

Using Technology to Help People with Brain Injury Travel on Public Transportation

A training program for people with acquired brain injury implemented by caregivers

PART TWO: Training Program



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Disclaimer

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Content Credit

The sections on alleviating fears, behaviors, self-advocacy, how to navigate and safety were adapted from Ride Connection's "A Guide to Travel Training".¹

Table of Contents

CONTENT	PAGES
Training Program Outline	04-05
BEFORE TRAINING	
Pre-Training Form	06-08
Learning About Role Playing	09-10
Alleviating Fears	11-13
TRAINING DAY ONE	
Goal Setting	14-17
Behaviors	18-20
Self-Advocacy	21-22
How to Navigate	23-25
Safety	26
King County Metro Basics	27-29
Teaching Technology	30-36
Feasibility	37
TRAINING DAY TWO	
Taking on the Support Role	38-39
Cueing and Reflection Sheet	40-41
Scavenger Hunt	
Contact King County Metro Transit Instruction	42
References	43

TRAINING PROGRAM OUTLINE

Before Training

Completing Pre-Training Form

- Assess participant's basic cognitive skills, which are necessary to use public transportation.
- Describe participant's previous public transportation experience.
- Choose a technology.

Obtaining Technology

- Buy appropriate technology if necessary.

Learning About Role-play

- Learn about role playing and how it can enhance the participant's learning.

Training Day One

Training Basics of Public Transportation

- Alleviating Fears - Identify fears and generate solutions to fears.
- Goal Setting - Establish starting point and set goals for both training days.
- Behaviors - Learn about how to behave on the bus.
- Self-Advocacy - Learn how to speak up for yourself.
- How to navigate - Learn how to navigate public transportation.
- Safety - Ways to stay safe getting to and from your destination.
- King County Metro Basics - Learn about King County Metro specifically.

Teaching Technology

- Explore the technology - look at features, user interface, troubleshooting resources, accessibility options, etc.
- See detailed instructions or make an outline for the participant's chosen technology.
- Practice creating two pre-planned trips, one of which will be used on the day of the scavenger hunt.
- Establish a routine for using the technology.

Completing the Feasibility Check List

- Help in deciding if you should do the scavenger hunt or call King County Metro Transit Instruction.
- Set a date for the scavenger hunt!

Training Day Two

Taking on the Support Role

- A review of information learned previously and helping your participant with self-reflection

Scavenger Hunt

- Give the participant the scavenger hunt list. See how many he/she can complete. Scavenger hunt will include looking for signage, looking for landmarks, and advocating.

Cueing Sheet

- Take this sheet with you to track your participant's progress

Contacting King County Metro Transit Instruction

- Make an appointment for continued one-on-one support through King County Metro Transit Instruction.

BEFORE TRAINING PREPARATION

Pre-training Form

Before getting started with the training program, it is important to gather some information about your participant and his/her current abilities, strengths, and weaknesses. Below is a pre-training information form adapted from First Transit's travel training program.

Caregiver must answer these questions BEFORE starting the training day:

Answer the following questions. If you answer "no," please describe level and type of (physical or verbal) help given to participant to accomplish the activity. Describing the level of help you provide for the following activities will guide the type and level of help you give the participant during training day one.

1. Participant can read simple words or text (stop, walk, wait, etc): yes/no

2. Participant can tell left from right: yes/no

3. Participant can recognize common signs and symbols (stop signs, restroom, hospital, etc.): yes/no

4. Participant can recognize single digit numbers: yes/no

5. Participant can tell time using: DIGITAL ANALOG BOTH NEITHER

Pre-training Form

6. Participant can recognize coins and come up with simple combinations of coins:
yes/no

Participant requires the following level of assistance from caregiver to **follow directions** in the following tasks. Each of the tasks listed below are less (brushing teeth) to more (finding a bathroom in a store) difficult. If someone needs maximum assistance for following directions to brush his/her teeth, this training may be too advanced.

Brushing teeth:

Maximum **Moderate** **Minimum** **None**

Doing the dishes:

Maximum **Moderate** **Minimum** **None**

Baking cookies:

Maximum **Moderate** **Minimum** **None**

Finding a bathroom in a store:

Maximum **Moderate** **Minimum** **None**

Please **ask the participant** the following questions. The participant's answers will determine the activities that you do on training day one:

1. What, if any, experience do you have with public transportation? For example, riding the bus or going on a train?

Pre-training Form

2. Do you have any fears about traveling on public transportation?

3. What places would you like to go on public transportation?

Using the answers below as a guide, use Appendix A or the walkthroughs of One Bus Away and Google maps in Part One of the manual to determine the type of technology that would best fit your participant.

Does your participant currently use any of the following already (check all that apply):

_____ Check lists

_____ Alarm clock

_____ Talking Reminder devices (e.g. TimeCue, alarm clock that talks)

_____ Flip Phone

_____ Smart Phone

_____ Computer with Windows Operating System

_____ Computer with Mac Operating System

_____ iPad

Next Step: Obtain Technology

Refer to the appendix for online or local businesses that carry the technology you are going to use for the training.

(Adapted from First Transit Client Assessment form, 2014)

Learning About Role-play

Before beginning the first training day, caregivers should familiarize themselves with effective role-playing methods. The best way to learn new things is to practice them. Role playing is a great way to practice new skills in a safe environment. If things start getting too challenging, you can always break out of the role playing scenario and talk about what's going wrong. Role playing effectively can be difficult. There are several important steps to a successful role playing session.²

Steps to Effective Role-play

1. Identify the situation.
2. Add details.
3. Assign roles.
4. Act out the situation.
5. Discuss what you have learned

Step 1

Identify the situation.² What is the task at hand? Allow time to discuss what needs to be accomplished in the situation. This is a good opportunity to raise awareness of strengths and weaknesses by having participants predict how well they will carry out their roles.

Step 2

Add details.² The more details you add, the more real the situation will feel. People with brain injury often learn skills better if the role play is as close to the real situation as possible. Adding details like specific route numbers, bus numbers, and destinations will help translate learning from role play to the real world.

Step 3

Assign roles.² Some examples of roles might be: bus driver, other passengers, or people walking by the bus stop. Depending on how challenging the role play will be, you could introduce challenging roles. A challenging role might be an angry passenger or an impatient bus driver.

Step 4

Act out the situation.² This is an opportunity to try different strategies and experiment to find what works best. Acting out potentially challenging situations will help participants to develop strategies that work for them in a safe environment.

Step 5

Discuss what you have learned.² Talk about what went well and what didn't go well. What strategies worked? Which strategies didn't work? This is a good opportunity to increase awareness of strengths and weaknesses by having participants reflect on what things they did well and what things they struggled with.



TRAINING DAY ONE

Alleviating Fears

If the participant discussed any fears about traveling on public transportation on the Pre-training Form, begin by reading the following case scenario and completing the accompanying learning activity. Next go over safety steps King County Metro takes to keep everyone safe.

LEARNING ACTIVITY

Participant and caregiver will read the story on the next page about Joe's fears together.

- ◇ Discuss Joe's fears.
- ◇ Discuss fears that the participant might have and how they compare to Joe's fears. Caregiver should provide examples of his/her own fears about riding public transportation. You should also try to come up with some positive aspects of riding the bus.
 - What part of riding the bus are you most nervous about?
 - What part of riding the bus do you think is going to be most difficult?
 - What part of riding the bus are you excited about?
- ◇ Participant and caregiver come up with solutions for Joe together.
 - Ensure that there is a back-up plan for Joe if he does get lost. For example, cellphone with numbers of friends and family who are willing to pick him up.
 - Carry a card with King County Metro dispatch phone number and emergency contacts.
 - Practice advocating with bus driver.
 - Practice the bus route.
- ◇ Participant and caregiver come up with similar solutions for the participant's specific fears.

Joe: Fears

Joe was in a car accident 2 years ago and he got a TBI. He is no longer able to drive. His wife is encouraging him to use public transportation to get around in the community. Joe is scared to try public transportation. He thinks he will get lost and will be unable to find his way home. He is afraid that the bus driver will yell at him if he asks too many questions. He also thinks that other bus riders will laugh at him if he gets confused. Even though Joe's wife wants him to be independent in getting around the community, she also has some fears about him using public transportation. She is afraid that he will forget to get off the bus at the right stop. She does not want him to end up stranded in a dangerous neighborhood.

