

## Slide 1: Let's Talk Nondriving and Low Vision Driving for Teens and People in Their Early 20s

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## Slide 2: Penny's Childhood Experiences

Four photos are shown:

1. Penny's childhood home
2. A street with a strip mall on the far side
3. A highway with a gas station in the distance
4. A newspaper article titled "Steady nerves keep driving teachers on road". A man is shown standing next to a car that says "student driver" on the side. A high school student is seated in the driver's seat.

## Slide 3: *Finding Wheels* (2020)

- Written for the traveler who is in high school or in his/her early 20s.
- Contains 5 new scenarios of travelers that are up-to-date for 2019.
- Includes short vignettes of a range of travelers.
- Includes guest-authored pieces on technology in travel, driver's education, driving with low vision, and parent perspectives.
- Has activities written for the traveler that allow application of content to the traveler's life.

A photo of the cover of the book *Finding Wheels* is shown.

## Slide 4: In the Introduction to *Finding Wheels* We State

"*Finding Wheels* is for those who have either completed orientation and mobility instruction or who otherwise have acquired the skills needed as a pedestrian to be a safe traveler. The purpose of *Finding Wheels* is to improve travelers' skills and to address the social aspects of traveling with a visual impairment."

## Slide 5: Chapter 1: Rev It Up: Laying the Foundation for "Finding Wheels"

A photo of man pumping gas is shown.

## Slide 6: Chapter 1 Objectives

- 1.1 Understand the terminology used in *Finding Wheels*
- 1.2 Describe the role of the orientation and mobility specialist
- 1.3 Understand legislation providing for orientation and mobility instruction
- 1.4 Recognize the reasons travelers do or do not receive orientation and mobility services

- 1.5 Understand the relationship between effective travel skills and the areas of the expanded core curriculum
- 1.6 Explain the differences between independent, interdependent, and dependent travel
- 1.7 Describe how technology can support travelers

#### Slide 7: Three Types of Travelers

- **Independent travelers:** take control of their transportation needs including planning, budgeting, problem solving, and managing the social aspects of travel
- **Interdependent travelers:** at times everyone is interdependent, travelers need to strike a balance between independent and interdependent travel
- **Dependent travelers:** lack the skills and/or the motivation to be independent or interdependent travelers

#### Slide 8: Digital, Wearable Low Vision Devices

- Allows the user with low vision to receive information at near or at a distance with greater detail.
- **Aira**, is a service that connects a traveler with a trained agent who is in a remote location and provides visual information. Users need an app and “Smart Glasses” to use the service or if a business subscribes to Aira users can connect via the app. <https://aira.io/>

#### Slide 9: Digital Wearable Low Vision Devices (cont.) Caution About Wearable Technology

- **OrCam**, which is positioned on a pair of glasses enables the traveler to point to a sign, and the information on the sign is read aloud through an earpiece. <https://www.orcam.com/en/>
- **ESight** is worn on the head and provides electronic magnification with a wide angle of vision. <https://www.esighteyewear.com/#How-eSight-Works>
- **NuEyes** is worn like a pair of glasses and functions as a video magnifier for near or at a distance. This device can be voice activated. <https://nueyes.com/nueyes-pro/>

#### Slide 10: Cautions About Wearable Technology

- Devices that cover the eyes of a traveler affect the traveler’s field of view including restriction of peripheral vision.
- Discuss with travelers if devices should only be used when stationary.

## Slide 11: Chapter 2: Got Our Wheels: Meet Five Travelers

Balance of travelers who are:

- Blind and those with low vision
- Congenital vs. adventitiously visually impaired
- Living in different types of communities
- Making different choices after high school
- Comfortable and less comfortable with travel

## Slide 12: Layla: Building My Travel Toolbox

- 22 years old
- Visual acuity of 20/200
- Had TSVI services in K12
- Received O&M through a summer program
- Went to culinary school after high school graduation

## Slide 13: Javier: Hell No! I Won't Go!

- 19 years old
- Recent high school graduate
- Lives in a rural community
- Attended a 10-week residential program where he reluctantly worked with an O&M specialist
- Asks neighbors for a ride to/from choir practice

## Slide 14: Ana Maria: I'm Just Not Sure

- Came to the US at age 10 from Guatemala
- Had a brain tumor at age 12 resulting in blindness
- Received O&M in high school, but the family did not want any off-campus travel
- Lives with her boyfriend and works in a dentist's office
- Is very nervous about taking the bus
- Her parents want her to move back home and go to college

## Slide 15: Kendra: Getting My License

- 23 years old
- Diagnosed with Stargardt's in 8<sup>th</sup> grade
- Grew up in a rural community but opted to attend college in an urban community
- Learned about low vision driving her freshman year of college and learned to drive her junior year
- Chooses not to drive in snow or rain

### Slide 16: Harley: There's an App for That!

- 20 years old
- Lives in a small city and attends community college
- Loves technology
- Was very angry when he was 16 and could not get a driver's license
- Walks and uses buses to travel and is pleased with his level of independence

Slide 17: Chapter 3: Tuning Up Your Wheels: Understanding One's Visual Impairment and Its Implications for Nondriving and Low Vision Driving  
Photo shows a student pointing to a piece of paper as he looks at an eye model in the teacher's hand. The teacher is pointing to the eye model.

### Slide 18: Chapter 3 Objectives

- 3.1 Name and describe one's visual impairment including the diagnosis, prognosis, and one's functional use of vision
- 3.2 Understand the type of information available in the reports prepared by professionals
- 3.3 Describe one's visual needs to others during travel and distinguish what information to provide to different individuals
- 3.4 Describe one's feelings about being a nondriver
- 3.5 Identify reasons why some people without visual impairments do not drive

### Slide 19: Reflecting on Kendra's Scenario

Do you remember when Kendra was excited when she learned she met the visual requirements to drive in her state?

**Think About It:** Why do you think it is important for travelers with low vision to understand how they can use their vision during travel?

The Challenges of Low Vision

### Slide 20: The Challenges of Low Vision

- **Low contrast sensitivity:** difficulty seeing differences between two surfaces - locating curbs, seeing walk lines, recognizing the bottom of a set of stairs and the start of the sidewalk
- **Poor color vision:** difficulty identifying objects with color cues - identifying traffic light colors, recognizing blue from purple on the walls of a subway station
- **Low acuity:** difficulty seeing detail - reading a map, reading street signs, identifying small objects in a path, locating and reading addresses

### Slide 21: The Challenges of Low Vision

- **Light sensitivity:** extreme sensitivity to normal light levels - difficulty with sunlight directed toward the traveler, glare from reflections off a surface
- **Central field restriction:** missing details directly ahead at a distance, - needing to turn one's head or eyes, missing an object directly in front of the traveler
- **Mid- and far peripheral field restrictions:** missing objects to the sides, especially those that are in near space; missing curbs; difficulties in low light environments
- **Poor night vision:** having problems with dim light conditions such as dawn, night, or dusk – challenges entering a darkened place from a sunlit area

### Slide 22: Finding Wheels Activity: Understanding My Visual Impairment and Sharing Information About it With Others

**Purpose:** To understand your own visual impairment by reviewing reports that [lists professionals] have prepared about you. Then, to develop a way to share key information with others, as appropriate, so they understand your visual abilities and needs during travel.

#### **Steps to Do the Activity:**

- Decide what reports to review and collect them.
- Read each report and Research terms and information you don't understand.
- Develop a way to present the information so others understand your visual impairment and the way it affects you during travel.
- Make a list of questions you still have and how you will get the information.

### Slide 23: Grace Explains Her Visual Impairment video

### Slide 24: Finding Wheels Activity: My Feelings About Being a Traveler with a Visual Impairment

**Purpose:** To more fully understand your feelings about being a traveler with a visual impairment, now and in the future.

#### **Steps to Do the Activity:**

- Think about your travel experiences in the last week, last month, or even the last year. Write down or record your answers to these questions or ones you come up with about traveling as a person with a visual impairment.
- Think about your future.

## Slide 25: Kate Shares Her Feelings

Video

## Slide 26: Chapter 4: Facilitating Changing Directions: On the Road to Independent Wheels

Photo shows a woman with a cane in one hand as she holds a toddler by the other hand. Together they are at the top of a set of stairs.

## Slide 27: Chapter 4 Objectives

4.1 Understand how orientation and mobility instruction can support one's development of travel skills.

4.2 Describe the sequence of independent travel for those with typical vision

4.3 Describe rites of passage for individuals in technologically oriented societies and how travelers participate in rites of passage

4.4 Recognize what travel-related skills one needs to learn for one's current and future needs

4.5 Discuss how access to transportation can influence current and future lifestyle choices

4.6 Describe how nondrivers and low vision drivers structure their lives with respect to transportation

## Slide 28: Sample Snapshot: How O&M Instruction Can Support the Development of Travel Skills

Holly vividly recalls the day that she got her driver's license at age 16 and the freedom it represented. Unfortunately, she also recalls the day 3 years ago when at 19 she caused a car accident because she did not see the car in front of her come to an unexpected stop. It was dusk and with her night blindness, she knew she shouldn't be driving. She was only a kilometer from her apartment and thought she could make it home before dark. Holly carries a lot of guilt about hurting others in that accident. For a long time she didn't want anything to do with rehabilitation services. She restricted her independent travel to daytime using the local bus and her bike. Recently though her vision has continued to decrease, and the eye doctor says the prognosis is that she will one day be blind. At the urging of her girlfriend, Holly reluctantly agrees to go to the local rehabilitation agency and find out about services. She knows it's time to learn to use a cane, but the idea of putting her visual impairment out there terrifies her.

Question: What would you say to Holly to help her see the value of working with an orientation and mobility specialist and learning to use tools during travel?

## Slide 29: Driver's Education – Dr. Molly Pasley

Reasons travelers may take driver's education:

- Requirement to earn a high school diploma.
- Understand what drivers do so she can anticipate their behaviors when traveling independently
- Wants to understand what makes someone a safe driver.
- Exploring low vision driving and needs to develop the understanding of information covered in the class

What are other reasons travelers should take driver's education?

## Slide 30: Driver's Education – Dr. Molly Pasley

Advantages of taking driver's education:

- Learn about signage, street markings, and other content that can assist them in their own traveling
- Learn about safe and unsafe driving behaviors
- Increase their knowledge so they can decide if a driver is someone they are safe having drive them

## Slide 31: Chapter 5: Personal Wheels: Walking, Biking, Rollerblading, and Skateboarding

Photo shows a teenage girl with a cane in her hand walking in a crosswalk.

## Slide 32: Chapter 5 Objectives

5.1 Examine the characteristics of each method of personal travel

5.2 Identify advantages and disadvantages of personal methods of travel

5.3 Solicit information from the internet, maps, and individuals to plan and carry out personal travel

5.4 Identify considerations for using personal travel including (a) deciding where to live, (b) safety, (c) scheduling, and (d) cost

## Slide 33: Bicycling with Low Vision

- Understand and follow the rules of the road.
- Learn to use hand signals to effectively communicate with drivers.
- Take a cycling class through parks and recreation or other groups to learn bicycle safety and maintenance.
- Always wear a bicycle helmet.
- Use a mirror that allows you to monitor traffic behind you.
- Wear bright clothing that is reflective.

Photo shows a woman on a bicycle riding on a street.

### Slide 34: Bicycling with Low Vision

- Pre-plan trips using a website or app
- Develop monitoring skills to watch for vehicles coming out of driveways, vehicles running red lights, or changing traffic signals.
- Practice a new route at off hours.
- Plan routes that maximize safety.
- Slow down when a light is green and you are approaching an intersection so you arrive at the intersection when the light is turning yellow or red.
- Wave drivers on since you can't make eye contact.
- Avoid bicycling at dawn or dusk when you are less visible.

### Slide 35: Safety: Personal Wheels

- Travel at times of day and on routes that are heavily traveled
- Be prepared for the weather
- Take a self defense class
- Have a charger and/or backup battery for mobile devices
- Carry a wide-angle flashlight or headlamp to provide extra lighting in dim conditions
- Carry extra money and a credit card

### Slide 36: Travelers Exploring Dog Guide Ownership

- Developing an understanding of how a dog guide team works together
- Understanding the responsibility of dog guide ownership
- Recognizing the need to continually educate the public
- Understanding the application and training process
- Maintaining the training received

Photo shows a woman with a dog guide walking down a street in a business district.

### Slide 37: Being Specific When Asking for Directions

- Can you describe the color of your building to me?
- Is your business located at the street or is it set back from the street?
- If I'm facing Miller's Hardware, would I walk to the left or the right to get to your store?
- I'm not familiar with 35<sup>th</sup> Street. Can you tell me where a lighted intersection is, so I can cross safely?
- I use a small telescope to help me locate things. Where on the building is the building number located?

### Slide 38: Finding Wheels Activity: Exploring a Future Community Where You Might Live

**Purpose:** To consider a community in which you may live, the transportation options available in the community, and where specifically in the community you may live to maximize your transportation options.

**Steps to Do the Activity:**

- Gather and review information about the community by using the internet, making phone calls, or requesting information. Information to gather includes services available in the community, location of activities, and crime rates.
- Make a list of your priorities for where you want to live in the community..
- With a map of the community, locate places in the community where you might want to live.

### Slide 39: Penny's Personal Consideration List

- Living on one of 4 bus routes that go to the university
- Being less than .4 miles from a bus stop
- Having access to road(s) with bike lanes
- Having easy access to a multi-use path for bicycling
- Being within a mile of a grocery store
- Being in a part of town where I'd "be on the way" for friends
- Being in a neighborhood w/o "cookie cutter houses"

Photo shows a house with a little free library and mailbox on the street.

### Slide 40: Chapter 6: Public Wheels: Buses, Trains, Subways, Ferries, Airplanes, and Paratransit

Photo shows a teenager at an airport kiosk with an airport employee.

### Slide 41: Chapter 6 Objectives

6.1 Identify the characteristics of public methods of travel including buses, trains, subways, ferries and airplanes

6.2 Identify the characteristics of paratransit services and understand the qualification process to use these services

6.3 Identify advantages and disadvantages of public methods of travel including buses, trains, subways, ferries and airplanes and the advantages and disadvantages of paratransit services

6.4 Solicit information from the internet, maps, and individuals to plan and carry out travel using public transportation or paratransit

6.5 Recognize the importance of strong orientation, mobility, and communication skills when traveling using public transportation and how use of these skills may differ for those using paratransit services

6.6 Identify considerations for using public methods of travel including: (a) safety, (b) scheduling, and (c) cost

#### Slide 42: For Families and Professionals

Family members and professionals supporting travelers who are exploring different public forms of transportation may wish to arrange experiences using a variety of methods, including paratransit services when appropriate. Even if family members are drivers, planning trips as a family using different forms of public transportation can be both fun and educational. Family members who are not familiar with public transportation options can enlist the help of others who use these options regularly and can take their child on an outing using a method the child is not familiar with. When families or professionals are using public methods of travel with children, it is important to give them responsibilities when planning for and during travel. A traveler can plan the route, call the company to get the time the bus leave a specific stop, pay the fare, and signal the driver when the family is at their stop.

#### Slide 43: When There are No Public Wheels

- Visit to a city where students pre-plan a trip
- Set the stage for students to meet and interact with others
- Invite an adult role model
- Opportunities to develop other ECC skills

There are three photos.

1. Two adults and two teens are at a bus stop.
2. A teen uses a monocular in a mall
3. Two teenage girls have their arms around each other with big smiles on their faces.

#### Slide 44: Amanda Shares the Value of the Experience

Video

#### Slide 45: Finding Wheels Activity: Am I Candidate for Paratransit?

**Purpose:** To find out the requirements for using paratransit in your current or future community and to learn if you qualify for the service.

#### **Steps to do the Activity:**

- Locate the paratransit company's information
- Review eligibility criteria
- Determine if you meet the eligibility criteria
- Complete the application

#### Slide 46: Safety: Public Wheels

- Consider using an identification cane
- Be prepared with a flashlight or one on a mobile device
- Have the fare or fare card out and ready
- Keep belongings close
- Stay back when at a platform that doesn't have safety features

Photo shows a platform in a metro station. Lights at the edge of the platform are lit.

#### Slide 47: Finding Wheels Activity: Safety Check

**Purpose:** To evaluate your current personal safety during travel and decide what steps you need to take to increase your personal safety during future travel

#### **Steps to do the Activity:**

Go through the list and decide:

- I am doing this.
- I know how to do this, but I'm not doing this.
- I'd like to learn how to do this.
- This is not applicable to me.

#### Slide 48: Grace and Her COMS Do the "Safety Check" Video

Slide 49: Chapter 7: Drivers Providing Wheels: Rideshare Services, Taxis, Volunteers, Carpools, Arranged Rides, and Rides with Family and Friends  
Photo shows a driver taking money from a male passenger.

#### Slide 50: Chapter 7 Objectives

7.1 Identify the characteristics of taxis; rideshare services; carpools; volunteer drivers; arranged rides; rides with family, friends, or co-workers; and rides with a private driver

7.2 Identify advantages and disadvantages of riding with various types of drivers

7.3 Describe the process for advertising for and hiring a private driver

7.4 Identify considerations for using various types of drivers including: (a) safety, (b) scheduling, (c) route planning, and (c) cost

7.5 Recognize ways a traveler can support and assist a driver

### Slide 51: I'm Always Up to be Interviewed

Two photos are shown.

1. Dr. Rosenblum and two high school students are sitting near each other. Both students have papers on their laps.
2. Dr. Rosenblum and a high school student sit at a table in an ice cream shop.

### Slide 52: Learning About Rideshare Services

- How much does Uber cost?
- Do you tip the driver?
- How do you know where to meet the driver?
- Where do you have the driver drop you off?
- Do you feel safe using Uber?
- What if I don't like the driver?

Two photos are shown:

1. A screenshot of a Lyft screen
2. A sign along the curb of the airport that says "Ride Share Pick Up". A large "B" is in the center of the sign.

### Slide 53:

<b>Ideas Shared</b>	<b>I'm doing this.</b>	<b>I can do this.</b>	<b>Not for me!</b>
Take a self-defense class			X
Carry money & ID in front pocket		X	
Tell someone	X		
Sit near front of the bus		X	
Look tough!			X
Update rideshare app		X	
Look both ways	X		

Slide 54: Letting a Taxi or Rideshare Driver Know You are a Traveler with a Visual Impairment

**What a traveler might share:**

- What the traveler is wearing
- Where specifically the traveler is waiting (e.g., on the bench, by a door with a specific sign on it, on the north side of the building)
- if the traveler has a white cane, dog guide, wheelchair, or other mobility device
- if the traveler wants the driver to signal the vehicle has arrived, for example by flashing the headlights or calling out the traveler's name

**When a traveler might share:**

- Text / call 2-5 minutes out to give the pertinent information
- Tell the dispatcher / scheduler when setting up the ride

Slide 55: The "Dance" Between Travelers and Drivers They Know

- When is a good time to ask for a ride?
- If the driver says "no," do you ask another time?
- How do you reciprocate? If the driver says "no money" does she really mean it?
- How do you work your transportation needs around the driver's needs?
- How do you know when you are a real or perceived burden?
- How do you know when you are overstepping?

Two graphics are shown: one of two dancing dogs and the other of the Dairy Queen "DQ" sign.

Slide 56: Safety: When a Travelers Feels Unsafe

- Speak to the driver using a statement such as, "Would you mind slowing down? You are making me nervous."
- Text a friend and ask that person to call you. After taking the call ask to be let off at a nearby destination and arrange other transportation.
- If using a taxi or rideshare service, contact the company to state the concern.
- Call an emergency number (e.g., 911) if in true danger.
- Use an app to let others know your location and that you feel unsafe.
- Ask the driver to stop for you to use the restroom, then exit.
- Use your smartphone to follow the route and if the driver is varying from the route, suggest an alternative route.

### Slide 57: Considerations When Planning a Route for a Driver

- Traffic patterns (e.g., avoid school zones, shift changes)
- Number of traffic lights on a given road, train tracks, drawbridges, etc.
- The location of businesses the traveler needs to visit
- The amount of traffic at the specific time of day
- Whether there are reports of accidents or traffic congestion along the route

A Skill to Have: Programming an app or GPS to avoid certain types of roads such as interstates.

### Slide 58: Chapter 8: Bioptic Wheels: Low Vision Driving

Photo shows an adult driving a car. A teen wearing a bioptic sits in the front passenger seat.

### Slide 59: Chapter 8 Objectives

8.1 Understand how a bioptic telescopic system is used by a low vision driver.

8.2 Recognize reasons why some professionals and some family members may not recommend or support a traveler in exploring low vision driving.

8.3 Describe positive and negative personal feelings about the possibility of low vision driving with a bioptic telescopic system.

8.4 Understand the necessary steps to becoming a licensed low vision driver.

8.5 Determine whether one meets the visual requirements of their licensing agency to pursue driving with low vision.

### Slide 60: Chapter 8 Objectives (cont.)

8.6 Have an introductory understanding of pre-driver readiness skills and behind-the-wheel skills needed for low vision driving.

8.7 Understand differences between the visual experiences of low vision and typically sighted drivers.

8.8 Identify available resources for learning to become a low vision driver and the testing procedures for securing a license.

