

New York City Department of Education D. 75
 Dr. Susan Erber,
 Superintendent

Office of Transition/Travel Training
 Margaret M. Groce
 Instruction Support Specialist

Travel Training Newsletter



Volume 7

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Inside this issue:

Thoughts & Reflections	1
Peggy Groce Instruction Support Specialist-Office of Transition/Travel Training	
Summer In Brooklyn	2
Summer In The Bronx	3
Notes from Manhattan: Staff of PS 226M speak about Travel Training	4
Survey Comments	5
Quotes from Queens	5
Comments from Staten Island	7

Special points of interest:

- Thoughts & Reflections: A note from the Instruction Support Specialist of Transition/Travel Training**
- Notes from all 5 Boroughs**
- Comments from Parent Surveys**
- The Subway Map: New & Improved**

Thoughts and Reflections

Dear Friends of Travel Training:

Welcome back to a new school year. This year promises to present exciting opportunities for our students, their families and our staff in addition to our ongoing commitment of making safe and independent travel possible for our young people.

But first let us consider what we achieved by working together during the 2003-2004 school year. Over 250 of our young people were successful in learning to use public transportation to travel safely and independently during the school year. This is a remarkable achievement, dependent on the hard work of all of us – students, families, schools and Travel Training staff. You may remember that it was a cold winter last year with lots of snow. It was a good learning experience for our students. They learned you have to dress really warm when you will be waiting for a bus or subway outside and that you have to pay close attention to where and how you walk on the sidewalk. I cannot thank you, the families of

our young people, enough for your support and trust in the Travel Training Program. Without your courage, belief in your sons and daughters and confidence in our staff none of this would be possible. All of us send congratulations to the graduates of 2004 and their families! We know that independence in travel and use of public transit plays an important role in the opportunities you have as adults. We are very proud of your accomplishments.

We know there are many reasons that independent travel and use of public transportation is so essential, primarily from the reports we get from families, persons with disabilities, schools and adult service agency personnel. Last year we conducted a survey of our graduates and their families to learn what our former students are doing, if they continue to travel and what recommendations or suggestions they would make for travel training. We sent the surveys to graduates going back a number of years. There were some replies going back to

1994! It was very revealing to us and gave us renewed determination to try to make sure more students have to the opportunity to learn this vital skill. Independent travel continues to play a very important role in the lives of our former students and their families long after they graduate. Eighty-six percent (86%) of those responding continue to travel on their own, using public transit to go to a number of places including work, day habilitation, visits to family, church, recreation centers and shopping.

The comments regarding the meaning of travel training and independent use of public transit in their lives were overwhelming. We have included a number of these comments in this newsletter. Be sure to read and enjoy them! Our plan is to continue to survey former students and their families this year. So if you are in touch with anyone who has not received a survey and would be willing to complete one, please let our office know.

(Continued on page 6)

Summer in Brooklyn: from the students

Dear Debbie,

My travel training went well. I know my stop on my way to school and my way home. I buy newspapers and magazines. I'm doing pretty well so I thank you for travel training me for the summer.

Robert (P 77K inclusion)

The next time we went to the Metropolitan Museum Mike told us we have to stand by the conductors bar. Mike

wants us to stand by the conductor bar so that when we get on the train we will be in the car with the conductor and we would be safe. I was so excited about traveling to Manhattan many times by subway. I got to see several subway stations for the first time.

If I were a train I'd be a number four express line from Utica Avenue, Brooklyn to Woodlawn in the Bronx. It will be rush hour and it would be crowded.

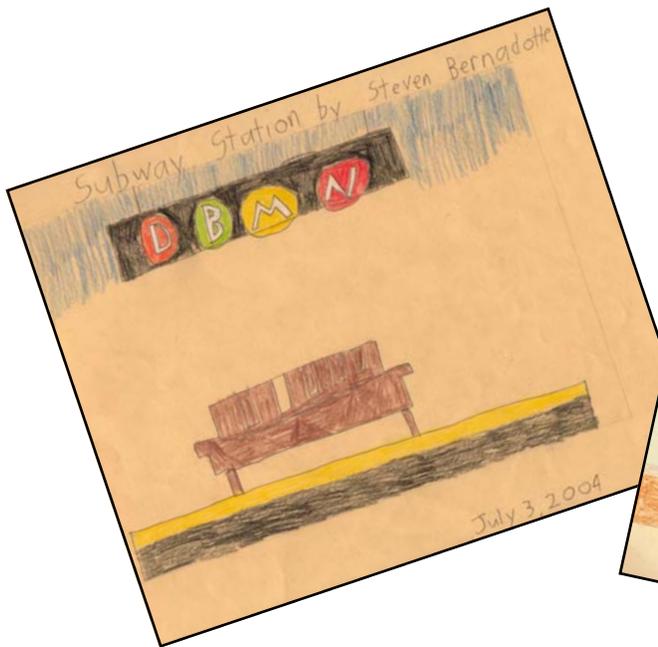
Jonathan (P 77K inclusion)

My first summer trip with my classmates was the Greenwood Cemetery. ...we stopped by a lake...and Mike, the travel trainer, took amazing snapshots of the class.

Jimmy (P 77K inclusion)



Travel Training Artwork from P 77K



Drawings by Steven Bernadette and Jayson Lewis PS 77K Brooklyn

Summer in the Bronx



Ali Edelstein, teacher from PS 754x

By Ali Edelstein

Teacher PS 754X

Thirty-six developmentally disabled young adults participated in an experimental program at Lehman College this summer. The program, sponsored through the JFK, Jr. Institute for Worker Education, is titled the Youth Transition Demonstration Project.

Three classes of twelve, with staff including a NYC Department of Education teacher and paraprofessional, a vocational counselor, and several student mentors assisted each group. Designed to explore the specific goals and skills of career education, each young adult earned a daily stipend while working on the campus Monday through Thursday.

An intensive vocational exploration revolved around the computer and the Career Zone program.

As the Lehman College campus was closed throughout the summer on Fridays, all classes were expected to travel off grounds. During the week prior, Travel Training Leaders Steve Gallo and Michele Buto would prep the students regarding the planned site. We would go to the MTA web site and develop the best route. We became aware of trains vs. buses, especially due to some non-ambulatory staff and students. We traveled through 90 degree heat, heavy torrential rains, and bright clear sunny days. We traveled by bus, subway and on foot, and

had a visitation from an NYC Transit bus, showing us a wheelchair lift, the proper way to insert a metro card, and a slow ride through Van Cortland Park. Friday visits included: Safety City, Manhattan; The Apollo Theatre, Manhattan; The Bronx' Little Italy.

Students enjoyed the trips and the empowerment they experienced. They were proactive in choosing their route and were encouraged to feel confident. Their master of decision-making evolved during the summer from a sense of dependence to one of becoming a self-advocate. The ultimate path of travel training brought about its intended goal.

More about the summer at Lehman College on Page 10.

“We traveled through 90 degree heat, heavy torrential rains, and bright clear sunny days.”

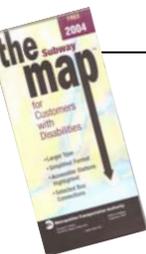
The Subway Map

*By Peggy Groce
Office of Transition/Travel
Training*

It's new! It has larger type, a simplified format, accessible stations highlighted and selected bus connections. What is it? It is the new Subway Map for Customers with Disabilities. All, or most, New Yorkers are familiar with the typical subway map. This map has information on the routes around the more than 400 subway stations in the city. It includes information on bus and commuter rail connections in the city and surrounding regions. The sheer amount of information can make it difficult for persons

with disabilities to use the map effectively. Over the years there have been discussions with MTA representatives, advocates and persons with disabilities about subway maps and what would make the maps easier to use by persons with cognitive, physical, and visual impairments. The MTA took the initiative and gathered together representatives of the disability community and advocates, including the D75 Office of Transition/Travel Training, United Spinal Associates, and persons with visual impairments. The group was expanded to include the AHRC travel training representatives at

the meetings. The result is the new Subway Map for



Customers with Disabilities.

It should be noted that there are tactile subway maps for persons who are blind.

Our students have responded very well to the map and Travel Training teachers and school personnel have been quite enthusiastic. Actually, it seems everyone wants a copy of the Subway Map for Customers with Disabilities! We will be reporting back later in the year on the successes we have in introducing map reading skills using this new tool.



Student, Brittany Rivera, PS 754X, takes a look at the new Subway Map for Customers with Disabilities.



Tyequa Massy, Travel Trainer, and Brittany look at the map together.

From Manhattan: The staff of PS 226M speaks out

*By Imma Jardi
Asst. Principal, PS 226m*

We are very happy to continue again this year with the travel training program partnership. P226M has students that have autism (6:1:1 ratio) and students that are emotionally disturbed and have some level of mental retardation (12:1:1 ratio). We work together with the travel training team referring the students we feel can be travel trained. After the student has been assessed and parental consent is obtained an instructional plan is designed for the student. A route that best fits the student and family is provided.

The travel training program compliments our curriculum with a number of skills and behaviors taught in the classroom then reinforced again in the field. The biggest improvement in our students is the use of appropriate social behaviors in public places and the increase of self confidence. Our parents are also part of the whole process, and reports are communicated to them on a daily basis. Reaching a student's full potential is part of our mission. Working with the travel training team we can increase student opportunity for community integration and enhance their post school opportunities through independent travel and the use of public transportation.



Imma Jardi, Assistant Principal of PS 226m, sees greater independence for her students who learn to travel with the Travel Training Program.



Molly Brown, teacher from PS 226m, is excited to see her students learning to travel independently.

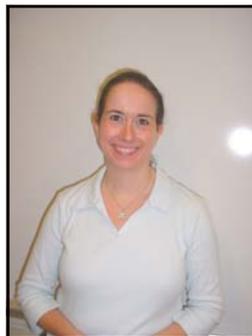
*By Molly Brown
Teacher, PS 226M*

P. 226 students at 15th Street are anxiously awaiting travel training season!!!! Travel training is an enormous mile-stone in our students' school careers. During the 2003-2004 school year, many of our graduates worked with Gerard Grillo, Dorothy McGrew, and Andrea Collins. These instructors took a

hands-off approach in their training, enabling our students to do the thinking, planning, and trouble shooting for themselves. Not only do our students gain tremendous confidence, they gain invaluable access to the cities countless resources. Our students often traveled home together and made each other's safety a priority. Students were sure to communicate to us who may have had trouble getting to school or who may not have been following the travel safety plan. Having Gerard, Andrea, and Dorothy guide us in the travel training process was the highlight of our year. Our students were as proud of themselves as we were of them! This year, we get to witness this all over again!!!!

*By Shelly Klainberg
Teacher, PS 226M*

Travel Training has played an integral role for the students in my inclusion class. As participants in many aspects of a general education high school program, the students I teach are constantly encouraged to build their independence skills. Travel training not only allows students to travel to and from school by public transportation along with their general peers, but also extends their learning by allowing them to get to school as early as they choose and remain at school for the entire high school day, rather than having to leave classes early to meet their school bus. My travel-trained students hold their heads high, demonstrate a willingness to meet new challenges, and show confidence in all that they do in a whole new way. Travel training has helped them build a bridge towards adulthood that cannot be accomplished through



*Shelly Klainberg,
Teacher PS 226M.*

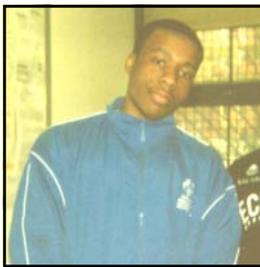
any type of classroom learning alone. Travel training has shown my students what they are capable of accomplishing, and the related opportunities that may become available to them in the future as they look towards employment and independent living. My travel-trained students look forward to their trip to and from school each day as a symbol of their independence and abilities. What a wonderful service this program offers to the students in District 75.

Quotes from Queens

Highlights from two students daily travel training diaries.



Yessenia Othon (above) and Courtney Harrison (below) kept Travel Training diaries.



"I feel so happy that I am travel trained."

"I feel independent!"

Yessenia Othon PS 721 Q

Tuesday 5/18: Today I learned how to use a metro card. I asked the bus driver for help.

Wednesday 5/19: Today I took the Q 72... That day I learned how you use the pay phone.

Monday 5/24: Today I learned to take the Q66 and transfer to Q23. ...we took the same bus back home...but we took the

wrong bus back home. So I asked the bus driver for direction which way to go to 91 street and the driver took us there. Then I said thank you.

"...Courtney James Harrison is the No. 1 African-American student who learn(ed) how to travel all by himself"

Courtney Harrison PS 721Q

Thursday, May 6: I make mistakes. I say good morning to an unknown lady. I shouldn't talk to strangers.

Friday, May 7: I forgot to give the old metro card to Oscar Martinez. He snap his finger and say "you have to look at the back." I'm getting there.

Monday, May 10:

...yesterday I went to my old school and we took the city bus. I was all right and I watched the video about myself.

Thursday, May 13: I look at the signs...I ring the bell.

Monday, May 24: I asked the...city bus driver for directions.

In a survey to parents of students who had completed Travel Training and had graduated from D75 schools, these were some of the answers to two questions.

Question: *Do you feel that travel training helped your son/daughter in their post secondary work and adult life experiences?*

"Cheryl has become more independent and confident."

"She was able to travel independently to various places thus increasing her self-esteem and marketability."

"It showed me just how much my son was able to do."

"It was the best thing the public school system ever gave to my daughter. She is an independent person who travels all over the area."

From Our Parent Surveys!

"It made him confident about himself, and aware of his surroundings."

"He is able to go anywhere he wants to. He knows how to obtain directions (read a map) to go where he needs to go."

"Michael goes everywhere by himself—he feels so independent."

"You do a very good job-he does not need any help from me. He is working now and feels so good."

Question: *You have had experience with Travel Training when your son/daughter was in school. Do you have any comment/suggestions that will help our Travel Training Office prepare our young people and their families for their lives*

after school?

"Continue to do what you're doing but maybe earlier then senior year. Your program is great-I pray that it will continue."

"Every child in a special program should have the opportunity to participate in Travel Training. It is one of the best services offered."

"Keep up the good work. The person instructing my son did an excellent job. He is very interested in public transportation. He now assists the family and friends in their use of public transportation."

"I want to thank Travel Training for helping me to let my child be more self-sufficient and independent.."

"Just that it was a great experience. He was also able to work for the US open for 2 weeks this past summer and traveled by himself."

"Travel Training should get across to as many parents (as possible) about how important this is."

"They should be trained at an earlier age. They didn't believe my son would be able to do it. But I know that he was crying out for his independence. He was tired of the school bus. I had to demand the service through the school."

"Travel Training was the best and most useful skill my son learned in high school."

"Tell parents to get Travel Training much earlier. I wish my son trained sooner."

"Thank you."



Pam Gainer

Teacher, P 233Q at Beach Channel H.S.

P 233 at 823 in Rockaway Park would like to thank our wonderful travel trainers, David (Abrahams), Celia (Jones), Gus (Chaviano), Maria (Rocha) and Sharon (Howard) who have worked so diligently for our students. During the last year these dedicated staff members of the Travel Training Program have trained over 20 of our students. This has given those students a feeling of independence, confidence and accomplishment.

Upon their graduation the students have been given the skills necessary to be completely independent in traveling to both their future employment and social commitments. This couldn't have been possible had it not been for the patience and understanding shown by our dedicated travel trainers.

Thought and Reflections (continued from page 1)

The Chapter 683 summer school program offers Travel Training staff the opportunity to provide professional development to D75 schools and staff while introducing travel-related skills and behaviors to our students. We have learned that working with teachers and students during the summer is very beneficial for the identification and preparation of students for one-to-one travel training and helps teachers include these skills and behaviors into their instruction during the school year. The summer of 2004 was terrific! Travel Training staff made sure to capture the highlights of the summer by using multimedia techniques that we learned from Susan Abdulezer.

Each Travel Training unit produced a "video" documenting the work of the students, school staff and Travel Training staff. Thank you to all the schools working cooperatively with Travel Training to incorporate this essential daily living activity into your school program and activities. Additional examples of the success of our professional development activities are the number of schools using public transit to travel to work-sites and the students and staff from our schools who traveled to the first Superintendent's Student Advisory Committee (SSAC) rather than being dependent on school buses.

Two of our initiatives from 2003-2004 will be introduced during the 2004-2005 school years. The high school curriculum, *Public Transportation: A Route to Freedom*, will be introduced to high schools throughout the country by Easter Seals Project ACTION through funds from the Federal Transit Administration, Department of Transportation. This curriculum was developed by the D75 Office of Transition/Travel Training, field-tested in D75 schools and the regional high schools and replicated in a week-end recreation program in New York City, the Houston (TX) Independent School District and Baltimore County (MD) Public Schools. Additional information will be provided when the curriculum is offered nationally. However, any school wanting to know more about either the high school or elementary school curriculum can contact our office.

The second initiative is very exciting for all New Yorkers who have disabilities – a subway map created by the Metropolitan Transportation Authority (MTA) specifically for Customers with Disabilities.

A brief article on the development of the new map is in another section of this newsletter.

I hope you enjoy the fall edition of our newsletter and I encourage all former students, families and schools to present your stories, information or questions to us. Thank you for your continued support and encouragement. It means so much to us – in truth, you really are our inspiration.

Sincerely,

Peggy Groce

Instruction Support Specialist

Office of Transition/Travel Training

"The comments regarding the meaning of travel training and independent use of public transit in their lives were overwhelming"

A Change of Heart: The story of a Staten Island Travel Trainer

By Michael Lee

One of the reasons I began working was so I didn't have to take a city bus. I wanted to earn money to buy a car. I didn't enjoy waiting for a bus; the traffic delays; or dealing with crowds during rush hour.

Ironically, I heard about a position with the Department of Education called "travel trainer." I interviewed, went through extensive training and got hired. Please understand that this job teaches students with disabilities to travel to and from school on public transportation. It involves dealing with many different modes of transit during rush hours throughout the five boroughs.

The students I work with can't wait to travel independently on public transportation. They deal well with crowds, waiting, traffic delays. Each experience is a challenge with a goal at the end.

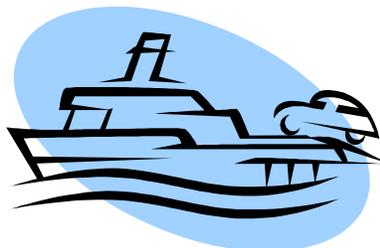
I have to admit, although I am not ready to give up my car, I've learned a lot from my students this past year.

Staten Island Stories from PS 721R, The Hungerford School

On My Own

By Katherine Pennacchio
PS 721 R

It's a good feeling to learn how to travel. Even though I'm disabled, it shows others that I can learn to travel. My parents will eventually get used to me being on my own. I'm sure they know that I did good, that I can be responsible. Even though I'm traveling on my own it shows my parents that I know safety rules: looking 3 directions— left, right and turn your head and by reading the street lights. I once told my trainer, Joan, that I need to turn my head "like I have an attitude". Since learning to travel on my own I feel more interested in learning how to take public transportation to other places. My advice is "it feels cool to have the feeling of freedom." If I learn how to do it, I won't need other people telling me how to do it, where to go. The more I learn to do it on my own, my parents will trust me to be "on my own."



No More Yellow Bus

By Adam Milius
PS 721 R

I like when Mike comes to my house and picks me up.

My favorite part is when I walk to the bus stop. Now I can do that by myself. I like looking for the yellow sign (landmark) and also when we went to the ferry. We

got off at ramp C and followed signs for ramp A.

We also looked for a phone and I talked to Ms. Florence.

When I found my right bus I showed the bus driver my I.D. card, dipped my metrocard and I was going home!

I would like to thank my mom and dad, for trusting me to travel to school all by myself.

Summer Fun with the Travel Training Program at 811Q @ QHST

By Patricia Hartman
Teacher PS 811Q at
Queens High School for
Teaching

I had just transferred to 811Q and felt much like the new kid on the block. I would be teaching teenagers for the first time and I was feeling a little nervous on that first day of summer school. Right off the bat I was informed that many trips had been pre-planned for my students. Well I was psyched and ready to dive in. I assumed that we would be taking a school bus on these many outings. **WRONG!!!** Little did I know Steve Garcia from the NYC Travel Training Program had other plans for us. "School bus?" he said, "I don't think so! We're using public transportation." He then proceeded to introduce me to his terrific staff Desiree Pickens and Maria Rocha. They explained how mobility instruction and exposure to the use of public transportation helps prepare students for the possibility of independent travel in the future.

To be honest, even though I fully support anything that

will help students become as independent as possible, I was a little anxious. I believe parents and teacher alike have realistic fears about taking the serious step to allow students with disabilities the experience of using public transportation. However, after working with Steve, Desiree and Maria and seeing how carefully they planned out every detail of the trips, the fears that I had disappeared. Prior to each trip there were classroom lessons that zeroed in on improving the students map reading skills as well as familiarizing the students to the signs, symbols and landmarks they would need to recognize while on a trip. The travel training team then took the students into the community to practice street crossing skills. The students individually practiced these skills while being videotaped and were able to view their performance later on.