What is Joe afraid of?

What is Joe's wife afraid of?

Do you share those fears?

Alleviating Fears: King County Metro Safety Measures

The bus can sometimes be perceived as a dangerous place but King County Metro takes great care in making routes and buses as safe as possible. You can use some of the following information in your discussion with the participant to alleviate his/her fears.³

- Metro's Communication Center uses sophisticated technology to track the location of any bus - even in tunnels.
- Communication Center staff have direct links to police and fire departments.
- Metro Transit Police make regular visits to buses and facilities, and can also respond when notified.
- Some of the coaches have onboard security cameras.
- There are exterior reflective decals and striping on the outside of buses to make them more visible to traffic and passengers.
- There are evacuation doors on the tops of each bus for additional safety.
- There are coach numbers on the top of buses for easy identification from the air.
- There are easy-to-see coach numbers on the inside and outside of each bus.
- Side windows equipped with emergency opening systems for evacuation purposes are also available.
- Door locations allow for easy exit in case of an emergency.
- All buses are equipped with two-way radio and public address system, connecting drivers directly to Metro Communication Center and passengers.
- Vertical and horizontal grip poles, and handles on the back of each seat are available for safe movement in the bus.
- Ramps or lifts for people in wheelchairs and those who cannot climb stairs have manual controls to be used in the event of emergencies.
- Signage is posted in coaches to instruct riders of safety and operational features, along with Metro's "Ride Right" code of conduct.

Goal Setting

It is important to determine how confident a participant is in his/her abilities to use public transportation before training. This will help you provide individualized support throughout training.

Have the participant rate him/herself on the following scale. You will also come back to this scale at the end of training to see if your participant's confidence has changed.

Circle the number that fits best:

BEFORE TRAINING

I am confident in my ability to navigate the bus system.

1	2	3	4	5
Not True At All		Neutral		Very True

AFTER TRAINING

I am confident in my ability to navigate the bus system.

1	2	3	4	5
Not True At All		Neutral		Very True

LEARNING ACTIVITY

Spend some time setting collaborative goals with your participant. Goals can be related to training day one or two. Some examples of goals include.

- ◇ Creating one trip plan independently without the help of my caregiver.
- ◇ Asking the bus driver one pre-determined question on my scavenger hunt.
- ◇ Attempt to problem solve something that I don't understand before asking my caregiver for help.
- ◇ Practice planning a trip three times before going on the scavenger hunt.

Fill out the goals worksheet with your participant on the next page. Help guide the process by using some of the information about awareness in the section Teaching People with Brain Injury in Part One of the manual.

Goal Worksheet

What changes would you like to see in yourself after this training?

What do you feel you need to learn to feel comfortable riding on public transportation?

What are your strengths?

What do you have the most difficulty with?

Write two navigation based goals using the answers to the questions above as a guide:

GOAL 1:

GOAL 2:

Goal Worksheet

The benefits of achieving these goals will be:

What steps do you need to take to achieve these goals?

What is one thing you need to do to complete GOAL 1:

What is one thing you need to do to complete GOAL 2:

Behaviors

Your participant will come in contact with other people while riding public transportation. Certain behaviors are expected of people while they are in public. You know your participant best. It's important that you consider which behavioral issues might get him/her in trouble on the bus. Below is a list of expected behaviors from the King County Metro website⁴:

King County Metro Common Sense Guidelines to the Code of Conduct

- Pay the right fare
- Respect other passengers' privacy
- Do not cause safety problems
- Use headphones when listening to music
- No eating, smoking or littering
- No alcoholic beverages
- Do not harass driver or other riders
- Do not lie down on the seats
- Respect transit property
- Use Metro services and facilities for transportation purposes only



Consequences to not following the rules:

- The bus driver may ask you to leave the bus.
- You may have your privilege to ride on Metro transit suspended.
- Other passengers might get angry with you.
- The bus driver might stop the bus.
- In extreme cases the police might be called.

Brainstorm with your participant other behaviors that might be inappropriate on the bus. Some examples might be:

- Using loud voices when talking
- Cursing
- Touching others or invading personal space
- Bad hygiene

Strategies to Avoid Trouble

1. Wear head phones, even if you are not listening to music, when you reach the bus stop and while riding the bus if you don't want to talk to strangers.
2. Read a book.
3. Say "No" to unreasonable or uncomfortable requests from strangers.
4. Don't talk to other passengers.
5. Walk away from strangers who approach you.
6. Ask the bus driver for help.

LEARNING ACTIVITY

There are many different things that bus riders need to do to get to their destination safely. Here are some role playing situations to help your participant learn what to do and what not to do to ride the bus safely and successfully.

- ◇ Paying the right fare. The caregiver assumes the role of the bus driver and the participant takes on the role of the passenger. The participant can ask the bus driver how much the bus fare is and give the appropriate amount. To increase the challenge, the caregiver can act out the role of an impatient bus driver. Other participants and/or caregivers can act out roles of impatient passengers waiting in line behind the participant paying fare.
- ◇ What not to do. Caregivers and participants can take on roles of difficult passengers to illustrate why it is important to be polite and courteous on the bus. Specific problem will vary depending on your participant. Common behaviors to consider include: invading personal space, talking loudly, cursing, or having poor hygiene. Participants can role play strategies to deal with these behaviors such as: ignoring the behavior, asking the bus driver for help, or moving away from the problem behavior.
- ◇ What to do when strangers approach you. Caregivers take on the role of strangers approaching participants. These roles can include: someone asking what time it is, someone asking for money, or a hostile or inappropriate person. Caregivers should give participants strategies to deal with strangers prior to role playing.

Self-advocacy

Discuss with the participant the definition of self-advocacy.

- Self-advocacy definition: The action of speaking up for oneself or one's views or interests.⁵

Discuss the difference between aggressive and assertive. Have participant identify what is different about the two words.

- Aggressive: Ready or likely to attack or confront; characterized by or resulting from aggression.⁶
- Assertive: Having or showing a confident and appropriately forceful personality.⁷

Provide some examples of situations where self-advocacy is necessary. Ask the participant to provide solutions that are assertive and aggressive. Refer back to consequences of aggressive behaviors.

Give examples of specific situations that you might need to advocate for yourself on public transportation

- Asking the bus driver for help when you are lost
- Asking the bus driver for help when another passenger won't leave you alone
- Asking the bus driver for help if you don't remember the fare.



Self-Advocacy

The action of speaking up for oneself or one's views or interests.

LEARNING ACTIVITY

Demonstrate aggressive behavior versus assertive behavior

Ask the participant if he/she knows what the difference between aggressive and assertive behavior is. If they don't, act out the difference between the two.

Example: Act out returning a broken item to a shopping center in an aggressive way. Try to express anger and demand to be heard. Next, respectfully ask to have your money back, projecting a calm demeanor. Ask the participant to identify the aggressive and the assertive interaction. Suggest that even if a person is being mean to you, you do not have to mean back. Participant should be able to identify the difference between aggressive and assertive behavior.

Role play self-advocacy

Participant will pretend to be riding the bus while caregiver plays the role of a:

- Bus Driver
- Person invading rider's personal space
- Person asking rider for money
- Person who is shouting on bus

Caregiver and participant will switch roles so that the caregiver is now the person riding the bus. Caregiver can model appropriate responses to the above situations.

How to Navigate

Researchers have looked at the best way to orient people with brain injury to their environments by comparing three different ways of providing directions.⁸ The three ways were cardinal directions, landmark directions, and left/right directions.

Cardinal directions orient travelers by using the terms north, south, east, and west. Landmark directions orient travelers by using a recognizable object or feature of a specific location. Left/right directions orient travelers by assuming that they're facing a certain direction and giving them directions to turn left or right at particular points along a route. The researchers found that the best of these three strategies was the one using landmarks.⁸

Ways to Give Directions

- Cardinal directions
- Landmark directions
- Left/Right directions



Discuss using landmarks to orient while traveling. Pick out specific landmarks while practicing making a preplanned trip with your technology.

