

MOBILITY ACTIVITY ROUTINE OBSERVATION

Student: Routine: Implementers: Time: Location Beginning and End: Route:

Important Landmarks or Features for the Child

List of Materials Needed:

Directions: Be sure that the first step of the routine has a clear beginning, and the last step is the clear ending. After the routine has been run a few times, select the destination object cue that the child associates with the final destination. That can become the cue for that route.

Object Cue for Routine (to be filled out after running the routine a few times):

ROUTINE STEPS	ADAPTATION / MODIFICATION	MOBILITY OR OTHER IEP GOAL OBJECTIVE	TARGETED LANDMARKS AND VOCABULARY	COMMENTS _____
.				

Activity Routines, developed by Kate Moss, Texas Deafblind Outreach, 2002

Parker, A. T. (2017). Considering a practical orientation and mobility framework to design communication interventions for people with visual impairments, deafblindness, and multiple disabilities. *Perspectives of the ASHA SIGs*, 2(SIG 12), 89–97. doi: 10.1044/persp2.SIG12.89

ROUTINE STEPS	ADAPTATION / MODIFICATION	MOBILITY OR OTHER IEP GOAL OBJECTIVE	TARGETED LANDMARKS AND VOCABULARY	COMMENTS _____

Describe the Routine:

Motivation

Activity Routines, developed by Kate Moss, Texas Deafblind Outreach, 2002

Parker, A. T. (2017). Considering a practical orientation and mobility framework to design communication interventions for people with visual impairments, deafblindness, and multiple disabilities. *Perspectives of the ASHA SIGs*, 2(SIG 12), 89–97. doi: 10.1044/persp2.SIG12.89

Orientation

Movement/Muscles

Mobility

Adaptions/Aids

Synergy

What object symbols represent meaningful landmarks or points along the journey for the child ?

Documentation Date: _____

Documenter's Signature: _____

Teacher Notes:

Activity Routines, developed by Kate Moss, Texas Deafblind Outreach, 2002

Parker, A. T. (2017). Considering a practical orientation and mobility framework to design communication interventions for people with visual impairments, deafblindness, and multiple disabilities. *Perspectives of the ASHA SIGs*, 2(SIG 12), 89–97. doi: 10.1044/persp2.SIG12.89

Parent Notes:

Activity Routines, developed by Kate Moss, Texas Deafblind Outreach, 2002

Parker, A. T. (2017). Considering a practical orientation and mobility framework to design communication interventions for people with visual impairments, deafblindness, and multiple disabilities. *Perspectives of the ASHA SIGs*, 2(SIG 12), 89–97. doi: 10.1044/persp2.SIG12.89