

**Competencies for the Effective Practice of the Travel Instructor  
(Professional Level)  
Part I  
ACADEMIC COMPETENCIES**

<b>A#</b>	<b>MEDICAL ASPECTS OF DISABILITY</b>  <b>The travel training instructor demonstrates knowledge and understanding of:</b>
A-1	the physiological systems of the body and how they work, i.e., cardiovascular system.
A-2	the causes of various physical, cognitive, and psychological impairments.
A-3	prescribed and over-the-counter medications.
A-4	prescribed adaptive devices such as glasses, communication devices, and hearing aids.
A-5	the functional implications of health conditions and disabilities, including multiple disabilities.
A-6	the expected qualifications and use of personal care attendants.
A7	the professionals involved in the health care, education, and rehabilitation of persons with disabilities.
<b>B#</b>	<b>SENSORY MOTOR FUNCTIONING</b>  <b>The travel training instructor demonstrates knowledge and understanding of:</b>
B-1	the basic development, anatomy, physiology, perceptual processes, and training of each sensory system (visual, auditory, vestibular, kinesthetic, touch, olfactory, proprioceptive) and the interrelationships of these systems.
B-2	the common pathologies associated with each sensory system and their implications for independent travel.
B-3	perception and the utilization of information conveyed through the senses.
B-4	the mechanics of human locomotion and the psychomotor factors influencing mobility such as sensory awareness, muscle tone, and coordination; as well as problems with balance, posture, gait, endurance, strength, flexibility, agility, range of motion, and coordination.
<b>C#</b>	<b>PSYCHOSOCIAL ASPECTS OF DISABILITY</b>  <b>The travel training instructor demonstrates knowledge and understanding of:</b>
C-1	the psychosocial consequences of congenital and adventitious disability.

C-2	the adjustment process that may accompany both sudden and insidious onset of disability.
C-3	the impact of disability on the family and the strategies available to include parents, siblings, spouses, relatives, caregivers, and support systems as encouragers of independence.
C-4	the impact that motivation, fear, anxiety, self-concept, self-efficacy, and social interactions have on the educational and rehabilitative processes.
C-5	the importance of establishing rapport and using interaction skills with students, their families, caregivers, and others.
C-6	the importance of advising students and their guardians about setting realistic mobility goals, providing an understanding of available transportation systems to meet those goals, and other topics related to the use of mobility skills for daily living.
C-7	the resources that are available to assist students to deal with psychosocial problems that affect learning, performance, and motivation.
C-8	the impact of cultural and attitudinal factors affecting independent travel for people with disabilities.
C-9	the importance of recognizing and dealing with the feelings and reactions the travel training instructor may have in response to working with persons with disabilities.
C-10	normalization principles when working with persons with disabilities.
C-11	learned helplessness and its impact on persons with disabilities and their families.
C-12	non-verbal communication.
C-13	how to provide consultation to students, parents, teachers, and professionals regarding the development of travel skills.
<b>D#</b>	<b>HUMAN GROWTH AND DEVELOPMENT OVER THE LIFESPAN</b>
	<b>The travel training instructor demonstrates knowledge and understanding of:</b>
D-1	the principles of child development.
D-2	how ongoing maturation from childhood to old age affects the acquisition and performance of travel skills and techniques.
D-3	the strategies, methods, and age appropriate materials that are used to teach travel instruction to students of all ages.
D-4	the range of travel needs at various stages throughout the lifespan.
<b>E#</b>	<b>TRAVEL CONCEPTS</b>
	<b>The travel training instructor demonstrates knowledge and understanding of:</b>
E-1	the effects that body awareness, spatial, time, positional, directional, and environmental concepts have on moving purposefully in the environment.

E-2	the concepts of time, telephone communication, and handling money as they relate to independent travel.
E-3	how experiences relating to community resources can be incorporated into travel instruction.
E-4	how to teach appropriate socialization with strangers, acquaintances, and community workers.
<b>F#</b>	<b>ENVIRONMENTAL ANALYSIS</b>  <b>The travel training instructor demonstrates knowledge and understanding of:</b>
F-1	the general and specific features in an environment that affect accessibility and travel by students with disabilities.
F-2	the strategies and techniques used to assess environments for accessibility for students with various disabilities.
F-3	instructional strategies for teaching students the awareness of environmental features that impact their ability to travel.
F-4	how to analyze intersections to determine the best locations for negotiating street crossings by students with different disabilities.
F-5	how to analyze travel routes for features such as landscape, walkways, streets, intersections, seasonal factors, social environment, shelter availability, and pedestrian movement.
F-6	how to analyze traffic flow at intersections controlled by various types of traffic lights such as turning lanes and pedestrian push buttons (actuated, semi-actuated).
F-7	how to assess the environment for both student safety and personal safety of the instructor.
F-8	the process for selecting travel route and mode of transit based on analysis of environment, student's disability, and student and family preferences.
<b>G#</b>	<b>SYSTEMS OF TRANSPORTATION</b>  <b>The travel training instructor demonstrates knowledge and understanding of:</b>
G-1	fixed route transit, deviated route transit, paratransit, private transit, rapid rail, light rail, elevated/subways, and other forms of mass transit.
G-2	fixed route transit systems in the community where instruction is provided.
G-3	the skills and strategies required to use the different systems of transportation in the community where instruction is provided.
G-4	reduced fare programs for persons with disabilities and the elderly.
G-5	how to communicate with transportation authorities regarding the needs of persons with disabilities.
G-6	how to establish collaborative relationships with transit authorities, police departments, and advocacy groups.
G-7	the practices and policies concerning school bus transportation.
G-8	the criteria for certification to use paratransit services.

<b>H#</b>	<b>MOBILITY AND INFORMATION ACCESS DEVICES</b>
	<b>The travel training instructor demonstrates knowledge and understanding of:</b>
H-1	various ambulatory aids including manual wheelchairs, motorized wheelchairs, scooters, walkers, crutches, and support canes.
H-2	service and support animals.
H-3	evolving forms of electronic devices affecting orientation and travel.
H-4	TDD and relay systems.
H-5	how to obtain interpreter services and how to prepare interpreters to be familiar with language used in the instruction of independent travel.
<b>I#</b>	<b>TRAVEL SKILLS AND TECHNIQUES</b>
	<b>The travel training instructor demonstrates knowledge and understanding of:</b>
I-1	public transportation regulations concerning ambulatory aids and how they are accommodated.
I-2	fundamental skills (see glossary for definition) and their application to independent travel and the travel environment.
I-3	orientation and travel skills including route planning, schedule reading, use of transit maps, analysis of traffic patterns and street crossings, and adaptive techniques relevant to the travel environments.
I-4	techniques used for familiarization to indoor and outdoor environments including the use of landmarks, signage, and numbering systems.
I-5	the techniques used for soliciting assistance and declining assistance when necessary.
I-6	the travel skills used to negotiate public conveyer systems including elevators, escalators, people movers, and revolving doors, and potential behavioral issues associated with their use.
I-7	teaching skills and strategies for students to use when lost or confused while traveling such as through use of street names, addresses, business phone numbers, landmarks, and by soliciting information or calling for assistance when necessary.
<b>J #</b>	<b>ASSESSMENT, INSTRUCTIONAL METHODS and STRATEGIES</b>
	<b>The travel training instructor demonstrates knowledge and understanding of:</b>
J-1	assessment procedures for determining the student's readiness for travel instruction.
J-2	the appropriate procedures used to assess orientation and travel skills in areas such as motor, cognitive, language, and sensory skills.

J-3	standardized and non-standardized travel assessment instruments, and how to conduct assessments using these instruments.
J-4	assessment practices for determining the student's travel skills.
J-5	the basic principles of learning theories and the manner in which these theories relate to travel instruction.
J-6	the concepts and techniques of observation that are needed for travel instruction.
J-7	the media and materials that are used to enhance the travel instruction.
J-8	methods to modify instruction in travel skills and techniques that are appropriate for students with unique individual needs.
J-9	the methods and strategies used to design concept development instruction for essential travel skills.
J-10	the strategies and methods used to design and implement instructional programs for persons using prescribed devices for use in travel.
J-11	the strategies and methods for selecting an appropriate position (i.e., in front of, behind, or to the side of the student) for effective instruction and student safety.
J-12	how to teach student to cue into critical information in the environment.
J-13	use of techniques when teaching the person what to do if lost or confused when there is deviation from expected pedestrian or public transit routes.
J-14	the strategies and methods used to design evaluations of travel skills when the student is followed without his or her knowledge.
J-15	the methods used to analyze, interpret, and utilize assessment results for designing and implementing instructional programs consistent with individual travel needs.
J-16	methods used to analyze and interpret assessment reports from related professional fields, and has demonstrated the ability to utilize information in these reports in conjunction with travel assessments.
J-17	the use of a team approach to travel instruction.
J-18	the strategies and methods used to assess appropriate communication, and interaction with the public related to travel instruction.
J-19	the strategies and methods used to assess application of concepts related to travel, and to provide instruction for travel concept development that is consistent with students' travel needs.
J-20	evaluation methods of gross motor and fine motor movements as related to travel and when to refer to an appropriate professional.
J-21	how to use behavioral instructional approaches to correct and maintain appropriate behaviors.
J-22	methods of conducting functional cognitive assessments with respect to the skills needed for travel.
J-23	when and how to use group instruction to develop concepts related to basic transportation and travel skills.
J-24	the use of functional literacy for traveling.

J-25	determining if follow-up instruction is needed and if so, who should provide it.
J-26	appropriate landmark selection, recognition, and use.
J-27	how to teach students to initiate actions in the travel situation.
J-28	methods of teaching the student to recognize problematic travel situations and strategies to respond appropriately.
J-29	how to assist students in the development of a personal system for easy location of identification cards, tokens, transit passes, coins, and paper money.
J-30	instructional techniques and strategies for teaching generalization of skills for individuals with different levels of cognitive functioning.
J-31	the use of concise language appropriate to the student's receptive language abilities.
K#	<b>HISTORY AND PHILOSOPHY OF TRAVEL INSTRUCTION</b>  <b>The travel training instructor demonstrates knowledge and understanding of:</b>
K-1	the major historical events in the development of travel instruction.
K-2	the concept of dignity of risk for persons with disabilities.
K-3	ethical practice in the service of individuals with disabilities.
K-4	how to promote self-advocacy for individuals involved in travel instruction.
L#	<b>PROFESSIONAL INFORMATION</b>  <b>The travel training instructor demonstrates knowledge and understanding of:</b>
L-1	the sources of current literature pertinent to disabilities, travel instruction, and transportation.
L-2	the professional organizations (i.e. AAMR, APTA, CTAA, AER, ADED, CEC, NARCA, ARCA) relevant to the development of independent travel for persons with disabilities, and knows about the services and resources they provide.
L-3	how to maintain professional competence and stay abreast of new information and evolving trends pertinent to the profession.
L-4	how to evaluate the strengths and limitations of research pertinent to the practice of travel instruction.
L-5	national, state, and local environmental accessibility standards and codes such as ANSI and ADAAG.
L-6	federal legislation and related regulations in public transportation, education and rehabilitation services, including the ADA, Developmental Disability Act, IDEA, and the Rehabilitation Act.
L-7	federal, state, and local laws and regulations that address the rights of persons with disabilities in public rights of way and mass transit.
L-8	transit coalitions and how to effectively gain support of local programs regarding the benefits of travel instruction.

<b>M #</b>	<b>ADMINISTRATION AND SUPERVISION OF TRAVEL INSTRUCTION PROGRAMS</b> <b>The travel training instructor demonstrates knowledge and understanding of:</b>
M-1	service delivery models such as vocational rehabilitation, rehabilitation centers, special school programs, and residential facilities.
M-2	the kinds of employment available for travel training instructors, for example in education, rehabilitation, and transit.
M-3	local, state, and national resources that support the effective provision of travel instruction programs and services, including IDEA, Rehabilitation Act, DD councils, and Easter Seals Project ACTION.
M-4	the role of the paraprofessional, professional, and supervisor involved in travel instruction.
M-5	the development and organization of travel instruction programs.
M-6	the issues involved with student safety and instructor liability.
M-7	the sources of materials and products used in travel instruction.
M-8	the indicators of quality travel instruction including individualized assessment, program development, and planning; and instruction that is responsive to individual needs and provides appropriate follow-up.
M-9	designing travel instructional goals and objectives and implementing instructional programs that are compatible with service delivery systems, public transportation, and other available resources.
M-10	the systems used for appropriate record keeping in the provision of travel programs and services.
M-11	administration of a system to communicate with family members and significant others about a student's travel instruction program, including goals and progress, while maintaining student confidentiality.
M-12	how to plan and conduct presentations and workshops about travel instruction.
M-13	the process for scheduling students for instruction at times appropriate to their needs.
M-14	how to write job descriptions for travel training instructors.
M-15	how to comply with administrative policies related to hiring, supervision, support, discipline, and performance evaluation of personnel.
M-16	the implications of the use of pagers and cellular phones during travel instruction.
M-17	the definition and procedures for effectively dealing with emergencies.
M-18	how to track personnel resources and predict personnel needs.
M-19	how to measure outcomes in terms including analysis of cost, benefit, independence, and safety relating to travel.

M-20	how to establish a system for student referral.
M-21	the systems needed to ensure accountability and the effectiveness of a travel instruction program.
M-22	the policies that establish criteria used to prioritize students for travel instruction.
M-23	how to develop programs for advocacy to promote independent travel.
M-24	program evaluation procedures for travel instruction.
N#	<b>LEGAL AND ETHICAL ISSUES IN SERVING STUDENTS IN TRAVEL PROGRAMS</b> <b>The travel training instructor demonstrates knowledge and understanding of:</b>
N-1	ethical principles of codes of ethics from related professions.
N-2	the principle of confidentiality.
N-3	legal issues affecting persons with disabilities.
N-4	legal guardianship issues.

**Competencies for the Effective Practice of the Travel Instructor  
(Professional Level)  
Part II  
FIELD PRACTICE COMPETENCIES**

FP#	FIELD PRACTICE COMPETENCIES
	<b>The travel training instructor demonstrates proficiency in:</b>
FP-1	establishing rapport and interacting with students.
FP-2	accessing records and resources within a facility.
FP-3	evaluating students utilizing appropriate assessment tools, methods, and settings for designing instructional plans.
FP-4	adapting assessments for various disabilities.
FP-5	active listening and responding appropriately to the situation.
FP-6	planning and conducting one-to-one instruction for active travel.
FP-7	writing goals and objectives based on assessment results that are realistic and appropriately sequenced.
FP-8	planning, conducting, and evaluating lessons that are individualized based on student needs.
FP-9	obtaining, constructing, and utilizing instructional materials that are appropriate for the student's level of functioning and the particular lesson.
FP-10	designing instructional programs based on knowledge of the various means and levels of communication, and how the communication affects instructional planning and implementation as well as the student's response to instruction.
FP-11	observation skills, the ability to interpret and analyze observations, and the flexibility to change lessons and program sequence based upon observations.
FP-12	writing anecdotal notes that are concise and contain pertinent information.
FP-13	providing timely, accurate, and effective feedback to a student regarding progress within a lesson.
FP-14	consulting with the student, family, caregivers, and other appropriate personnel regarding the student's travel program, while respecting confidentiality.
FP-15	modifying or adapting instruction in situations or environments that may affect a travel lesson, such as adverse weather, fatigue, emotional upset, unexpected noise, crowds, and construction.
FP-16	acknowledging and effectively dealing with a student's needs, fears, dependency, inappropriate behavior, and unrealistic

	goals in relation to independent travel.
FP-17	establishing and maintaining an appropriate position and physical distance between the instructor and the student for effective instruction and safety.
FP-18	discretion in the timing and manner of interventions with students indicating appropriate understanding of the student's need for support and opportunities to achieve independence throughout the instructional process.
FP-19	teaching students to use their senses and cognitive abilities in establishing their position, location, and direction in relationship to the travel environment.
FP-20	teaching environmental concepts.
FP-21	teaching concepts of left and right, directionality, position, spatial awareness, compass directions, measurement, and time.
FP-22	teaching map reading, and mental mapping for route planning and travel.
FP-23	teaching pedestrian skills appropriate to the functional level of the student.
FP-24	teaching students to select appropriate landmarks for travel.
FP-25	teaching students independent decision-making and problem solving skills.
FP-26	analyzing intersections and determining the safest means of crossing appropriate for the student.
FP-27	identifying elements effecting instruction at varying intersections and the ways these elements affect students with differing disabilities.
FP-28	teaching students to select appropriate landmarks for travel.
FP-29	in monitoring the student, demonstrating the ability to determine and respond effectively to the position, movement, and safety of the student at all times.
FP-30	teaching street crossings including scanning, choosing an appropriate time to initiate crossings, using traffic control signals, and walking within the crosswalk lines.
FP-31	monitoring the student and demonstrating the ability to identify any vehicular movement that might endanger the student.
FP-32	teaching travel techniques in environments with escalators, automatic doors, revolving doors, turn-styles, pedestrian ramps, and elevators.
FP-33	teaching use of public transportation including the use of wheelchair lifts and other accessibility features.
FP-34	effectively teaching skills for and evaluating the ability of the student to interact appropriately in public.
FP-35	evaluating the use of previously learned skills when students are traveling alone.

FP-36	developing efficient and effective scheduling for individual travel instruction.
FP-37	writing evaluation reports that describe student performance, conditions and responses, and travel recommendations based on these evaluations.
FP-38	writing concise progress reports containing pertinent information.
FP-39	maintaining ongoing records and files according to confidentiality policies.
FP-40	writing final reports that accurately reflect the student's level of independent travel and that document both strengths and weaknesses.
FP-41	locating professional information and resources.
FP-42	developing and maintaining professional relationships.
FP-43	demonstrating conduct consistent with ethical principles.
FP-44	teaching students to use and maintain appropriate behavior while traveling.
FP-45	teaching students procedures to follow when they become lost or have problems when traveling.
FP-46	accepting and utilizing feedback from a supervisor.
FP-47	communicating with other agency personnel.
FP-48	facilitating support and reinforcement for the learned travel skills by staff or care providers.
FP-49	oral and written communication.

