

Support for Transportation, Mobility, and Community Access

Self-Assessment Form



Name(s): _____ District/School: _____ Date(s): _____

Rate the current level of services and support for each of the needs/resources/services and identify planned improvement efforts.

| Needs/Resources/Services (Per survey, report, interview, assessment, etc.) | Current Level of Services and Support | | | | | Planned Improvement Efforts (Steps to improve practices/services/supports) |
|---|---------------------------------------|---------|------------|----------|-------|---|
| | Never | Minimal | Occasional | Frequent | Daily | |
| 1. A current (public) transportation system is in place within our local community that is accessible to all | | | | | | |
| 2. A "map" is available that serves to depict acceptable routes, safety protocols, common public destinations, and accessible community resources | | | | | | |
| 3. A community agency or organization is in place that provides routine information regarding transportation resources within the community | | | | | | |
| 4. Visual diagrams/illustrations/graphics are available for learners who do not rely on written instructions for support | | | | | | |
| 5. Reduced fares for public transportation are available for students as learners | | | | | | |
| 6. District support is evident via alliance/partnerships with local transportation agencies and others | | | | | | |
| 7. I/we can routinely engage in community-based instruction on behalf of students in support of their employment and/or independent living goals which includes transportation/mobility | | | | | | |
| 8. Student IEP's or other support plans serve to reflect the importance of routine community access | | | | | | |
| 9. In addition to public forms of transportation, alternate or private means are known and available | | | | | | |

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|---|--|--|--|--|--|--|
| 10. Accessibility issues are addressed and/or personnel are known who can aid in accessibility concerns | | | | | | |
| 11. Public transportation routes, stops, and schedules meet our students' needs throughout the district | | | | | | |
| 12. Transportation vehicles are accessible and are available for use by multiple people, regardless of perceived (dis)ability | | | | | | |

Transportation, Mobility, and Community Access

Self-Assessment Form Guidelines

Intended Use(s) of Form:

- To be used by individuals or teams to identify local resources as well as needed community resources related to transportation, mobility, and community access on behalf of individuals/students served
- To aid in advocating for needed improvements by gathering information from users and other community members regarding their respective transportation and mobility needs
- To aid in formulating a “plan” or proposal to address both systemic and specific areas in need of improvement with a community or county-wide area
- To identify effective support strategies for individuals/students to routinely access their community resources and to participate in community-based instruction and learning

General Guidelines:

- This form can be completed collectively as part of a team activity; consensus on specific items can occur if/when it is needed to prioritize needs for future consultation, training, and technical assistance
- Information gathered via use of this form should be aimed at developing improvement efforts within a local community in support of achieving greater opportunities for community accessibility

References

Shanley, J. (2020). National Center for Mobility Management