

Assessment of Inclusive Driver's Education Opportunities for Individuals with Disabilities

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Objective:

Currently, the Center for Disabilities and Development (CDD) has been approved to implement a driver's education and be a certified testing center. The research provided in this project is to coincide with the implementation CDD is about to embark on. The research is to provide information regarding the barriers the community of individuals with disabilities face. The research will hopefully provide specific information to consider to effectively implement a driver's education program, and to think of strategies to alleviate the barriers as well. The idea was to create a comfortable and accessible environment for individuals. Due to the time restraints of the timing of this research, the implementation of the program will occur after the conclusion of this year's ILEND term.

Method:

The research we conducted for this project consisted of literature reviews of multiple articles. The purpose of the review was to assess our current driving education and testing models to see what can be incorporated to be more inclusive for individuals with disabilities. For the articles we selected had key words including "driving education," "driving simulator," "transportation," and "disability." Along with the literature review, we included a lived perspective and experiences. The purpose of the lived experience was to see if the experiences aligned with the research that was conducted.

Results/Conclusion:

Making driving and driver's education more accessible for people with disabilities requires a comprehensive approach that addresses physical, cognitive, and financial barriers. According to one of the studies (Tyler, et.al., 2017), the top three challenges facing individuals with disabilities include the high cost associated with vehicle adaptations, availability of adapted vehicles, and need for more information about driving equipment. Currently, there is a supply shortage with standard vehicles to purchase, this creates the eligibility to purchase a vehicle that is already accustomed with adaptations is scarce. The research and technology that coincides with adaptative driving equipment can be more costly and more time consuming.

Another study (Wong et. Al., 2018) found a major issue for people with disabilities face is that current driving education programs and driving assessments were not designed to accommodate individuals with these diverse needs. For example, many secondary education institutions are partnered with driver's education to provide their students with training prior to their driver's examination. However, many students with disabilities are subjected to not

being eligible to the education portion and will not be accommodated for their needs as well and they must outsource their own opportunities.

The overall findings of the assignment suggest that the CDD will need to consider adapting the strategies of providing the students with a program that can be tailored to their needs, they will need to be financially viable in order to provide the costs of adaptive equipment, look into certain modifications, different education methods, consider the use of a controlled environment for testing, and the use of assistive technologies such as an activated GPS system which will help these individuals to navigate (Ismail et. Al., 2019). Overall, these strategic initiatives can become parallel with the CDD's implementation to have a successful program.

References:

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