to 100 Oak Street – Travel Training Eligible").
- **Step 7:** The Travel Ambassador is also responsible for developing a database of assessments, which will contain the Path-of-Travel determinations, so that the Travel Ambassador will not have to make duplicate assessments of the same trip. The database will be developed in Excel and will provide a way to look up records by street and/or zip code.

## **INDIVIDUAL TRAVEL ORIENTATION**

Individual Travel Orientation includes two sessions:

### **Detailed classroom training session:**

The session is designed to fit within a two-hour period of instruction. Suggested timeframes for each component of the classroom training are provided; however, Travel Ambassadors may choose to use different timeframes depending on the needs of each individual. The session covers the following:

- Travel skills identification
- Tips for Trips: Barrier Analysis, Safety, and Self-Advocacy
- System Knowledge
- When Things Don't Go As Planned

### *Materials for Classroom Training:*

- The Classroom Curriculum is the Travel Ambassador's script and lesson plan for the inside/classroom portion of the day. The curriculum should be modified for use for different individuals based on their skills level. Travel Ambassador's will also need to modify the curriculum to include detailed information about their specific transit system.
- The Trip Planning Worksheet is used as a teaching device during the trip planning and scheduling portion of the classroom training session, described in detail within the classroom training curriculum.
- Travel Ambassadors will complete the Pre-Training Checklist prior to each travel orientation session in order to ensure that they have prepared necessary materials.

**Use the CLASSROOM CURRICULUM guide.**

**Use the TRIP PLANNING WORKSHEET**

**Use the PRE-TRAINING CHECKLIST**

### **In-the-field training session**

The Travel Ambassador will lead the trainee on at least one of their most-traveled trips (the same trips that were completed for Path-of-Travel Assessments). The Travel Ambassador will provide guidance, but also test what the trainee has learned in the classroom training. The Travel Ambassador will urge trainees to complete tasks on their own, while the Travel Ambassador observes.

#### General Training Actions:

- Reinforce understanding of schedules and route maps, and opportunities to transfer. This can be accomplished by asking trainee to cross-reference the vehicle location with printed schedules and/or maps at key time points.
- Introduce techniques for orienting during a transit trip, by pointing out key landmarks along the route, or asking trainee to reference locations along the route with printed schedules or maps.
- Use the field training as an opportunity to revisit barrier analysis, safety, and self advocacy concepts covered in the classroom training.
- Narrate the actions of other passengers, as appropriate, and when instructive.
- Demonstrate - and allow individuals to participate in - key actions such as identifying the correct transit vehicle, fare payment, asking for a transfer, and signaling for the bus to stop.
- As discussed above, use field training as an opportunity to reinforce trainees' self advocacy skills. Opportunities to support self-advocacy include discussion of priority seating areas on transit vehicles and introducing transit agency tools for self advocacy.<sup>2</sup>

The Travel Ambassador will use the Field Trip Form to take notes and keep track of the participant's progress and abilities.

## **Complete the FIELD TRIP for (Individual)**

When training has concluded, the Travel Ambassador determines if the client demonstrates the skills necessary to safely access fixed route transit.

If the trainee is able to successfully navigate the fixed route system after completing one (or more, if necessary) Individual Travel Orientation sessions with the Travel Ambassador, he or she will effectively graduate from the program.

If the client cannot independently navigate the fixed route system after the Individual Travel Orientation sessions, he or she may be directed to a the Group

---

<sup>2</sup> Nelson\Nygaard Consulting Associates. Alameda County Older Adult Group Travel Orientation Manual. Alameda County Transportation Improvement Authority. August 2008.

Travel Orientation program, Bus Buddies program, or a Travel Trainer at an area agency/organization that provides Intensive Travel Training.

## **CUSTOMER FOLLOW-UP EVALUATIONS**

**See the Candidate Identification, Assessment, and Evaluation document for guidance on providing customer follow-up evaluations.**

# **INDIVIDUAL TRAVEL ORIENTATION FORMS**

- 1. Path of Travel Assessment Form**
- 2. Classroom Curriculum**
- 3. Pre-Training Checklist**
- 4. Trip Planning Worksheet**
- 5. Field Trip Form**

## **PATH-OF-TRAVEL ASSESSMENT FORM**

This form will be used by trainers to complete a Path-of-Travel Assessment for EACH trip that will be taught during the in-the-field training session.

<b>Trainer performing Path-of-Travel Assessment:</b>
<b>Agency / Organization Name:</b>
<b>Date and time of Assessment:</b>
<b>Client Name:</b>
<b>Disabilities/Mobility Aids:</b>

Path-of-Travel Assessment being preformed for: <input type="checkbox"/> Intensive Travel Training <input type="checkbox"/> One-on-One Travel Orientation <input type="checkbox"/> Group Travel Training <input type="checkbox"/> Other: _____
--

### **Client and Trip Information**

Address of Origin:
Address of Destination:
Bus Route Number or Train Line:
Is a transfer required? If yes, on to what route or train line?
Direction of Travel? (N, S, E, W)

**Pathways (Origin and Destination)**

Identify Origin Bus Stops/Train Station Options:

E.g. NW corner of Oak Street and Main Street.

<b>Stop 1</b>	
<b>Stop 2</b>	
<b>Stop 3</b>	

*Is Path to Origin Bus Stop/Station free from obstructions?*

	Yes	No	N/A	Notes
<b>Stop 1</b>				
<b>Stop 2</b>				
<b>Stop 3</b>				

Identify the shortest pathway free of obstruction:

Additional notes regarding traveling to origin bus stop/train station:



**Intersections**

Are there intersections along route?

- Yes (proceed with remainder of section)
- No (skip to next section)

How many intersections must be crossed to reach destination (all legs of the trip)? Please report the number of intersections in the entire trip.

---

Do the intersections have crosswalks? Indicate number of intersections WITH crosswalks:

---

Do the intersections have walk/don't walk signals? Indicate number of intersections WITH signals:

---

Do the intersections have walk/don't walk audible notification? Indicate number of intersections WITH audible notification:

---

Additional notes regarding intersections:

**Individual Travel Orientation**  
Program Manual for Transit Agencies

Area around Stop/Station

*Does stop/station have a stop ID number displayed?*

	Yes	No	N/A	Notes
<b>Stop 1</b>				
<b>Stop 2</b>				
<b>Stop 3</b>				

If "yes", list stop IDs by stop in notes. Example: 1-562, 2-483, 3-974

*Is sidewalk free of major cracks?*

	Yes	No	N/A	Notes
<b>Stop 1</b>				
<b>Stop 2</b>				
<b>Stop 3</b>				

*Is sidewalk complete and free of missing sections?*

	Yes	No	N/A	Notes
<b>Stop 1</b>				
<b>Stop 2</b>				
<b>Stop 3</b>				

*Are sidewalks wide enough for mobility device?*

	Yes	No	N/A	Notes
<b>Stop 1</b>				

**Individual Travel Orientation**  
Program Manual for Transit Agencies

<b>Stop 2</b>				
<b>Stop 3</b>				

*Does stop/station have a shelter?*

	Yes	No	N/A	Notes
<b>Stop 1</b>				
<b>Stop 2</b>				
<b>Stop 3</b>				

*Does stop/station have a bench and/or place to sit?*

	Yes	No	N/A	Notes
<b>Stop 1</b>				
<b>Stop 2</b>				
<b>Stop 3</b>				

*Is stop located on pavement or sidewalk? Example: stop is not located in grass and is on paved/concrete/hard surface.*

	Yes	No	N/A	Notes
<b>Stop 1</b>				

**Individual Travel Orientation**  
Program Manual for Transit Agencies

<b>Stop 2</b>				
<b>Stop 3</b>				

Is access to stop free from obstructions? Example: Telephone pole in middle of sidewalk makes stop difficult to access with a mobility device.

	Yes	No	N/A	Notes
<b>Stop 1</b>				
<b>Stop 2</b>				
<b>Stop 3</b>				

If "yes," detail obstruction by stop/station in notes. Example: 1-tree, 2-pole, 3-dumpster

Is stop accessible via wheelchair?

	Yes	No	N/A	Notes
<b>Stop 1</b>				
<b>Stop 2</b>				
<b>Stop 3</b>				

Is location free of any personal safety concerns?

	Yes	No	N/A	Notes
<b>Stop 1</b>				

**Individual Travel Orientation**  
Program Manual for Transit Agencies

<b>Stop 2</b>				
<b>Stop 3</b>				

**Landmarks to look for around stop(s)/station(s)**

(Example: 1-Hospital to right of station, 2-Post Office, 3-Bank)

Is there anything unusual about the location(s):

Additional notes regarding area around stop(s)/station(s):

Path-of-Travel Assessment observation/recommendation summary:

**Ability to use fixed route for trip**

	Yes	No	N/A	Notes
<b>Can the client use the route with no additional assistance?</b>				
<b>Can the client use the route with minimal assistance?</b>				
<b>Is the client unable to take the trip?</b>				

**Individual Travel Orientation**  
Program Manual for Transit Agencies

Additional notes regarding observations/recommendations:

Individual Classroom Curriculum *This guide serves as the Travel Ambassador's script and lesson plan for successfully using fixed route transit.*

## **Module 1: Travel Skills Identification, Motivations and Goal-Setting (Time: 20 minutes)**

**Travel Ambassador:** Before we begin learning about using public transit, let's discuss what kind of experience you have with it.

Using the Initial Interview Form, discuss the trainees experience with public transportation, why they decided to participate in the Travel Orientation, how they currently get around, and any fears or concerns that they have with learning to ride buses or trains.

**Travel Ambassador:** What are some examples of the kinds of things you need to be able to do, or you need to know about, to get around on the bus or train?

Prompt for Travel Ambassador—Sample skills may include:

- Understanding how to pay the fare
- Reading and understanding schedules
- Figuring out which bus or train to take
- Making transfers between bus or trains
- Problem-solving when things don't go as planned (for example, when you miss a bus or train, get on the wrong one)
- Dealing with other riders
- Safety tips

**Travel Ambassador:** We'll be covering most/all of the topics during this training. Now let's talk a little bit about what your goals are for this training.

Using the **Candidate Interview form** that contains the trainee's goals, discuss each goal with him or her.

**See the CANDIDATE INTERVIEW FORM.**

## Module 2: Tips for Trips: Barrier Analysis, Safety, and Self-Advocacy (Time: 20 minutes)

**Travel Ambassador:** In a few minutes, I'm going to teach you some of the specific things you need to know to get around by public transit, but before I get started, I want to give you some tips that can help you to travel on transit safely and comfortably.

There are three main parts to any transit trip:

- Getting from your origin/home to the bus or train stop
- Catching, riding, and exiting from the bus or train
- Getting from the bus or train stop to your destination

It can be easy to focus just on the middle part—the part of the trip that takes place on the bus or train—but it's important to think about the whole trip when using transit.

- Some things to think about when planning your trip include the following:
  - The best route/path to take to the bus or train stop. Some things to consider include:
    - Does one route have more continuous or better quality sidewalks?
    - Does one route avoid intersections that may be difficult to cross safely?
    - Is one route a lot steeper than others?
    - Is the stop to which you are going in a well-traveled area, with lots of pedestrians, lighting, etc. nearby?
- Your stamina. You probably will have to do some walking both at the beginning and at the end of your trip.
  - How long of a walk will you have on both ends of your trip?
  - How steep are the routes you will need to take?
  - Will you be carrying shopping bags, packages, or other items?
  - Are there places to rest along the way if you need to?
  - Does your chosen stop have a bench/shelter (the transit agency may be able to provide this information)?
- The weather. It may be a hot or a cold day, or it may be rainy.
  - How should you dress to be most comfortable?
  - Do you need a hat, sunglasses, an umbrella, or different shoes?
  - What else would make traveling in more extreme weather more comfortable?
- The time of day you will travel. You may be more comfortable traveling when the bus or train system is less crowded.
- The length of the overall trip.

- How much time will it take you to get from your home to your destination, and back to your home?
- How many transfers will you need to make (if any)?

**Travel Ambassador:** Using transit isn't always easy, and you may identify some potential barriers or challenges when thinking through your trip. The good news is that a lot of barriers to using transit have solutions. Let's come up with a few solutions together.

**Question 1:** Let's say that you're planning a transit trip, and find that the walk from your house to the route serving your destination is too far to travel without resting. What might be a solution?

- Answer. There may be a closer route you can use to connect to the route serving the destination
- Answer. There may be a park, or a café, or a friend's house along the way, where you could plan to take a short break to rest.

**Question 2.** Let's try another scenario. What are some things you can do if you want to make sure that you can get a seat on the bus or train?

- Answer. You may want to plan their trip during off-peak hours, if possible. (Preferably between 10:00 a.m. and 2:00 p.m.)
- Answer. You should be comfortable asking other riders and/or the driver to make a seat available in the priority seating area on the bus or train.

**Travel Ambassador:** Before we move on, I'd also like to discuss transit etiquette and safety. While it is rare for injuries or crime to occur on transit vehicles or in transit stations, there are a few basic things you can do to make traveling on buses and trains safer and more enjoyable for yourself and others.

The following are some tips for transit safety:

- If possible, bring just the essentials with you on your transit trip, so that you can keep your hands free for holding on when boarding, exiting, and moving through the bus or train.
- Stay seated until the bus or train has come to a complete stop.
- Take your time when boarding and exiting. If you move more slowly than others, you may feel that you are inconveniencing the driver or other riders, but keep in mind that everyone needs a little extra time sometimes—for example, when loading a bicycle onto the rack on the front of the bus or train, when boarding with children, when carrying packages or luggage, etc. Take as much time as you need. Taking a seat near the door can help reduce the time needed to alight.

When walking, always cross at a crosswalk or traffic light if possible.

**Here are a few more tips related to personal safety.** When using transit, or walking to and from bus or train stops:

- Travel with confidence and purpose: stand tall, walk with your head up and be alert. Avoid giving the impression that you don't know where you are.
- Be aware of your surroundings.
- Choose walking routes to and from bus/train stops that are well-lit and populated.
- Plan your travel route before beginning your trip. Check out maps, street names, etc.
- Don't provide any personal information to strangers. The person you are talking to may be safe, but others who may overhear might not be.
- If you find yourself feeling uneasy or threatened while riding the bus or train, change seats and alert the bus or train driver if necessary.
- Ride towards the front of the bus or train, close to the driver, if possible; however, if the bus or train is full, you should move towards the back of the bus/train to make room for other passengers who are going to board or depart at the next stops/stations.

Here are a few tips related to travel:

- When you get on the train or bus, look for designated seats for older adults and persons with disabilities.
- If the bus/train is crowded, move towards an area that has space. Do not move towards the front of the bus/train until your stop is the next stop.
- Keep aisles clear of your belongings. If the bus/train is crowded, keep belongings off empty seats so people may sit in those seats.
- Do not eat or drink on the bus/train.
- Keep noise levels down.

## Module 3: System Knowledge (Time: 1 hour)

*Note: Before you begin this module, you should get at least one map of a nearby transit route and plot out a sample round trip.*

**Travel Ambassador:** We're now going to go through how to plan for a trip, how to read a schedule, the different kinds of fares, and how to get on and off the bus or train. This is a lot of information, so if you have any questions as we go along, please do not hesitate to ask them.

### Gathering Information for Trip Planning:

Getting around on buses and trains in the Atlanta region is a lot easier if you've done some planning ahead of your trip. There are a few options available to help with your planning:

- Metro Atlanta's one-click stop for transit at [www.atltransit.org](http://www.atltransit.org)
- The MARTA My Commute website at [www.itsmarta.com](http://www.itsmarta.com) or call (404)-848-5000
- Cobb County Transit at [www.cobbcounty.gov](http://www.cobbcounty.gov) or call (770) 427-4444
- Cherokee County Transportation at <http://www.cherokeega.com/Transportation/> or call (770)345-6238
- Gwinnett County Transportation at <http://www.gwinnettcounty.com/portal/gwinnett/Departments/Transportation> or call (770)882-5010.

### Fixed Route Transit Overview

**Travel Ambassador:** Before we take a look at a map and plan a trip, I'd like to go over some general information with you about fixed route service. First, every bus or train runs on a fixed route system and is scheduled to arrive at each bus or train stop at a designated time.

**Question 1.** How often do you think the bus or trains run?

- Answer. Different buses and trains run on different schedules and frequencies. Buses on busy streets tend to run more often, so your wait time should be shorter. For example, in this neighborhood [pick a location near where the participant lives], Line [pick a line they might use] runs every [XX] minutes during the rush hour, whereas it only runs every [YY] minutes in the middle of the day.

The system map lists all the routes and times for both weekdays and weekends.

**Question 2.** What is the difference between day time and night time lines?

- Answer. Bus and trains tend to run less often at night because there are fewer riders, and late at night some do not run at all.

Do you intend to ride the bus or train after 10 P.M.?

**If not:**

If you are interested in the future about night service, you can find information on night service by calling the [their transit provider's] customer service phone number or using Google Transit.

If someone does ride late at night:

*Note: The Travel Ambassador needs to describe the night service that [their transit provider] provides and give interested participants the night service schedule.*

**Question 3.** What is the difference between weekday and weekend bus or train schedules?

- Answer. Some fixed route transit that runs during the week may not run on the weekends, and those that run on weekends generally are less frequent. [Your local provider] will also post notices about holiday bus or train schedule changes or any service changes.

### **Reading a Map**

**Travel Ambassador:** All of the bus or train routes in [your local service area] are shown in individual maps that cover different geographic areas. Please take a look at your system map. We will look at the \_\_\_\_\_ map [choose a map that covers a local area].

You have a lot of information here on scheduling. We'll get to it in a minute. But let's turn to the side that has the map.

*Note: Spend a few minutes describing the areas served by the map or asking questions so the trainee can describe them for you.*

### Schedule Reading Exercise (With Trip Planning Worksheet)

**Travel Ambassador:** As I mentioned before, you can get a lot of information from the system map. However, if you want to have really specific information about when the bus runs in the area near your home, it is best to use the schedule for that route. [Local Transit System] has schedules for every bus or train route in the system that tell you the time the bus or train should arrive at the beginning of the route and at key stops along the way. You find those stops by reading the map. When you see the one closest to where you want to get on, you can estimate what time you should arrive at your stop. It's always a good idea to arrive early in case the bus or train is early.

Make the point that this exercise would be a little more difficult if the trainee doesn't live near one of the time points. If they need to know accurately when the bus will arrive, and they don't live near a time point, they may find it easiest to simply call their local transit agency. That number should be on the map.

Now let's look at the **Trip Planning Worksheet** that you can use to keep track of information. If you take a look at the Worksheet, you'll see that there are places to fill in your starting point and destination, the time and day you want to travel, the route you will use, and times the bus is scheduled to pick you up and to arrive at your destination, and how much the trip will cost.

### Use the TRIP PLANNING WORKSHEET

Using schedules for a specific bus or train route, work with the trainee to figure out the exact time the bus will be arriving at the closest stop. You can walk the trainee through filling out the Trip Planning Worksheet as you go.

### Map Reading Exercise

Using the map and sample round trip you developed, talk through some scenarios with the trainee. Travel Ambassadors may want to highlight the route with a marker or ask the trainee to highlight the route and some sample times to leave or arrive. .

**Question 1:** Let's say you live on the corner of \_\_\_\_\_ Street and \_\_\_\_\_ Street (point this location out on the map). And you want to go to \_\_\_\_\_ to do some shopping and then meet a friend for an early dinner. How would you decide which bus or train to take?

**Question 2:** Let's say it's a Tuesday afternoon, and you will be ready to leave around 3:30 p.m. Which bus or train should you take?

**Question 3:** Which bus or train would you take to get home before 8pm?

### Purchasing a Ticket

**Travel Ambassador:** Before we talk about planning a trip, I also want to point out information about bus or train fares. There are special, reduced fares for riders who are 65 and older and persons with disabilities.

*Note: The Travel Ambassador will need to research and describe the relevant fares for the transit system that the trainee will be using. Travel Ambassadors are required to keep up to date on fares and how to obtain tickets and passes.*

### Transferring Between Transit Mode

**Travel Ambassador:** If you are going a fairly long distance, you may find yourself having to transfer to another bus or train or even to another transit system. This should not be a problem if you do some trip planning ahead of time. If the trainee will require a transfer the Travel Ambassador should refer them to a Travel Ambassador or Travel Trainer to receive additional information on this topic.

## Module 4: When Things Don't Go as Planned (Time: 20 minutes)

**Travel Ambassador:** We're going to talk about some unplanned situations that can come up and how you could deal with them.

### Missing the Bus or Train

**Question 1.** Buses and trains run on a time schedule. In what situations are you likely to miss a bus or train?

- Answer:
  - If you arrive at the bus or train stop later than the scheduled arrival/departure time,
  - If the bus or train is running ahead of schedule, or
  - If you stand where the bus or train does not stop.

**Question 2.** If you miss the bus or train, what should you do?

Answer: First, you need to know when the next scheduled bus or train will arrive or if there is another bus or train (different route) that can take you to your destination within a reasonable time. Next, you will have to decide on whether to wait for the next bus or train or whether finding another form of transportation, such as a taxi, is necessary.

### Missing the Destination Stop

**Question 1.** If you realize you've ridden past your bus or train or train stop, what should you do?

- Answer: Ask for assistance from the bus or train operator

Steps to follow when missing the stop are:

- Decide how far you traveled beyond your intended stop.
- If it's only a few blocks, or less, to the next stop, get off the bus or train and walk back.
- If the bus or train has gone several blocks before you've realized that the stop was missed, you should tell the operator what your destination is. You may be given the following options
  - Walk back

- Ride to the end of the line and ride the return back to your stop
- Buy a transfer, cross the street and take a bus or train in the opposite direction

### **Boarding the Wrong Bus or train**

**Question 1.** What should you do if you have boarded the wrong bus or train?

- Answer. If you realize that you boarded the wrong bus or train early in the route, you should use the same procedure described for missing a bus or train stop. Tell the operator what your destination is. The operator will give you information on how to get back to the stop. Use your schedule and find when the next scheduled bus or train will arrive or if there is another route that can take you to your destination. Next, you will have to decide on whether to wait for the next bus or train or whether finding another form of transportation, such as a taxi, is necessary.

### **Becoming Lost or Off Track**

**Travel Ambassador:** You may get lost or off-track if you are unexpectedly confused by something. You may realize you are off track when the landmarks do not match with what you remember or if the street names don't match the ones you noted when you were planning your trip.

If you do become lost, you should:

- Use the train or bus route map, a paper map, or a map app on your smart phone to figure out where you are and where you need to go.
- If you don't have a map, find a pay phone or use your cell phone to call the place that you are traveling to or a friend who knows the area.
- Look at the names of the streets at the nearest intersection where you are standing. You can either use them and your map to figure out where to go, or you can tell them to the person who is helping you figure out where to go.

***This concludes the Individual Travel Orientation Classroom Training. Please refer to the Recommendations for Travel Training form for the date and time of the in-the-field session. You will need to remind the participant of the date and time of the in-the-field session.***

## TRIP PLANNING WORKSHEET

### GOING THERE

Starting Address/Intersection: \_\_\_\_\_

Destination Address/Intersection: \_\_\_\_\_

I want to: (choose one)

Depart around: \_\_\_\_\_ am\_\_ pm\_\_

Arrive around: \_\_\_\_\_ am\_\_ pm\_\_

Day of the week: \_\_\_\_\_

Route Number: \_\_\_\_\_

Location of Bus Stop: \_\_\_\_\_

Scheduled Boarding Time: \_\_\_\_\_

Scheduled Arrival Time: \_\_\_\_\_

Next Bus (same route): \_\_\_\_\_

Alternate Route (if any): \_\_\_\_\_

Price of Trip: \_\_\_\_\_

Other Notes:

## **COMING BACK**

Starting Address/Intersection: \_\_\_\_\_

Destination Address/Intersection: \_\_\_\_\_

I want to: (choose one)

Depart After: \_\_\_\_\_ am\_\_ pm\_\_

Arrive After: \_\_\_\_\_ am\_\_ pm\_\_

Day of the week: \_\_\_\_\_

Route Number: \_\_\_\_\_

Location of Bus Stop: \_\_\_\_\_

Scheduled Boarding Time: \_\_\_\_\_

Scheduled Arrival Time: \_\_\_\_\_

Next Bus (same route): \_\_\_\_\_

Alternate Route (if any): \_\_\_\_\_

Price of Trip: \_\_\_\_\_

Other Notes:

## **PRE-TRAINING CHECKLIST**

### **Facility**

- Water available? Refreshments? If yes, how/where set up?
- Room open at what time: \_\_\_\_\_
- If lunch, constraints?

### **Everyone know where and what time to meet?**

- Assistants (if applicable) and Participant(s)

### **Materials**

- Signed consent form for participant(s)
- Mobile phone numbers for all key people – workshop leader, assistants, site liaison, staff
- Blank chart paper
- Folders for transit information
- Pocket timetables – for routes to be used on field outing and other timetables – check – do we have the ones that are most up-to-date?
- Sign-in sheet
- Customized handouts (e.g. in appropriate language, customized to this group)
  - Where to get more information
  - Transit Planning Worksheet
- Pens – red pens and highlighters, also regular pens
- Camera
- Enlargement of relevant routes(s), if appropriate
- Fixed Route Map to post, showing likely destination points

### **Other Info**

- Business cards or contact info to share with participants

### **Pre-made Charts**

- Overview of the workshop / other items?

### **Field Outing**

- Cash to purchase tickets/passes (also for staff and assistants)
- Food stop needed? If so, where?
- Location of restrooms while on field outing?
- Establish gathering times for setting out and return

## FIELD TRIP FORM

Client Name:

---

Phone Number:

---

Date and Time Training Began: \_\_\_\_\_ AM\_\_PM\_\_

Date and Time Training Completed: \_\_\_\_\_ AM\_\_PM\_\_

<b>Ability Points</b>	
5	Able to complete without Assistance
4	Able to complete with reassurance from the Travel Ambassador
3	Able to complete with a verbal prompt from the Travel Ambassador
2	Able to complete with a physical prompt from the Travel Ambassador
1	No response or does not understand
NA	Not applicable (no opportunity to evaluate)

**Individual Travel Orientation**  
Program Manual for Transit Agencies

**Task 1: Pre-trip Preparation**

- Travel Ambassador provides a schedule and map to trainee and ask them to plan a trip from Point A to Point B.
- Travel Ambassador advises trainee on what items will be needed for their trip – bus pass, appropriate clothes, cell phone, money, important phone numbers, medication, snacks, walking aid, etc. (This will depend on the individual needs of the trainee.)

Action	Points	Comments
Able to trip plan		
Interprets map, schedules or directions		
Prepares for trip with check of everything needed (bus pass, appropriate clothes, cell phone, important phone numbers, etc.)		
Leaves for bus at appropriate time		
<b>Total points</b>		

**Task 2: Walking and Street Crossing Safety**

- Travel Ambassador observes the trainee as he or she travels (walks or rides in a wheelchair) from the trip origin to the stop or station.
- Travel Ambassador accompanies the trainee across three street types when possible: (1) quiet street with very little traffic, (2) busy intersection, and (3) at street crossing with traffic lights.
- Travel Ambassador observes if the trainee stops and waits at safe place on sidewalk, understands traffic flow and signals, and demonstrates safe crossing.

Action	Points	Comments
Able to locate the safest Path-of-Travel (sidewalk, direction on street, pathway)		
Demonstrates way-finding techniques (landmarks, street names, directional)		
Recognizes personal landmarks		
<b>Crossing Quiet Street</b>		
• Stops and waits at safe place on sidewalk		
• Understands traffic flow and signals		
• Demonstrates safe crossing		
<b>Crossing Busy Intersection</b>		

**Individual Travel Orientation**  
Program Manual for Transit Agencies

• Stops and waits at safe place on sidewalk		
• Understands traffic flow and signals		
• Demonstrates safe crossing		
<b>Crossing Street with traffic lights</b>		
• Stops and waits at safe place on sidewalk		
• Understands traffic flow and signals		
• Demonstrates safe crossing		
<b>Total points</b>		

**Task 3: Bus Stop/ Train Station Knowledge**

- Travel Ambassador observes if trainee is able to locate the bus stop/train station at both the origin and destination.
- Travel Ambassador observes if trainee correctly identifies which bus/train to board and what bus stop/train station from which to exit.
- Travel Ambassador observes trainee’s behavior while boarding and riding the bus/train.

Action	Points	Comments
Locates bus stop/train station (origin)		
Identifies buses by bus numbers		
Identifies which bus/train to board		
Locates bus stop/train station (destination)		
Able to board and present ID/pass to driver		
Identifies bus signage		
Positions self properly on bus		

**Individual Travel Orientation**  
Program Manual for Transit Agencies

Asks for a handicap seat, if needed		
Follows bus/train rules		
Properly signals for bus to stop		
Properly exits the bus/train		
<b>Total points</b>		

**Task 4: Overall Personal Safety**

- Travel Ambassador observes how the trainee demonstrates overall personal safety when traveling to and from the bus/train, when waiting for the bus/train to arrive, and while traveling on the bus/train.
- Travel Ambassador discusses emergency procedures with trainee asking how the trainee would react in certain situations.

Action	Points	Comments
Travels with confidence and purpose		
Aware of surroundings		
Demonstrates safe decision making		
Demonstrates ability to problem solve		
Interacts appropriately with strangers		
Identifies safe person to ask for help		
Knows what to do if bus/train is missed		
Locates a phone (cell phone or pay phone)		
<b>Total points</b>		

**Individual Travel Orientation**  
Program Manual for Transit Agencies

Please calculate the total points for each step and divide by the number of questions. The resulting number is the score for that step.

For example: Step 1, total points =16 divided by 4. The resulting number is 4. This client receives a 4 for Step 1 (refer to the ability points table. A score of “4” means that the client is able to complete the step with reassurance from the Travel Ambassador).

Step	Total Points	Number of questions	Result	Notes
Step 1		4		
Step 2		12		
Step 3		11		
Step 4		8		
Total points		35		
Additional notes				
Additional training needed				

Form completed by (Trainer): \_\_\_\_\_

Date: \_\_\_\_\_