Our first trip was bowling and we would need to take two city buses. The students were eager with anticipation as we prepared for our departure. Desiree and Maria again reviewed all the neces-

sary information the students needed to know. The entire walk to the bus stop was a lesson in itself. The team constantly focused the student's attention on details that needed to be observed. What color is the light? Is it safe to cross now? Why? Are you looking both ways? I was impressed with the student's behavior during this process as it reflected how seriously they felt about the opportunity to travel on public transportation.

When we arrived at the bus stop the students had to then

match the bus number on their index card which held the information about the buses we would be taking. Two of our students were in wheelchairs and would need to use the lift. This was a new experience for all of us. Desiree went on the lift with Alana and demonstrated for all of us what needed to be done to accomplish this safely. Every time a student in a wheelchair come off the

bus lift the students applauded their effort. We were terrific cheerleaders. That first trip was a great success but it was only a beginning. After that there was MOMA, The Museum of the Moving Image, Queens Hall of Science, Safety City, Waldbaums and Pizza Hut (where we met an employee who had been travel trained by Desiree).

Planning for each of these excursions had challenges that had to be thought out and solved.

Steve,
Maria
and De-
siree

worked diligently to make sure that every student had as many opportunities to travel on public transportation as possible. Their professionalism, hard work and terrific attitude made the entire experience memorable and one I know the students, staff and I would want to be involved with again. On behalf of everyone I want to say Thank You!! It was a GREAT summer.



Patricia Hartman's class from PS 811Q, summer 2004.

By Zenaide Andrade
Teacher, PS 811Q @QHST

This past summer's focus for our 12:1:4 students was on getting out and into the community. All of our students need one-on-one attention for mobility, we have 6 students who use wheelchair and 2 students who only walk short distances so outside travel is a bit challeng-



More from PS 811 Q

ing. As a result, we were grateful to have the Travel Training Team to help us negotiate outside traveling. Steve Garcia and his well trained staff led us through the public streets—holding our passes we waited at the bus stop. At first, the process of getting our students in

wheel chairs onto a public bus was intimidating but with the help of the team and the support of the bus driver the public traveling experience was very positive. The attention and excitement my students expressed demonstrated to all of us that our efforts were very worthwhile.

An Awareness of Strangers-An Important Lesson

By Beth Altmann
Teacher, PS 811Q @ QHST

The students of the 811Q Inclusion Program @ Francis Lewis and Bayside High Schools have participated in travel and safety activities for several years, during the Chapter 683 Summer Program. Our students have benefited from this opportunity to work with the staff from the Office of Travel Training Instruction, and to learn skills that may not be addressed during the school year. Several of our students have gone on to complete a successful course of travel training, and have gone on to become independent travelers. This past summer, we decided to concentrate our focus on social safety skills and stranger awareness. The results of these lessons had a profound effect on students, staff, and parents.

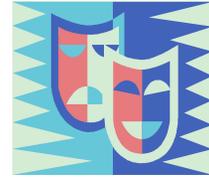
A series of lessons were pre-

sented in class, which included; instructional videos, discussions, role playing activities, and simulations with unfamiliar school personnel. The students were very motivated and responsive, and achieved a high rate of success. It was the lesson that took place in a community setting however, that had the most impact. A simulation was arranged with a travel training instructor who was unfamiliar to the students. The "stranger" wore a hidden microphone, and conversations were transmitted to a receiver worn by Steve Garcia, our regular instructor. Steve waited at an unseen location across the street. While at their community work site at St. Johns University, each student was taken out individually by a travel trainer. Shortly after leaving the building, the instructor asked the student to wait for them on a bench,

saying that she had forgotten something inside. While the student sat alone on the bench, a "stranger" approached, and tried to elicit information from the students. From my vantage point in the bushes, I observed every student give personal information to a complete stranger. Several student were willing to accompany the stranger to another location. Students who attempted to leave were interrupted and corrected by the travel training staff, as the "stranger" disappeared. In the post lesson that followed this simulation, the students reacted strongly. They were all upset at their own responses to the situation, but, it was as if a light had gone on in their heads. It was only when the students were presented with the opportunity to make an independent decision in a real life situation, that the consequences of their actions

hit home. The abstract concept of stranger was illustrated very concretely. Parents were informed of their son's and daughter's responses during this activity, and were asked to

reinforce the skills learned at school. In the lessons that followed all of the participating students demonstrated an increased awareness of personal safety, stranger danger, and decision making skills. As a teacher, these activities underscored to me, the value of a varied community based curriculum, and the importance of incorporating decision making skills into all instructional activities. Travel Training is an integral part of developing true independence, but as these lessons have shown, the social safety skills involved are as important as routing and street crossings.



