

# Paratransit Skills Assessment: Test Protocol for Understanding and Using Paratransit Services

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**RUTGERS**

Center for Advanced Infrastructure  
and Transportation

# **Paratransit Skills Assessment**

## **PaSA**

### **Guidelines for Production, Administration, and Scoring**

Cecilia Feeley, Ph.D.

Patrick Szary, Ph.D.

Elizabeth Matheis, Ph.D.

Ken Lee

Louis Hoffman

Elizabeth Binstein

Rutgers University Center for Advanced Infrastructure and Transportation

Christopher Manente, Ph.D.

Rutgers University Douglass Developmental Disabilities Center

New Brunswick, NJ

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## **Introduction**

The Paratransit Skills Assessment (PaSA) was developed as a component for determining the skills required for various types of paratransit services. It is designed for individuals who may have difficulty in utilizing available paratransit services. The PaSA is an assessment designed to evaluate the component skills needed for using ADA complementary paratransit, curbside paratransit, door-to-door paratransit, door-through-door paratransit and hand-to-hand paratransit.

The PaSA takes approximately 30 to 45 minutes to complete. It is designed to be administered by psychologists, educators, transition coordinators, day program service providers, travel trainers, transit service providers, and parents or guardians. The PaSA is designed to be the first step in using paratransit independently, the assessment should be followed with a ride-along or observed ride with the appropriate supports prior to using the services independently. The test should be tailored to requirements for independent travel for local and regional systems available for the individual to utilize. Other factors that need to be considered for individual travel would include behaviors that may preclude independent travel. Issues concerning the variables of the paratransit system should also be considered – this may mean different drivers, different routes, different passengers, etc.

The PaSA is designed to represent the communicative and cognitive skills an applicant needs to take various types of paratransit services. The assessment is based on the skills needed to take actual paratransit services. The PaSA is structured for the individual to test from hand-to-hand paratransit services, to door-through-door, to door-to-door, to curbside and it includes A.D.A. complementary paratransit services. The test also isolates and identifies the skill components needed for hand-to-hand travel on a public paratransit vehicle where the individual will be met by caregivers on both ends of the trip but will travel independently with a driver who may not have training for dealing with a disability.

The research team received input and assistance from travel trainers Melody Bundy and Larry Lindstrom from NJ TIP, Inc., John McGill from Passaic County Para Transit Programs, Steve Fittante and Jeff Gasiewski from Middlesex County Department of Transportation, Susan Olsson and Lydia Peterson from St. Paul Public Schools, Margaret Groce from NYC Dept. of Education District 75, and Traci Resler from The Kennedy Center, Inc. The discrete tasks were reviewed by members of the Association of Travel Instruction and members of New Jersey's Council on Special Transportation. The experts who provided feedback were: Toli Anastassiou, Executive Director of Quest Autism (Adult Day Program in Northern New Jersey); Ed Hoff, ADA Services and Eligibility Manager of NJ Transit; Leslie Long, Director of Housing and Adult Services at Autism Speaks; Judy Shanley, Director of Student Engagement and Mobility

Management Easter Seals Project ACTION; and Robert Titus, Director of Public Policy at Autism NJ.

The validation team for the Paratransit Skills Assessment was comprised of Cecilia Feeley, Ph.D., Larry Lindstrom, Brian Tobin, Elizabeth Binstein, Rebecca Jolibois, Disha Patel, Aaron Zisook, Alisa Matlin, Ayana Ainyette, Maria Fodali, Amos Han, and Kelly Spurrier.

The paratransit graphic is original artwork by Rebecca Feeley and was created for the Paratransit Skills Assessment.

## **Definitions Used in the Paratransit Skills Assessment for Type of Travel**

**Paratransit:** A blanket term for many types of shared transportation utilized by transportation disadvantaged populations (people with disabilities, older adults, low-income individuals, etc.) that are not fixed-route public transportation and are not personal vehicles. These services fall in three general categories: curb-to-curb, door-to-door and door-through-door.

**ADA Complementary Paratransit:** This is a service that shadows or compliments the fixed route service. It provides additional service to make the regular transit system accessible to all people with different needs required by the Americans with Disabilities Act. This type of service can be scheduled during the times and places that the regular fixed route bus travels. Complementary service is often available on-demand for individuals who are not able to use fixed route buses, train or light rail. The ADA complementary service is usually curb-to-curb service.

**Curb-to-Curb Service:** This is a service where the passenger is picked up at the curb in front of an origin and dropped off at the curb in front of a destination. The driver is usually only required to assist the individual on and off the bus. Paratransit providers may include extra features, but the ADA only requires that complementary paratransit service be curb-to-curb service. Most of this type of service is public transportation in that the driver goes from stop to stop picking people up and dropping them off.

**Door-to-Door Service:** This is a service that builds on curb to curb includes help from the front door of the origin and to the front door of the destination. Drivers have more responsibility for the rider getting to the correct place. It is a higher level of service than curb-to-curb. This is often provided in municipal and county transportation.

**Door-through-Door Service:** This is a service that builds on door-to-door paratransit service by helping customers through their door and into their destination. This may include carrying bags and belongings and may even include assisting with putting belongings away, in addition to communication or contact with parents, guardians or other care providers. This is often provided in human services transportation, day program transportation and municipal trips for nutrition and food shopping.

**Hand-to-Hand Service:** This is a service that builds on door-through-door paratransit service by helping customers into their destination, carrying bags and belongings and assisting with putting belongings away. This requires contact with parents, guardians or other care providers at both the pick-up and the destination for the individual being transported.

## **Paratransit Service Definitions**

### **Human Services, Social Service Transportation & Dedicated Service:**

Transportation limited to consumers of social service programs. This type of transportation can be limited in purpose, often only for day programs, medical appointments or vocational trips. Agencies may have their own vehicles and drivers or may contract with another service provider.

**Personal Care Attendant (PCA):** A professional, non-professional, family member, friend or fellow rider who helps a person with a disability generally throughout their travels, or specifically assists the individual in completing their trip. Any person can ride along free of charge if they are providing personal care. Often the rider has to request a personal care attendant when they are assessed for service or requesting a ride.

**Subscription service:** A repetitive ride requested by a paratransit rider or group of riders. This can occur on a daily-basis, weekly-basis, or any interval at the discretion of the service provider. Some providers use a waiting period before riders can request a subscription service, also known as a standing order. This type of service is not mandated in the ADA.

**Demand Response:** Paratransit is demand response which means that users can customize their trips by time or unique origin or destination.

## **Finding Local Paratransit Services**

The PaSA will assist in determining the appropriate type of paratransit services that an individual may be able to use. The specific type of paratransit services the PaSA is specifically designed to assess usage are the following:

- Hand-to-hand (Door-through-door)
- Door-to-door
- Curb-to-curb
- ADA Complementary\*

While each of these types of services are routinely offered they are not available in all areas. It is important to identify why each type of paratransit is locally available. The first step is to find which local and regional paratransit services are available, then to inquire about the level of service, as the definitions are not universally used by all paratransit providers.

The next step after identifying the local paratransit service is the eligibility process. This process is often required prior to accessing the paratransit service. The eligibility process can vary from one service provider to another. Some of the requirements for paratransit service may include one or more of the following:

- Application Form
- Phone Application or Interview
- Note from Doctor or Medical Form Completed
- Medicare or SSI
- Financial Information or Form
- Insurance Information or Form
- In-person Interview
- Functional Assessment

When the eligibility process is complete, and the potential rider is approved an assessment can be made of the services offered.

\* ADA Complementary paratransit services frequently provides the same supports as curb-to-curb service however this should be verified with the local provider.

## **General Test Materials**

The test materials used for the PaSA are:

- Script for assessment found in the PaSA Test Protocol
- A pass, ticket or money
- A digital clock with large numbers
- Post it notes for the clock
- Minute timer with bell or alarm
- A blank ID card to be completed for the applicant
- Magazine
- Note pad and pens/pencils
- Seat Belt
- Table and at least 2 Chairs
- Bag of items: Cell phone, 1-dollar bill, golf ball, post-its, sun glasses, sleep mask, small picture frame, and other small random items
- List of place and phone numbers (recommendations include doctors, restaurants, movie theaters, stores, etc.)
- If applicable, computer with icon and "PaSA Reservation Form" available
- Personal things such as jacket, phone, wallet
- Approximately 44 color photos used to test and teach specific skills

The photos used in the PaSA are available online, however, it is recommended that pictures of the specific regional systems and familiar areas be utilized. Guidelines are provided for customizing each specific item under the list of training and testing materials.



## Testing Guidelines

It is important to help the individual feel comfortable throughout the assessment. All of the test material should be ready and available prior to the actual assessment so as not to be disruptive to the individual. The tester should also be familiar with the PaSA script and test materials prior to an assessment.

The assessment should be conducted in a pleasant and relaxed atmosphere without too much visual or auditory stimulus that may affect the individual's ability to process the test materials.

Encouragement and reinforcements can be offered throughout the test to help the individual stay interested and invested in the test materials. Redirection may be necessary if the individual becomes distracted or restless. This behavior and other behaviors exhibited during the test should be noted since they may affect the individual's ability to use paratransit services.

The tester should record the applicant responses and behaviors at the end of each task. Accurate recording of the individual's responses and behaviors during the assessment are essential for accurate scoring.

### **The PaSA is separated into 4 sections:**

**Section 1: Basic Skills Required for All Paratransit Services.** Meeting the minimum requirements in Section 1 is required for all paratransit services. For the applicant to qualify for Section 1 they have to meet the minimum requirements on the first 6 PaSA tasks. Passing the section indicates the ability to use hand-to-hand services with a caregiver providing support for tasks on both ends of the trip. *Recommended Paratransit Service for Section 1 is Hand-to-Hand.*

**Section 2. Intermediate Skills Required for Some Paratransit Services.** Meeting the minimum requirement in Section 2 is required for some paratransit services. For the applicant to qualify for Section 2 they have to meet the minimum requirements on the first 16 PaSA tasks. This section is for independent travel where the applicant will not require caregiver support on one or both ends of the trip. It also tests an emergency that may arise in this type of travel. *Recommended Paratransit Service for Section 2 is Door-to-Door or Door-through-Door.*

**Section 3: Advanced Skills Required for Some Paratransit Services.** Meeting the minimum requirement for Section 3 is required for some paratransit services for most the individual will be left off at the curb of their destination and must navigate independently. For the applicant to qualify for Section 3 they have to meet the minimum requirements on the first 24 tasks. These systems require the individual to watch for and

identify the correct vehicle, independently navigate and board the vehicle, and respond appropriately to emergencies that may arise in this type of travel. *Recommended Paratransit for Section 3 is Curb-to-Curb.*

**Section 4. Trip Planning and Trip Scheduling Skills:** The fourth section of the PaSA is the trip planning and scheduling skills. These skills can be done by a caregiver and may not be necessary when the trips are subscription or routine trips.

## Scoring Guidelines

Test scores should be reviewed after the first and second sections. The individual should not proceed with the testing until the tasks in each subsequent section are mastered. All of the tasks are required to meet the minimal criteria for travel, meaning that the first 6 skills are required for all independent travel, and mastering of the first 16 tasks are required for independent door-to-door and door-through-door travel.

Special care should be taken to avoid errors in scoring. The PaSA is not cumulative. All tasks have either two or three criteria. The tasks with two scoring criteria, a 1 or 0, essentially are a meets requirements (pass) and does not meet minimum requirements (fail). The tasks with three scoring criteria, 2, 1, or 0, are for exceeds minimal requirements (pass), meets minimum requirements (pass) and does not meet minimum requirements (fail).

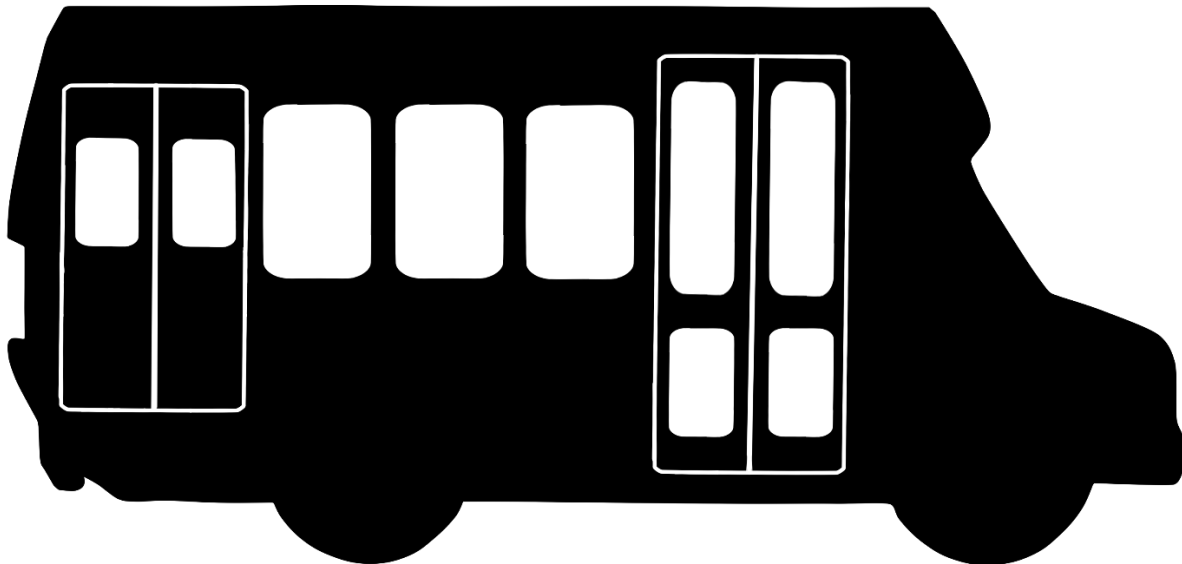
Scoring:

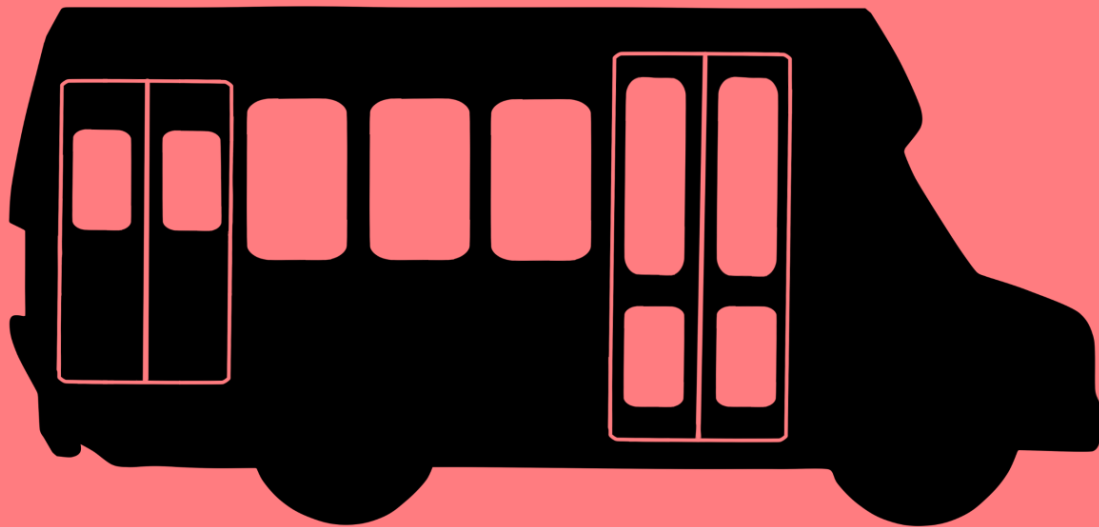
2	Pass and exceeds requirements
1	Pass and meets minimum requirements
0	Fails to meet minimum requirements

# **Paratransit Skills Assessment**

**PaSA**

**Test and Protocol**





Section 1:  
Basic Skills Required for  
All Paratransit Services

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# Task 1:

## Respond to Greetings

### Purpose

To assess general level of responsiveness and social competence.

### Test Materials

None.

### Procedure

Meet applicant in waiting room, a slight distance away from testing room. Greet the applicant (see script) and wait for a response if necessary. Greeting can be repeated once if no response is given.

### Scoring

- Score 1 point for any reasonable response, verbal or nonverbal, in which the applicant acknowledges the greeting.

#### Examples of appropriate verbal responses:

"Fine, thank you, how are you?"

"Hi"

"OK"

#### Examples of appropriate nonverbal responses:

Looking at examiner and nodding or smiling at examiner

Waving

Extending a hand to shake

- Score 0 points for inappropriate responses, verbal or nonverbal, or no response

#### Examples of inappropriate responses:

"This place stinks. I hate coming here."

"Leave me alone."

Turning away and hiding head in hands

Rocking and flapping hands.

### Task 1: Respond to Greetings

What the assessor does:	What the assessor says:
<i>Meet client in waiting room. Wait briefly for response to greeting if necessary.</i>	Hello, I'm _____. How are you?  I will be working with you today to learn about some of your skills for using the paratransit bus.

# Task 2:

## Follow Instructions

### Purpose

A paratransit trip provided by a public transit service provider may require the rider to follow instructions. If the rider asks the driver for help or there is an issue on the vehicle, he/she should be able to follow simple verbal directions. This task is designed to assess the individual's ability to follow instructions through simple verbal directions in context.

### Test Materials

The meeting area should be different from where the test will be conducted so the applicant can be tested on following simple directions and instructions. There should be a testing table with one chair for the applicant and one for the examiner, both facing the slide screen on the table.

### Procedure

Give verbal and gestural cues for individual to follow you out of the waiting room.  
Give verbal and gestural cues for individual to follow arrows from waiting room to test room.  
Give verbal and gestural cues for individual to sit in the applicant's chair.

### Scoring

- Score 2 points if applicant follows a direction independently after one verbal request with gestural cue.
- Score 1 point if applicant follows direction after repeated requests or redirection.
- Score 0 points if applicant requires physical prompts to follow direction.

### Task 2: Follow Instructions

What the assessor does:	What the assessor says:
<i>Stand up and gesture for applicant to accompany you.</i>	Let's go to the testing room and we'll come back here when we are done. It should take about half an hour. Please come with me.
<i>CUE</i> <i>If applicant does not respond have him/her pause and redirect his/her attention. Point to indicate the way to go.</i>	We need to go to the testing room. Can you follow me?
<i>IN TESTING ROOM</i> <i>Point to seat</i>	Please sit down there.

# Task 3:

## Sits Appropriately

### Purpose

To evaluate the applicant's ability to sit appropriately on the bus or in the vehicle.

### Test Materials

2 Chairs

### Procedure

The script is used to introduce the task and to provide cues as needed.

### Scoring

- Score 2 points if the applicant spontaneously sits appropriately in the chair.
- Score 1 point if the applicant sits appropriately in the chair after prompts.
- Score 0 points if the applicant is unable to sit appropriately in the chair.

### Task 3: Sits Appropriately

What the assessor does:	What the assessor says:
<p><i>When requesting to sit down does the applicant model correct sitting position with feet on the floor in front of them and hands on the lap or on the sides.</i></p> <p><b>PROMPT</b> <i>After prompt and modeling of correct sitting posture with feet on the floor in front of them and hands on the lap or on their sides.</i></p> <p><b>RETEST</b> <i>Have the applicant stand up and ask the applicant to sit down again</i></p>	<p>Can you please sit down in the chair for me?</p> <p>When I sit in the chair I have my feet in front of me on the floor and I keep my hands in my lap. This is sitting nicely. Can you sit like I am?</p> <p>Let's try again. Can you please sit down nicely in the chair for me?</p>



# Task 4:

## Identify Self or be Able to Provide Proper Identification

### Purpose

To assess applicant's ability to provide identifying and emergency contact information, verbally or nonverbally. This is an essential skill for anyone who would be traveling independently in the community. Having an ID card (including hand written) provides nonverbal applicants with a means of identifying themselves during the simulation (may be used for later personal things) as well as within the community. For example, it determines the applicant's ability to identify self to bus driver, police officers, and other emergency responders. This test has two parts. The first has to do with providing and/or knowing identification. The second part is identifying self to bus drivers, police and other emergency responders.

### Test Materials

A blank identification card, including name, address, phone number of the individual and name and phone number of an emergency contact. A collateral source of the information is also needed, such as a companion accompanying them to the testing facility or a completed application form in case the applicant is unable to provide it independently.

### Procedure

As described in the script, ask applicant to give as much identifying information as possible. If applicant cannot provide complete information verbally, even with cueing, ask to see any ID card he or she carries. If information cannot be obtained this way, check with companion or application.

Review completed ID card with applicant, item by item, and explain that he/she will be given the card to use later if needed.

### Scoring

The items scored are:

Contact Name

Contact Address

Contact Phone Number

- Score 2 points for task when applicant provides complete information intelligibly, without cueing. Information can be provided verbally, or nonverbally, by writing or producing an ID card.
- Score 1 point for task when only partial information is given, such as first name only, partially correct phone number, street name but not address.
- Score 0 points for task if information had to be obtained from another source.

#### Task 4: Identify Self or be Able to Provide Proper Identification

What the assessor does:	What the assessor says:
<p data-bbox="203 268 532 298"><i>Fill in identification card.</i></p> <p data-bbox="203 373 277 403"><b>CUE</b></p> <p data-bbox="203 409 799 472"><i>If responses are incorrect or unintelligible ask:</i></p> <p data-bbox="203 934 799 997"><i>Obtain correct information and complete the card.</i></p> <p data-bbox="203 1144 532 1173"><i>Present card and teach:</i></p> <p data-bbox="203 1249 488 1278"><i>Point and say name:</i></p> <p data-bbox="203 1318 521 1348"><i>Point and say address:</i></p> <p data-bbox="203 1388 607 1417"><i>Point and say phone number:</i></p>	<p data-bbox="824 268 1417 331">I'd like to fill out an identification card for you. Try to tell me as much as you can.</p> <p data-bbox="824 409 1352 443">A. Can you tell me your name, please?</p> <p data-bbox="824 478 1122 512">B. Where do you live?</p> <p data-bbox="824 548 1365 581">C. Can you tell me your phone number?</p> <p data-bbox="824 617 1417 722">D. Can you tell me the name of someone you would call if you were away from home and needed help?</p> <p data-bbox="824 758 1417 821">E. Can you tell me that person's phone number?</p> <p data-bbox="824 898 1417 1003">Do you have an identification card that you can show me? Or anything that will tell me your name and address?</p> <p data-bbox="824 1039 1417 1102">If not, let's see if we can get the information from the person who came with you.</p> <p data-bbox="824 1144 1417 1207">Here is an ID card for you to keep and use if you need it.</p> <p data-bbox="824 1249 1081 1283">Here is your name.</p> <p data-bbox="824 1318 1114 1352">Here is your address.</p> <p data-bbox="824 1388 1203 1421">Here is your phone number.</p>

# Task 5:

## Provide Identification to Bus Driver, Police Officer or Other First Responder

### Purpose

To determine the applicant's ability to provide correct identification to bus driver, police officers and other first responders.

### Test Materials

**5A.** A picture of a uniformed police officer standing beside a police car.

**5B.** A photo of a bus driver in front of or on a bus.

### Procedure

The task is introduced according to the script, and the cues were written to replicate what an officer might ask for in successive attempts to determine how to help the applicant if he or she were in need. The probes are only administered until the applicant can provide the bus driver and police officers with vital information. This point is illustrated in the discussion of scoring below.

### Scoring

- Score 2 points if the applicant spontaneously communicates the information that both a police officer and a bus driver would need to assist the applicant or if the applicant can provide any of the above or gives a similar response correctly to either the bus driver and/or the police officer only after general probes such as "Can I help you?" or "What's the problem?"
- Score 1 point if the applicant can provide a meaningful response after a specific probe such as "Can you tell me your name and address?" or "Can you show me something with your name and address on it?"
- Score 0 points if after all of the probes, the applicant still cannot provide meaningful information.

**Task 5: Provide Identification to Bus Driver, Police Officer or Other First Responder**

<b>What the assessor does:</b>	<b>What the assessor says:</b>
<p><b>5A</b> <i>Present photo of Police Officer.</i></p> <p><i>Provide CUES for police officer:</i></p> <p><b>5B</b> <i>Present photo of Bus Driver:</i></p> <p><i>Provide CUES for bus driver:</i></p> <p><i>If answer is incomplete or unclear, probe. For example:</i></p> <p><i>If still unclear probe:</i></p>	<p>If you are lost and you see this police officer. What would you do?</p> <p>What if the police officer said, "What's the problem?"</p> <p>Now let's try the bus driver. Let's say the bus arrives and the driver wants to pick you up the driver will ask your name. What do you say?</p> <p>What if the bus driver said, "What is your name?"</p> <p>Can you show me your name and address?</p> <p>Can you show me something with your name and address on it?</p>

# Task 6:

## Know and Exhibit Appropriate Bus Behavior

### Purpose

To evaluate an applicant's knowledge of behavior that is appropriate, safe, effective and considerate toward other riders on the bus.

### Test Materials

Four pairs of color photos, each pair on a separate page:

- 6A. 1) An individual sitting with feet up across the aisle.  
2) The same individual sitting up and looking out the bus window.
- 6B. 1) An individual standing up in the front of the bus, blocking the driver's view.  
2) The same individual sitting quietly behind the driver.
- 6C. 1) An individual drinking a cup of coffee.  
2) The same individual looking out the window, not drinking.
- 6D. 1) An individual laying across the seat, sleeping.  
2) The same individual sitting nicely on the bus looking out the window.

To customize, use photos of the same mode of transit (bus, train, etc.) as in the remainder of the test. If the vehicle that applicant will be using has signs it is recommended that test materials be customized according to the in-vehicle signs. Replicate the situations described for each picture set above. Note that the "correct" photo is staggered in position, sometimes on top, and sometimes on the bottom.

### Training

These pictures examine the applicant's existing knowledge and skills. If the applicant fails the first picture set and does not seem to understand what is expected, point to the correct picture and explain. Do not cue for later pictures.

### Procedure

Introduce the picture sets according to the script. Provide a cue only if the first picture set is failed. This task can then be used for training, but no points are scored.

### Scoring

- Score 2 points if the correct photo is chosen for every picture set without any cues.
- Score 1 point if the correct photo is chosen for every picture with cues.
- Score 0 points if the wrong photo is chosen, or if no response is given.

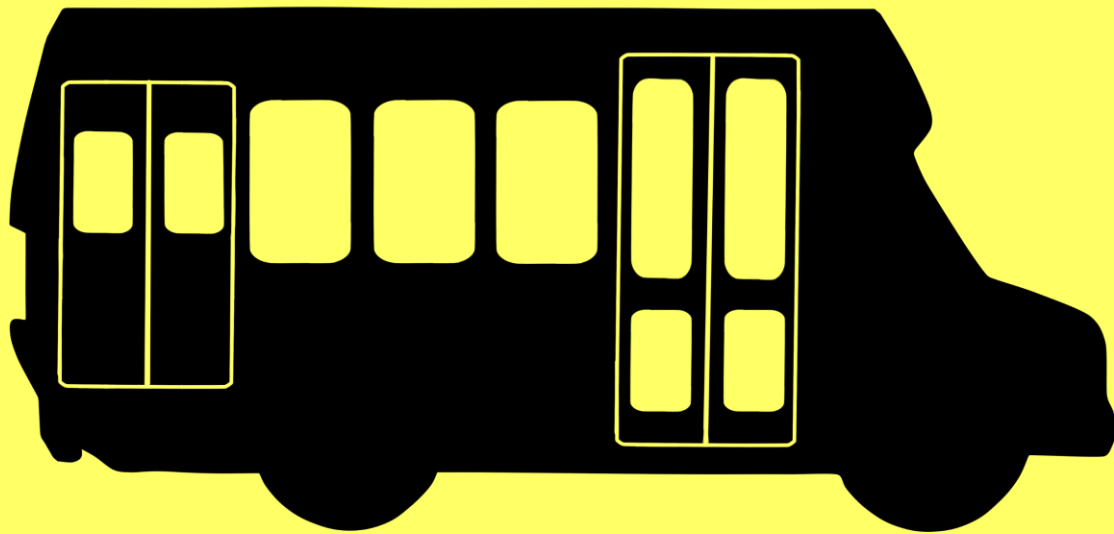
**Task 6: Know and Exhibit Appropriate Bus Behavior**

What the assessor does:	What the assessor says:
<p><b>6A</b>  <i>Present photos:            Sitting/Stretched out in the aisle</i></p> <p><i>CUE</i>  <i>If no response, or incorrect response, point to photo of person in the aisle.</i></p> <p><b>6B</b>  <i>Present photos:            Standing/Sitting</i></p> <p><i>CUE</i>  <i>If no response, or incorrect response, point to photo of person in the aisle</i></p> <p><b>6C</b>  <i>Present photos:            Drinking/Not Drinking</i></p> <p><i>CUE</i>  <i>If no response, or incorrect response, point to photo of person in the aisle</i></p> <p><b>6D</b>  <i>Present photos:            Sleeping/Sitting</i></p> <p><i>CUE</i>  <i>If no response, or incorrect response, point to photo of person in the aisle</i></p>	<p>When people are on the bus, it is important for them to do the right kind of sitting. They should not bother the driver unless they need help. They should look for the signs showing what a person is not supposed to do while riding a bus. And they should be careful not to bother anyone else on the bus, or to let anyone else on the bus bother them.</p> <p>Let's look at these pictures and tell me who is sitting correctly?</p> <p>This person is sitting correctly.</p> <p>Who is doing the right kind of sitting here?</p> <p>This person is sitting in his seat and this is a person who is not sitting.</p> <p>Who is doing the right kind of sitting in these pictures?</p> <p>This person is sitting in his seat and not drinking.</p> <p>Who is doing the right kind of sitting here?</p> <p>This person is sitting in his seat and not taking up a second seat.</p>



Review minimum scores for  
Section 1 before proceeding.

If any tasks fall below minimum score  
train skill and retest.



Section 2:  
Intermediate Skills  
Required for Some  
Paratransit Services

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# Task 7:

## Prepare to Depart in Time Window with Things

### Purpose

To independently take fixed transit, the ability to track time is helpful to assist in planning trips and knowing how long it is reasonable to wait. This task is designed to assess whether the individual can monitor time given some structure and cues.

### Test Materials

A digital clock with a large (approximately 2 inches high) display of minutes and hours. A yellow "Post-It".

### Procedure

The applicant is told that the test should take approximately 5 minutes. They are shown the time on the clock, and a "target" time 5 minutes later is written on the "Post It" note (in digital terms, for example, 11:20 AM) and placed beside the clock. The applicant is asked to tell the examiner when the clock reaches the posted time. If the applicant does not spontaneously initiate reporting the time, two probes are given at the end of the assessment. See script for exact wording and cues.

### Scoring

- Score 2 points if the applicant spontaneously reports when the posted time is reached.
- Score 1 point if the applicant spontaneously monitors the time and is within than 3 minutes of reached time or does not spontaneously monitor time but responds to both probes correctly.
- Score 0 points if the applicant does not spontaneously monitor and misses either probe.

### Task 7: Prepare to Depart in Time Window with Things

<b>What the assessor does:</b>	<b>What the assessor says:</b>
<p><i>Show time on digital clock. State time in digital terms, e.g. 2:45 PM, NOT "quarter to three." Write the estimated finish time on "Post It."</i></p> <p><i>State time in digital terms:</i></p> <p><i>Place "Post It" note with finish time on clock and place both in applicant's view.</i></p> <p><i>When applicant gives reminder, reinforce with:</i></p> <p><i>If applicant then checks clock and gives appropriate answers to <u>both</u> probes, score as cued.</i></p>	<p>This clock says that it is now _____</p> <p>In 5 minutes it will be _____. (State time it will be after 5 minutes, again in digital terms)</p> <p>I will leave this little clock here, so you can see the time. When this clock says _____ (target time), I want you to let me know. I'll put the time here by the clock to remind you.</p> <p>Thanks for reminding me. Let's do these last few things to finish up.</p> <p>Look at the clock and the note we put on it. Are we late?</p>

# Task 8:

## Dress Appropriately for Weather and Trip

### Purpose

To determine the applicant's ability to choose clothes that are appropriate for the weather, which would contribute to his or her safety.

### Test Materials

Sets of photos, four in each set. Clothes and accessories needed for various seasons (no people in photos)

- a) Winter: Heavy coat, gloves and hat.
- b) Summer: T-Shirt and shorts.
- c) Rain: Rain coat and umbrella.

### Training

This task assesses existing skills, not those taught during the test.

### Procedure

The task is introduced by explaining that in order to wait for the bus, it is important to wear the right kind of clothes for the weather. Then the applicant is asked for each set, to show what the person in the photo should wear if he or she were waiting for the bus today.

### Scoring

- Score 2 points if the applicant chooses the BEST clothing for the weather (e.g. winter clothing when it is below freezing, shorts when it is 95 degrees) for all the weather conditions.
- Score 1 point if the applicant chooses ADEQUATE clothing for the weather (e.g. a light-weight jacket on a mild rainy day, or a raincoat when it is dry and 50 degrees) for a majority of weather conditions.
- Score 0 points if the applicant does not respond or chooses the LEAST APPROPRIATE clothing for the weather conditions (e.g. a sleeveless dress when it is 10 degrees).

### Task 8: Dress Appropriately for Weather and Trip

<b>What the assessor does:</b>	<b>What the assessor says:</b>
<i>Present photos</i>	If you ride the bus you will be going outside, so it is important to wear the right kind of clothes.
<i>Weather condition 1</i>	What do you wear if it is raining?
<i>Weather condition 2</i>	What do you wear when it is very cold?
<i>Weather condition 3</i>	What do you wear if it is very hot?

# Task 9:

## Get out of Door on Time with All Required Things

### Purpose

To determine if the applicant can gather necessary belongings needed for trip without excessive prompting. The needed things for the trip may include fare for all trips, identification (i.e. ID card), charged cell phone and/or other communication device.

### Test Materials

Bag of things: Cell phone, 1-dollar bill, golf ball, post-its, sun glasses, sleep mask, small picture frame, and other small random items.

### Procedure

Probes are provided if the applicant has not spontaneously and accurately initiated a reminder about the elapsed time. One of the probes will require a positive response and the other a negative response, "Did we finish on time?" and "Are we late?" If the applicant can respond to both correctly, it is likely that he or she is not just guessing.

### Scoring

- Score 2 points if the applicant is able to collect things for trip including fare spontaneously.
- Score 1 point if the applicant is able to collect things for trip including fare after retraining.
- Score 0 points if the applicant does not spontaneously collect things for trips including fare after retraining or has no response to request.

**Task 9: Get out of Door on Time with All Required Things**

<b>What the assessor does:</b>	<b>What the assessor says:</b>
<p><i>If applicant spontaneously collects the things for trip including money (applicant can prepare a trip list if needed).</i></p> <p><b>RETRAIN</b> <i>Show the applicant you gather your things and making sure you have everything including the money.</i></p> <p><b>RETEST</b> <i>Put down things again in front of individuals</i></p>	<p>Okay, let's practice getting ready to take the bus. Give me what I need to take with me on the bus for my trip.</p> <p>Now I will get ready to go and wait for the bus. Let me take everything I need for my trip. I need my money, my phone, and I will bring my sunglasses in case I need them.</p> <p>Now it is your turn to help me get ready for the bus. Can you give me all the things I need for my trip?</p>

# Task 10:

## Be Ready, Wait Appropriately and Pay Attention to your Environment

### Purpose

To determine the applicant's ability to wait appropriately which will be needed when waiting for the bus, riding the bus or in picking up other passengers. It will also determine if the applicant is able to observe activities that are occurring in the individual's immediate environment. Furthermore, it will demonstrate the applicant's response to vehicles and/or drivers arrival by either a horn or a doorbell or other method requested to alert vehicles arrival.

### Test Materials

Minute timer with alarm, magazine, note pad and pens/pencils

### Procedure

As described in the script, the applicant will be required to wait for a duration of approximately 1 minute while the tester does something else (recommended activities could include organizing or reviewing the test) and responds to the alarm after 1 minute. The tester will avoid interaction with the applicant but will be able to see and/or hear the individual if waiting becomes a problem.

### Scoring

- Score 2 points if applicant is able to independently wait for approximately 1 minute and spontaneously responds to alarm.
- Score 1 point if applicant needs several cues or prompts to wait for alarm.
- Score 0 points if applicant does not wait or does not respond to alarm.

### Task 10: Be Ready, Wait Appropriately and Pay Attention to your Environment

What the assessor does:	What the assessor says:
<i>Show the timer to the individual and illustrate that you will be working on something else until the alarm rings.</i>	I have to take care of a few things and we will continue when the alarm sounds. Please let me know when it rings. Here are a few things for you to use while I'm working.
<i>CUE for alarm</i>	We have to wait and continue when alarm rings.
<i>Prompt for the alarm</i>	Here is the timer. We need to wait until it rings and then we can continue. When you hear it ring please let me know.

# Task 11:

## Board Vehicle, Pay Fare, Show Driver Pass, or Provide Ticket if required

### Purpose

To determine if applicant can learn to manage the simplest way to pay a fare by presenting a pass to the driver. The task requires initiation of a response with minimal cues.

### Test Material

Color picture of a bus driver with the local service providers' uniform.

### Training

Pass in a holder, ticket or money.

(To customize, use a transit pass and holder from the system).

### Procedure

Teach the applicant to recognize the transit driver and to present the pass when he/she sees the photo of the driver. See script for details on wording. Test by presenting slides to determine if applicant can pick out driver and present pass only to driver. Reteach and retest according to script if necessary. Since this is a two-part task, specifically reteach only the segment that is missed. If retest is failed, give final training.

### Scoring

- Score 2 points if the applicant shows pass only to bus driver slide on first trial.
- Score 1 point if applicant shows pass only to bus driver slide after retraining.
- Score 0 points if applicant still cannot show pass only to bus driver slide even after retraining.



**Task 11: Board Vehicle, Pay Driver, Show Driver Pass, or Provide Ticket if required**

What the assessor does:	What the assessor says:
<p><b>Use phrase “Show – Pass” or “Give – Ticket” and “Pay – Fare” as appropriate for local system</b></p> <p><i>TRAIN</i>            Show photo of bus driver in uniform. Model getting out pass. Pantomime showing to bus driver in photo. Assist applicant to do so. Remove bus driver photo.</p> <p><i>TEST</i>            Present pictures as before. Reinforce correct response.</p> <p><i>RETRAIN</i>            If applicant shows bus driver, but does not present pass, provide cue.</p> <p><i>If applicant does not show pass after first cue, or does not pick out bus driver, retrain.</i></p>	<p>When we get on the bus, we need to _____ our _____ to the driver.</p> <p>When you see the bus driver’s picture, I want you to get your _____ out like this.</p> <p>When the bus driver asks, I want you to get out your _____ and provide it to the driver.</p> <p>That's right. That's how you would _____ your _____ to the driver.</p>

# Task 12:

## ONLY IF APPLICABLE: Communicate any Special Needs to Driver

### Purpose

To determine the applicant's ability to convey special travel needs to driver, such as requiring specialized assistance with boarding or disembarking, assistance with sitting, seat belt, or another personalized request. If this is not applicable for the applicant, it should be skipped.

### Test Materials

May be personalized to individual's needs if task is applicable.

### Procedure

Probes are provided if the applicant is able to communicate special needs to driver that may involve a medical condition, specialized assistance with boarding due to mobility issues, or another unique situation.

### Scoring

- Score NA if not applicable for applicant.
- Score 2 points if the applicant is able to spontaneously communicate special needs to driver.
- Score 1 point if applicant is able to communicate special needs to driver after retraining without or with probe.
- Score 0 points if the applicant does not provide special needs to driver or no response.

### Task 12: ONLY IF APPLICABLE: Communicate any Special Needs to Driver

What the assessor does:	What the assessor says:
<i>Applicant spontaneously answers questions about the trip.</i>	When you are boarding the bus, you must let the driver know he needs to assist you with _____.
<i>Initial Questioning</i>	What does the driver need to help you with?
<i>RETRAIN</i>	When you are boarding the bus, you must let the driver know that you will need assistance with _____.
<i>After retraining with Probe</i>	What does the driver need to help you with? What do you need to tell the driver?

# Task 13:

## Select a Seat

### Purpose

To determine the applicant's ability to select a seat, or if necessary allow driver or caregiver to help with seat selection.

### Test Materials

A series of four photos, each on its own page, illustrating progressively more difficult seating decisions:

- A. An empty set of bus seats.
- B. A set of seats with one passenger.

To customize, take photos of the mode of transportation in your system that is being used for the test (subway, train, trolley, etc.). Match the circumstances in the test materials above. Fill the seats as needed with typical passengers who would be likely to commute on your system.

### Procedure

Follow the script to explain to the applicant that the next several tasks examine some of the other skills needed to take the bus. Present pictures 1 and 2 according to script, providing cues if needed.

### Scoring

- Score 2 points if applicant responds correctly and independently to empty rows in both picture sets.
- Score 1 point if applicant chooses the empty row on the empty bus and to empty seat next to another passenger rather than the empty row.
- Score 0 points if cueing is required or applicant chose to seat occupied with passenger.

### Task 13: Select a Seat

What the assessor does:	What the assessor says:
<b>13 A</b> <i>Present photo of empty seats</i>	When you get on the bus you have to find a place to sit. Where could you sit in this picture?
<b>13 B</b> <i>Present photo with passenger</i>	Where could you sit in this picture?

# Task 14:

## Secure Seatbelt or Allow Driver/Caregiver to Secure

### Purpose

To have applicant independently fasten seatbelt when instructed or have bus driver/caregiver secure seatbelt, if it is available.

### Test Materials

Seatbelt or belt that has a fastener with a clip.

### Procedure

Prior to starting the test attach seatbelt or belt with fastener to the applicant's chair. Follow the script to explain to the applicant that they will now need to fasten their seatbelt. If it is known the applicant is unable to fasten the seatbelt independently test to see if they allow assistance with securing the seatbelt. Provide cues if needed.

### Scoring

- Score 2 points if the applicant spontaneously secures seatbelt independently or allows it to be secured by the tester.
- Score 1 point if the applicant needs prompts to secure seatbelt independently or needs retraining for allowing seatbelt to be secured.
- Score 0 points if the applicant cannot secure seatbelt and does not allow seatbelt to be secured after retraining.

**Task 14: Secure Seatbelt or Allow Driver/Caregiver to Secure**

<b>What the assessor does:</b>	<b>What the assessor says:</b>
<p><i>Put seatbelt on sides of chair. If applicant spontaneously fastens seatbelt when sitting in chair nothing else is required.</i></p> <p><i>Or</i></p> <p><i>If the applicant needs physical assistance they allow tester to fasten belt for them.</i></p> <p><b>CUE</b> <i>If the applicant sits in the chair with the seatbelt but does not spontaneously fasten themselves, they are provided with a reminder probe to secure the belt.</i></p> <p><i>Or</i></p> <p><i>The applicant is provided with a reminder probe that the tester will fasten the belt for them, thus allowing the bus driver or attendant to secure the seatbelt.</i></p>	<p>Here is a seatbelt on your chair. Can you fasten it for me?</p> <p>I will help you in fastening your seatbelt. Let's make sure it is comfortable and secure.</p> <p>Please put on your seat belt.</p> <p>We need to wear the seatbelt when riding on the bus. I will help you to fasten your seatbelt. Let's make sure it is comfortable and secure.</p>

# Task 15:

## Disembark: Recognize when Near Destination and Exit Vehicle Appropriately

### Purpose

To evaluate applicant's ability to learn to recognize a landmark for disembarking and when arrival at destination is imminent (may direct driver to correct spot if necessary).

### Test Materials

Color slides of landmarks that might be seen from the bus window, of varying degrees of similarity to the target:

1. A car wash
2. An electric power plant
3. A gas station
4. The destination drug store, as seen from the bus window

(To customize, take slides of one site that is somewhat similar to the destination, three landmarks that are dissimilar, and the target landmark. All slides should be taken from the bus window).

### Training

Two color photos of a distinctive landmark that indicate the stop for disembarking. One photo shows the landmark from street level, the other photo shows the landmark as it appears from the bus window as the bus approaches. The target landmark chosen for the pilot was a drug store.

