

STCS Pre-Trip Planning and Virtualization: Smart Travel Learning Curriculum

**Leveraging Innovative Technology to Develop Smart
Concierge System to Facilitate Pre-Trip Planning and
Virtualization for Individuals with Cognitive Disabilities**

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16. Abstract The Smart Travel Concierge System includes a web-based Smart Travel Learning Curriculum designed to be used by individuals with cognitive disabilities and other users to engage in self-paced multimedia training on common public transit travel skills and knowledge. This document provides an overview of the process used to create the Learning Curriculum, as well as information regarding the Curriculum itself.			
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Executive Summary

This document serves as the Program Deliverable titled *Specialized Media for Assisting Route Travel (SMART) Travel Learning Curriculum (STLC)* as described in Project Proposal Part G – Schedule, Milestones and Evaluation Metrics.

The STLC has been designed to be used in conjunction with the Transportation Readiness Assessments but may also be used independent of the assessment process. The STLC uses text, recorded audio and images—delivered via the Visual Impact engine—to present information and practice on the same transportation concepts presented in the assessments to help tie the two activities together. Like the assessments, the STLC modules are also limited to approximately 12-20 steps to avoid user fatigue. In Phase 1, STLC modules were developed to enable initial research on their impact on the transportation readiness knowledge presented in the assessments. This initial research involved a pretest/posttest model where individuals with cognitive disabilities engaged in one or more Transportation Readiness Assessments, followed by self-directed training using related STLC modules (Stock, Davies, Herold and Wehmeyer, 2019). Results of this preliminary testing showed significant gains in basic public transportation knowledge as a result of engagement in the STLC modules.

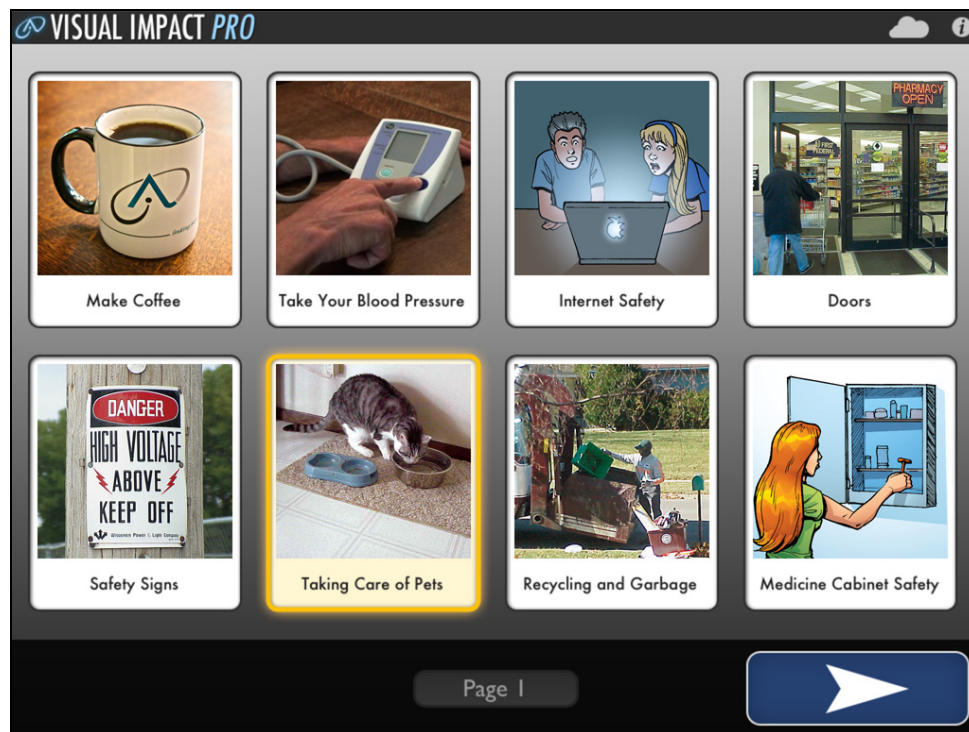
This document proceeds with a brief description of the research and development history of the Visual Impact engine. Following a brief review of the assessment development process, a summary of the STLC is provided. This includes both modules created in Phase 1 to enable evaluation of the approach, and modules developed during Phase 2 based upon the Phase 1 research.

Additionally, Appendix A includes a sample of a STLC module narrative, and Appendix B provides a sample JavaScript Object Notation (.JSON) file taken from a selected STLC training module. The .JSON files organize all module content in a format that enables its use in the Visual Impact software engine. Appendix C provides a table outlining the connection between responses to assessment questions and recommendations for specific STLC modules.

Chapter 1. Overview of the Visual Impact Engine

AbleLink's original research on the concept of electronic multimedia prompting and training was conducted in the early 1990s via a series of projects funded by what is now the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR). These resulted in two commercial products, originally called *PictureCoach* and *PocketCoach*. The former encompassed many of the aspects of the current Visual Impact engine; the latter was a dedicated hardware device that provided only audio cues and training. Since that original research, the technology has been successfully developed and evaluated in a wide range of research projects and applications such as employment, diabetes management, activities of daily living, voter education, meal preparation, health care, safety education, decision making, and community transportation. Additional research and development projects have added a wide range of technology features to the system such as support of video modeling, remote notifications, decision points and jump steps, timer-based features, module-building tools, and cloud-based storage and retrieval of shared training modules. A brief description of how the base technology works is provided below.

