



ROUTE EVALUATION TOOL

INSTRUCTIONS: Identify at least three routes that team members have identified as the most important routes for the student to travel. For each route, check the number of items that apply to the student. The route with the most checks should be the route team members select for the student to receive travel instruction.

Student's Name:	Date:
Environment:	Activity:

Environmental Items	Route 1	Route 2	Route 3
Is the noise level low enough to avoid distractions?			
Is there a small number of people traveling the route at the time the student will travel the route?			
Is vehicle traffic light during the time the student will travel the route?			
Is there little likelihood of unexpected barriers?			
Are there clues or landmarks available for the student to use while traveling?			
Are there a limited number of turns or change in directions along the route?			
Does the route have a limited number of large, open spaces?			
Does the route follow a straight line?			
Is the route without barriers or obstacles that would be dangerous (e.g., stairs, uneven surfaces, indoor or outdoor intersections, drop-offs, low hanging items from the ceiling, etc.)?			

Student Skill Items	Route 1	Route 2	Route 3
Is it unlikely that the student would run into people while traveling the route?			
Can dangerous barriers or obstacles be removed or eliminated?			
Would the student be able to protect him or herself while traveling the route?			
Will the student be able to understand instructions for traveling the route?			
Does the student know directions, such as right and left?			
Does the student follow two part directions?			
Does the student follow three part directions?			
Is the student familiar with the environment, location, and activity?			
Has the student been successful in traveling other routes within the environment?			
Is the travel route motivating to the student?			

Will the student travel the route frequently?			
Will the student be able to use their residual vision or hearing during travel?			
Will the student be able to use their tactile senses for travel?			
Will the student be able to use a mobility device for travel (e.g., wheelchair, walker, support cane, etc.)?			
Will the student be able to use an augmentative communication device or use sign language to participate in communicative interactions for travel?			

Comments: