



# Delegation to Public Works Committee

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## Community Access to Transportation

### Field Training

Task Analysis Example



#### Waiting at the Departure Bus Stop

- Waits at the safest place on the sidewalk or side of the road if there is no sidewalk
- Respects the personal space of others- arm's length
- Does not reveal personal information to others
- Can point out natural supports in the area: businesses, neighbours known to person, or other places nearby to get help if needed
- Holds on to bags, personal possessions

-In field training, a round-trip was broken down into its smaller tasks, and each of these tasks was scored by our field trainers as they observed them performed by trainees during every training session. For example, the task "Waiting at the Departure Bus Stop" is broken down as seen here.

-our excellent trainers kept to **high standard of safety**, and I am pleased to report **no lost trainees and no injuries** during the course of the project: trainees and trainers may have become separated on occasion during the "shadowing" stage, but the **trainees always knew where they were going**, and got there safely.

## Community Access to Transportation



During both classroom instruction and field training, trainees were encouraged to always think about the safest places to walk, and the safest way to solve a problem.

-trainee Jane got creative and when she came across this bright yellow yarn, she crocheted herself something to tie onto her purse, to help her to be visible to drivers when she is crossing the road.

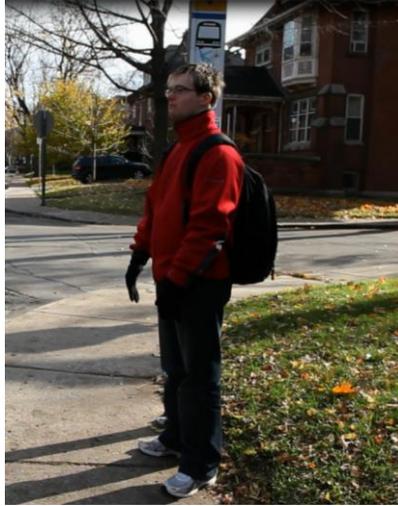
## Community Access to Transportation



As you may recall, we created a series of instructional videos to aid in illustrating important points, produced by Airborne Video Productions, a company which employs video production professionals who also happen to have a developmental disability, headed up by local film maker Mark Van Noord.

During the course of the project, I received inquiries from people who had seen the sample video we had posted on the Salvation Army Lawson Ministries web page, from as far away as British Columbia and the state of Washington.

**“It is a great video and very well done. We are going to use a segment of it for new teachers to see a good example of video modeling.”** - correspondent from Indiana Institute on Disability and Community at Indiana University, who had asked permission to site the video link in her instruction to teachers there.

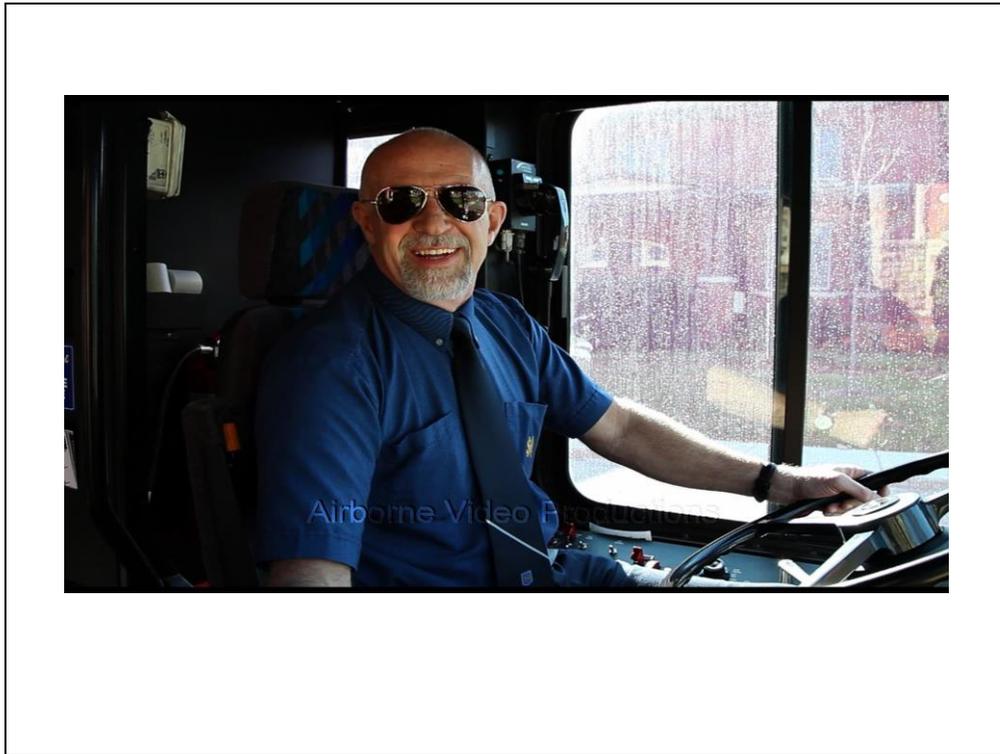


(30 second video clip) – where to wait for the bus

## Community Access to Transportation



- Since 2012, we have added video segments to more thoroughly illustrate:
- safety at level railway crossings
  - how to use accessible buses with a wheelchair
  - etiquette around accessible buses for riders who do not use mobility devices