### Procedure

Teach the applicant to recognize the target photo that shows where to get off the bus. See script for details on wording and demonstrations. Test by presenting slides to see if applicant can pick out target slide. Reteach and retest the skill according to script if necessary.

### Scoring

- Score 2 points if applicant picks destination pictures spontaneously or allows driver to help with disembarking on first trial.
- Score 1 point if applicant picks destination picture when prompted or allows driver to help with disembarking after retraining.
- Score 0 points if applicant does not respond to driver prompt, responds inappropriately or prevents driver from assisting with disembarking after retraining.

**Task 15: Disembark: Recognize when Near Destination and Exit Vehicle Appropriately**

<b>What the assessor does:</b>	<b>What the assessor says:</b>
<p><i>Show photo of both views of drugstore. Demonstrate and have applicant prepare to depart (include gathering up belongings and exiting).</i></p> <p><i>TEST</i></p> <p><i>Present slides as usual. Reinforce if applicant stands or initiates departure at correct slide.</i></p>	<p>When we see the drugstore, we have to get ready to leave the bus. The bus driver will know I want to get off here.</p> <p>You were right. You showed me that the drugstore is where I want to get off. When the bus stops what do you do?</p>

# Task 16\*:

## Respond to Emergency: Know what to do if Vehicle Does Not Arrive in Pick-up Window

### Purpose

To determine if the applicant has the ability to alert the transit provider that their ride did not show up within the required time period.

### Test Materials

Clock  
Phone

### Procedure

Test by questioning when the vehicle will arrive, how to tell if the vehicle is late and what to do if the vehicle does arrive by the end pick-up window time when it was scheduled to come.

### Scoring

- Score 2 points if the applicant is able to use phone or computer to alert paratransit service provider that vehicle did not arrive after pick-up window time is complete.
- Score 1 point if the applicant is able to communicate to caregiver or responsible adult that vehicle did not arrive after pick-up window time is complete.
- Score 0 points if the applicant is unable to communicate that vehicle did not arrive or no response.



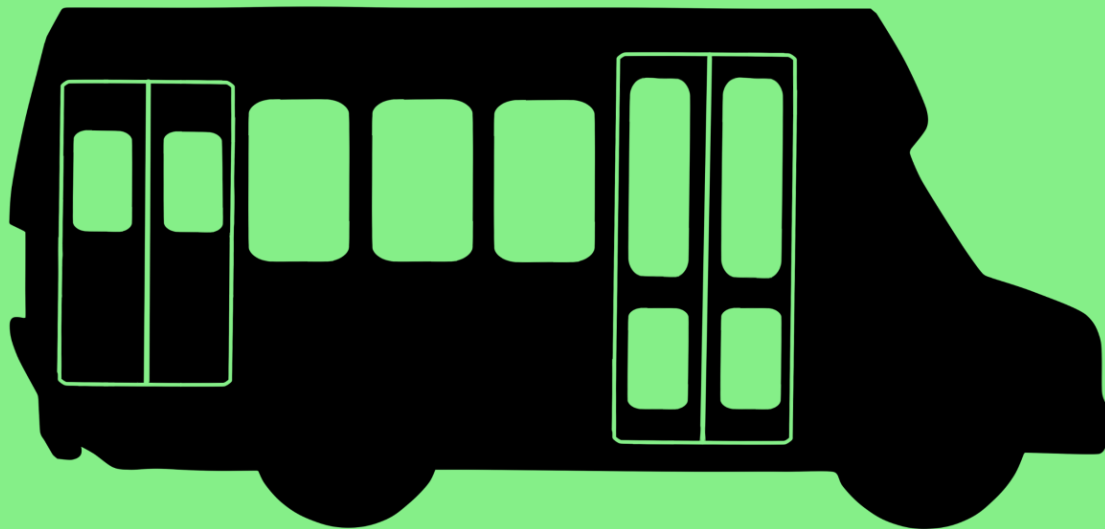
**Task 16: Respond to Emergency: Know what to do if Vehicle Does Not Arrive in Pick-up Window**

<b>What the assessor does:</b>	<b>What the assessor says:</b>
<p><i>If applicant is tested to see the pick-up window time for the vehicle and is independently aware that the vehicle is more than 20 minutes later than scheduled.</i></p> <p><i>For probes to have the applicant request a responsible adult to contact the service provider about a late vehicle?</i></p>	<p>If the vehicle is late who would you call?</p> <p>Where is the number to call?</p> <p>What will you tell the person who answers the phone?</p> <p>How do you know if the vehicle is late?</p> <p>Who can you tell that will call the _____ transit company about the vehicle being late?</p>



Review minimum scores for  
Section 2 before proceeding.

If any tasks fall below minimum score  
train skill and retest.



Section 3:  
Advanced Skills Required  
for Some Types of  
Paratransit Services

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# Task 17:

## Identify Correct Pick-up Spot

### Purpose

To determine applicant's ability to learn to recognize the correct pick-up spot.

### Test Materials

Close up, clear color slides of:

1. Front of building where the applicant will be picked up or similar type of building
2. Other buildings or storefronts that the applicant will not be departing from
3. Abandoned lot
4. Middle of the parking lot

### Training Materials

Picture of building where the individual will frequently be picked up from.

### Procedure

Teach the applicant to recognize the target sign according to the script. Modify script to match new target sign if used. Test by seeing if applicant can identify target from among slides. Reteach and retest if needed, according to script. If needed, give final training.

### Scoring

- Score 2 points if the applicant selects only target pick-up spot (no false positives) on first trial.
- Score 1 point if applicant selects only target pick-up spot after retraining.
- Score 0 points if applicant does not select target pick-up spot only, even after retraining.

### Task 17: Identify Correct Pick-up Spot

<b>What the assessor does:</b>	<b>What the assessor says:</b>
<p><i>Show photo of pick-up spot. Display for five seconds and then remove.</i></p> <p><i>Present slides for five seconds each or until a definite response is given. Move on to the next slide after the response.</i></p> <p><i>If correct slide is chosen: Continue to show all five slides.</i></p> <p><b>RETRAIN</b> <i>If the wrong slide is chosen, or more than one slide is chosen, say:</i></p> <p><i>Show pick-up spot photo. Display for five seconds and remove.</i></p> <p><b>RETEST</b> <i>Present slides as above.</i></p>	<p>I am getting picked up at the _____ (show photo of pick-up spot). Let's look at some pictures. Show me the pick-up spot where I need to be.</p> <p>That's right.</p> <p>Let's look at the picture again. This is the pick-up spot.</p> <p>Look at these slides and show me the pick-up spot.</p>

# Task 18:

## Stand or Sit Alert at Pick-up Spot in a Visible and Appropriate Place

### Purpose

To determine the applicant's ability to identify an appropriate pick-up spot and wait in a visible, suitable place (including knowing how to deal with inclement weather) to be ready and waiting. It will also evaluate the applicant's ability to judge the proper place to wait in relation to designated pick-up place.

### Test Materials

Three photos showing an individual:

- 1) At the address and door scheduled for pick-up
- 2) If outside engaged in cell phone or table, if inside watching TV or using computer
- 3) Asleep on the bench or couch

To customize, take photos of an individual at the correct spot paying attention and a distracted.

### Training

Task assesses applicant's existing problem-solving skills.

### Procedure

The task is introduced according to the script and the applicant is asked to select the picture that shows the person waiting in the right place.

### Scoring

- Score 1 point if the applicant selects the correct picture.
- Score 0 points if the applicant selects an incorrect picture or does not respond.

### Task 18: Stand or Sit Alert at Pick-up Spot in a Visible and Appropriate Place

What the assessor does:	What the assessor says:
<i>Present photos of person waiting for vehicle</i>	When you wait for the bus you need to be in a safe place where you can see the bus. It is important to be paying attention for your bus to arrive. Look at these pictures. Which person is waiting in the right place and waiting in the right way?

# Task 19:

## Identify Correct Vehicle

### Purpose

To determine applicant's ability to learn to identify a specific vehicle given appropriate supports.

### Test Materials

Close up, color slides of distracters and target buses, full front view, name signs clearly visible. If train is used as teaching photo, all slides should be trains.

1. Motorcycle
2. Garbage Truck
3. Correct Paratransit Vehicle
4. Delivery Truck

### Training

Cue card: business card to index card size with name of the bus company and/or agency printed. Card should match letters and numbers on bus as closely as possible, for example, all capital letters, or using the same abbreviations, to minimize confusion.

### Procedure

Teach the applicant to recognize the target bus/train according to the script. Modify script to match new target if used. Test by seeing if applicant can identify target from among pictures. Reteach and retest if needed, give final training.

### Scoring

- Score 2 points if the applicant picks out only target picture (no false positives) on first trial.
- Score 1 point if applicant picks out only target picture after retraining.
- Score 0 points if applicant does not pick out target picture only, even after retraining.

**Task 19: Identify Correct Vehicle**

<b>What the assessor does:</b>	<b>What the assessor says:</b>
<p><i>TRAIN</i> <i>Present card with bus name printed on it.</i> <i>Present photos of correct paratransit vehicle.</i></p> <p><i>TEST</i> <i>Show first bus slides. Leave each slide for five seconds, or until applicant gives a definite response, whichever happens first.</i></p> <p><i>If applicant indicates the correct agency say:</i></p> <p><i>RETRAIN</i> <i>If task is failed, show photos of the bus again.</i> <i>Display for five seconds and remove.</i></p> <p><i>RETEST</i> <i>Present slides, leaving each on for five seconds.</i></p>	<p>When you take the paratransit bus, you need to know what they look like. Here are some pictures of my bus. Do you see this name and what the bus looks like? That is the bus we will look for. I'll give you a few seconds to look at it and try to remember it.</p> <p>Let's look at some pictures and let me know when you see my bus.</p> <p>That's right. That's the _____.</p> <p>Let's look at a picture of the _____ again. That is the bus we will look for.</p> <p>I would like you to pick out the bus this time.</p>



# Task 20:

## Identify and Safely Navigate to the Correct Vehicle (Parking Lot/Sidewalk Safety)

### Purpose

To evaluate the applicant's judgment on when it is safe to cross the street, given various types of intersections and traffic patterns.

### Training Materials

None. This task evaluates the applicant's existing knowledge of parking lots, sidewalks and other environments.

If the applicant fails the first picture set, or does not respond, appearing to be confused by the task, demonstrate which the correct picture is and explain the rationale. No additional training is provided.

### Test Materials

Four sets of photos, two pairs in each set. In each pair, the position of the correct picture is staggered from left to right or top to bottom. Pairs of photos are as follows:

- A) Uncontrolled intersection, no traffic light or stop sign
  - 1. Pedestrian waiting to cross, no car in sight
  - 2. Pedestrian waiting to cross, a car approaching the crosswalk
  
- B) Crosswalk in parking lot
  - 1. Crosswalk with no cars
  - 2. Crosswalk with car approaching
  
- C) Crossing parking lot
  - 1. Crossing unmarked parking lot without cars approaching
  - 2. Crossing unmarked parking lot with cars approaching
  
- D) Parking lot with cars parked and moving in and out of spaces
  - 1. Parking lot with all cars parked and not moving
  - 2. Parking lot with car in reverse and visibly backing up

To customize, select intersections in your community with the same or similar conditions to the above. In laying out pictures, be sure to alternate the location of the correct photo.

**Procedure**

The task is introduced according to the script, and the applicant is asked to point to the picture in each pair that shows the "safe time to walk through the parking lot."

**Scoring**

- Score 1 point if the applicant selects the correct picture in every scenario.
- Score 0 points if the applicant selects the wrong picture even ONCE in any picture set or do not respond.

**Task 20: Identify and Safely Navigate to the Correct Vehicle (Parking Lot/Sidewalk Safety)**

<b>What the assessor does:</b>	<b>What the assessor says:</b>
<p><b>20 A</b> <i>Present photo:</i> <i>No traffic/pedestrian</i> <i>Traffic/pedestrian</i></p> <p><b>CUE</b></p> <p><i>If applicant does not respond, or chooses the wrong picture, point to the correct picture and explain:</i></p> <p><b>20 B</b> <i>Present photo:</i> <i>Crosswalk no cars</i> <i>Crosswalk with vehicle</i></p> <p><b>20 C</b> <i>Present photo:</i> <i>Parking lot no cars moving</i> <i>Parking lot with cars moving</i></p> <p><b>20 D</b> <i>Present photo:</i> <i>Parking lot with cars parked</i> <i>Parking lot with moving car and visibly in reverse</i></p>	<p>One of the most important things about learning to ride the bus is to be sure you are safe when walking through the parking lot.</p> <p>Look at these pictures. Which shows the safe time to walk in the parking lot?</p> <p>No cars are coming in this picture. This would be a safe time to cross. But in the other picture, a car is very close, so it would not be a safe time to cross the parking lot.</p> <p>Look at these pictures. When is the safe time to walk?</p> <p>Which shows the safe time to walk?</p> <p>Which shows the safe time to walk in the parking lot?</p>

# Task 21:

## Respond to Emergency: Interaction with Strangers

### Purpose

To evaluate the applicant's ability to recognize potential danger in what appears to be a non-threatening situation.

### Training Materials

This task depends entirely on the applicant's existing skills. No training is provided.

### Testing Materials

A photo of an attractive, pleasant looking young woman, sitting behind the bus driver with her hands folded. To customize, take a photo of a person who is likely to be perceived by applicants as very non-threatening and attractive.

### Procedure

The script is used to introduce the task and to provide cues as needed.

**NOTE:** The word "**stranger**" is never used in introducing the task or providing cues. The applicant must demonstrate the knowledge that someone he or she does not know is, in fact, a "stranger," no matter how pleasant he or she appears. Using the word stranger will convey a sense of danger and must be omitted.

### Scoring

- Score 2 points if the applicant clearly indicates on the first trial, that he or she would not get off the bus with the woman in the photo.
- Score 1 point if the applicant indicates, after the cue, that he or she would not get off the bus with the woman in the photo.
- Score 0 points if the applicant gives an unclear response, no response, or indicates that he or she would get off the bus, even after cueing.

**Task 21: Respond to Emergency: Interaction with Strangers**

<b>What the assessor does:</b>	<b>What the assessor says:</b>
<p data-bbox="217 268 732 331"><i>Present photo of woman sitting in bus seat.</i></p> <p data-bbox="217 443 289 474"><i>CUE</i></p> <p data-bbox="217 512 802 615"><i>If applicant's response is ambiguous and you are not sure if he or she would or would not leave with a stranger, provide probe.</i></p>	<p data-bbox="826 268 1409 405">Suppose this person sat next to you on the bus and was nice. She asked you to get off the bus with her, so she could buy you a soda. What would you do?</p> <p data-bbox="826 512 1414 575">You don't know this lady, but she was very nice to you. Would you go with her?</p>

# Task 22:

## Respond to Emergency: Lost on the Vehicle, Driver at Wrong Drop-off Spot

### Purpose

To evaluate the applicant's ability to recognize that a drop off place is unfamiliar or the wrong location as well as the applicant's ability to recognize the vehicle as a safe place and the bus driver as a source of assistance.

### Test Materials

A photo taken through the front of the bus window, as seen by an individual standing by the driver getting ready to disembark. The photo shows an unfamiliar, uninviting empty parking lot. A side view of the driver should be clearly visible in the foreground.

### Procedure

The task is introduced according to the script. The applicant is shown the photo and is told that this is what he or she sees when expecting to get off the vehicle at the drug store (the original disembarking landmark in the test). The applicant is asked what he or she would do. The best answer is one that indicates the applicant would stay on the bus, because this is not the correct stop, and would ask the driver for assistance. If necessary, cueing is provided to help the applicant understand that if he or she gets off at the wrong stop, or stays on the bus indefinitely, he or she may become lost. In this case, the probes provide a means of determining if the applicant could identify the bus driver as a source of assistance if he or she did become lost or confused.

### Scoring

This task is scored in two parts.

- Score 2 points if the individual spontaneously identifies the driver as a source of help and communicates something similar to the following answers to 22B:  
Shaking his/her head and pointing to the driver and saying any of the following:  
"This is not where I am going."  
"I don't know. I don't know where that is."  
"I'd tell the driver that I want to get off at the drug store."  
"I'd ask the driver to call the office since this is not the right church."
- Score 1 point if the individual is able to indicate that the driver, after a cue, is a source of help, does not leave the vehicle, and communicates that they are not where they are supposed to be.
- Score 0 points if there is no meaningful response.

**Task 22: Respond to Emergency: Lost on the Vehicle, Driver at Wrong Drop-off Spot**

What the assessor does:	What the assessor says:
<p><b>22 A</b>  <i>Identifies driver as source of immediate assistance.</i></p> <p><i>CUE</i></p> <p><b>22 B</b>  <i>Present photo of bus driver/unfamiliar stop. If applicant's answer includes or implies some understanding of being lost or unfamiliar with the stop and an indication that he or she would ask the bus driver for help, task is complete.</i></p>	<p>If you are at the wrong place and the bus driver calls your name for you to get off the bus who should you ask for help?</p> <p>When you look out the window by the driver, you see that you don't know where you are. If you get off here, you will be lost. What should you do?</p>

# Task 23:

## Respond to Emergency: Lost Off the Vehicle

### Purpose

To evaluate the applicant's safe judgment in choosing a proper action including a place to seek assistance or a police officer to help them.

### Training Materials

None. This task evaluates existing self-advocacy skills. Photo of unfamiliar place that is outside and publicly accessible.

### Procedure

The task is introduced according to the script. The applicant is shown the photo and is told that this is what he or she sees when they step off the bus and they do not know where they are. The applicant is asked what he or she would do. The best answers are ones that indicate the applicant would call a responsible caregiver or locate a police officer. Acceptable answers would be identifying safe places to seek help.

### Scoring

This score reflects the applicant's ability to identify an immediate source of assistance.

- Score 1 point (full credit) for the following responses, either before or after the probe:  
"I would call \_\_\_\_\_ on my cell phone."  
"I would go into the closest store."  
"I would look for a police officer."
- Score 0 points if there is no response, or the response cannot be interpreted meaningfully.

### Task 23: Respond to Emergency: Lost Off the Vehicle

What the assessor does:	What the assessor says:
<i>Recognizes being lost and has identified methods to find assistance and return to destination.</i>  Probe	If you are already off the bus and not sure where you are and how to get where you want to be going. What do you do?

# Task 24:

## Identify and Navigate to Return Pick-up Spot

### Purpose

To evaluate further the applicant's general route-finding skills, in a more real-life task.

### Training Materials

None. The training would have been incidental when the applicant attempted to follow the directional arrows from the waiting room to the test area in Task 3.

### Testing Materials

No special materials are used for testing this task.

A pass holder and the ID card are a small 'thank you' which may be provided to applicants who participated in the evaluation.

### Procedure

Follow the script to thank the applicant and explain that the assessment is over. Ask the applicant to show you the way back to the waiting room, assuring him or her that you will follow and provide help if needed. Provide cues only if the applicant becomes disoriented and cannot find his or her way independently. Count the number of cues necessary, if any, and use this count to score the task.

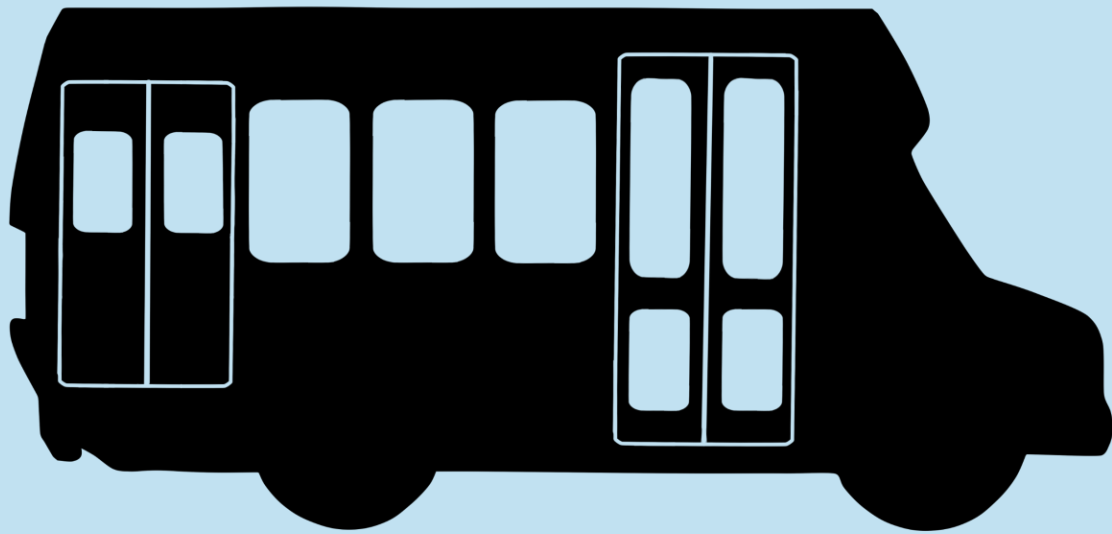
### Scoring

- Score 2 points if applicant independently returns to waiting room.
- Score 1 point if applicant requires only one cue.
- Score 0 points if applicant requires more than one cue.

### Task 24: Identify and Navigate to the Return Pick-up Spot

What the assessor does:	What the assessor says:
<i>Follow applicant back to waiting room. Provide direction only if necessary.</i>  <i>Count the number of cues the applicant needed, if any, to return to the waiting room.</i>	Thank you very much for all your hard work. We are all done. Let's go back to the waiting room now.  Do you think you can show me how to get back to the waiting room? You lead the way and I'll follow you.





# Section 4: Trip Planning and Trip Scheduling

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# Task 25\*:

## Ability to Use Phone

### Purpose

To evaluate the applicant's ability to use a phone reservation system for scheduling trips.

### Test Materials

Telephone or cell phone

Sheet with list of numbers such as newspaper, theaters, doctors, restaurants, etc.

### Procedure

#### *Telephone Reservation*

The applicant will be required to select a number from a sheet of paper, dial the number, make a local call to request or give information. The applicant will be given a list of numbers and is requested to call for specific information.

### Scoring

- Score 2 points if the applicant is able to select a number from the list, make local call, and request or give information with no prompt.
- Score 1 point if the applicant is able to select a number from a list, make local call, and request or give information with prompts and training.
- Score 0 points if the applicant is unable to select a number from a list, unable to make local call, unable to provide request with prompts and retraining.

### Task 25: Ability to Use Phone

What the assessor does:	What the assessor says:
<p><i>Telephone:</i></p> <p><i>Applicant is provided a phone and a phone list and asked to call to inquire about a movie, restaurant hours, stores address or other appropriate question. The applicant can be probed and retrained to see if they are able to conduct the required phone sequence.</i></p>	<p>Can you call the _____ (place) listed on this sheet of paper and find out what time the _____?</p>

# Task 25A\*:

## Ability to Use Computer System (Alternate)

### Purpose

To evaluate the applicant's ability to use a phone or computer reservation system for scheduling trips.

### Test Materials

Computer screen with icon, when participant clicks icon, a form to fill out will open on computer. (It is recommended the form is saved on the computer and no personal information is transferred).

### Procedure

*Computer Reservation – if available*

The applicant will be required to select a specialized icon that brings the individual to an online reservation screen, applicant will then input the appropriate information at the correct prompts and navigate through the online reservations.

### Scoring

- Score 2 points if the applicant is able to access website and make trip reservation unprompted.
- Score 1 point if the applicant is able to access website and make trip reservation with prompts and training.
- Score 0 points if the applicant is to access website or make reservation with prompts and retraining.

### Task 25 Alternate: Ability to Use Computer System

What the assessor does:	What the assessor says:
<p><i>Computer</i></p> <p><i>Applicant is provided a computer and shown a special icon which brings them to a reservation screen that is saved in the hard drive. The applicant will be requested to fill out the information on the computer screen. The information does not need to be transferred to the website.</i></p>	<p>Can you click on this icon and fill out the information required by the website?</p>

# Task 26\* - 35\*:

## Communicating Trip Scheduling Information

### Purpose

To evaluate and determine if the applicant knows and is able to communicate required trip information as well as specialized information for a trip. This includes: return trip information, special instructions for the driver, cell phone information, if a guest (including PCA, PSAP or other service provider) will be accompanying applicant.

### Test Materials

None

### Procedure

The task is introduced according to the script (cues written to replicate prompts that occur in natural situational settings).

### Scoring

#### Communicate personal identification information

- Score 1 point if the applicant is able to communicate correct identification and/or ID number if required.
- Score 0 points if the applicant is unable to communicate correct identification and/or ID number or no response.

#### Communicate pick-up address

- Score 1 point if the applicant is able to communicate pick-up address and town.
- Score 0 points if the applicant is unable to communicate pick-up address or no response.

#### Communicate destination address

- Score 1 point if the applicant is able to communicate destination address and town.
- Score 0 points if the applicant is unable to communicate destination address or no response.

#### Communicate destination phone number

- Score 1 point if the applicant is able to communicate destination phone number.
- Score 0 points if the applicant is unable to communicate destination phone number or no response.

#### Communicate date and day of trip

- Score 1 point if the applicant is able to communicate date and day of trip.

- Score 0 points if the applicant is unable to communicate date and day of trip or no response.

Communicate departure and arrival times

- Score 1 point if the applicant is able to communicate departure and arrival times.
- 
- Score 0 points if the applicant is unable to communicate departure and arrival or no response.

Communicate return trip information, if applicable

- Score 1 point if the applicant is able to communicate return trip information.
- 
- Score 0 points if the applicant is unable to communicate return trip information or no response.

Communicate special instructions for reservation (may include specific travel needs such as an accessible vehicle, announcing presence, etc.)

- Score 1 point if the applicant is able to communicate special instructions.
- 
- Score 0 points if the applicant is unable to communicate special instructions or no response.

Communicate cell phone number, if applicable

- Score 1 point if the applicant is able to communicate cell phone number.
- 
- Score 0 points if the applicant is unable to communicate cell phone number or no response.

Communicate travelling companion information, if applicable

- Score 1 point if the applicant is able to communicate travelling companion information.
- 
- Score 0 points if the applicant is does unable to communicate travelling companion information or no response.

**Tasks 26-35: Communicating Trip Scheduling Information**

What the assessor does:	What the assessor says:
<p><i>If applicant is able to correctly communicate questions regarding the trip planning process:</i></p>	<p>Thank you for calling _____</p>
<p><b>26</b> <i>Identification Info</i></p> <p><b>And only</b> if local service has ID</p>	<p>What is your name?</p> <p>What is your identification number _____</p>
<p><b>27</b> <i>Pick-up Location</i></p>	<p>Where would you like to be picked up? What is the address and town?</p>
<p><b>28</b> <i>Destination Location</i></p>	<p>Where are you planning to go? What is the address and town?</p>
<p><b>29</b> <i>Destination Phone Number (use destination from previous response)</i></p>	<p>Is there a phone number for _____? What is the phone number for _____?</p>
<p><b>30</b> <i>Day and Date of Trip (use destination from previous response)</i></p>	<p>What day of the week did you want to go to _____? Do you know the date?</p>
<p><b>31</b> <i>Departure and/or Arrival Time</i></p>	<p>What time do you need to arrive? What time would you like to leave?</p>
<p><b>32</b> <i>Return Trip info</i></p>	<p>Will you need a return trip? What time will you be leaving?</p>
<p><b>33</b> <i>Special Travel Instruction</i></p>	<p>Will you be needing anything else for the trip?</p>
<p><b>34</b> <i>Cell Phone Number</i></p>	<p>Is there a way we can contact you? What is that number?</p>
<p><b>35</b> <i>Travelling companion</i></p>	<p>Will anyone be traveling with you on your trip?</p>

# Task 36\*:

## Advise Responsible Adult or Caregiver/Service Provider Trip Information

### Purpose

To determine the applicant's ability to convey important travel information to a caregiver or responsible adult for safety and for a responsible party to have the knowledge of when and where the applicant is going and when they will be returning.

### Training Materials

None

### Procedure

Probes are provided if the applicant is able to communicate trip information to a caregiver or other responsible adult.

### Scoring

If the applicant does not initiate the reminder and requires probes, the maximum score will be 2 points:

- Score 2 points if the applicant is able to spontaneously communicate trip information to caregiver or adult after initial questioning.
- Score 1 point if applicant is able to communicate trip information to caregiver or responsible adult without or with probe.
- Score 0 points if the applicant does not provide trip information to caregiver or no response.

### Task 36: Advise Responsible Adult or Caregiver/Service Provider Trip Information

What the assessor does:	What the assessor says:
<i>Initial questions to see if applicant can spontaneously provide details about the trip.</i>	So, you are planning to go on a trip. Is there anyone you should tell? What would you tell them?
<i>With probe:</i>	Who do you think you should tell you are going to the _____? What will you tell them about your trip?

# Task 37\*:

## Cancel Trip if Necessary (Prior to required operator policy to prevent “No Show” status)

### Purpose

To determine if the applicant has the ability to cancel the reservation with enough notice so as not have a “no show” and potentially lose the services.

### Testing Materials

Phone  
Clock

### Procedure

Provide the applicant sheet with local paratransit agency’s cancellation policy and phone number and request that the test set up according to that schedule. The default cancellation for this test is 2 hours.

### Scoring

- Score 2 points if the applicant is able to use phone or computer to communicate trip cancellation to service provider.
- Score 1 point if the applicant is able to communicate trip cancellation to caregiver or responsible adult that the trip needs to be cancelled as per agency policy or by the default time 2 hours prior to trip.
- Score 0 points if the applicant is unable to communicate trip cancellation or no response.

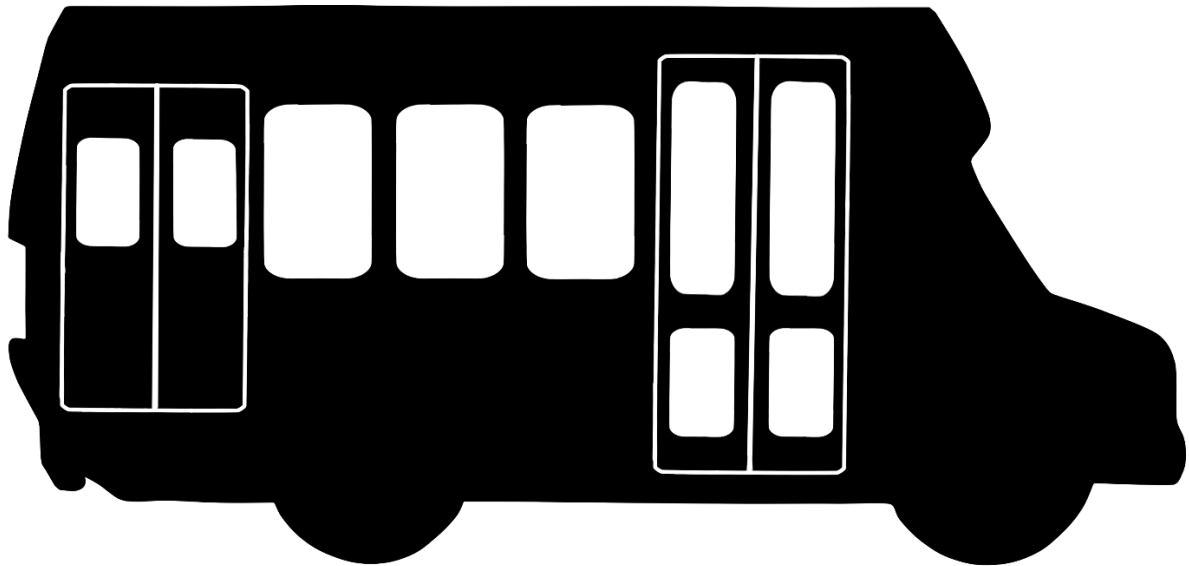




# **Paratransit Skills Assessment**

**PaSA**

**Scoring Results**



## Section 1: Basic Skills for All Paratransit

**Hand-to-Hand Paratransit Service** is the recommended type of paratransit that should be utilized. The service can be combined with additional supports including assisting with the pre-departure and post-arrival tasks.

Passing is a score of 1 or 2 on all tasks in Section 1 is required to meet the criteria for travelling independently at this level.

It is strongly advised that the individual practice the Hand-to-Hand Trip Sequence listed below prior to independent travel. The tasks are listed sequentially for practicing chaining and multiple step task analysis. It is recommended and designed for practicing trip sequence prior to independent travel.

### Hand-to-Hand Required Tasks Sequentially

Sequence #		Task #	Trip Traveling Tasks:	Score:
1	*	7	Prepare to Depart in Time Window with Things	
2	*	8	Dress Appropriately for Weather and Trip	
3	*	9	Get Out of Door on Time with All Required Things	
4	*	10	Be Ready, Wait Appropriately and Pay Attention to your Environment	
5		1	Respond to Greetings	
6		2	Follow Instructions	
7		4	Identify Self or be Able to Provide Proper Identification	
8		5	Provide Identification to Bus Driver, Police Officer or Other First Responder	
9	*	11	Board Vehicle, Show Driver Bus Pass, Deposit Correct Fare or Provide Ticket if required	
10	*	12	ONLY IF APPLICABLE: Communicate any Special Needs to Driver	
11	*	13	Select a Seat	
12	*	14	Secure Seatbelt or Allow Driver/Caregiver to Secure	
13		3	Sits Appropriately	
14		6	Know and Exhibit Appropriate Bus Behavior	
15	*	15	Disembark: Recognize when Near Destination and Exit Bus Appropriately	
16	*	16	Respond to Emergency: Know what to do if Vehicle Does Not Arrive in Pick-up Window	

\* Indicates tasks that could be completed by a caregiver – i.e. not the rider or the transit provider.

