## **MOBILITY ACTIVITY ROUTINE OBSERVATION**

Location Beginning and End:

Routine:

Time:

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

Student:

Implementers:

Route:				
Important Landmarks or Features for the C	Child			
List of Materials Needed:				
<b>Directions:</b> Be sure that the first step of the been run a few times, select the destination that route.				
Object Cue for Routine (to be filled out after	er running the routine a	few times):		
ROUTINE STEPS	ADAPTATION / MODIFICATION	MOBILITY OR OTHER IEP GOAL OBJECTIVE	TARGETED LANDMARKS AND VOCABULARY	COMMENTS

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

(Appendix 4)

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ROUTINE STEPS	ADAPTATION /	MOBILITY OR OTHER	TARGETED	COMMENTS
	MODIFICATION	IEP GOAL OBJECTIVE	LANDMARKS AND	
			VOCABULARY	
			VOCABOL IIII	
				1

## Describe the Routine:

## **M**otivation

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## Orientation Movement/Muscles Mobility Adaptions/Aids Synergy

Teacher Notes:

What object symbols represent meaningful landmarks or points along the journey for the child?					
Documentation Date:	Documenter's Signature:				

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Parent Notes:	
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