

ACTIVITY ROUTINE

Student:

Routine:

Implementers:

Time:

Location:

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, choose one of the objects in the materials to become the "object cue" to represent the entire routine.

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

ROUTINE STEPS	ADAPTATION / MODIFICATION	IEP GOAL OBJECTIVE	TARGETED VOCABULARY	COMMENTS

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

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Describe the Routine:

Motivation

Orientation

Movement

Mobility

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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

Adaptions/Aids

Synergy

Documentation Date: _____

Documenter's Signature: _____

Teacher Notes:

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Parent Notes:

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