- Anything can be a landmark as long as you know that landmark won't change anytime soon. Here are a few examples: airports, parks, schools, golf courses, hospitals, bus stops, fairgrounds, etc.
- The Trip Planner at the king county metro website lists landmarks near you. The direct link is here⁹: <http://tripplanner.kingcounty.gov/hiwire?.a=iLocationLookup&.s=d816456a&mode=landmark&PlaceInterest=ON>
- Ask participant to look for common signage along the route. These visual reminders will help your participant remember the route for later trips. For example, if your participant sees the “Main Street” sign he/she should turn left.
- Discuss the possibility of practicing the route several times to reinforce remembering signage and landmarks.
- Reinforce checking technology for assistance if the participant gets confused or lost.



LEARNING ACTIVITY

Pick out several landmarks near your participant's home that he/she will recognize. Examples might include street signs, businesses such as grocery stores or gas stations, neighbors' houses, or mail boxes.

Landmark 1:

Landmark 2:

Landmark 3:

Landmark 4:

Landmark 5:

Landmark 6:

Landmark 7:

Landmark 8:

Safety

Discuss the following safety practices with your participants.

- Always carry identification and emergency numbers
- Plan your route ahead of time
- Dress according to weather and comfort
- Carry as little as possible
- Watch out for all types of vehicles: bikes, cars, motorcycles, buses, and trains
- Avoid walking at night
- Stay in well-lit areas
- Never walk in alleys, abandoned lots or construction sites

LEARNING ACTIVITY

Take a moment to list the participant's emergency contacts. Also research taxi services, in case participant can't reach emergency contacts. Also have the participant list how he/she will stay safe while traveling.

Emergency Contact 1 Phone Number: _____

Emergency Contact 2 Phone Number: _____

Taxi Service Phone Number: _____

What things do I need to do to stay safe when I use public transportation?

King County Metro Basics

Discuss **all** of the following information with the participant and complete the learning activities. Information is also available at the King Count Metro website¹⁰.

Getting bus route information:

- Some bus stops have schedules on the pole. The times are usually for a stop that is several minutes before your stop.
- You can get bus schedules from Metro offices, Metro transit centers, libraries, and shopping centers.
- Metro bus route information is on the internet at¹¹: <http://metro.kingcounty.gov/>.
- Metro has rider information specialists who you can call anytime. The number is **(206) 553-3000**. When you call Metro, you need to have the following information and a pencil and paper to write down what they say:
 - ⇒ Address where you will catch the bus
 - ⇒ Address where you will be going
 - ⇒ The day of the week you will be traveling
 - ⇒ The time you need to leave or
 - ⇒ The time you need to arrive
 - ⇒ The amount of the bus fare

LEARNING ACTIVITY

Using one of the methods from above, find out the route numbers and stops you would need to take to get from your house to Pike Place Market in Seattle.



How to pay your bus fare:

You can use cash, bus tickets, or ORCA card. If you have a disability, you can get a Regional Reduced Fare Permit (RRFP). You pay a reduced fee with a RRFP. If you are paying with cash you must pay with exact change.

Fare System

Metro Transit has two zones

- A one-zone fare is where you stay inside the City of Seattle, or you stay outside the City of Seattle.
- A two-zone fare is when you cross the City lines surrounding Seattle.

When to pay your bus fare

- When you get on the bus you will see a digital display on the farebox. When the display shows your fare, pay that fare when you get on the bus.

How to use a transfer

- Transferring is going from one bus to another. A transfer is used to get on the second bus. You can use it for 1½ hours.
- When you pay your fare for the first bus with cash or tickets, ask for a transfer. This way you can go from one bus to another and you do not have to pay a second fare. Show the transfer to the operator when you should pay your fare.

Waiting for a Metro Bus

- When you are ready to ride a Metro bus, you need to wait at a Metro bus stop sign.
- You should plan on arriving at your stop five minutes early. For example, if the bus leaves at 5:10 p.m., you need to arrive by 5:05 p.m.
- The number on the bus you want needs to be on the bus stop sign.
- When your bus arrives, you will see the route number and the destination on the front of the bus and the side of the bus. You will also see the route number on the back of the bus.