Figure 1 provides an example of the opening screen, or Main Menu, of a Visual Impact-based application. The Main Menu is where users access desired training modules. In this example, up to eight modules can be displayed on a tablet computer at one time; if more than eight modules are available, a blue arrow button appears in the lower right corner of the screen. Tapping this button moves the Main Menu to subsequent sets of up to eight training modules, thus supporting an infinite number of modules on a single device.



Source: AbleLink Smart Living Technologies, September 22, 2016

Figure 1 The opening screen, or Main Menu, in a Visual Impact-based application

To operate the system, users tap on a desired topic to hear an audio recording such as “Taking Care of Pets: to view this module, tap this button again.” Upon a second consecutive tap, the system opens the selected training module to a Start screen such as is shown in Figure 2. Alternatively, users can tap around on the various Main Menu buttons to help understand what subject matter they contain (that is, without consecutive tapping on the same module), or use the arrow button in the lower right corner of the screen to proceed to additional pages with different task training modules.



Source: AbleLink Smart Living Technologies, September 22, 2016

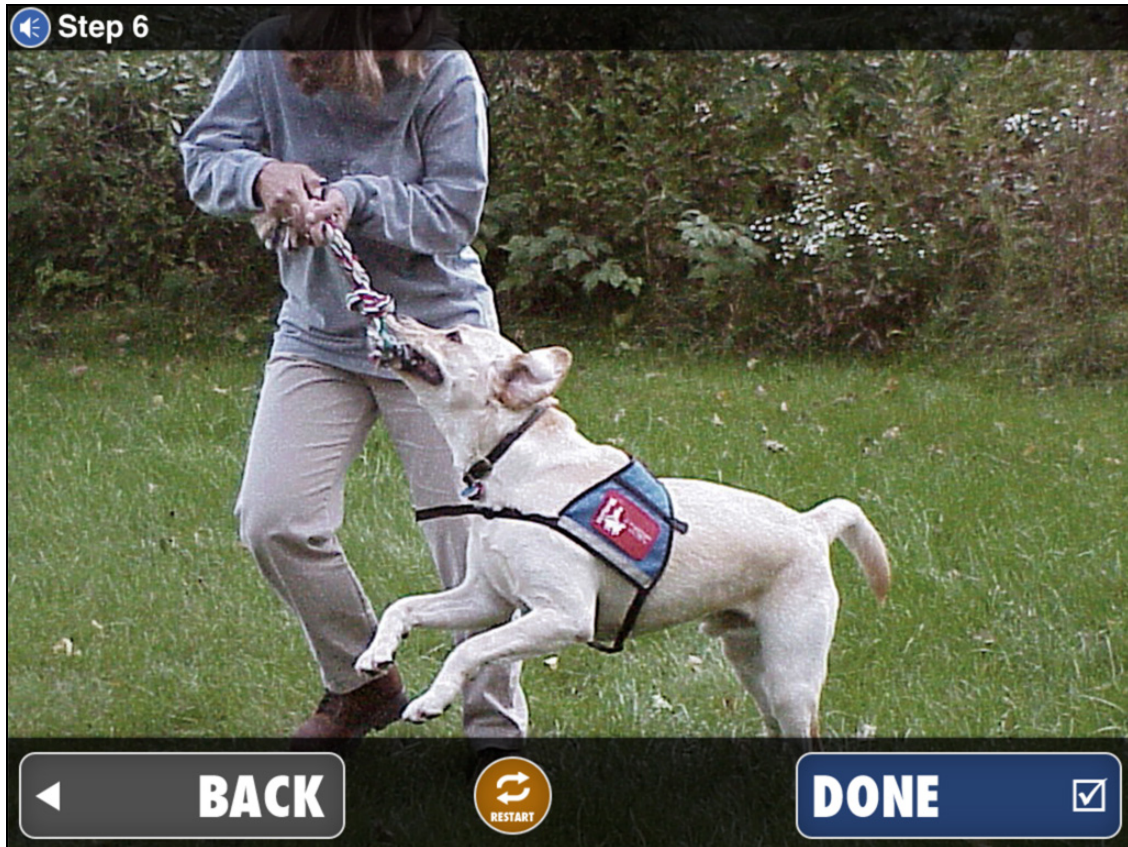
Figure 2 The Start screen of a Visual Impact module

Once a training module has been selected, the system audibly confirms the selected module and prompts the user to proceed: “You have selected Taking Care of Pets; press the START button to begin.” The system proceeds through the steps in the module via the interface shown in Figure 3, optionally supporting both forward and backward navigation and the ability to repeat audio/video instructions within each step. When a training module is initiated by selecting the START button, an option is available to automatically send either a text or email message to a designated recipient as a form of remote notification of when the selected module has been completed. The remote notification information that is automatically sent includes the name of the computer from which the notification is being sent, the time/date the message was sent, and the nature of the event notification, and number of steps completed, and the time to complete the session as shown in the example in Figure 5 on an iPad tablet. Task completion notifications are triggered when a user reaches the last step in a training module sequence and selects the DONE button, as shown in the Figure 4 example.



Source: AbleLink Smart Living Technologies, September 22, 2016

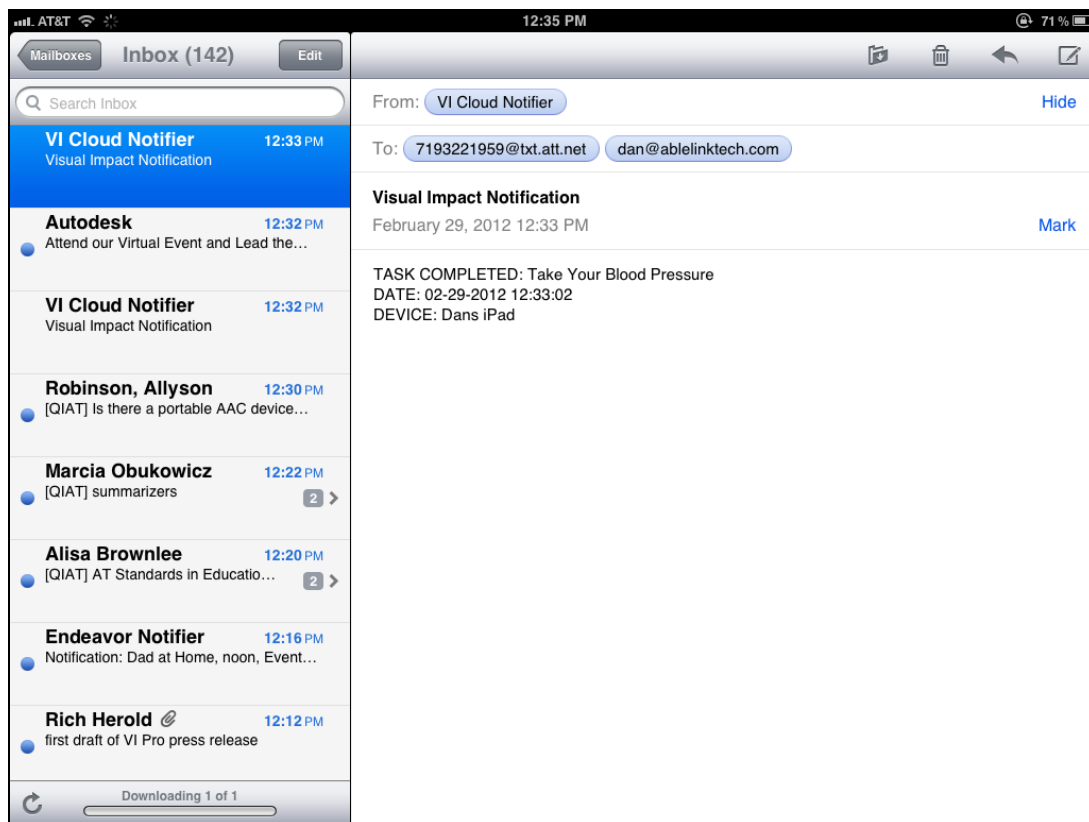
Figure 3 Sample screen of training module during step-by-step playback



Source: AbleLink Smart Living Technologies, September 22, 2016

Figure 4 Tapping the DONE button, which only appears at the end of each instructional module sequence, triggers the automated notification message as shown in Figure 5

While Figure 5 provides an example of a remote notification in email format, also note that the feature can alternatively send text message notifications as well. When an instructional module has been completed, the system returns to the Main Menu as shown previously in Figure 1.



Source: AbleLink Smart Living Technologies, September 22, 2016

Figure 5 Sample of automated remote notification email indicating module completion

Chapter 2. Connecting Readiness Assessments to Learning Curriculum

The research process that resulted in the STCS (SMART Travel Concierge System) Transportation Readiness Assessment System also services the development of the STLC. This process involved review of the most recent research, tools and approaches for transportation readiness assessment, pre-trip planning and travel training. Activities also included interviews with current WayFinder customers/partners, feedback from project stakeholder audiences during a series of presentations, and an extensive review of best-practice assessment and training tools, processes, literature and web site information.

Customer discussions and stakeholder presentations included for example Rocky Mountain Human Services, Cheyenne Village, Inc., ARCA (Arc of Albuquerque), Black Hills Works, Ohio State University's Nisonger Center, the Westchester Institute for Human Development, the State of Tennessee's Department of Intellectual and Developmental Disabilities, and members of the AbleLink ATTRI (Accessible Transportation Technologies Research Initiative) Project Steering Committee. These exchanges were beneficial in understanding the practices, tools, resources, challenges and successes of these entities in supporting the transportation needs of individuals with intellectual and other disabilities. A major effort in this activity has been in the literature and web site review, where approximately 60 best-practice resources were documented and analyzed. Extrapolations were made from these resources that were subsequently summarized in Project Deliverable #2, the STCS Assessment Content Summary Table. The process for developing this document initially recorded all extrapolated information, followed by a winnowing process to identify assessment and training aspects that were prevalent across multiple research resources. Finally, these most important aspects of transportation readiness were organized into logical categories to begin the process of formulating the assessment modules included in the Phase 1 prototype Assessment System, resulting in the following self-directed assessment modules:

1. Travel Skills and Experience Assessment
2. Street Crossing Skills Assessment
3. Social Skills Assessment
4. Vehicle Identification Assessment

These assessments each focus on several distinct sub-areas related to the overall assessment subject, although there is some natural cross-over between assessments. The four self-assessment modules were then developed on AbleLink's ATLAS (Accessible Training, Learning and Assessment System) platform, incorporating text, graphic and audio-based content presentation to promote access to the target audiences, including individuals with significant literacy deficits. Next, a review of the draft assessments was conducted by volunteer members of the AbleLink ATTRI Steering Committee and the structured feedback received from this process was incorporated into updated versions of the Phase 1 prototype assessments. The process then began to analyze the assessment module content to cull themes that were used to develop training modules that became the STLC. For example, training themes

identified in the Vehicle Identification Assessment included a training need to be able to identify buses by name, identify buses by number, and the ability to use real-time transit information displays. Each of these areas was then subsequently developed into a STLC Training Module such that individuals who were identified as having deficits in one or more of these areas via the assessment process are able to engage in targeted self-directed training to overcome these deficits.

The STLC has been developed as an open, web-based resource for self-directed, multimedia step-by-step training on a broad range of public transportation skills and knowledge. These modules are designed to be open to the public for direct access via a secured login process, with the intended ability for municipal transportation system project managers to be able host local versions of the systems to enable editing of existing content or the addition of new content to address unique aspects of their respective public transit systems. Phase 2 work included creation of links between the master ATTRI Assessment system and corresponding STLC modules to electronically 'assign' learning modules based upon skill or knowledge deficits identified via the assessment process. This is designed to provide a personalized training plan so that individuals do not have to self-identify what STLC modules might be supportive of an individual's needs. Users are still able to self-select training modules at will to support independent study use cases. To extend learning opportunities, individual users—including travel training instructors, teachers, agency staff or families—are able to create original and highly individualized travel training content via the Pre-Trip Execution component of the Smart Travel Concierge System project. This resource is deployed as a local tablet or smartphone-based app for individual consumption, unlike the publicly available, web-based deployment of the STLC.

Chapter 3. Phase 1 and 2

Assessment/Training Outline

This outline presents each of the four Transportation Readiness Assessment Modules followed by their corresponding STLC Modules. Please note that all modules are under continuous review and revision based upon ongoing Steering Committee and field participant feedback.

1. AbleLink ATTRI Assessment Module: Travel Skills and Experience
 - Using a Flip Phone
 - Using a Smartphone
 - Purchasing a Bus Pass and Paying the Fare
 - Signaling for a Stop
 - Getting to Your Bus Stop
 - Getting Off the Bus and To Your Destination
 - Making Transfers
 - Using Landmarks
 - A Review of Safety on the Bus
 - Using Escalators and Elevators
 - Using Route Maps
2. AbleLink ATTRI Assessment Module: Street Crossing Skills
 - Using Intersections and Crosswalks
 - Using Transportation Signs and Signals
 - Crossing Streets without a Signal
3. AbleLink ATTRI Assessment Module: Social/Safety Skills
 - People to Ask for Help
 - Getting Help in the Community
 - Your Personal Information
 - Tips to Remain Confident

4. AbleLink ATTRI Assessment Module: Bus Identification

- Identifying Buses by Name
- Identifying Buses by Number
- Using Real-Time Transit Displays

Appendix A. Sample STLC Content

Module: Identifying Buses by Name

Task Image: (Image of front of bus with bus route name clearly visible)

Task Audio: This session provides information and practice on identifying buses by name. Press the Start Button to begin.

Table Note: Brackets are used in the table below to show sample bus route names and may be changed based upon local system deployment.

Table 1. Identifying Buses by Name Module Content Table

Step Number	Step Description (Text display)	Step Narrative (Audio Message)	Image Description
Step 1	City buses usually have a number on them to help people to make sure they take the right bus. But most buses also have a route name that can help make sure you have the right bus. The name on a bus usually shows the place it is going to, or the name of the street or route that it travels on. In this picture, the name of the route for this bus is <i>[City Centre]</i> as shown in the white circle. Press the Next button to continue.	City buses usually have a number on them to help people to make sure they take the right bus. But most buses also have a route name that can help make sure you have the right bus. The name on a bus usually shows the place it is going to, or the name of the street or route that it travels on. In this picture, the name of the route for this bus is <i>[City Centre]</i> as shown in the white circle. Press the Next button to continue.	Image of front of bus with bus route name <i>[City Centre]</i> visible and white circle around name
Step 2	Along with looking for the bus number, you should also make sure the name on the bus is right. This bus name is usually above the front windshield of the bus right next to the bus number. In this picture, the bus route name is <i>[Aviation]</i> , and it is right after the bus route number which is <i>[6]</i> . Press Next to continue.	Along with looking for the bus number, you should also make sure the name on the bus is right. This bus name is usually above the front windshield of the bus right next to the bus number. In this picture, the bus route name is <i>[Aviation]</i> , and it is right after the bus route number which is <i>[6]</i> . Press Next to continue.	Image of front of bus with bus route name <i>[Aviation]</i> visible

Step Number	Step Description (Text display)	Step Narrative (Audio Message)	Image Description
Step 3	The route name on a bus is often the name of a street the bus travels on, or a place that the bus goes to. In the top picture, the bus route name shows where it is going—to <i>[Beverly Hospital]</i> . In the lower picture the bus name shows that it is the bus to <i>[Riviera Village]</i> .	The route name on a bus is often the name of a street the bus travels on, or a place that the bus goes to. In the top picture, the bus route name shows where it is going—to <i>[Beverly Hospital]</i> . In the lower picture the bus name shows that it is the bus to <i>[Riviera Village]</i> .	Split image with bus on top displaying bus route <i>[Beverly Hospital]</i> and lower image displaying bus with route <i>[Riviera Village]</i> .
Step 4	Let's try this picture. Can you see what the bus name is? It is bus route <i>[Transit Way]</i> . Press the Next button and we'll look at another way to help remember a bus name.	Let's try this picture. Can you see what the bus name is? It is bus route <i>[Transit Way]</i> . Press the Next button and we'll look at another way to help remember a bus name.	Image of front of bus with bus route name <i>[Transit Way]</i> visible
Step 5	Some people have a hard time remembering the bus route name. Sometimes it can be very helpful to write down the name of the bus you are looking for on a piece of paper. The first picture shows a piece of paper with the bus name <i>[White City]</i> on it. Can you find the picture showing the bus going to <i>[White City]</i> ?		
a		This is the piece of paper with the bus name <i>[White City]</i> on it. Click on the picture of the bus named <i>[White City]</i> .	Image of the words <i>[White City]</i> on a piece of paper
b		Try again, this is bus route <i>[West Mall]</i> . Find the bus that matches the name on the paper, <i>[White City]</i> .	Image of front of bus with <i>[West Mall]</i> showing
c		Good job, the name of this bus route is <i>[White City]</i> which matches the name on the paper. Press Next to continue.	Image of front of bus with <i>[White City]</i> showing
Step 6	Let's do one more. The first picture shows a piece of paper with <i>[Riviera Village]</i> written on it. Can you find the		

Step Number	Step Description (Text display)	Step Narrative (Audio Message)	Image Description
	picture of the bus going to Riviera Village?		
a		This is a picture of the piece of paper with <i>[Riviera Village]</i> written on it. Click on the picture of the bus for <i>[Riviera Village]</i> .	Image of the words <i>[Riviera Village]</i> on a piece of paper
b		Good job, the name of this bus route is <i>[Riviera Village]</i> which matches the name on the paper. Press Next to continue.	Image of front of bus with <i>[White City]</i> showing
c		Try again, this is the bus going to <i>[Lynwood]</i> . Find the bus that matches the name on the paper, <i>[Riviera Village]</i> .	Image of front of bus with <i>[Lynwood]</i> showing
Step 7	Ok, let's practice a few more. Find the bus with the name <i>[State St.]</i> on it.		
a		Please try again, this bus name is <i>[Long Bay]</i> . You are looking for the bus named <i>[State St.]</i> .	Image of front of bus with <i>[Long Bay]</i> showing
b		Please try again, this bus says <i>Fenside</i> . You are looking for bus named <i>[State St.]</i> .	Image of front of bus with <i>[Fenside]</i> showing
c		Good work, this is bus named <i>[State St.]</i> . Press Next to try another one.	Image of front of bus with <i>[State St.]</i> showing
Step 8	Look at these pictures and click the one that shows the bus going to <i>[Washington Dulles]</i> .		
a		Please try again, you are looking for the bus going to <i>[Washington Dulles]</i> .	Image of front of bus with <i>[Whitleigh]</i> showing
b		Good work, you are right! This shows the bus going to <i>[Washington Dulles]</i> . Press Next to continue.	Image of front of bus with <i>[Washington Dulles]</i> showing
c		Please try again, you are looking for the bus going to <i>[Washington Dulles]</i> .	Image of front of bus with <i>[Robson]</i> showing
Step 9	OK, here is another one. Look at these pictures and		

Step Number	Step Description (Text display)	Step Narrative (Audio Message)	Image Description
	click the one that shows bus route <i>[Charles]</i> .		
a		That is right, this is the bus with the name <i>[Charles]</i> showing! Good work, press Next to continue.	Image of front of bus with <i>[Charles]</i> showing
b		Please try again, this shows the bus is going to the <i>[Station]</i> . You are looking for the bus with the name <i>[Charles]</i> showing.	Image of front of bus with <i>[Station]</i> showing
c		Please try again, this bus shows the route <i>[Transit Way]</i> . You are looking for the bus with the name <i>[Charles]</i> showing.	Image of front of bus with <i>[Transit Way]</i> showing
Step 10	Let's try another one. See if you can find the bus to <i>[Woodley Park]</i> .		
a		Please try again, you are looking the bus going to <i>[Woodley Park]</i> .	Image of front of bus with <i>[Woodley Park]</i> showing
b		Please try again, you are looking the bus going to <i>[Woodley Park]</i> .	Image of front of bus with <i>[Woodley Park]</i> showing
c		Good work, this is the bus going to <i>[Woodley Park]</i> . Press Next to continue.	Image of front of bus with <i>[Woodley Park]</i> showing
Step 11	Look at these pictures and find the bus that is going to <i>[LAX]</i> .		
a		Please try again, you are looking the bus going to <i>[LAX]</i> .	Image of front of bus with <i>[Ernesettle]</i> showing
b		Very good, this is the bus going to <i>[LAX]</i> . Press Next to continue.	Image of front of bus with <i>[LAX]</i> showing
c		Please try again, you are looking the bus going to <i>[LAX]</i> .	Image of front of bus with <i>[Diaganal]</i> showing
Step 12	Which picture shows the <i>[Express Bus]</i> ?		

Step Number	Step Description (Text display)	Step Narrative (Audio Message)	Image Description
a		Correct! This is the <i>[Express Bus]</i> . Press next to try one more.	Image of front of bus with <i>[Express Bus]</i> showing
b		Please try again, you are looking the <i>[Express Bus]</i> .	Image of front of bus with <i>[Metro]</i> showing
c		Please try again, you are looking the <i>[Express Bus]</i> .	Image of front of bus with <i>[Station]</i> showing
Step 13	Here's one more. Sometimes a bus may not be taking any riders, such as when the bus driver is done for the day or the bus is on its way back to the garage. When a bus is not taking any passengers, the sign above the windshield may say <i>[Not in Service]</i> . When this sign is showing it means that no one can ride that bus right now. Can you find the bus that is <i>[Not in Service]</i> ?		
a		Great, you picked the bus that is <i>[Not in Service]</i> . Press the Done button to finish this session.	Image of front of bus with <i>[Not in Service]</i> showing
b		Try again, you are looking for the bus that is <i>[Not in Service]</i> .	Image of front of bus with <i>[Training]</i> showing
c		Try again, you are looking for the bus that is <i>[Not in Service]</i> .	Image of front of bus with <i>[Sherbrooke]</i> showing

Appendix B. JSON File Example for STLC Module

From Using Intersections and Crosswalks Module

```
{
  "STEPS": [
    {
      "CHOICES": [],
      "sequencenum": "1",
      "stepname": "Step 1",
      "stepimage": "intersection-keep walking.jpg",
      "stepaudio": "0-WvVaHLII_audio.wav",
      "stepvideo": "",
      "decisionpoint": "Last",
      "tasktolaunch": "",
      "StepID": "0-WvV",
      "stepdescription": "One very important part of learning to ride the bus is being able to safely cross a street. You may have to cross streets on your way to the bus stop. You may also have to cross the street after you get off the bus. This session will help you learn about signs that help people with street crossing. It will also include information and practice on how to use crossing signals to help cross a street. Press Next to continue."
    },
    {
      "CHOICES": [],
      "stepname": "Step 2",
      "stepimage": "crosswalk-safe no light.jpg",
      "stepaudio": "2-iOFkROYV_audio.wav",
      "stepvideo": "",
      "decisionpoint": "",
      "tasktolaunch": "",
      "StepID": "2-iOF",
      "sequencenum": "2",
      "stepdescription": "The first thing to think about is where to cross the street. The best place to cross a street is usually at a corner, or an intersection. Intersections are where streets cross each other. Cars usually must take turns stopping at intersections. Intersections also often have a crosswalk like the one shown in this picture. Crosswalks are usually striping on the street showing where it is safe for people to cross when there are no cars coming. Press next to continue."
    }
  ]
}
```

```
},
{
  "CHOICES": [
    {
      "sequencenum": "2",
      "choicename": "a",
      "choiceaudio": "00ThZ_o8iEE_audio.wav",
      "choiceimage": "intersection-no crosswalk 2.jpg",
      "choicevideo": "",
      "ChoiceID": "00ThZ",
      "actiontotake": "",
      "choicebranchtext": "",
      "substeps": "1"
    },
    {
      "choicename": "b",
      "choiceaudio": "2HfOA_zAgvO_audio.wav",
      "choiceimage": "crosswalk 2.jpg",
      "choicevideo": "",
      "ChoiceID": "2HfOA",
      "actiontotake": "",
      "choicebranchtext": "",
      "sequencenum": "3",
      "substeps": "1"
    },
    {
      "choicename": "c",
      "choiceaudio": "3QoX2_qErDX_audio.wav",
      "choiceimage": "alleyway unsafe.jpg",
      "choicevideo": "",
      "ChoiceID": "3QoX2",
      "actiontotake": "",
      "choicebranchtext": "",
      "sequencenum": "",
      "substeps": "1"
    }
  ],
  "stepname": "Step 3",
  "stepimage": "",
  "stepaudio": "3-NsRpO7MG_audio.wav",
  "stepvideo": "",
  "decisionpoint": "Decision",
  "tasktolaunch": "",
  "StepID": "3-NsR",
```

```

"sequencenum": "3",
"stepdescription": ""
},
{
  "CHOICES": [
    {
      "sequencenum": "1",
      "choicename": "a",
      "choiceaudio": "0dPJ3_4xelx_audio.wav",
      "choiceimage": "crosswalk 21.jpg",
      "choicevideo": "",
      "ChoiceID": "0dPJ3",
      "actiontotake": "",
      "choicebranchtext": "",
      "substeps": "1"
    },
    {
      "choicename": "b",
      "choiceaudio": "2hAWY_k0I4G_audio.wav",
      "choiceimage": "crosswalk 22.jpg",
      "choicevideo": "",
      "ChoiceID": "2hAWY",
      "actiontotake": "",
      "choicebranchtext": "",
      "sequencenum": "3",
      "substeps": "1"
    },
    {
      "choicename": "c",
      "choiceaudio": "3EukC_h8m6k_audio.wav",
      "choiceimage": "crosswalk 24.jpg",
      "choicevideo": "",
      "ChoiceID": "3EukC",
      "actiontotake": "",
      "choicebranchtext": "",
      "sequencenum": "3",
      "substeps": "1"
    }
  ],
  "stepname": "Step 4",
  "stepimage": "",
  "stepaudio": "4-OZ9XtQBK_audio.wav",
  "stepvideo": "",
  "decisionpoint": "Decision",