Parents say "Thanks" to Travel Training

Please be advised that we would like to express our gratitude and thank the travel trainer who definitely accommodated our son, Donald to go to and from school by NYC Transportation.

This program is extremely wonderful for students. Donald had started with Dorothy (travel trainer) just before he left school last summer and picked up with DDJW during the summer program.

It was very surprising that he had remembered some of the routes this school year.

We are very thankful for this program because it gives the students confi-

dence to know that they can travel to other places as well.

Again, we thank you very much for helping Donald Jr.

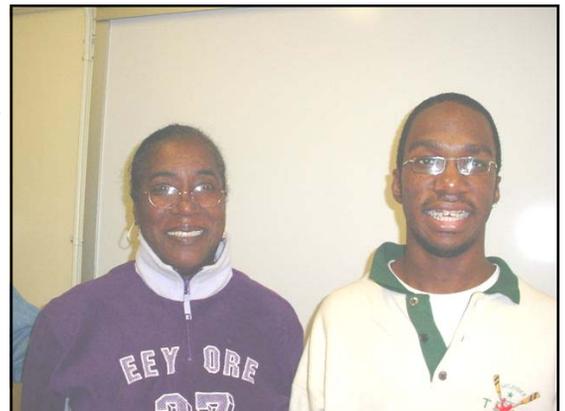
From

Felicia and Donald Anderson, Sr.

Parents of Donald Anderson Jr.

Urban Academy @JREC

October 13, 2004



Travel Trainer Dorothy McGrew (right) with her proud student, Donald Anderson Jr..

Bronx OTC at Lehman College

This story was written by the teacher, paraprofessional and students who participated at Lehman College from PS 721X, summer of 2004.

By Rachel Minton-teacher, Ms Garzon and Ms DeJesus-Paraprofessionals

Students: Travis Todd, Gisell Perez, Shauna Kay-Campbell, Shukree Banks, Richard Segui, Desmond Depay, Michael Riollano, Claudia Alexander, Tanya Green, Jose Negroni, Kevin Pink

We were at Lehman College this summer. We went to our classroom, the computer lab, the cafeteria, and our jobs. We took public transportation for many trips. We took the # 4 train to Grand Central station. We took the D train to The Apollo Theater. We took the BX22 bus to the Little Italy neighborhood in the Bronx. We ate lunch in a pizza restaurant in Little Italy and walked and looked at the stores and tasted different foods. We liked traveling on the city bus and trains because it was fun. We also went to Safety City, Sony Wonder and the Police museum.

We had a treat. It was having lunch in Applebee's restaurant in the Bay Plaza shopping Center in Co-op City. We took the BX 26 bus to Applebee's.

We had a great summer.

Snapshots of the Summer

PS 754x, PS 721x and PS 811x at Lehman College



From Safety City to the Apollo Theater to Grand Central Terminal, the students from PS 754X, PS 721X and PS 811X had a great time on the Lehman College campus this past summer. Working on campus, attending their classes, using the computers at Lehman, and traveling on public transit to interesting destinations with the Travel Training Program made for a fun and lively summer. See stories on page 2 (Ali Edelstein) and page 10 (students & staff of PS 721X) .

Congratulations - We're So Proud

*By Andrea Collins
Travel Training Program*

2004 has been an exceptional year for Travel Training and its Travel Trainers. In the spring 3 members of our staff graduated from college.

Fontessa Cole who has been a Travel Trainer for more than 20 years began going to college in 1975. In 1997 Fontessa decided to peruse her college education in earnest. Fontessa's nose to the grindstone attitude has earned her the distinction of graduating Magna Cum Laude from the CUNY BA Program with a BS in Disability Studies. Maria Rocha

has been a Travel Trainer for 14 years. Maria is known in the Travel Training Program as a person with high energy. This energy and enthusiasm is transferred to her pursuit of higher education. While working more than one job Maria has gotten an Associates degree from Kingsborough C.C., an Associates Degree in Bilingual Education from La Guardia College and now a BA from Mercy College in Behavioral Science. Maria is currently perusing her Masters. Joan Ross has been a paraprofessional with DOE for 14 years and for the last 4 has been with Travel

Training. Joan has been successfully juggling her schedule to accommodate, along with her husband raising their 5 children, work and school. Joan earned an Educational Associate degree from Kingsborough C.C. and was Phi Beta Kappa. Joan graduated from Empire State College with a BA in Liberal Arts. Aristotle once said, "the roots of education are bitter, but the fruit is sweet." Fontessa, Maria and Joan were all part-time students who were persistent and dedicated to their goal of a higher education. Their accomplishments serve as an inspiration to all of us who work along side of them.



*Congratulations to the
Travel Training Pro-
grams new college gradu-
ates!*

News from the ATI

*By Steve Gallo
Travel Training Program*

Once again, August was time for the annual Association of Travel Instruction conference. This years conference was held in the wonderful town of Cleveland, OH.

As usual, the NYC program was well represented by many who took much of their own time to attend this conference. We met and discussed the issues that we have in common with colleagues who attended from all over the nation.

There were members from Florida, Washington State, California, and many other locations throughout the USA.

The conference was well attended by members representing the fields of education and special education, public transit, and university students whose studies are including travel training and related issues.

The president of ATI is currently Peggy Groce, Instruction Support Specialist in charge of the District 75 Office of Transition/Travel Training.

She was proud to present the Elizabeth McGuire grant to one of our own, Kevin Keels NYC travel trainer.

Congratulations, Kevin, on being the very first recipient of this annual grant and congratulations to all the other NYC Travel Training personnel who attended the conference.

Next years conference is scheduled to be held in the beautiful city of Seattle, WA. Any interested parties who might wish to attend should contact this program for information.

ATI membership is open to all who are interested, including parents, families of the disabled, professionals working with the disabled and others.



NYC Travel Trainers at the ATI conference, August, 2004 are (left to right) Gerard Grillo, JeanLouis Phillipe, Andrea Collins, Kevin Keels, Michele Buto, Roseanne Bopp, Steve Gallo, Florence Tuchman, Peggy Groce, David Abrahams, and Joan Ross.

There is a Travel Trainer Near You!

Getting in touch with the Office of Travel Training

There is a Travel Training Office in every borough in New York City. We accept referrals from any District 75 school and many High Schools. We work with students at varied off-sites, worksites, and often to the agencies or facilities that students will attend after transition.

Below is a list of our main offices, with their addresses, telephone numbers, and the names of the Travel Training Coordinators. We welcome your questions, your comments, requests for information about the program and its activities. You can discuss and arrange bus demonstrations, trips to Safety City, parent and staff development workshops and of course refer students whom you believe would benefit from our services. We look forward to hearing from you.

<u>The Bronx</u>	<u>Brooklyn</u>	<u>Queens</u>	<u>Manhattan</u>	<u>Staten Island</u>
Michele Buto	Mike Sohtz	Roseanne Bopp	Gerard Grillo	Florence Tuchman
PS 721 X	PS 721K	PS 721Q	PS 751M	PS 721R
2697 Westchester Av	64 Avenue X	57-12 94 Street	113 E. 4th Street	155 Tompkins Ave
Bronx, NY 10461	Brooklyn, NY 11223	Elmhurst, NY 11373	New York, NY 10003	Staten Island, NY 10301
(718) 822-2881	(718) 266-0085	(718) 760-2931	(212) 477-2454	(718) 727-4938
 				<u>High Schools</u>
Steve Gallo	Phillipe Jean Louis	David Abrahams	Florence Tuchman	Steve Garcia
PS 754X	PS 373K	PS 752Q	PS 721M	PS 811Q @ Queens High
470 Jackson Av	185 Ellery Street	142-10 Linden Blvd.	250 W. Houston St.	School of Teaching
Bronx, NY 10455	Brooklyn, NY 11206	Jamaica, NY 11436	New York, NY 10013	74-03 Commonwealth Blvd.
(718) 993-5581	(718) 782-6800	(718) 322-3500	(212) 924-8825	Bellrose, NY 11428
Ext. 103		Ext. 1071		(718) 776-3097 Ext. 3077

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Margaret M. Groce



Edited and designed by Steve Gallo