Our HSR drivers continue to get many positive comments from trainees for their helpfulness- trainees know that they are their first source of help on the bus

-over the course of the project drivers got to know our trainers and our trainees, and often went out of their way to support the goal of safe and independent travel

-important to note that whenever I ask what a trainee *doesn't* like about riding the bus, the most frequent response by far is **"I like everything."**

## Community Access to Transportation

- **201** individuals began instruction
- **151** have been successfully trained to navigate one or more bus routes
- Trainers taught a total of **258** routes
- Average no. of routes learned by a trainee is **1.7**
- 33 individuals were demitted from the program as unsafe to travel independently
- 17 individuals dropped out of the program for personal reasons
- 14 additional requests for training that we were unable to accommodate as project was ending

Review general stats

- Route is defined as from origin-destination-origin (so if a trainee learned only one way, that was counted as 0.5)

## Community Access to Transportation

- 120 trainees/caregivers surveyed to date are reporting a total of **1472 trips per month on routes learned either through bus training or after bus training**, averaging 12.3 such trips per month, with trainees/caregivers stating that when travelling a route they learned after training, **they were able to use knowledge from the bus training program to learn that new route in every case.**

Of the trainees who have completed successfully, we have surveyed 120 to date, asking for detailed responses to where they are travelling by bus and how often. We defined a trip as from origin to destination, so a round trip = 2 trips for counting purposes, as each trip would require fare.

I will be continuing to attempt to reach the remaining 31 successfully completed trainees for our report due back to HSR by the end of June, so this number should increase even more.

## Community Access to Transportation

Importance of access to ongoing training for developmental services clients:

- 88 of successfully completed trainees came to the training program with some prior training experience
- Successfully completed trainees are also reporting an average of 11.6 trips per month on previously known routes, and report that training helped them to feel safer on **96%** of those previously know routes

Also, several trainees came back for more instruction during the course of the project to learn additional routes as their transportation needs changed.

## Community Access to Transportation

Transition-aged youth:

- Through our partnership with both school boards, we have trained 51 transition-aged youth to use the bus independently

*“This unique life skills program has been an invaluable opportunity for students with a range of moderate intellectual and developmental disabilities to gain independence within the Hamilton Community. Comments from staff, parents, and the students themselves clearly articulate the benefits of this innovative transportation program.”*

-Superintendents J. Bajus (HWCDSB) and V. Corcoran (HWDSB)

## Community Access to Transportation

*"I am very thankful to you, to Stephanie (trainer), and to everyone involved for giving my son more independence!"*

- Jana P

*"...this has been one of the most valuable initiatives that (our daughter) has participated in – she will become a regular bus user, over time, and I know that she enjoys her independence very much!" – Karen K*

Many parents have taken the time to write us a note of thanks; with their permission, here are some of their comments.

## Community Access to Transportation

*“We live in the small village of Winona, and since taking this course (our son) has showed complete willingness and confidence to call for the Transcab, all on his own, catch the required bus at (Stoney Creek) city hall and follow through with taking several buses requiring transfers and even changing bus stops to return home...”*

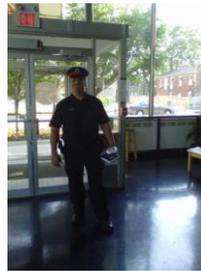
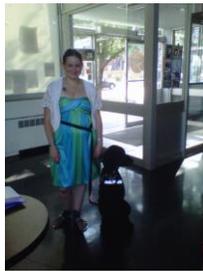
– Don and Marie W

## Community Access to Transportation

*“The training that was provided to (our daughter) has put her in a position to take the bus and get around confidently and safely...This program has made a huge difference...”*

-Jim and Debbie L

## Community Access to Transportation



Trainees have been meeting up at Freeway Coffeehouse several times a year, to socialize and learn. Past guest speakers have included a constable from Hamilton Police Services, two Hamilton Street Railway Company bus operators, three Hamilton Emergency Services paramedics, a rail safety officer from Operation Lifesaver, and a trainee who told us how her service dog supports her when she travels in the community.

## Community Access to Transportation

What do you like about riding the bus?

*"It gets me from A to B."*

*"It's relaxing."*

*"Looking out the bus windows and seeing Christmas lights!"*

*"Adventure!"*

Trainee comments about bus travel have ranged from the prosaic to the poetical...

## Community Access to Transportation

What do you like about riding the bus?

*“It has changed my life.”*

In over 2 years of conducting follow-up interviews, this response touched me the most.

Thanks to the City of Hamilton for funding such a worthwhile, life-changing project.