```

```
"tasktolaunch": "",
"StepID": "4-OZ9",
"sequencenum": "4"
},
{
  "CHOICES": [
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Appendix C. Assessment-to-Learning Library Crosswalk

This outline provides a question-by-question crosswalk from items in the Transportation Training Assessments to the STLC modules. This crosswalk indicates what Learning Curriculum modules are recommended given selected responses on assessment items.

Table 2. Assessment-to-Learning Curriculum Crosswalk Table

Assessment	Question	If Response is:	Then Refer This Task
Bus ID	1. Bus 18	1 or 3	ID Bus by Number
Bus ID	2. Bus 26	2 or 3	ID Bus by Number
Bus ID	3. Bus 43	1 or 2	ID Bus by Number
Bus ID	4. Bus 81	2 or 3	ID Bus by Number
Bus ID	5. Bus 232	1 or 2	ID Bus by Number
Bus ID	6. Bus 13	1 or 3	ID Bus by Number
Bus ID	7. Bus LAX	1	ID Bus by Name
Bus ID	8. Bus to Roslindale	2 or 3	ID Bus by Name
Bus ID	9. Bus Dunedin City	1 or 3	ID Bus by Name
Bus ID	10. Bus 9 Arrival time	1. 5 minutes 2. 8 minutes 4. I am not sure	Using Real Time Transit Displays

Assessment	Question	If Response is:	Then Refer This Task
Bus ID	11. Train 14 Arrival time	1. 11:30 3. 9:30 4. I am not sure	Using Real Time Transit Displays
Bus ID	12. Train 6 Silver Springs Arrival time	1. 3 minutes 2. 12 minutes 4. I am not sure	Using Real Time Transit Displays
Trans Skills & Exp.	1. Have ridden city bus before?	3. I used to 4. No 5. Not Sure	Purchasing a Bus Pass and Paying the Fare Signaling for a Stop Getting to Your Bus Stop Getting Off the Bus and To Your Destination A Review of Safety on the Bus
Trans Skills & Exp.	2. How many routes you know?	3. 1 4. Not sure	Purchasing a Bus Pass and Paying the Fare Signaling for a Stop Getting to Your Bus Stop Getting Off the Bus and To Your Destination A Review of Safety on the Bus
Trans Skills & Exp.	3. Ever missed your bus?	1. Many times 2. Once in a while 5. Not sure	Signaling for a Stop Getting Off the Bus and To Your Destination
Trans Skills & Exp.	4. Who do you go with?	2. Someone else 3. Not Sure	People to Ask for Help How to Find Help in the Community Your Personal Information Tips to Remain Confident

Assessment	Question	If Response is:	Then Refer This Task
Trans Skills & Exp.	5. How do you get to the bus stop?	2. Someone goes with 3. Dropped off 5. Not sure	Getting to Your Bus Stop Using Intersections and Crosswalks Using Transportation Signs and Signals Crossing Streets without a Signal
Trans Skills & Exp.	6. Do you know how to transfer?	3. No 4. Not sure	Making Transfers
Trans Skills & Exp.	7. Ever forgot things on the bus?	1. Yes 4. Not sure	Getting Off the Bus and To Your Destination
Trans Skills & Exp.	8. Can you use landmarks?	2. No 3. Not sure	Using Landmarks
Trans Skills & Exp.	9. Can you signal the driver?	2. No 3. Not sure	Signaling for a Stop
Trans Skills & Exp.	10. Ever missed your stop?	1. Yes 4. Not sure	Signaling for a Stop Getting Off the Bus and To Your Destination
Trans Skills & Exp.	11. Can you get the rest of the way?	2. with help 3. gets a ride 5. Not sure	Getting Off the Bus and To Your Destination
Trans Skills & Exp.	12. Do you know how to pay for bus?	2. Sometimes 3. Not sure	Purchasing a Bus Pass and Paying the Fare Making Transfers
Trans Skills & Exp.	13. Have you had bus training?	2. No 3. Not sure	Signaling for a Stop Getting to Your Bus Stop Getting Off the Bus and To Your Destination A Review of Safety on the Bus Making Transfers Using Landmarks

Assessment	Question	If Response is:	Then Refer This Task
			How to Find Help in the Community Tips to Remain Confident
Trans Skills & Exp.	14. Know how to ride an elevator?	2. No 3. Not sure	Using Escalators and Elevators
Trans Skills & Exp.	15. Know how to ride an escalator?	2. No 4. Not sure	Using Escalators and Elevators
Trans Skills & Exp.	16. Can you wait in line?	2. Sometimes 3. No 4. Not sure	Getting to Your Bus Stop A Review of Safety on the Bus Tips for Remaining Confident
Trans Skills & Exp.	17. Can you read a bus map?	2. No 3. Not sure	Using Route Map (not done yet)
Trans Skills & Exp.	18. How do you get on the bus?	3. Not sure	A Review of Safety on the Bus ??
Trans Skills & Exp.	19. Does riding make you nervous or scared?	1. Yes 2. Sometimes 4. Not sure	A Review of Safety on the Bus Using Landmarks People to Ask for Help How to Find Help in the Community Tips to Remain Confident Your Personal Information
Trans Skills & Exp.	20. Does being around a lot of people make you nervous?	1. Yes 2. Sometimes 4. Not sure	People to Ask for Help How to Find Help in the Community Tips to Remain Confident Your Personal Information
Street Crossing Skills	1. Which picture shows a safe	1. Safe place 2. Safe place	Using Intersections and Crosswalks Crossing Streets without a Signal

Assessment	Question	If Response is:	Then Refer This Task
	place to cross the street?		
Street Crossing Skills	2. Which picture shows a good place to wait for the bus?	2. This 3. This	Getting to Your Bus Stop A Review of Safety on the Bus
Street Crossing Skills	3. Which picture shows a safe way to cross the street?	1. Safe way 3. Safe way	Using Intersections and Crosswalks Crossing Streets without a Signal
Street Crossing Skills	4. Which picture shows when it is safe to cross?	1. Safe way	Using Transportation Signs and Signals Using Intersections and Crosswalks
Street Crossing Skills	5. Which picture shows a Do Not Cross signal?	1. This 2. This	Using Transportation Signs and Signals Using Intersections and Crosswalks
Street Crossing Skills	6. Which signal shows when it is safe to cross the street?	2. This signal 3. This signal	Using Transportation Signs and Signals Using Intersections and Crosswalks
Street Crossing Skills	7. Which sign shows when it is safe to cross the street?	1. This sign 3. This sign	Using Transportation Signs and Signals Crossing Streets without a Signal
Street Crossing Skills	8. Which sign shows a bus stop?	2. This sign 3. This sign	Using Transportation Signs and Signals Crossing Streets without a Signal
Street Crossing Skills	9. Which signal means Do Not Walk?	1. This signal 2. This signal	Using Transportation Signs and Signals Using Intersections and Crosswalks

Assessment	Question	If Response is:	Then Refer This Task
Street Crossing Skills	10. Which picture shows when it is safe to cross?	2. This picture 3. This picture	Using Intersections and Crosswalks Crossing Streets without a Signal
Street Crossing Skills	11. Which picture button to press to safely cross street?	1. This button 2. This button	Using Transportation Signs and Signals
Street Crossing Skills	12. Which picture shows when it is safe to cross?	1. This picture	Using Intersections and Crosswalks Crossing Streets without a Signal
Street Crossing Skills	13. Which sign shows where you would wait for a bus?	2. This sign 3. This sign	Using Transportation Signs and Signals
Street Crossing Skills	14. Which should you do to cross the street safely?	2. Check my cell phone while crossing	Using Intersections and Crosswalks
Street Crossing Skills	15. Which is the best way to cross the street?	1. Run as fast as I can	Using Intersections and Crosswalks
Street Crossing Skills	16. Is it safe to stop in the crosswalk when crossing?	1. Yes, it is safe to stop in the crosswalk.	Using Intersections and Crosswalks
Street Crossing Skills	17. Is it safe to cross in front of the bus or wait for it to leave?	2. Safer to cross in front of bus.	Using Intersections and Crosswalks
Street Crossing Skills	18. Do you know how to use street crossing signals?	2. No 3. not sure	Using Transportation Signs and Signals

Assessment	Question	If Response is:	Then Refer This Task
Street Crossing Skills	19. Can you cross safely when there is no signal?	2. No 3. not sure	Crossing Streets without a Signal
Street Crossing Skills	20. Can you cross safely when there is only a Stop sign?	2. No 3. not sure	Crossing Streets without a Signal Using Intersections and Crosswalks
Street Crossing Skills	21. Do you know how to use the traffic signal button to cross?	2. No 3. not sure	Using Transportation Signs and Signals
Social Skills Survey	1. How do you communicate with other people?	For all responses?	No tasks recommended
Social Skills Survey	2. If you need something, can you ask for help?	2. Sometimes 3. No 4. not sure	Getting Help in the Community People to Ask for Help
Social Skills Survey	3. Do you use a cell phone?	2. No 3. With help from someone else	Using a Smart Phone or Using a Flip Phone Getting Help in the Community
Social Skills Survey	4. What would you do if someone asked to borrow your phone?	1. I would let them 3. not sure	Getting Help in the Community People to Ask for Help Your Personal Information
Social Skills Survey	5. Do you know your phone number and address?	3. No	Your Personal Information

Assessment	Question	If Response is:	Then Refer This Task
Social Skills Survey	6. Do you know the difference between a stranger and a friend?	2. No 3. Not sure	People to Ask for Help
Social Skills Survey	7. Do you ever talk to strangers?	1. Yes 3. Not sure	People to Ask for Help Your Personal Information Tips for Remaining Confident
Social Skills Survey	8. What would you say if someone asked to borrow money?	2. I would say Yes 3. Not sure	Getting Help in the Community
Social Skills Survey	9. What would you say if someone asked to borrow money?	2. I would say Yes 3. Not sure	Getting Help in the Community
Social Skills Survey	10. Which picture shows a bus driver?	1. This person 3. This person	People to Ask for Help Getting Help in the Community
Social Skills Survey	11. Which of these people would be the best to ask for help?	1. This person 2. This person	People to Ask for Help
Social Skills Survey	12. Which of these places would you go to for help?	1. To a house 4. To an apartment building	People to Ask for Help Getting Help in the Community
Social Skills Survey	13. Where is the safest place to sit on the bus?	2. At the back of the bus 3. Anywhere 4. not sure	Getting Help in the Community A Review of Safety on the Bus

Assessment	Question	If Response is:	Then Refer This Task
Social Skills Survey	14. Have you ever fallen asleep on the bus?	1. Yes	Signaling Your Stop Tips for Remaining Confident
Social Skills Survey	15. What would you do if you missed your bus?	5. not sure	Getting Help in the Community People to Ask for Help
Social Skills Survey	16. What would you do if you missed your bus stop?	5. not sure	Getting off the Bus and to Your Destination People to Ask for Help Getting Help in the Community
Social Skills Survey	17. Do you know who to call if you need help?	2. No 3. I do not use a cell phone	People to Ask for Help (for Answer 2) Using a Smart Phone or Using a Flip Phone (for Answer 3)

U.S. Department of Transportation
ITS Joint Program Office – HOIT
1200 New Jersey Avenue, SE
Washington, DC 20590

Toll-Free “Help Line” 866-367-7487

www.its.dot.gov

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