LEARNING ACTIVITY

Have the participant fill out the quiz below. What questions did he/she get right? Wrong? Go over any questions that he/she did not get right again.

Public Transportation Quiz

How do you pay for a fare?

When do you pay for your bus fare?

Where can you find bus route information?

What is a bus transfer?

When should you show up to a bus stop?

What are the two Metro Transit Zones?

If in doubt your participant should remember these 3 things:

1. Look for signs and landmarks!
2. Double check your technology!
3. Ask for help!

Teaching Technology

Teaching any subject should always be a process that is specific to the needs of your participant. Your role is to collaborate with the participant to determine how best to explore his/her navigation technology. The caregiver should explore the different features of the device and how it works before trying to teach the participant. After exploring on your own, explore the technology with your participant. Refer back to the section “Teaching Technology” in part one of the manual for specific technology features to explore with participants.

Caregivers should also educate participants about the resources that they can use to learn about their chosen technology or for troubleshooting potential problems. For a list of technology troubleshooting resources refer back to “Teaching Technology” in part one of the manual. Remember that the amount of cueing and support provided to the participant is an important part of successful learning.

Caregivers should encourage participants to explore their technology and experiment through trial and error with as much independence as possible while still ensuring that participants gain an understanding of how their technology works. The section on “Teaching People with Brain Injury” in part one of the manual provides definitions and examples of different methods for cueing to support successful learning.

The Three E’s

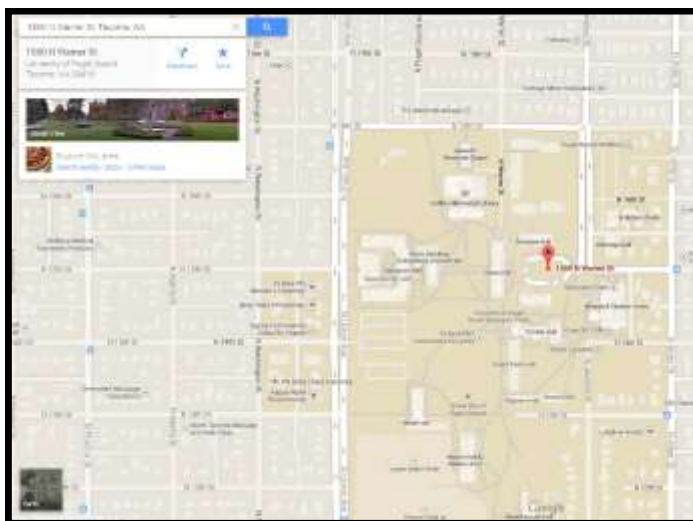
1. Encourage
2. Explore
3. Educate



Chosen Technology

If you and your participant have decided to use One Bus Away or Google maps please see the detailed instructions provided in Walkthroughs of Two Navigation Technology Options section in part one of the manual. Otherwise you will need to prepare a detailed step-by-step walkthrough of the chosen device. Steps you should take:

- Become familiar with the device yourself.
- Determine what features are essential for the participant to know in order to use it as a navigational tool.
- Write up step-by-step instructions with photos if possible.
- Remember to allow the participant to experience the device him/herself. Physical cues should be used only when necessary. Instead, focus on using verbal cues only.



Technology Learning Reflection 1

It is important to gain an understanding of how the participant feels about his/her own abilities before, during, and after trying out the technology. You will use this technique again on training day 2.

Before – How difficult do you think it’s going to be to learn this technology? What are you most concerned about? What parts do you think are going to be easiest?

During – How do you think you are doing? What are you having trouble with? What are you doing well?

After – How difficult/easy was that? What was most difficult? What was easiest? What worked the best for you? What did you do well? What can you improve upon next time?

Have the participant rate himself/herself on the following scale before working with the technology.

Circle the number that fits best:

BEFORE USING TECHNOLOGY

I am confident in my ability to use _____ technology to navigate on the bus.