## Section 2: Intermediate Skills for Some Paratransit Services

**Door-to-Door or Door-through-Door Service** is the recommended type of paratransit that should be utilized. This service can be combined with additional supports including assisting with the pre-departure and post-arrival tasks.

Passing is a score of 1 or 2 on all tasks in Sections 1 and 2 are required to meet the criteria for travelling independently at this level.

It is advised that the individual practice the Door-through-door or Door-to-Door Trip Sequence listed below prior to independent travel. The tasks are listed sequentially for practicing chaining and multiple step task analysis. It is recommended and designed for practicing trip sequence prior to independent travel.

### Door-to-Door and Door-Through-Door Required Tasks Sequentially

Sequence #	Task #	Trip Traveling Tasks:	Score:
1	7	Prepare to Depart in Time Window with Things	
2	8	Dress Appropriately for Weather and Trip	
3	9	Get Out of Door on Time with All Required Things	
4	10	Be Ready, Wait Appropriately and Pay Attention to your Environment	
5	1	Respond to Greetings	
6	2	Follow Instructions	
7	4	Identify Self or be Able to Provide Proper Identification	
8	5	Provide Identification to Bus Driver, Police Officer or Other First Responder	
9	11	Board Vehicle, Pay Fare, Show Driver Bus Pass, or Provide Ticket if required	
10	12	ONLY IF APPLICABLE: Communicate any Special Needs to Driver	
11	13	Select a Seat	
12	14	Secure Seatbelt or Allow Driver/Caregiver to Secure	
13	3	Sits Appropriately	
14	6	Know and Exhibit Appropriate Bus Behavior	
15	15	Disembark: Recognize when Near Destination and Exit Bus Appropriately	
16	* 16	Respond to Emergency: Know what to do if Vehicle Does Not Arrive in Pick-up Window	

\* Indicates tasks that could be completed by a caregiver – i.e. not the rider or the transit provider.

### Section 3: Advanced Skills for Some Paratransit Services

**Curb-to-Curb Service** is the recommended type of paratransit that should be utilized. The service can be combined with additional supports including assisting with the pre-departure and post-arrival tasks.

Passing is a score of 1 or 2 on all tasks in Sections 1, 2, and 3 are required to meet the criteria for travelling independently at this level.

It is recommended that the individual practice the Curb-to-Curb and ADA Complementary Trip Sequence listed below prior to independent travel. The tasks are listed sequentially for practicing chaining and multiple step task analysis. It is recommended and designed for practicing trip sequence prior to independent travel.

#### Curb-to-Curb and ADA Complementary Paratransit Required Tasks Sequentially

Sequence #	Task #	Trip Traveling Tasks:	Score:
1	7	Prepare to Depart in Time Window with Things	
2	8	Dress Appropriately for Weather and Trip	
3	9	Get Out of Door on Time with All Required Things	
4	17	Identify Correct Pick-up Spot	
5	18	Stand or Sit Alert at Pick-up Spot in a Visible and Appropriate Place	
6	10	Be Ready, Wait Appropriately and Pay Attention to your Environment	
7	19	Identify Correct Vehicle	
8	‡	20 Identify and Safely Navigate to the Correct Vehicle (Parking Lot/Sidewalk Safety)	
9	1	Respond to Greetings	
10	2	Follow Instructions	
11	4	Identify Self or be Able to Provide Proper Identification	
12	5	Provide Identification to Bus Driver, Police Officer or Other First Responder	
13	11	Board Vehicle, Pay Fare, Show Driver Pass, or Provide Ticket if required	
14	12	ONLY IF APPLICABLE: Communicate any Special Needs to Driver	
15	13	Select a Seat	
16	14	Secure Seatbelt or Allow Driver/Caregiver to Secure	
17	3	Sits Appropriately	
18	6	Know and Exhibit Appropriate Bus Behavior	
19	‡	20 Identify and Safely Navigate to the Correct Vehicle (Parking Lot/Sidewalk Safety)	
20	24	Identify and Navigate to Return Pick-up Spot	
21	*	16 Respond to Emergency: Know what to do if Vehicle Does Not Arrive in Pick-up Window	
22	21	Respond to Emergency: Interaction with Strangers	
23	22	Respond to Emergency: Lost on the Vehicle, Driver at Wrong Drop-off Spot	
24	23	Respond to Emergency: Lost Off the Vehicle	

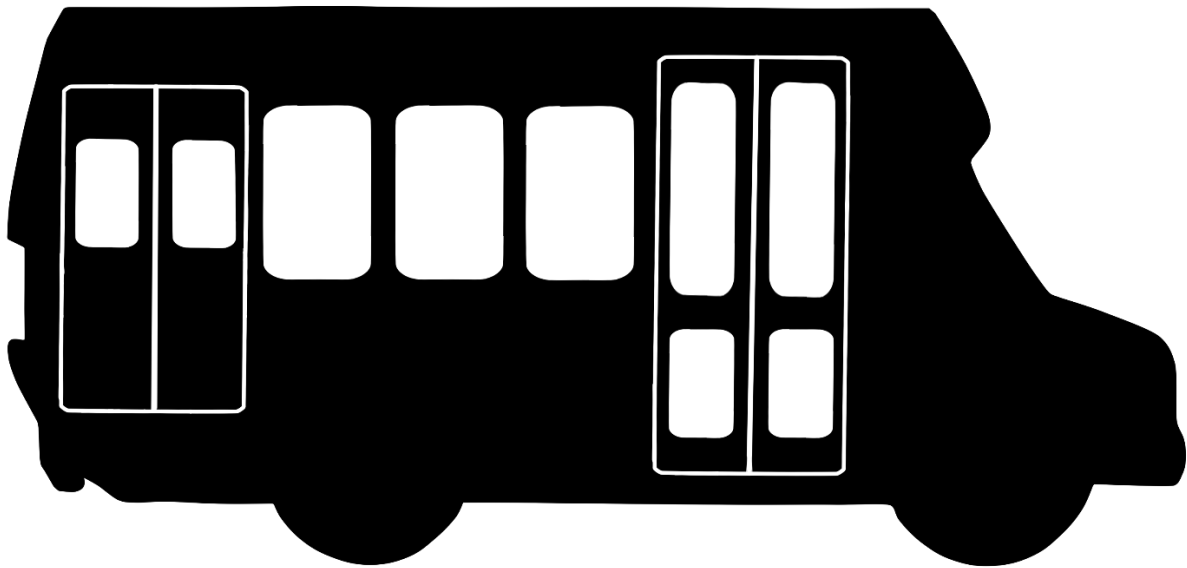
\* Indicates tasks that could be completed by a caregiver – i.e. not the rider or the transit provider.

‡ Indicates same task is required for pre-vehicle and post-vehicle boarding.

# **Paratransit Skills Assessment**

## **PaSA**

### **Assessment List**



## Hierarchical procedure of the nested set of skills required for independent paratransit use

### Hand to Hand/Door through Door

Task #		Task	Adapted From
1		Respond to Greetings	FACTS Item 1
2		Follow Instructions	FACTS Item 3
3		Sits Appropriately	ABLRS-R N-3
4	±	Identify Self or be Able to Provide Proper Identification	FACTS Item 2
5		Provide Identification to Bus Driver, Police Officer or Other First Responder	FACTS Item 22
6		Know and Exhibit Appropriate Bus Behavior	FACTS Item 15

### Door to Door and Hand to Hand (with Assistance)

Task #		Task	Adapted From
7	±	Prepare to Depart in Time Window with Things	FACTS Item 4
8	±	Dress Appropriately for Weather and Trip	FACTS Item 17
9	±	Get Out of Door on Time with All Required Things	VB-MAPP Group 7-M, ADOS-2 Module 4
10	±	Be Ready, Wait Appropriately and Pay Attention to your Environment	FACTS Item 4/32, ABLRS-R N-5, ABLRS-R L-23, ADOS-2 Module 4
11	±	Board Vehicle, Pay Fare, Show Driver Pass, or Provide Ticket if required	FACTS Item 7
12	±	ONLY IF APPLICABLE: Communicate any Special Needs to Driver	Brigance B-2 -12
13	±	Select a Seat	FACTS Item 14
14	±	Secure Seatbelt or Allow Driver/Caregiver to Secure	Rutgers CAIT Developed
15	±	Disembark: Recognize when Near Destination and Exit Vehicle Appropriately	FACTS Item 8
16	*	Respond to Emergency: Know what to do if Vehicle Does Not Arrive in Pick-up Window	Brigance H-1

### Curb to Curb and ADA Complementary Paratransit

Task #		Task	Adapted From
17		Identify Correct Pick-up Spot	FACTS Item 5
18		Stand or Sit Alert at Pick-up Spot in a Visible and Appropriate Place	FACTS Item 18
19		Identify Correct Vehicle	FACTS Item 6
20	‡	Identify and Safely Navigate to the Correct Vehicle (Parking Lot/Sidewalk Safety)	FACTS Item 19‡
21		Respond to Emergency: Interaction with Strangers	FACTS Item 16
22		Respond to Emergency: Lost on the Vehicle, Driver at Wrong Drop-off Spot	FACTS Item 20
23		Respond to Emergency: Lost Off the Vehicle	FACTS Item 21
24	§	Identify and Navigate to Return Pick-up Spot	FATCS Item 33

### Trip Planning and Trip Scheduling Skills

Task #		Task	Adapted From
25	*	Ability to Use Phone	Brigance H-1
25A	*	Ability to Use Computer System (Alternate)	
26	*	Communicate personal identification information	Brigance H-1
27	*	Communicate pick-up address	ABBLS-R H5
28	*	Communicate destination address	ABBLS-R H5
29	*	Communicate destination phone number	ABBLS-R H46
30	*	Communicate date and day of trip	ABBLS-R H46
31	*	Communicate departure and arrival times	ABBLS-R H46
32	*	Communicate return trip information, if applicable	Brigance H-1
33	*	Communicate special instructions for reservation	Brigance H-1
34	*	Communicate cell phone number, if applicable	Brigance H-1
35	*	Communicate travelling companion information, if applicable	Brigance H-1
36	*	Advise Responsible Adult or Caregiver/Service Provider Trip Info	Brigance H-1
37	*	Cancel Trip if Necessary (Prior to required operator policy to prevent "No Show" status)	Brigance H-1

\* Indicates tasks that could be completed by a caregiver – i.e. not the rider or the transit provider.

± Indicates tasks that could be completed by a caregiver – i.e. not the rider or the transit provider for Hand to Hand Services only.

‡ Indicates same task is required for pre-vehicle and post-vehicle boarding.

§ Indicates that the Task is required for Curb to Curb type of travel but must be the last Task Conducted