8.9 Understand some of the legal and self-imposed restrictions in driving experience by low vision drivers.

8.10 Understand the costs associated with becoming a low vision driver.

## Slide 61: Driving with a Bioptic Telescopic System



Photo shows a highway sign to normal viewer



Photo shows a simulated 5-degree field view with 3x Galilean bioptic



Photo shows a simulated 12-degree field of view with 3x Keplerian Bioptic

- The traveler's BTS is positioned above or below the line of sight.
- The traveler primarily uses the carrier lens when driving.
- The BTS is used for spotting.

## Slide 62: Reasons Some Professionals May Not Support the Idea of Travelers Driving

The individual:

- Cannot envision a person with low vision driving
- Doesn't understand how a low vision driver uses a BTS when driving
- Believes that people who meet the legal definition of blindness are blind and do not have vision to drive a vehicle safely
- Believes that professionals' time should not be spent providing services to travelers who can already travel independently as sighted pedestrians
- Believes that people with low vision should learn blindness skills rather than to use their vision

## Slide 63: Reasons Some Family Members May Not Support the Idea of Travelers Driving

The family member:

- Is overprotective
- Believes the traveler has poor vision and cannot drive
- Is concerned about the expense of the CLVE and/or BTS
- Is concerned that the traveler will be disappointed if he goes through the process of learning to drive with a BTS but doesn't get licensed
- Believes that if he/she supports the traveler in the process to become a low vision driver and then the driver is in an accident, the family member has some responsibility for the accident.

## Slide 64: "Joe's Journey"

Written by Meagan McCormick, Joe's mother

Two photos:

1. Megan is shown sitting on her porch.
2. Joe is shown with his bioptic on leaning up against his red truck.

## Slide 65: Finding Wheels Activity: Are My Own Wheels a Possibility?

**Purpose:** To learn whether you meet the requirements to be a low vision driver in your state or province

### **Steps to do the Activity:**

- If you are a minor talk with your family
- Research if your state/province allows those with low vision to become licensed drivers and what the criteria is for this
- Have a CLVE or review records to determine if you meet criteria

If your state/province does not allow driving for those with low vision, explore options in nearby states/provinces.

#### Slide 66: Steps Travelers Need to Take to Become a Licensed Low Vision Driver

- Decide if learning about low vision driving is important
- Have a CLVE and meet criteria for low vision driving
- Obtain a BTS
- Learn the process to drive and how to use the BTS while driving
- Pass the test to become a licensed driver

#### Slide 67: For Professionals

Introduce and reinforce skills by having the potential low vision driver sit in the front right passenger seat of a vehicle. The professional can reinforce the skills of:

- distance viewing skills, for example: eye lead or forward scan, eye and head scanning, and establishing and maintaining an adequate following distance from the vehicle ahead in lane
- critical object and condition awareness skills, for example recognizing when something moves into the driver's lane, being able to detect when it is safe to change lanes, recognizing that a car is slowing in front of you
- basic bioptic usage skills, for example knowing when to use or not use the telescope portion of the BTS, interpret what is seen through the telescope, ensuring the user moves in and out of the telescope quickly
- defensive driving skills, for example knowing how to monitor other cars and what they are about to do

#### Slide 68: Challenges for Drivers with Low Vision

- See and understand faces or non-verbal communication of other drivers at a 4-way stop
- Read electronic road signs
- See well inside of or when leaving a tunnel
- Drive in the direction of the rising or setting sun
- See all the information on the vehicle's built in navigation screen or on the screen of a mobile device
- Read labels and icons within the vehicle for specific features and warnings (e.g., gas gauge alert has come on)

Photo shows a woman wearing a bioptic with one hand on the steering wheel and the other holding her phone. Her phone has an image of a map on the screen.

## Slide 69: Licensing Agency or Self-Imposed Restrictions

Not driving:

- At night
- If it is raining, snowing etc.
- In cities where there is a lot of traffic
- On highways or interstates
- With people uncomfortable with a driver using a BTS
- Young children unless there is another adult in the vehicle
- With people who are distracting (e.g., talk too much, tell them how to drive)

## Slide 70: "My Personal Experience Driving with Low Vision"

Written by Matt Bailey

"Driving brings freedom of course, but for me, it's also a whole lot of fun! Being behind the wheel on an open road on a nice afternoon is simply a great feeling. It can be stressful, especially when there's lots of traffic or situations you didn't expect. However, it's one of the few things that's as awesome as an adult, as I imagined it would be when I was a child."

Photo shows Matt sitting in the front seat of his car wearing his bioptic.

## Slide 71: Chapter 9: Funding Wheels: Budgeting, Funding, Exchanging, and Reciprocating

Photo shows a woman at an ATM. Her cane is visible. She is taking the money that has come out of the ATM.

## Slide 72: Chapter 9 Objectives

9.1 Compare the cost of travel for drivers and nondrivers

9.2 List ways travelers can fund their transportation and what they should consider when planning their travel budget

9.3 Describe considerations for making and using a transportation budget

Photo shows a teenager opening the backdoor of a taxi. His cane is in his other hand.

## Slide 73: What Can I Exchange to Get a Ride?

- babysitting
- pet sitting
- dog walking
- house sitting
- cleaning
- tutoring someone
- cooking or baking
- doing yard work
- providing technology support

- teaching someone to play a musical instrument
- Teaching someone braille or another VI skill

#### Slide 74: Finding Wheels Activity: So Many Costs, So Many Options

**Purpose:** To learn about the costs of transportation options and decide which options are the most cost-effective for you.

#### **Steps to do the Activity:**

- Locate 4-5 drivers and ask them to estimate expenses for a typical month of owning and driving their vehicle.
- Add up the costs of owning and operating a vehicle for each person.
- Gather information about the costs of different types of transportation in your community
- Develop a personal budget that includes an amount for transportation
- Evaluate for yourself which methods of travel you can afford to use each month

#### Slide 75: Chapter 10: Making Your Wheels Run Smoothly: Social Skills, Problem Solving, and Waiting for Transportation

Photo shows a man and a woman sitting at a table talking. His cane is folded and laying on the table and hers is standing up against her body.

#### Slide 76: Chapter 10 Objectives

10.1 Describe why it is important for travelers to have well developed social skills

10.2 Identify the frustrations and benefits of being a nondriver

10.3 Develop skills in assertiveness and problem solving to use during travel

10.4 Explain whom they can talk to about their feelings related to being a nondriver

10.5 List several activities that can be done while waiting for transportation or in transit

10.6 Describe positive aspects of gaining control over one's transportation needs

#### Slide 77: Reflecting on Ana Maria's Scenario

Do you remember how Ana Maria was nervous about texting Mateo to ask him for rides? She felt isolated and her Mom thought she was also spending too much time alone or just with Mateo.

**Think About It:** What types of frustrations do nondrivers have? How do their frustrations compared to those of drivers?

### Slide 78: Just a Few of the Frustrations of Being a Nondriver

- Carrying objects throughout the day
- Lack of spontaneity
- Having limited choices of housing because of needing to be near public transportation, where you work, shop etc.
- Feeling isolated when others don't offer rides
- Waiting for late rides
- Feeling frustration or doubt in a dating relationship
- Feeling like you don't belong in the carpool because you can't take a turn driving
- Having people ask "Who brought you here?" as they are assuming the traveler cannot get anywhere on his own
- Feeling frustrated with people who don't understand the logistical or emotional impact of nondriving

### Slide 79: Frustrations for Low Vision Drivers

- Finding out they live in a state or province where they can't drive due to what they consider to be arbitrary visual standards
- Visual fatigue when driving
- Having to be both a low vision driver and a nondriver
- Lacking support from family and friends who don't believe they should be learning to drive with low vision
- Hearing negative comments from people
- Learning that people they are close to won't be a passenger in a car with a low vision driver
- Feeling like people are evaluating them when they are driving
- Having their driving critiqued by family and friends in a different way they have critiqued others with typical vision

### Slide 80: Benefits of Being a Nondriver

- Enjoying the social aspects of going places with someone else
- Not experiencing the stresses of driving
- Not having the expense of owning and maintaining a vehicle
- Not having to be the "designated driver"
- Affording to live in a city with good transportation while not having the high expense of having a vehicle in a city
- Not having to search for parking
- Not having to figure out transportation when a vehicle is getting repaired
- Getting more exercise because of using personal methods of travel
- Spending less each month on transportation than those who own and maintain vehicles

### Slide 81: Have a Back-Up Plan

- Pre-program telephone numbers of those to call or text if a problem arises.
- Have notes on public transportation routes the traveler can take if there is a problem with another form of transportation
- Carry cash, a debit card, or a credit card for unexpected expenses
- Already have a rideshare service set up on a mobile device
- Carry extra water and snacks to be prepared for delays.

### Slide 82: A Laugh for the Road Video