1	2	3	4	5
Not True At All		Neutral		Very True

LEARNING ACTIVITY

Technology Exploration: Google Maps

- ◇ Go through the process of looking up an address for a local business, via google search or telephone book, with the participant. You can also use: 1500 N Warner St., Tacoma, WA 98416
- ◇ Have participant type the address into the address search bar at: maps.google.com
- ◇ Ask participant to look at the map and point out the address. If they cannot, point out the red pin in the center.
 - ⇒ Encourage client to play with the google map features.
 - * Zoom in and out with the '+' and '-' signs in bottom right of screen
 - * Click on the yellow icon of a person and move around within google street view.
- ◇ Remember that this is free exploration, allow the participant to have fun with the program.
- ◇ Repeat this process with other addresses.

LEARNING ACTIVITY

Technology Exploration: One Bus Away

- ◇ Go to the website: pugetsound.onebusaway.org/where/standard. Search for the following address: 1500 N Warner St., Tacoma, WA 98416. Click on any of the bus stop icons.
 - ⇒ What routes stop at this stop?
 - ⇒ Look at the real time arrival information. When does the next bus stop at this stop?
- ◇ Open the One Bus Away application.
 - ⇒ What are the closest routes?
 - ⇒ Where are the closest stops?
- ◇ Tap on the map of stops. Tap on one of the stop icons.
 - ⇒ What bus routes stop at this stop?
 - ⇒ What direction do these routes go (north, south, east, west)?
- ◇ Tap on the stop icon again to see when the next bus arrives at this stop.
 - ⇒ What route is this bus travelling?
 - ⇒ Is it on time?

LEARNING ACTIVITY

Practice creating two pre planned trips with your technology

Provide more support while the participant is planning the first trip. Reduce the amount of support for the second trip. For more details refer back to the Teaching People with Brain Injury section in Part One of the manual.

Make sure participant is able to identify:

- ◇ Home address and destination address.
- ◇ Routes to and from destination.
- ◇ Landmarks
- ◇ Back up emergency resources if confused or lost (King County Metro Dispatch: 206-553-3000, Taxi Service, friend)
- ◇ Route numbers and bus numbers
- ◇ Arrival times

Technology Learning Reflection 2

Now that you and your participant have used the technology, have the participant re-rate him/herself on his/her confidence in his/her ability to use it.

Circle the number that fits best:

AFTER USING TECHNOLOGY

I am confident in my ability to use _____ technology to navigate on the bus.

1	2	3	4	5
Not True At All		Neutral		Very True

I would like to better learn or practice using my technology to navigate on the bus.

1	2	3	4	5
Not True At All		Neutral		Very True

How did the participant rate themselves? Better? Worse? Discuss the results with them and practice again if necessary.

Establishing a Routine

In order for your participant to be successful in using technology for navigation, the participant must practice using the technology on a routine basis and in a variety of settings. To support this routine, the participant's close family and caregivers should be knowledgeable about the technology. Everyone should understand how the participant is using the technology for navigation. Participants and caregivers may find it useful to create a visual schedule to remind the participant that he/she should practice using his/her technology on a regular basis.

Feasibility Checklist

Is your participant ready to ride the bus with you? Based on how the participant has done during the learning activities and your observations on training day one, answer the following questions.

1. Will participant be able to cross streets safely with no help? yes/no
2. Will participant be able to use technology with verbal cues for direction only 50% of the time during a trip? yes/no
3. Will participant be able to identify and board correct bus with no more than one verbal cue? yes/no
4. Will participant maintain appropriate bus riding behavior with no more than two verbal cues? yes/no
5. Will participant be able to identify correct stop to get off the bus and indicate desire to get off the bus with no more than two verbal cues? yes/no
6. Will participant be able to identify and respond appropriately to dangerous situations? yes/no
7. Can participant consistently recognize safety signs (stop signs, walking/no walking signal, etc.)? yes/no
8. Will the participant be able to approach the bus driver appropriately and ask a question? yes/no
9. Can participant successfully use his/her technology to identify bus routes, numbers, and schedules with no more than 2 verbal cues? yes/no

If you have answered “no” to 4 or more of these questions consider practicing more with your participant. You may also contact King County MetroTransit Instruction to setup one-on-one public transportation training. See the information below:

King County Metro Transit Instruction

Phone: (206) 205-5000

E-mail: Access.CustomerService@kingcounty.gov

If you have answered “yes” to 3 or more questions, set the DATE for the Scavenger Hunt: _____

TRAINING DAY TWO

Taking on the Support Role

Taking on the Support Role

Instructors play a crucial role in supporting participants in their exploration of their devices and in facilitating the learning of new skills to increase independence with public transportation access.

Reflection

It is important to gain an understanding of how the participants feel about their own abilities before, during, and after the scavenger hunt to determine how the training exercise has impacted their confidence and their abilities.

- Before – How difficult do you think this is going to be? What are you most concerned about? What parts do you think are going to be easiest?
- During – How do you think you are doing? What are you having trouble with? What are you doing well?
- After – How difficult/easy was that? What was most difficult? What was easiest? What strategies were most effective for you? What did you do well? What can you improve upon next time?

Review of Cueing

Instructors can support participants by giving well timed and appropriate cues¹².

- Check and verify answer¹² – ex: Are you sure you have the correct route number?
- General feedback¹² – ex: There are still several stops before we get off the bus. Can you see the stops on the map?
- Specific feedback¹² – ex: There is still one stop before we get off the bus. We have to wait until after this next stop.



When is it appropriate to step in and provide hands on assistance or specific feedback?

- When the participant displays signs of anxiety or distress.
- When there is a potential safety hazard.
- When a participant acts inappropriately towards the bus driver or other riders.
- When other bus riders act inappropriately towards a participant.

Scavenger Hunt

On the day of your scavenger hunt, you will support your participant and encourage him/her to demonstrate the skills necessary to use public transportation. When you go out, you will need to assist your participant in doing the following:

- Make sure he/she has emergency contact information with him/her.
- Locate desired route number using technology.
- Locate desired bus number on bus and bus stop sign.
- Ask bus driver one question regarding a pre-planned trip.
- Use Orca card to pay fare.
- Identify pre-planned landmark and the next course of action after landmark (pull stop cord).
- Look both ways before crossing the street.

Cueing and Reflection Sheet

You can use this sheet to track the level of help you are giving your participant. If, after a period of time, you see the number of verbal cues for all questions decreasing, your participant is becoming more independent in using public transportation.

1. Did I provide verbal or physical cues for crossing the street at any time during the trip? yes/no

2. I provided verbal cues to help participant with navigation technology during the trip:

0% 25% 50% 75% 100%
 (not at all) (some of the time) (a lot of the time) (most of the time) (all the time)

3. I provided verbal cues to help participant with navigation strategies (signage, landmarks) during the trip:

0% 25% 50% 75% 100%
 (not at all) (some of the time) (a lot of the time) (most of the time) (all the time)

4. I provided verbal cues to help participant maintain appropriate behavior during the trip:

0% 25% 50% 75% 100%
 (not at all) (some of the time) (a lot of the time) (most of the time) (all the time)

5. I provided verbal cues for safety during the trip:

0% 25% 50% 75% 100%
 (not at all) (some of the time) (a lot of the time) (most of the time) (all the time)

Cueing and Reflection Sheet

6. I had to speak up for the participant during the trip:

0% 25% 50% 75% 100%
 (not at all) (some of the time) (a lot of the time) (most of the time) (all the time)

Have the participant rate him/herself on the following scale before and after the training.

Circle the number that fits best:

BEFORE SCAVENGER HUNT

I am confident in my ability to use _____ technology to navigate on the bus.

1 2 3 4 5
 Very True Neutral Not True At All

AFTER SCAVENGER HUNT

I am confident in my ability to use _____ technology to navigate on the bus.

1 2 3 4 5
 Very True Neutral Not True At All

Contact King County Metro Transit Instruction

For continued training on public transportation your participant can get one-on-one training with King County Metro Transit Instruction. See their contact information below:

Phone: (206) 205-5000

E-mail: Access.CustomerService@kingcounty.gov

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