

## Travel Analysis Guide

INSTRUCTIONS: After selecting a specific location or activity in which the person will travel (Phase 2 and/or Phase 3) and brainstorming all of the possible ways the individual could travel in that situation (Phase 4), team members now need to compare each travel possibility using the Travel Analysis Guide.

**Use a different form for each route or activity sequence** and check whether each item is positive, negative or not applicable (N/A) for that particular route/activity.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Environment/Location: \_\_\_\_\_ Activity: \_\_\_\_\_

### Considerations for Travel to or during an Activity

<b>Consider how the following factors might influence travel and/or participation for each route or activity sequence:</b>	<b>+</b>	<b>-</b>	<b>N/A</b>
Whether the noise level will affect the student while traveling along the route or during the activity.			
The number of people traveling the route or involved in the activity with the student.			
Whether the student might run into other people while traveling the route/participating in the activity.			
Whether there are any distinctive features (e.g., food smells, landmarks) that might affect the student while traveling.			
The number of turns or changes in direction that occur along the route or are required to participate in the activity.			
Whether there are any large, open spaces along the route.			
Whether the route follows a straight line.			
Whether the route or activity has obstacles that would be dangerous (e.g., stairs, uneven surfaces, etc.)			
Whether any dangerous obstacles can be removed, modified, or avoided.			
Whether the student can protect him or herself while traveling the route or during the activity.			
The likelihood that the student will be able to follow any necessary instructions for traveling the route.			
Whether the route requires knowledge of directions, such as "on the right" or "turn left."			
Whether the student is familiar with the environment, location, and activity.			

The likelihood that the student will be motivated when traveling along the route or participating in the activity.			
The number of times the student will routinely travel the route or participate in the activity.			
The number of additional opportunities that the student might have to travel the route or practice the activity.			
The likelihood that the route or activity will remain used or relevant in the future.			
The likelihood the student will need to communicate along the route or during the activity.			
The likelihood that the student will need or use any aids (e.g., wheelchair, walker) along the route or in the activity.			
Whether the student can or will use his/her residual hearing during travel.			
Whether the student can or will use his/her residual vision during travel.			
Whether the student can or will use his/her tactile senses for travel.			
The level of support or supervision that the student is likely to need along the route or to participate in the activity.			
Whether the student is likely to interact with or be able to rely upon natural supports (e.g., nondisabled peers, coworkers).			

Comments: