

Community Mobility Planning Process

Step 1: Identify Person-Centered Community Mobility Priorities & Preferences (Weeks 1-4)

Objectives

- 1.1) Identify the young adult's current and future interests and priorities
- 1.2) Describe young adult's past and current community mobility experiences
- 1.3) Identify the community mobility options that could support the young adult to engage in their interests and their priorities currently and in the future
- 1.4) Summarize the potential challenges to the use of these community mobility options
- 1.5) Summarize the supports or resources that are needed to use these community mobility options

Activity 1: Getting to Know Me

Young Adult

Activity 2: Activity Priorities & Preferences

Young Adult

*Activity 3: Brainstorming

Young Adult

Activity 4: Brainstorming

Parent/Professional

*Activity 5: Transportation Experiences

Young Adult

Activity 6: Transportation Experiences

Parent/Professional

Step 2: Evaluate Person & Environment Components Supporting Community Mobility (Weeks 5-8)

Objectives

- 2.1) Identify young adult's current skills that support community mobility
- 2.2) Describe the gaps between the young adult's current skills and skills needed to support community mobility
- 2.3) Identify and describe environment supports and barriers to community mobility

*Activity 7: Skills for Mobility Checklist: Foundational Skills

Professional

*Activity 8: Skills for Mobility Checklist: Specific Transportation Type

Professional

*Activity 9: Environmental Evaluation

Professional

Step 3: Set a Person-Centered Community Mobility Goal (Weeks 9-10)

Objectives

- 3.1) Generate a person-centered community mobility goal
- 3.2) Rate the current ability and satisfaction with current community mobility performance from the perspective of the young adult, the parent, and the professional.

*Activity 10: Setting a Community Mobility Goal

Team

Step 4: Deliver Interventions to Support Community Mobility (Weeks 11-21)

Objectives

- 4.1) Deliver interventions to build skills to support community mobility and address environmental barriers and supports
- 4.2) Practice using different types of transportation to get around the community using a process of planning, doing, and reflecting

*Activity 11: Plan the trip

Young Adult

*Activity 12: Reflect

Young Adult

*Activity 13: Community Mobility Intervention Log

Professional

Step 5: Evaluate Progress (Weeks 22-24)

Objectives

- 5.1) Monitor progress towards goals and objectives
- 5.2) In response to progress, adapt intervention plan or identify new goals and objectives

**Activity 14: Evaluating Goal Progress*

Team

Activity 15: Identifying Next Steps/

Adapting the Plan

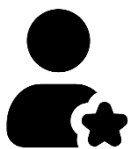
Team

***Key activities aligned with core principles of the Community Mobility Planning Process**

Community Mobility Planning Process

Step 1: What do I want to do in my community?

What is important to me?



Created by Meko from Noun Project

What are the different ways to get around in my community?



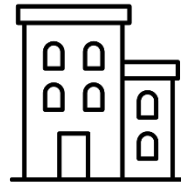
Step 2: What are the strengths and challenges to getting around my community?

What are my skills?

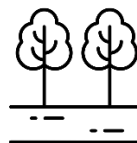


Created by Alec Dhuse from the Noun Project

How do person, places and things in my community help me or make it harder for me?



Created by Made x Made from Noun Project



Created by Made x Made from Noun Project

Step 3: What is my community mobility goal?

By next year, how will I be able to get around my community?



How can I work step by step to meet my goal?



Created by Gregor Cresnar from Noun Project

Community Mobility Planning Process

Step 4: Work on it!

Build my community mobility skills by planning, practicing, and reflecting.



Find people & things to help me



Step 5: How has my community mobility changed?

What did I learn?



How am I getting around my community now?



Activity 1: Getting to Know Me

Activity 1: Getting to Know Me

Name of young adult:	
Date:	
Activity start time:	Activity end time:
Activity completed by (check all that apply): ☐ Young adult ☐ Professional ☐ Parent	
How activity was completed: ☐ Individual meeting with young adult ☐ Zoom meeting for young adult ☐ Group/teams of young adults together	

Step 1 Directions:

- Read the question in box A. Write your answer in box B.

A.	B.
What are your favorite things to do?	
What makes you feel good?	
Who do you live with?	
What do you do on weekends?	
What do you do during the week?	
Who do you enjoy spending time with?	
What are your dreams for the future?	
What do you feel that you are good at?	
What would you like to get better at?	
What is important for other people to know about you?	

Activity 1_Getting to Know Me_v1

Objective:

1.1) Identify the young adult's current and future interests and priorities

Directions:

- Read the directions together for Step 1.
- Go question by question until you feel the young adult understands the activity and can complete the section independently. Have them write their answers in box B.
- Once Step 1 is complete, move onto Step 2 and read the directions together.
- Facilitate a conversation to begin to identify the young adult's current and future interests and priorities. See Example Discussion

Questions provided for ideas on how to facilitate the conversation.

Example Discussion Questions:

- Let's look back at what you wrote. Of everything you wrote here, what is most important to you?*
- Of all the things you like to do, what matters most?*
- I see you wrote this here. Can you tell me more about this?*
- What do you enjoy about this the most?*
- What places do you like to go to most?*
- Who do you like to go to these places with? Why?*
- What made you write this?*

Activity 1: Getting to Know Me

Name of young adult:	
Date:	
Activity start time:	Activity end time:
Activity completed by (check all that apply): ☐ Young adult ☐ Professional ☐ Parent	
How activity was completed: ☐ Individual meeting with young adult	
☐ Team meeting for young adult ☐ Group/class of young adults together	

Step1 Directions:

- Read the question in box **A**. Write your answer in box **B**.

A.	B.
What are your favorite things to do?	
What makes you feel good?	
Who do you live with?	
What do you do on weekends?	
What do you do during the week?	
Who do you enjoy spending time with?	
What are your dreams for the future?	
What do you feel that you are good at?	
What would you like to get better at?	
What is important for other people to know about you?	

Step 2 Directions:

- Look over your answers in Step 1.
- Think which of your answers are most important to you.
- Share them out loud.
- Write what you shared in the box below.



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What is most important to me?



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Activity 2: Priorities and Preferences

Activity Priorities and Preferences			
Directions: <u>STEP 1:</u> Look at the pictures below. Each picture is an activity you might need or want to do. <u>STEP 2:</u> Think to yourself: Do I need to do this activity? Do I want to do this activity? Or is this activity not for me ? <u>STEP 3:</u> Put a check mark in one of the boxes next to the image ✓			
The activities on this page are for work or school .			
	Work at a job in a company or organization ☐ Need ☐ Want ☐ Not for me		Attend a university, college, or community/junior college ☐ Need ☐ Want ☐ Not for me
	Employment services or training (such as VR, supported employment) ☐ Need ☐ Want ☐ Not for me		Attend trade, technical, or vocational school ☐ Need ☐ Want ☐ Not for me
	Volunteer ☐ Need ☐ Want ☐ Not for me		Attend adult educational classes ☐ Need ☐ Want ☐ Not for me

Objective:

1.1) Identify the young adult's current and future interests and priorities

Directions:

1. Read the directions with the young adult, pointing to the page to support comprehension.
2. Go through each box one by one. Support the young adult in identifying "Need", "Want", or "Not for me" by reading the activity together and demonstrating how to check the appropriate box.
3. The young adult will check "Need" if the activity is a necessity, such as work or school.
4. The young adult will check "Want" if the activity is not a necessity, but a preference or something they want to try in the future.

5. The young adult will check "Not for me" if they have no desire to engage in this activity.
6. The "Other" boxes are optional. The young adult will write in the blank space if they have an activity idea that is not listed. Ensure the young adult has adequate time to brainstorm thoughts.
7. After the worksheet is completed, have a conversation to identify further current and future interests and priorities for the young adult. See Discussion Questions for examples of questions to use to facilitate this conversation.

Example Discussion Questions:

- *If you could choose only one of these work or school related activities, which would be the most important to you?*
- *Think about all the activities you need and want to do for fun and with your friends. Where is your favorite place to go or thing to do with them?*
- *Out of all the activities you may want to do on your own one day, what is most important and why?*
- *Are there other activities you like to do that are not listed on the page?*

Activity 2: Activity Priorities and Preferences

Name of young adult:	
Date:	
Activity start time:	Activity end time:
Activity completed by (check all that apply): ☐ Young adult ☐ Professional ☐ Parent	
How activity was completed: ☐ Individual young adult ☐ Team meeting for young adult ☐ Group/class of young adults	

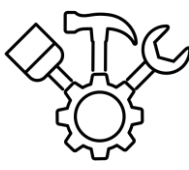
Directions:

STEP 1: Look at the pictures below. Each picture is an activity you might need or want to do.

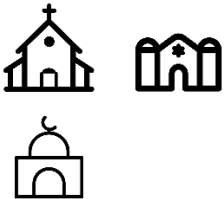
STEP 2: Think to yourself: Do I **need** to do this activity? Do I **want** to do this activity? Or is this activity **not for me**?

STEP 3: Put a check mark in one of the boxes next to the image

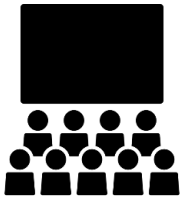
The activities on this page are for **work or school**.

 Work at a job in a company or organization ☐ Need ☐ Want ☐ Not for me	 Attend a university, college, or community/junior college ☐ Need ☐ Want ☐ Not for me
 Employment services or training (such as VR, supported employment) ☐ Need ☐ Want ☐ Not for me	 Attend trade, technical, or vocational school ☐ Need ☐ Want ☐ Not for me
Volunteer Application _____ _____ Volunteer ☐ Need ☐ Want ☐ Not for me	 Attend adult educational classes ☐ Need ☐ Want ☐ Not for me
 Have my own business (like mow lawns, walk dogs, sell jewelry) ☐ Need ☐ Want ☐ Not for me	 Join the military ☐ Need ☐ Want ☐ Not for me
Other: ☐ Need ☐ Want	Other: ☐ Need ☐ Want

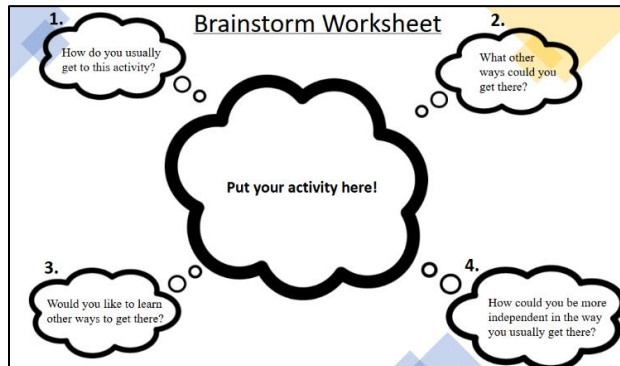
The activities on this page are for **living independently**.

 Go to the grocery store ☐ Need ☐ Want ☐ Not for me	 Go to the doctor or dentist ☐ Need ☐ Want ☐ Not for me
 Go to the bank or atm ☐ Need ☐ Want ☐ Not for me	 Get medicine or medication ☐ Need ☐ Want ☐ Not for me
 Shop for clothing and other things I need ☐ Need ☐ Want ☐ Not for me	 Go to the post office ☐ Need ☐ Want ☐ Not for me
 Go to church, synagogue, mosque or other religious place ☐ Need ☐ Want ☐ Not for me	 Go to exercise or play sports (like the YMCA, gym, or rec center) ☐ Need ☐ Want ☐ Not for me
Other: ☐ Need ☐ Want	Other: ☐ Need ☐ Want

The activities on this page are for **during your free time.**

 Go to the movies ☐ Need ☐ Want ☐ Not for me	 Go to sports events ☐ Need ☐ Want ☐ Not for me
 Go shopping ☐ Need ☐ Want ☐ Not for me	 Go out to eat ☐ Need ☐ Want ☐ Not for me
 Join a club or group ☐ Need ☐ Want ☐ Not for me	 Go to the library ☐ Need ☐ Want ☐ Not for me
 Go to a park ☐ Need ☐ Want ☐ Not for me	 Go to concerts or other live shows (theater, dance) ☐ Need ☐ Want ☐ Not for me
Other: ☐ Need ☐ Want	Other: ☐ Need ☐ Want

Activity 3: Brainstorming Worksheet – Young Adult



Objectives:

- 1.1)** Identify the young adult's current and future interests and priorities
- 1.2)** Describe the young adult's past and current community mobility experiences
- 1.3)** Identify the community mobility options that could support the young adult to engage in their interests and their priorities currently and in the future

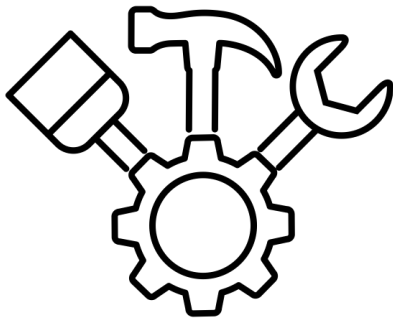
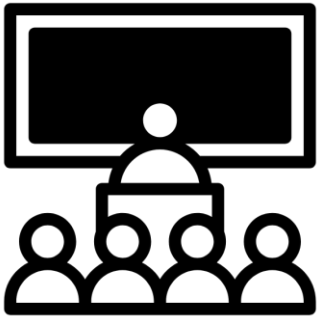
Preparation:

- Print and cut out activity cards so that the young adult can choose from one at a time to place on top of their Brainstorm Worksheet.
- Print out images of different types of transportation or have them up on a screen to reference to. This is to cue the young adult to think about and brainstorm new and different forms of transportation that they may not have considered before.

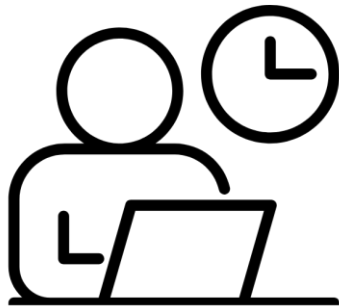
Directions:

1. Introduce activity: We are going to think about some new activities that you like to do, then talk about how you get there now and how you might get there more independently.
2. Have to young adult choose their preferred activity and place it on the center cloud that says "Put your activity here!"
3. Go question by question and facilitate an open-ended discussion collecting their responses. Use the Prompts and Cues for Brainstorming Worksheet – The young adult should guide this discussion.

Activity Images for Print Out (Work or School)

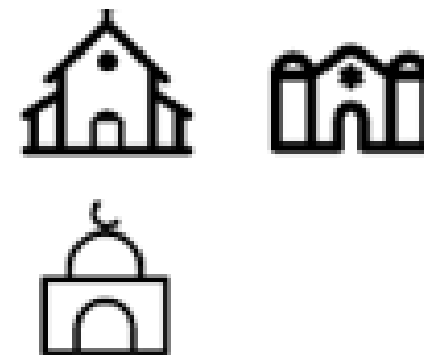
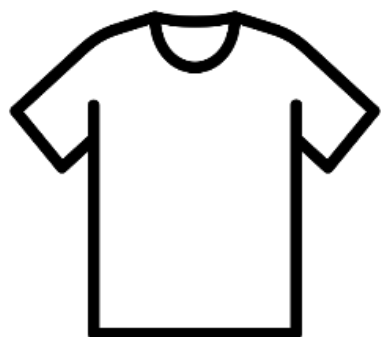


Volunteer
Application

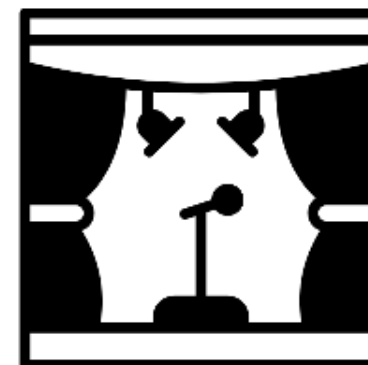
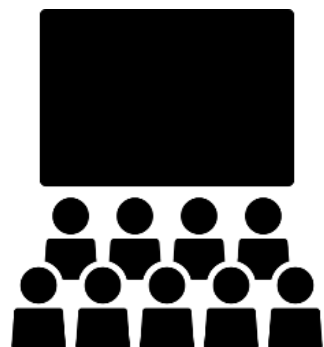


VR

Activity Images for Print Out (Living Independently)



Activity Images for Print Out (During Free Time)



Activity 3: Brainstorming Worksheet – Young Adult

Name of young adult:	
Date:	
Activity start time:	Activity end time:
Activity completed by (check all that apply): ☐ Young adult ☐ Professional ☐ Parent	
How activity was completed: ☐ Individual meeting with young adult	
☐ Team meeting for young adult ☐ Group/class of young adults together	

Show the worksheet on the next page to parents. Record responses below.

Question 1: “Thinking about the different kinds of transportation, how do you usually get to your activity?”

Record notes here:

Question 2: “Thinking again about the different kinds of transportation, what is another way you get could to your activity?”

Record notes here:

Question 3: “Thinking about the way you usually get to your activity, would you be interested in learning a new way to get there? Why or why not?”

Record notes here:

Question 4: “Thinking about the way you usually get to your activity, how could you be more independent in the way that you get there?”

Record notes here:

Brainstorm Worksheet

1.

How do you usually
get to this activity?

2.

What other
ways could
you get there?

Put your activity here!

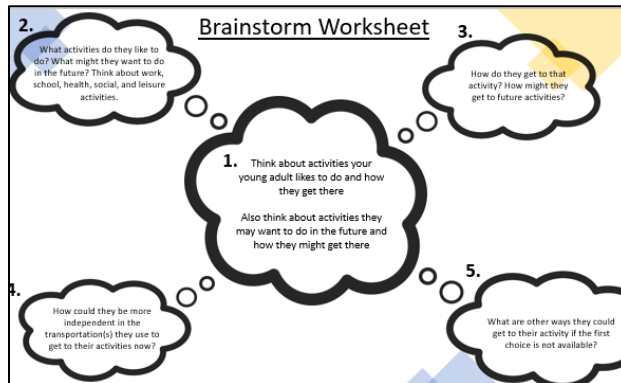
3.

Would you like to learn
other ways to get there?

4.

How could you be more
independent in the way
you usually get there?

Activity 4: Brainstorm Worksheet – Parent



Objectives:

- 1.1)** Identify the young adult's current and future interests and priorities
- 1.2)** Describe the young adult's past and current community mobility experiences
- 1.3)** Identify the community mobility options that could support the young adult to engage in their interests and their priorities currently and in the future

Directions:

1. Starting with the cloud in the center, use this worksheet to guide an open-ended discussion with the parent, asking and answering the questions in each individual cloud.

2. Think about some activities that your young adult likes to do, then talk about how they get there now and how they might get there more independently.

Example Discussion Questions

- *What comes up for you when considering different transportation options for your young adult?*
- *What comes up for you when thinking about your young adult being more independent with transportation?*
- *Have you ever considered other transportation options in the past? If not, what has stopped you?*

Activity 4: Brainstorming Worksheet – Parent

Name of young adult:	
Date:	
Activity start time:	Activity end time:
Activity completed by (check all that apply): ☐ Young adult ☐ Professional ☐ Parent	
How activity was completed: ☐ Individual meeting with young adult	
☐ Team meeting for young adult ☐ Group/class of young adults together	

Show the worksheet on the next page to parents. Record responses below.

Question 1: “Think about activities your young adult likes to do and how they get there”
<i>Record notes here:</i>
Question 2: “What activities do they like to do? What might they want to do in the future? Think about work, school, health, social, and leisure activities.”
<i>Record notes here:</i>
Question 3: “How do they get to that activity? How might they get to future activities?”
<i>Record notes here:</i>
Question 4: “How could they be more independent in the transportation(s) they use to get to their activities now?”
<i>Record notes here:</i>
Question 4: “What are other ways they could get to their activity if the first choice is not available?”
<i>Record notes here:</i>

Brainstorm Worksheet

1.

What activities do they like to do? What might they want to do in the future? Think about work, school, health, social, and leisure activities.

2.

How do they get to that activity? How might they get to future activities?

3.

How could they be more independent in the transportation(s) they use to get to their activities now?

4.

What are other ways they could get to their activity if the first choice is not available?

Activity 5: Transportation Experiences: Young Adult

Transportation Experiences – Young Adult Version						
Transportation Type	Is this available in my area?	Think about it		Talk about it		
		How much have I used this?	Do I want to use this more?	Why don't I use this now?	What would help me use this?	What accommodations would I need?
 Bus or Train	☐ Yes ☐ No ☐ I don't know	☐ I have used this a lot ☐ I have used this a little ☐ I used to use this ☐ I have never used this	☐ Yes ☐ No ☐ I don't know			
 Mobility Device or Walking	☐ Yes ☐ No ☐ I don't know	☐ I have used this a lot ☐ I have used this a little ☐ I used to use this ☐ I have never used this	☐ Yes ☐ No ☐ I don't know			
 Biking	☐ Yes ☐ No ☐ I don't know	☐ I have used this a lot ☐ I have used this a little ☐ I used to use this ☐ I have never used this	☐ Yes ☐ No ☐ I don't know			

Objectives:

1.2) Describe young adult's past and current community mobility experiences

1.3) Identify the community mobility options that could support the young adult to engage in their interests and their priorities currently and in the future

1.4) Summarize the potential challenges to the use of these community mobility options

1.5) Summarize the supports or resources that are needed to use these community mobility options

Directions:

1. Read the title to the young adult.
Explain that this activity will be used to explore past experiences with different types of transportation as well as future interests and needed accommodations and supports.
2. Start with the **Think about it...** side of the page. Read the questions along

with the young adult (if they need it), pointing to the boxes, moving from left to right, and demonstrating how to check the appropriate boxes.

3. In the **Talk about it...** side of the page, prompt the young adult to write their responses in the boxes and then have a discussion.

Example Discussion Questions:

- *Can you tell me more about a time that you used this transportation?*
- *Can you tell me more about why you do not want to use this transportation?*
- *What are the reasons you stopped using this type of transportation?*
- *What helped you to use this transportation in the past?*
- *Can you think of some things that might help you to use this type of transportation?*
- *What supports or accommodations do you use currently? Which one of those might help you with this type of transportation?*

Activity 5: Transportation Experiences – Young Adult

Name of young adult:	
Date:	
Activity start time:	Activity end time:
Activity completed by (check all that apply): ☐ Young adult ☐ Professional ☐ Parent	
How activity was completed: ☐ Individual meeting with young adult ☐ Team meeting for young adult ☐ Group/class of young adults together	

	Think about it			Talk about it		
Transportation Type	Is this available in my area?	How much have I used this?	Do I want to use this more?	Why don't I use this now?	What would help me use this?	What accommodations would I need?
 Bus or Train	☐ Yes ☐ No ☐ I don't know	☐ I have used this a lot ☐ I have used this a little ☐ I used to use this ☐ I have never used this	☐ Yes ☐ No ☐ I don't know			
 Mobility Device or Walking	☐ Yes ☐ No ☐ I don't know	☐ I have used this a lot ☐ I have used this a little ☐ I used to use this ☐ I have never used this	☐ Yes ☐ No ☐ I don't know			

Activity 5: Transportation Experiences – Young Adult

	Think about it			Talk about it		
Transportation Type	Is this available in my area?	How much have I used this?	Do I want to use this more?	Why don't I use this now?	What would help me use this?	What accommodations would I need?
 Biking	☐ Yes ☐ No ☐ I don't know	☐ I have used this a lot ☐ I have used this a little ☐ I used to use this ☐ I have never used this	☐ Yes ☐ No ☐ I don't know			
 Ridehailing (Uber/Lyft/Taxi)	☐ Yes ☐ No ☐ I don't know	☐ I have used this a lot ☐ I have used this a little ☐ I used to use this ☐ I have never used this	☐ Yes ☐ No ☐ I don't know			
 Using Paratransit	☐ Yes ☐ No ☐ I don't know	☐ I have used this a lot ☐ I have used this a little ☐ I used to use this ☐ I have never used this	☐ Yes ☐ No ☐ I don't know			

Activity 5: Transportation Experiences – Young Adult

	Think about it			Talk about it		
Transportation Type	Is this available in my area?	How much have I used this?	Do I want to use this more?	Why don't I use this now?	What would help me use this?	What accommodations would I need?
 Riding in Someone's Car	☐ Yes ☐ No ☐ I don't know	☐ I have used this a lot ☐ I have used this a little ☐ I used to use this ☐ I have never used this	☐ Yes ☐ No ☐ I don't know			
Transportation Type	Is this available in my area?	How much have I used this?	Do I want to use this more?	Why don't I use this now?	What would help me use this?	What accommodations would I need?
 Driving Yourself	☐ Yes ☐ No ☐ I don't know	☐ I have used this a lot ☐ I have used this a little ☐ I used to use this ☐ I have never used this	☐ Yes ☐ No ☐ I don't know			
Is there another type of transportation you use? Write it in the box below.						
Other:	☐ Yes ☐ No ☐ I don't know	☐ I have used this a lot ☐ I have used this a little ☐ I used to use this ☐ I have never used this	☐ Yes ☐ No ☐ I don't know			

Activity 6: Transportation Experiences: Parent or Professional

Activity 6: Transportation Experiences – Parent or Professional

Name of young adult:					
Date:		Activity end time:			
Activity completed by (check all that apply): ☐ Young adult ☐ Professional ☐ Parent					
How activity was completed: ☐ Individual meeting with young adult ☐ Home meeting for young adult ☐ Group/class of young adults together					

Transportation Type	Is this available?	Do they use it?	Would you like them to use it, or use it more? (No → go to next)	Why don't they use it more?	What kind of help would they need to use it or use it more?
Bus, Trolley and Train Services	Y or N	Y or N	Y or N		
Subway/Metro	Y or N	Y or N	Y or N		
Trains	Y or N	Y or N	Y or N		
Ferris	Y or N	Y or N	Y or N		
Ride Hailing Services: Uber/Lyft/Taxi	Y or N	Y or N	Y or N		
Walking	Y or N	Y or N	Y or N		
Biking or Electric Scooters	Y or N	Y or N	Y or N		
Paratransit	Y or N	Y or N	Y or N		
Driving a personal car	Y or N	Y or N	Y or N		
Carpooling or Car Sharing Services	Y or N	Y or N	Y or N		
Shuttle Services	Y or N	Y or N	Y or N		
School Buses	Y or N	Y or N	Y or N		

Objectives:

1.2) Describe the young adult's past and current community mobility experiences

1.3) Identify the community mobility options that could support the young adult to engage in their interests and their priorities currently and in the future

1.4) Summarize the potential challenges to the use of these community mobility options

1.5) Summarize the supports or resources that are needed to use these community mobility options

Directions:

1. This activity can be completed by the parent or professional.
2. Circle yes or no for each transportation type and providing a written answer in the boxes.
3. Facilitate a discussion about each transportation type and record your notes.

Example Discussion Questions:

- *I see you circled no for this box. Can you tell me more about that?*
- *Can you elaborate on why your young adult does not use this?*
- *Can you provide examples of what help they might need?*
- *Can you provide examples of what has helped them in the past in terms of getting places?*
- *Can you provide examples of what has not helped them in the past?*
- *Are any of these examples of transportation not available in your area? Which ones?*

Activity 6: Transportation Experiences – Parent or Professional

Name of young adult:	
Date:	
Activity start time:	Activity end time:
Activity completed by (check all that apply): ☐ Young adult ☐ Professional ☐ Parent	
How activity was completed: ☐ Individual meeting with young adult ☐ Team meeting for young adult ☐ Group/class of young adults together	

Transportation Type	Is this available?	Do they use it?	Would you like them to use it, or use it more? (No → go to next)	Why don't they use it more?	What kind of help would they need to use it or use it more?
Bus, Trolley and Tram Services	Y or N	Y or N	Y or N		
Subway/Metro	Y or N	Y or N	Y or N		
Trains	Y or N	Y or N	Y or N		
Ferries	Y or N	Y or N	Y or N		
Ride hailing Services: Uber/Lyft/Taxi	Y or N	Y or N	Y or N		
Walking	Y or N	Y or N	Y or N		
Biking or Electric Scooters	Y or N	Y or N	Y or N		
Paratransit	Y or N	Y or N	Y or N		
Driving a personal car	Y or N	Y or N	Y or N		
Carpooling or Car Sharing Services	Y or N	Y or N	Y or N		
Shuttle Services	Y or N	Y or N	Y or N		
School Buses	Y or N	Y or N	Y or N		

Activity 7: Skills for Mobility Checklist: Foundational Skills

General Skills	Independent	With a little help	With a lot of help	Not yet able, even with help
Identify what time to arrive at destination				
Plan enough time to arrive at expected time				
Know the address of the destination				
Identify the vehicle when it arrives for pick up				
Open and close vehicle door from the inside and outside of the vehicle				

Objectives:

- 2.1) Identify young adult's current skills that support community mobility
- 2.2) Describe the gaps between the young adult's current skills and skills needed to support community mobility

Directions:

This activity is completed using the "Skills for Mobility Checklist: Foundational Skills."

This checklist is completed by professionals, with input from young adults and parents.

This checklist includes the foundational skills that support independent community mobility, including safety awareness, planning, attention, problem solving, self-regulation, endurance, and communication.

For each skill, rate the young adult's ability:

- **Independent:** Does without assistance from others. Includes independent with supports or

assistive technology (e.g., written directions, communication device, wheelchair).

- **With a little help:** Minimal verbal or physical assistance is needed. This includes clarifying the correct bus stop with a fellow passenger, receiving assistance from the rideshare driver to open/close the door.
- **With a lot of help:** Verbal or physical assistance is needed for all components of the skill. This includes step by step reminders, and hand over hand assistance.
- **Not yet able, even with help:** The young adult is unable to engage in this functional skill, even with full support.

The completed checklist will then be reviewed in future steps to:

- Step 3: Identify skills to include in community-based goals
- Step 4: Guide the young adult's practice of community mobility skills
- Step 5: Track changes in skills over time

Community Mobility Checklist: Foundational Skills

Name of young adult (First Name, Last Initial):	
Date:	
Activity start time:	Activity end time:
Activity completed by (check all that apply): ☐ Young adult ☐ Professional ☐ Parent	
How activity was completed: ☐ Individual young adult ☐ Team meeting for young adult ☐ Group/class of young adults	

This checklist includes skills that provide the foundational skills that support independent community mobility, including safety awareness, planning, attention, problem solving, self-regulation, endurance, and communication.

This checklist can be used to:

- **Step 2:** Describe the young adult's current skills
- **Step 3:** Identify skills to include in community-based goals
- **Step 4:** Guide the young adult's practice of community mobility skills
- **Step 5:** Track changes in skills over time

Skill	Independent	With a little help	With a lot of help	Not yet able, even with help
Know important personal information (e.g., name, address, emergency contact).				
Know how to call 911 and provide needed information				
Can use a phone to call or text others				
Understand the concept of stranger awareness.				
Can seek help from appropriate people when needed/ Understands who is safe to ask for help.				
Can say 'no' or refuse unsafe help.				
Handle personal belongings responsibly in public settings (for example, doesn't lose things, keeps private information secure, handles money discretely)				
Can use money or a debit card to make purchases.				
Identify emergency responders and public transit workers.				
Identify when there is a problem, or when things are not going as planned or expected.				
Understand and follow spoken or written instructions.				
Interpret signs (for example, directional signs, bathroom signs)				

Skill	Independent	With a little help	With a lot of help	Not yet able, even with help
Use crosswalks and obey traffic signals.				
Dress appropriately for the weather.				
Spend time independently without direct supervision.				
Can calm themselves down if getting upset, and/or use strategies to remain calm in stressful situations.				
Communicate needs clearly, either verbally or non-verbally.				
Use a calendar (electronic or paper) to schedule and plan for activities.				
Monitor the passing of time while engaged in activities.				
Can walk/move around for 15-30 minutes without a break				

Activity 8: Skills for Mobility Checklist: Specific Transportation Type

General Skills	Independent	With a little help	With a lot of help	Not yet able, even with help
Identify what time to arrive at destination				
Plan enough time to arrive at expected time				
Know the address of the destination				
Identify the vehicle when it arrives for pick up				
Open and close vehicle door from the inside and outside of the vehicle				

Objectives:

- 2.1) Identify young adult's current skills that support community mobility
- 2.2) Describe the gaps between the young adult's current skills and skills needed to support community mobility

Directions:

1. This activity is completed using one of the "Skills for Mobility Checklists" for:
 - Walking
 - Biking
 - Using Public Transportation (Bus/Train)
 - Paratransit
 - Rideshare/Taxi
2. Complete at least one checklist for the transportation type of most interest to young adults and families (identified in Step 1).

These checklists are completed by professionals, with input from young adults and parents.

This checklist includes most skills needed to successfully use each transportation type.

For each skill, rate the young adult's ability:

- **Independent:** Does without assistance from others. Includes independent with supports or assistive technology (e.g., written directions, communication device, wheelchair).
- **With a little help:** Minimal verbal or physical assistance is needed. This includes clarifying the correct bus stop with a fellow passenger, receiving assistance from the rideshare driver to open/close the door.
- **With a lot of help:** Verbal or physical assistance is needed for all components of the skill. This includes step by step reminders, and hand over hand assistance.
- **Not yet able, even with help:** The young adult is unable to engage in this functional skill, even with full support.

The completed checklist will then be reviewed in future steps to:

- Step 3: Identify skills to include in community-based goals
- Step 4: Guide the young adult's practice of community mobility skills
- Step 5: Track changes in skills over time

Community Mobility Checklist: Walking

Name of young adult (First Name, Last Initial):	
Date:	
Activity start time:	Activity end time:
Activity completed by (check all that apply): ☐ Young adult ☐ Professional ☐ Parent	
How activity was completed: ☐ Individual young adult ☐ Team meeting for young adult ☐ Group/class of young adults	

This checklist includes most of the skills needed to successfully walk to a destination in the community.

This checklist can be used to:

- **Step 2:** Describe the young adult's current skills
- **Step 3:** Identify skills to include in community-based goals
- **Step 4:** Guide the young adult's practice of community mobility skills
- **Step 5:** Track changes in skills over time

Skill	Independent	With a little help	With a lot of help	Not yet able, even with help
Identify what time to arrive at destination				
Dress appropriately for the weather				
Plan enough time to travel to destination to arrive at expected time				
Identify sidewalk or other safe place to travel				
Identify the direction to walk towards				
Maintain posture and balance during the trip				
Attend to street signs and traffic lights when crossing the road				
Attend to cars and other traffic (e.g., other walkers, bikes)				
Be alert to safety risks				
Follow directions on mobile device (e.g., GPS) or turn in the correct direction (e.g., taking route from memory)				
Recognize landmarks on the way to destination				
Endure travel and monitors own fatigue levels				
Carry everything needed for the trip/day				
Maintain appropriate pace to arrive on time to destination				

Skill	Independent	With a little help	With a lot of help	Not yet able, even with help
Identify appropriate people to ask assistance from if needed				
Recognize destination				
Select appropriate entrance for destination				
Communicate with others to let them know of their arrival				

Community Mobility Checklist: Biking

Name of young adult (First Name, Last Initial):	
Date:	
Activity start time:	Activity end time:
Activity completed by (check all that apply): ☐ Young adult ☐ Professional ☐ Parent	
How activity was completed: ☐ Individual young adult ☐ Team meeting for young adult ☐ Group/class of young adults	

This checklist includes most of the skills needed to successfully bike to a destination in the community.

This checklist can be used to:

- **Step 2:** Describe the young adult's current skills
- **Step 3:** Identify skills to include in community-based goals
- **Step 4:** Guide the young adult's practice of community mobility skills
- **Step 5:** Track changes in skills over time

Skill	Independent	With a little help	With a lot of help	Not yet able, even with help
Identify what time to arrive at destination				
Dress appropriately for the weather				
Plan enough time to bike to destination to arrive at expected time				
Put on helmet and other protective equipment if applicable				
Maintain proper hand and feet placement on bike				
Maintain balance and posture while on bike				
Identify safe and appropriate place to travel (e.g., bike lane, sidewalk)				
Identify the direction to bike towards				
Follow stop signs and/or traffic lights when crossing intersections				
Attend to cars and other traffic (e.g., other walkers, bikes)				
Attend to potholes, curbs, or other obstacles				
Be alert to safety risks				
Turn in the correct direction				

Skill	Independent	With a little help	With a lot of help	Not yet able, even with help
Keep safe distance from other vehicles and pedestrians				
Recognize landmarks on the way to destination				
Endure travel and monitor own fatigue levels				
Carry everything needed for the trip/day				
Maintain appropriate pace to arrive on time to destination				
Identify appropriate people to ask assistance from if needed				
Recognize destination				
Lock/secure bike in appropriate location at destination				
Select appropriate entrance for destination				
Communicate with others to let them know of their arrival				

Community Mobility Checklist: Paratransit

Name of young adult (First Name, Last Initial):	
Date:	
Activity start time:	Activity end time:
Activity completed by (check all that apply): ☐ Young adult ☐ Professional ☐ Parent	
How activity was completed: ☐ Individual young adult ☐ Team meeting for young adult ☐ Group/class of young adults	

This checklist includes most of the skills needed to successfully use paratransit in the community.

This checklist can be used to:

- **Step 2:** Describe the young adult's current skills
- **Step 3:** Identify skills to include in community-based goals
- **Step 4:** Guide the young adult's practice of community mobility skills
- **Step 5:** Track changes in skills over time

General Skills Paratransit	Independent	With a little help	With a lot of help	Not yet able, even with help
Understand eligibility and enrollment requirements for paratransit services				
Complete application process and maintain active eligibility				
Keep contact information and eligibility documentation updated				
Understand service area, hours, and rules of use				
Know how to contact the paratransit service (phone, app, website)				
Provide required ride details (pickup/drop-off address, time, companions, mobility device)				
Schedule a ride within the appropriate timeframe (often 1 day in advance)				
Confirm the ride (get pickup window, vehicle number, etc.)				
Cancel or reschedule appropriately if plans change				
Be ready at the designated time and place within the pickup window				
Bring any required items (ID, assistive devices, destination info)				
Identify the correct vehicle				
Greet driver appropriately and confirm destination				
Safely board the vehicle (with or without a lift/ramp as needed)				
Use seat belts or tie downs appropriately (or ask for help appropriately, if needed)				

General Skills Paratransit	Independent	With a little help	With a lot of help	Not yet able, even with help
Secure belongings during travel				
Behave appropriately during the ride (follow service rules)				
Behave appropriately with strangers (e.g., polite, maintain boundaries)				
Stabilize body while vehicle is in motion				
Obtain help from the proper people if lost or sick (e.g., ask a staff person)				
Exit the vehicle safely and with belongings				
Report issues, delays, or concerns if needed				

Community Mobility Checklist: Rideshare / Taxi

Name of young adult (First Name, Last Initial):	
Date:	
Activity start time:	Activity end time:
Activity completed by (check all that apply): ☐ Young adult ☐ Professional ☐ Parent	
How activity was completed: ☐ Individual young adult ☐ Team meeting for young adult ☐ Group/class of young adults	

This checklist includes most of the skills needed to successfully use a rideshare service (for example, Uber/Lyft) or a taxi. This checklist can be used to:

- **Step 2:** Describe the young adult's current skills
- **Step 3:** Identify skills to include in community-based goals
- **Step 4:** Guide the young adult's practice of community mobility skills
- **Step 5:** Track changes in skills over time

General Skills	Independent	With a little help	With a lot of help	Not yet able, even with help
Identify what time to arrive at destination				
Plan enough time to arrive at expected time				
Know the address of the destination				
Identify the vehicle when it arrives for pick up				
Open and close vehicle door from the inside and outside of the vehicle				
Enter vehicle through the appropriate and safe door				
Greet driver appropriately and confirm destination				
Fasten seatbelt				
Secure other belongings				
Maintain safe posture throughout the ride				
Remain alert throughout the drive				
Interact appropriately with the driver				
Be aware of what to do if feeling carsick				
Recognize landmarks on the way to the destination				
Identify where to be dropped off				

General Skills	Independent	With a little help	With a lot of help	Not yet able, even with help
Gather all belongings before leaving the vehicle				
Exit vehicle through the appropriate and safe door (for example, away from traffic, if able)				

Additional Skills to Use Rideshare	Independent	With a little help	With a lot of help	Not yet able, even with help
Set up app on mobile device (for example, download, create user name and password, link to payment method)				
Access app on mobile device				
Remember app user name and password in case the app signs out				
Enter in destination address correctly when requesting a ride				
Select appropriate size of vehicle when requesting a ride				
Match the vehicle to the description in the app (for example, license plate, driver name) when it arrives				
Use app features to share your trip with others during travel				
Use app to provide tip and driver feedback/rating				

Additional Skills to Use Taxi	Independent	With a little help	With a lot of help	Not yet able, even with help
Know where to stand to safely hail/find a vehicle				
Identify and call a phone number to request a taxi				
Accurately communicate destination address				

Community Mobility Checklist: Public Transportation (Train/Bus)

Name of young adult (First Name, Last Initial):	
Date:	
Activity start time:	Activity end time:
Activity completed by (check all that apply): ☐ Young adult ☐ Professional ☐ Parent	
How activity was completed: ☐ Individual young adult ☐ Team meeting for young adult ☐ Group/class of young adults	

This checklist includes most of the skills needed to successfully use public transportation (bus/train) in the community.

This checklist can be used to:

- **Step 2:** Describe the young adult's current skills
- **Step 3:** Identify skills to include in community-based goals
- **Step 4:** Guide the young adult's practice of community mobility skills
- **Step 5:** Track changes in skills over time

General Skills Public Transportation	Independent	With a little help	With a lot of help	Not yet able, even with help
Read bus or train schedules and/or find the route				
Plan to have enough time to arrive at destination				
Identify the correct bus or train for the route				
Purchase tickets to ride the bus or train (kiosk, app, or onboard)				
Walk or travel to the bus or train station using a safe and convenient route				
Cross the street using proper techniques (e.g., crosswalk, signal)				
Stand in the correct place at a transit stop or terminal				
Regulate self while awaiting arrival of vehicle				
Maintain safe distance between self and opening doors/moving vehicle when it is arriving				
Move to let people disembark safely				
Pay the correct fare or show a valid pass, ticket, or transfer				
Change to a second bus (or train) if needed				
Select a proper place to sit or stand on the bus or train				
Locate and fasten seatbelt if applicable				
Behave appropriately while on the bus or train (e.g., quiet voice, no food)				
Follow the rules of the bus or train (e.g., no blocking doors, no smoking)				
Stabilize body while vehicle is in motion				

General Skills Public Transportation	Independent	With a little help	With a lot of help	Not yet able, even with help
Identify grab bars or poles for stabilization				
Stay alert throughout trip				
Secure belongings, especially on crowded vehicles				
Listen for auditory cues signaling approaching stop				
Recognize desired stop using visual or auditory cues				
Pace entrance and exit appropriately to account for closing doors				
Avoid safety risks when disembarking vehicle (crowds of people, gaps between vehicle and sidewalk, approaching cyclists)				
Enter and exit the bus or train using the proper door				
Behave appropriately with strangers (e.g., polite, maintain boundaries)				
Identify community and transit workers (e.g., uniforms, badges)				
Obtain help from the proper people if lost or sick (e.g., ask a staff person)				

General Skills Bus	Independent	With a little help	With a lot of help	Not yet able, even with help
Board the bus through the proper entrance				
Know when to pull the cord or press the stop button for desired stop				
Wait in line if others are boarding				
Locate the bus on the correct side of street				
Locate correct stop by matching to bus number				

General Skills Train	Independent	With a little help	With a lot of help	Not yet able, even with help
Locate the correct platform or track for the train				
Wait behind the safety line while the train arrives				
Board when the train comes to a complete stop and doors open				
Be aware of train car number or destination sign (for multi-car or express trains)				
Be prepared for station announcements and platform changes				

General Skills Train	Independent	With a little help	With a lot of help	Not yet able, even with help
Display ticket when asked				
Identify seat if ticket has assigned seating				
Identify the restroom on board if applicable				

Activity 9: Environment Supports & Barriers Checklist

Part of the environment	Barrier	Support	Neither/ N/A	Comments
Accessibility of this type of transportation with a adaptive equipment. For example: cane, wheelchair.	☐	☐	☐	
Apps or other online programs used to access this type of transportation. For example: bus tracker, rideshare apps, Google™ maps.	☐	☐	☐	
Temperature & weather when using this type of transportation.	☐	☐	☐	
Sidewalks, bike lanes, crosswalks, and other infrastructure used with this type of transportation.	☐	☐	☐	

Objectives:

2.3) Identify and describe environment supports and barriers to community mobility

Directions:

1. The professional is encouraged to complete this activity with other team members, including the young adult. Refer to the example discussion questions.

Alternative: This worksheet could be completed following an observation

2. Select one type of transportation, based on Step 1 discussions.

3. Check the boxes to indicate whether each environmental factor is a barrier or support to the young adult's use of the type of transportation.

A barrier is something that makes it difficult for the young adult to use this type of transportation.

A support is something that makes it easier or helps the young adult use this type of transportation.

Remember to rate the environment- not the young adult's skill.

If the part of the environment is not applicable to the specific type of transportation, select "Neither/NA."

4. If another environmental factor is a barrier or support to the young adults' use of the type of transportation, write in the specific factor(s) in the last two rows.

Example Discussion Questions

- Imagine you are using this community option from the start to the end of your trip. What person, places, and things around you would help or make it hard to complete this trip? Why?*
- Can you provide examples of things that already help you get around your community?*

Activity 9: Environment Supports & Barriers Checklist

Select one type of transportation for community mobility:

- ☐ Walking/Mobility device
 ☐ Biking
 ☐ Paratransit
☐ Bus or train: _____
 ☐ Ridesharing/Taxi: _____
☐ Driving self
 ☐ Someone's car: _____

Are the following parts of the environment a barrier or support to the young adult's use of this type of transportation?

Part of the environment	Barrier	Support	Neither/ N/A	Comments
Accessibility of this type of transportation when using adaptive equipment. For example: cane, wheelchair.	☐	☐	☐	
Apps or other online programs used to access this type of transportation. For example: bus tracker, rideshare apps, Google™ maps.	☐	☐	☐	
Temperature and weather when using this type of transportation.	☐	☐	☐	
Sidewalks, bike lanes, crosswalks, and other infrastructure used with this type of transportation.	☐	☐	☐	
The sound, light, smell, movement, visual, and tactile/touch input when using this transportation type. For example, the amount of people, objects, and traffic.	☐	☐	☐	
Signs and other printed information used for this type of transportation. For example: maps, traffic signals, destination signs.	☐	☐	☐	
The amount of support for this type of transportation from family, friends, and others.	☐	☐	☐	
How providers (bus driver, taxi driver) help users with disabilities on this type of transportation.	☐	☐	☐	
Attitudes of people in the community regarding people with disabilities.	☐	☐	☐	
Overall safety of the community when getting around using this type of transportation.	☐	☐	☐	
Area served and destinations of this type of transportation	☐	☐	☐	
The operating times of this type of transportation.	☐	☐	☐	
Distance to 'access' this type of transportation from home. For example, distance to the bus stop, door to door pick up.	☐	☐	☐	
Cost of this type of transportation, including access to reduced, subsidized, or free options	☐	☐	☐	
Other part of the environment:	☐	☐	☐	
Other part of the environment:	☐	☐	☐	

Activity 10: Building Goals to Support Community Mobility

<u>Three Skills that Currently Support Community Mobility</u>	
1.	_____
2.	_____
3.	_____
<u>Three Community Mobility Related Skills Ready for Development</u>	
1.	_____
2.	_____
3.	_____
Community mobility goal:	
Young Adult Self-Evaluation:	
Think about how you do <u>this today</u> . Are you able to do it extremely well, or not at all?	1 2 3 4 5 6 7 8 9 10
	Not able to do at all Able to do extremely well

Objectives:

- 3.1. Generate a person-centered community mobility goal
- 3.2. Rate the ability and satisfaction with current community mobility performance from the perspective of the young adult, the parent, and the professional.

Directions:

This activity should be completed by the team

Step 1. What are three skills that currently support community mobility?

Use information gathered during step 2 to identify the young adult's skills and strengths.

Step 2. What are three skills ready for development?

Use information gathered during step 2 to identify the skills the young adult has the potential to learn, or is ready to do with less support.

Step 3. Identify the primary community mobility goal.

Guided by the person, write a community mobility goal. The goal should describe the ability that the young adult wants to demonstrate in the future to support their community mobility.

The goal has five parts:

- *What is the activity/skill you want to be able to do?* The team could select from the “Skills for Community Mobility Checklists” or identify their own specific skill or activity related to community mobility.
- *How do you want to do it?* Indicate the desired level of support or independence here.
- *How often do you want to do this?* Indicate the desired frequency here.
- *When do you want to achieve this goal?* Give the date or time period for goal achievement.
- *What person or things could help you meet this goal?* List any low or high tech supports or accommodations that would be used.

Step 4. Evaluate Ability & Satisfaction

Each member of the team (young adult, parent, professional) will provide independent ratings of their perspective of:

- The young adult's current **ability** of to complete this community mobility goal (1= Not able to do at all; 10 = Able to do extremely well)
- The young adult's and family's **satisfaction** with their current ability (1= not satisfied at all; 10= Extremely satisfied)
- "Satisfaction" may be difficult for some young adults to rate. While slightly different, they can think about how "happy" they are with their current ability.

Each member of the team should think about the young adult's ability to perform the target goal **today, right now**. It is likely that the rating will be <5, because the goal describes their future ability, not their current ability.

The ability and satisfaction ratings provided by the young adult, parent, and professional do not need to be the same. Professionals can guide a discussion to find out why each person's perspective is different (see example questions below).

For more details about rating goal ability and satisfaction, refer to Step 3 in your manual.

Example Discussion Questions for Goal Setting:

The following questions can help the team have collaborative, person-centered discussions when developing community mobility goals and objectives.

- *How does this relate to the young adult's values, interests and priorities?*
- *What other ideas can we think of, that give the young adult as many options as possible in the future for their community mobility?*
- *What are their current skills and strengths, and how can we build from those?*
- *What skills are most ready for development? How can these skills support their future community mobility goals?*
- *What environmental supports and accommodations can help this person be as independent and successful as possible?*

Example Discussion Questions for Goal

Evaluation:

The following questions can help the team have collaborative, person-centered discussions when evaluating ability and satisfaction.

Ability:

- *How well do you think you do this?*
- *How is this going right now?*
- *Do you think you are doing this to the best of your ability, or do you think you can get even better?*
- *How much help or extra time do you need to do this?*

Satisfaction:

- *How happy are you with how you did this?*
- *If 10 is doing the activity perfectly, and 1 is not able to do the activity, how happy are you with how you do this activity now?*
- *Can you do the activity you need and want to do now?*

Activity 10: Setting a Community Mobility Goal

Name of young adult:	
Date:	
Activity start time:	Activity end time:
Activity completed by (check all that apply): ☐ Young adult ☐ Professional ☐ Parent	
How activity was completed: ☐ Individual meeting with young adult ☐ Team meeting for young adult	
☐ Group/class of young adults	

Three Skills that Currently Support Community Mobility

1. _____
2. _____
3. _____

Three Community Mobility Related Skills Ready for Development

1. _____
2. _____
3. _____

Community mobility goal:

What is the activity/skill you want to be able to do?	
How do you want to do it? (For example: with help, independently)	
How often do you want to do this? (For example: Every day, once a month)	
When do you want to achieve this goal? (For example: in 1 month, in 1 year)	
What person or things could help you meet this goal? (For example: an app, written directions, a reminder)	

Young Adult Self-Evaluation:

Think about your goal and how you are able to do this <u>right now</u>. Are you able to do it extremely well, or not at all?	1	2	3	4	5	6	7	8	9	10
	Not able to do at all									Able to do extremely well

How satisfied (happy) are you with your ability right now?	1	2	3	4	5	6	7	8	9	10
	Not satisfied (happy) at all									Extremely satisfied (happy)

Parent Evaluation:

Think about your young adult's goal and how they do this <u>right now</u>. Are they able to do it extremely well, or not at all?	1	2	3	4	5	6	7	8	9	10
	Not able to do at all									Able to do extremely well

How satisfied are you with your young adult's ability to do this goal <u>right now</u>?	1	2	3	4	5	6	7	8	9	10
	Not satisfied at all									Extremely satisfied

Professional Evaluation:

Think about the young adult's goal and how they do this <u>right now</u>. Are they able to do it extremely well, or not at all?	1	2	3	4	5	6	7	8	9	10
	Not able to do at all									Able to do extremely well

Table 3: Example Components for Community Mobility Objectives in Nine Person Skill Areas

Person Skill Category	Example Action/Task	Example Criteria/ Frequency	Example Support/Accommodation
Public Transportation Skills	Read and interpret schedules Use public transportation apps Identify stop Identify route number Request stop Identify destination Read maps Read signs	With 100% accuracy Successful trip completion Daily During school days During the weekends For sports practice Two days a week	Visual supports Using adaptive equipment Using assistive technology With a Personal Care Attendant (PCA) Using a list/plan
Planning	Prepare Organize Outline Map Order Set up Locate	One day ahead With 100% accuracy To arrive on time	Calendar reminders Visual reminders Verbal reminders Using a checklist
Activities of Daily Living	Dress Use money/debit card Count money Clean/ hygienic Call Use app	Appropriate for the weather 100% accuracy Within 30 seconds	Visual reminders Verbal reminders Using adaptive equipment Using assistive technology Using a list
Safety Awareness	Identify risks/ Threats Take precautions Use strategies to keep self safe Mindful Protect/ Protection Respond appropriately Differentiate between safe/ unsafe	When presented In a simulated situation 100% of the time	Visual Supports Verbal reminders With a Personal Care Attendant (PCA)
Self-Regulation	Control/ Restrain Respond Use strategies Identify emotions Identify triggers Follow instructions	When presented with frustrating or difficult task/situation In a simulated situation 100% of the time Persist to task completion	Visual reminders Verbal reminders Calendar reminders Using low/high tech devices

Person Skill Category	Example Action/Task	Example Criteria/ Frequency	Example Support/Accommodation
Problem Solving	Seek support from appropriate person Generate ideas/solutions Describe potential outcomes Adapt plan Apply problem solving strategies Ask for help/assistance	During simulation/role play To arrive at final destination When presented with an unexpected situation At least two/three/four	Visual reminders Verbal reminders Using a worksheet/mnemonic With a peer
Communication	Ask Describe need Greet Read Write	Stranger Transit worker Driver	Using a script Using communication device Telecommunications Relay Services (TRS) Video Relay Services (VRS), captioned telephones
Self-Determination	Choose Request Advocate Identify /Select		
Physical Abilities	Bike Walk Use escalator Keep balance Reach Bend Sit and stand Stand Carry	# miles For at least 5/10/15 minutes While moving	While using rolling bag/cart With mobility device With breaks

Activity 11: Plan the Trip

Planning Form: Public Transportation	
Where are you going?	
What time do you need to arrive?	
What route/line do you need to take?	
Where will you get on?	
Where will you get off?	
Do you need to transfer?	☐ No ☐ Yes
If yes, what is the second route/line you need to take?	

Objectives:

- 4.1) Deliver interventions to build skills to support community mobility and address environmental barriers and supports
- 4.2) Practice using different types of transportation to get around the community using a process of planning, doing, and reflecting

Directions:

This activity should be completed by the young adult, with support as needed.

This activity could be completed with an individual young adult, or with a group of young adults.

There are two versions of the planning form:

- Planning a trip using public transportation fixed routes (for example, a bus or train)

- Planning a trip using other types of transportation (for example, walking, biking, paratransit)

Use the planning form that matches the type of community mobility that will be practiced.

Support young adults to answer each question in the planning worksheet. The questions help the young adult:

- Schedule the trip to arrive on time
- Plan the route (example, bus, walking) that will be taken
- Calculate the cost of the trip (if any)
- Identify potential barriers and supports to use during the trip.

Example Discussion Questions:

The following questions can help the young adult plan ahead:

- *If you don't know this information, where can we look to find out this information?*
- *Have you done this before? If yes, think about what happened during your last trip.*
- *Think about the people, places and things that you might use or interact with during this trip. Will any of those things make it hard for you? Could any of those things help you?*

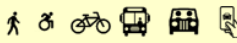
Activity 11: Plan the Trip

Name of young adult:	
Date:	
Activity start time:	Activity end time:
Activity completed by (check all that apply): ☐ Young adult ☐ Professional ☐ Parent	
How activity was completed: ☐ Individual young adult ☐ Team meeting for young adult ☐ Group of young adults	
 Planning Form: Public Transportation 	
Where are you going?	
What time do you need to arrive?	
What route/line do you need to take?	
Where will you get on?	
Where will you get off?	
Do you need to transfer to a second bus/train?	☐ No ☐ Yes
If yes, where will you make the transfer?	
If yes, what is the second route/line you need to take?	
Where will you get off?	
How much will it cost?	
How long will this trip take?	
What time do you need to leave to arrive on time? <i>Think about the route/line schedule and the time to get to the stop.</i>	
What might be hard for you during the trip? 	
What will you use to help you during the trip? 	

Activity 11: Plan the Trip

Name of young adult:	
Date:	
Activity start time:	Activity end time:
Activity completed by (check all that apply): ☐ Young adult ☐ Professional ☐ Parent	
How activity was completed: ☐ Individual meeting with young adult ☐ Team meeting for young adult ☐ Group/class of young adults together	
 Planning Form: Other Types of Transportation 	
Where are you going?	
What time do you need to arrive?	
How will you get there?	
How long does it take to get there?	
What time do you need to leave to arrive on time?	
Do you need to schedule this trip?	☐ No ☐ Yes
If yes, how do you need to schedule this trip?	
If yes, when do you need to schedule the trip?	
How much will it cost?	
What might be hard during the trip? 	
What will you use to help you during the trip? 	

Activity 12: Reflect

Activity 12: Reflect	
Name of young adult:	
Date:	
Activity start time:	Activity end time:
Activity completed by (check all that apply): ☐ Young adult ☐ Professional ☐ Parent	
How activity was completed: ☐ Individual meeting with young adult ☐ Team meeting for young adult	
☐ Group/class of young adults together	
Think about the trip you took, and the type of transportation you used.	
	
What did you like about this type of transportation? 	
What didn't you like about this type of transportation? 	
What parts of the trip were you able to do on your own? 	
What is one thing you need to learn? 	
What do you want to work on next time?	
Did any people or things help you during the trip? What? 	
Did any people or things make it hard for you during the trip? What? 	
What people or things could help make the trip easier next time? 	

Objectives:

- 4.1) Deliver interventions to build skills to support community mobility and address environmental barriers and supports
- 4.2) Practice using different types of transportation to get around the community using a process of planning, doing, and reflecting

Directions:

This activity should be completed by the young adult, with support as needed.

This activity could be completed with an individual young adult, or with a group of young adults.

Support young adults to answer each question in the planning worksheet. The questions help the young adult:

- Identify what they liked and didn't like about this type of transportation
- Identify what they can do on their own when using this type of transportation, and what they want to work on in the future.
- Identify environmental barriers and supports, and how to deal with barriers in the future

Example Discussion Questions:

The following questions can help the young adult plan reflect:

- *Everyone has some things that go well or that are easy, and some things that don't go well or are hard. How was it for you?*
- *Did you: Arrive on time? Get lost? Notice when something or someone might be unsafe? Stay calm? Pay attention? Have enough strength and energy for the whole trip?*
- *What would have happened if you were on your own/if someone wasn't with you?*
- *Think about the people, places and things that you used or interacted with during this trip. Did any of those things make it hard for you? Did any of those things help you?*

Activity 12: Reflect

Name of young adult:	
Date:	
Activity start time:	Activity end time:
Activity completed by (check all that apply): ☐ Young adult ☐ Professional ☐ Parent	
How activity was completed: ☐ Individual meeting with young adult ☐ Team meeting for young adult ☐ Group/class of young adults together	
Think about the trip you took, and the type of transportation you used.	
	
What did you like about this type of transportation? 	
What didn't you like about this type of transportation? 	
What parts of the trip were you able to do on your own? 	
What is one thing you need to learn? What do you want to work on next time? 	
Did any people or things help you during the trip? What? 	
Did any people or things make it hard for you during the trip? What? 	
What people or things could help make the trip easier next time? 	

Activity 13: Community Mobility Intervention Log

Date	# minutes doing activity	Attendance	Type of activity	Description of activity (Example: lesson description, skill practiced)
Mm/dd/yyyy	For example: 30 minutes, 120 minutes	☐ [initials] ☐ [initials] ☐ [initials] ☐ [initials]	☐ Classroom lesson/practice ☐ Community-based lesson/practice	
Mm/dd/yyyy	For example: 30 minutes, 120 minutes	☐ [initials] ☐ [initials] ☐ [initials] ☐ [initials]	☐ Classroom lesson/practice ☐ Community-based lesson/practice	

Objectives:

- 4.1) Deliver interventions to build skills to support community mobility and address environmental barriers and supports
- 4.2) Practice using different types of transportation to get around the community using a process of planning, doing, and reflecting

Directions:

This activity is completed by the professional.

Implementing the Community Mobility Planning process requires about 1 hour of instruction/intervention time every two weeks. This log is used to track the date, time and activities completed during Step 4.

Each time a new community mobility intervention is provided, a new row should be completed.

Date: Enter the date in mm/dd/yyyy

#Minutes doing activity: Enter the number of minutes spent doing the

intervention activity. For example, 30 minutes, or 120 minutes.

Attendance: For those young adults enrolled in the research study, enter the initials of the young adults present during the activity on that date.

Do not enter the initials of young adults who are not enrolled, even if they participated in the activity.

Type of activity:

- Classroom lesson/practice: Select this option if the activity was taught using a PowerPoint, a worksheet, or other practice in a classroom or other learning space
- Community-based lesson/practice: Select this option if the activity was taught in the community. This includes delivering instruction on campus/program grounds (for example, the parking lot), in the local community, or in the young adult's community.

Description of activity: Write down any specific lessons (slide shows, worksheets, videos, role play), or list a specific skill addressed from the "Skills for Mobility Checklist: Foundational Skills."

To support community- based instruction, use the "Skills for Mobility Checklists" for a specific type of transportation to document instruction and young adult's performance.

Activity 13: Community Mobility Interventions Log

Name of young adult:			
Date:			
Activity start time:		Activity end time:	
Activity completed by (check all that apply): ☐ Young adult ☐ Professional ☐ Parent			
How activity was completed: ☐ Individual meeting with young adult ☐ Team meeting for young adult ☐ Group/class of young adults together			
Date	# minutes doing activity	Type of activity	Description of activity (Example: lesson description, skill practiced)
	<i>For example: 30 minutes, 120 minutes</i>	☐ Classroom lesson/practice ☐ Community-based lesson/practice	
	<i>For example: 30 minutes, 120 minutes</i>	☐ Classroom lesson/practice ☐ Community-based lesson/practice	
	<i>For example: 30 minutes, 120 minutes</i>	☐ Classroom lesson/practice ☐ Community-based lesson/practice	

Activity 14: Evaluate Goal Progress

1. What was the community mobility goal?			
2. What was the past ability and satisfaction with this goal?			
	Date of Previous Rating	Ability Rating (Scale of 1-10)	Satisfaction Rating (Scale of 1-10)
Young Adult			
Parent			
Professional			
3. How would you rate your ability and satisfaction with this goal now?			
Young Adult Self-Evaluation:			
Think about how you do this today. Are you able to do it extremely well, or not at all?	1 2 3 4 5 6 7 8 9 10		
	Not able to do at all Able to do extremely well		
How satisfied are you with your ability today?	1 2 3 4 5 6 7 8 9 10		
	Not satisfied at all Extremely satisfied		

Objectives:

5.1) Monitor progress towards goals and objectives.

Directions:

This activity should be completed by the team

1. What was the community mobility goal?

Enter the goal from Step 3

2. What was your past ability and satisfaction with this goal?

Record from Step 3 Activity 10:

- The date Activity 10 was completed
- The ability rating for the community mobility goal at that time from each team member
- The satisfaction rating for the community mobility goal at that time from each team member

3. How would you rate your ability and satisfaction with the goal now?

Each member of the team should rate

- The current ability of the young adult to complete this community mobility goal (1= Not able to do at all; 10 = Able to do extremely well)
- The young adult's and family's current satisfaction with the community mobility goal (1= not satisfied at all; 10= Extremely satisfied)
- "Satisfaction" may be difficult for some young adults to rate. While slightly different, they can think about how "happy" they are with their current ability.

The team may want to review a "Skills for Community Mobility Checklist" completed within the last two weeks before providing their ability and satisfaction ratings.

Professionals do not rate "satisfaction" from their perspective.

4. Goal Progress

As a team, compare the past and current ability and satisfaction ratings, determine progress towards this community mobility goal:

- Goal met (>8 on both ability and satisfaction)
- Making progress, but not there yet (≥ 2 points difference between initial and current rating)

- Not making progress as expected (1 point or less difference between initial and current rating)
- This goal is no longer a priority

The ranges provided are recommendations only. A difference of 2 points between the initial and current rating is a clinically meaningful change. The team has the final decision about the status of goal progress.

- *Will spending more time working on this community mobility goal make a difference for the person's future? How?*
- *Will working on a different community mobility goal make a bigger difference for the person's future? Why?*

Example Discussion Questions:

The following questions can help the team have a collaborative discussion to help rate progress towards the goal.

Ability:

- *How well do you think you do this? How is this going right now?*
- *Do you think you are doing this to the best of your ability, or do you think you can get even better?*
- *How much help or extra time do you need to do this?*

Satisfaction:

- *How happy are you with how you do this?*
- *If 10 is doing the activity perfectly, how happy are you with how you do this activity now?*
- *Can you do the activity you need and want to do now?*

Goal Progress:

Activity 14: Evaluate Goal Progress

Name of young adult:	
Date:	
Activity start time:	Activity end time:
Activity completed by (check all that apply): ☐ Young adult ☐ Professional ☐ Parent	
How activity was completed: ☐ Individual meeting with young adult	
☐ Team meeting for young adult ☐ Group/class of young adults together	

1. What was the community mobility goal?

2. What was the past ability and satisfaction with this goal?

	Date of Previous Rating	Ability Rating (Scale of 1-10)	Satisfaction Rating (Scale of 1-10)
Young Adult			
Parent			
Professional			

3. How would you rate your ability and satisfaction with this goal now?

Young Adult Self-Evaluation:

Please think about your goal and identify how well you are able to do this right now. Are you able to do it extremely well, or not at all?	1 2 3 4 5 6 7 8 9 10
	Not able to do at all Able to do extremely well

How satisfied are you with your ability to do this right now	1 2 3 4 5 6 7 8 9 10
	Not satisfied at all Extremely satisfied

Parent Evaluation:

Think about your young adult's goal and identify how well they are able to do this right now. Are they able to do it extremely well, or not at all?	1	2	3	4	5	6	7	8	9	10
	Not able to do at all									Able to do extremely well

How satisfied are you with your young adult's ability to do this right now?	1	2	3	4	5	6	7	8	9	10
	Not satisfied at all									Extremely satisfied

Professional Evaluation:

Think about the young adult's goal and identify how well they are able to do this right now. Are they able to do it extremely well, or not at all?	1	2	3	4	5	6	7	8	9	10
	Not able to do at all									Able to do extremely well

4. Goal Progress*:

- ☐ Goal met (≥ 8 on both ability and satisfaction)
- ☐ Making progress, but not there yet (≥ 2 points difference between initial and current rating)
- ☐ Not making progress as expected (1 point or less difference between initial and current rating)
- ☐ This goal is no longer a priority

** The ranges provided are recommendations only. A difference of 2 points between the initial and current rating is a clinical meaningful change. The team has the final decision about the status of goal progress.*

Activity 15: Identifying Next Steps

Activity 13: Identifying Next Steps	
1. What was the goal status in Activity 12? ☐ Goal met ☐ Making progress, but not there yet ☐ Not making progress as expected ☐ This goal is no longer a priority	
2. What are the next steps?	
Goal met: Congratulations!	
What skills has the young adult gained?	Look back at Step 3, Activity 10 #5 to describe changes in skills targeted during intervention: 1. 2. 3. Look back at Step 2. Describe any other skills gained during this time:
How will the young adult maintain or continue this community mobility?	Develop a maintenance plan: Who is responsible?
What priority activities and/or preferences does the young adult want to address next for their community mobility? Go back to step 3 to set a new goal!	

Objectives:

5.2) In response to progress, adapt intervention plan or identify new goals and objectives.

Directions:

This activity should be completed by the team.

1. What was the goal status in Activity 12?

Record the goal status from Activity 13
Evaluate Goal Progress:

- Goal met
- Making progress, but not there yet
- Not making progress as expected
- This goal is no longer a priority

2. What are the next steps?

The next step is determined by the goal status from step 1.

Goal met: Congratulations!

Look back at Step 3, Activity 10 to describe changes in skills targeted during

intervention. Look back at Skills for Community Mobility Checklists completed during Step 2 to describe any other skills gained during this time.

Develop a plan to help the young adult maintain their current level of community mobility. This could include a plan for continued practice and check ins by a member of the team.

To identify the next community mobility goal, go back to update Step 3.

Making progress, but not there yet: Keep up the good work!

Look back at Step 3, Activity 10 to describe changes in skills targeted during intervention. Look back at Skills for Community Mobility Checklists completed during Step 2 to describe any other skills gained during this time.

Look back at Step 2, Activity 9 to describe any changes in the resources/supports used to support the goal.

The team can also look back at Step 4 to identify additional resources/supports that may be needed.

Finally, look back at Step 3, Activity 10 to revise the goal and set a new time period.

Not making progress as expected: Why is this happening?

Look back at Step 3, Activity 10 to describe changes in skills targeted during intervention. Look back at Skills for Community Mobility Checklists completed during Step 2 to describe any other skills gained during this time.

Consider if there are additional skills the young adult needs to build in order to meet this community mobility goal. Look back at Skills for Community Mobility Checklists completed during Step 2 to describe any other skills that are needed.

Look back at Step 2, Activity 9 to describe any changes in the resources/supports used to support the goal. The team can also look back at Step 4 to identify additional resources/supports that may be needed.

Finally, look back at Step 3, Activity 10 to revise the goal as needed (frequency, time period, accommodation/support).

The goal is no longer a priority or needed
Describe changes in priorities, needs, or resources that the young adult experienced.

Look back at Step 3, Activity 10 to describe what was learned about the young adult's skills. Look back at Skills for Community Mobility Checklists completed during Step 2 to describe any other skills gained during this time.

Finally, go back to Step 3 to identify a new community mobility goal.

Example Discussion Questions:

The following questions can help the team have collaborative, person-centered discussions when developing community mobility goals and objectives.

- *How does this relate to the person's values, interests and priorities?*
- *What other ideas can we think of, that give this person as many options as possible in the future for their community mobility?*
- *What are their current skills and strengths, and how can we build from those?*
- *What skills are most ready for development? How can these skills support their future community mobility goals?*
- *What environmental supports and accommodations can help this person be as independent and successful as possible?*

Activity 15: Identifying Next Steps

Name of young adult:	
Date:	
Activity start time:	Activity end time:
Activity completed by (check all that apply): ☐ Young adult ☐ Professional ☐ Parent	
How activity was completed: ☐ Individual meeting with young adult ☐ Team meeting for young adult ☐ Group/class of young adults together	

1. What was the goal status in Activity 14?

☐ Goal met
 ☐ Making progress, but not there yet
 ☐ Not making progress as expected
 ☐ This goal is no longer a priority

2. What are the next steps?

Goal met: Congratulations!	
What skills has the young adult gained?	Look back at Step 3, Activity 10 to describe changes in skills targeted during intervention: 1. 2. 3. Look back at Step 2, Activities 7 and 8. Describe any other skills gained during this time:
How will the young adult maintain or continue this community mobility?	Develop a maintenance plan: Who is responsible?
What priority activities and/or preferences does the young adult want to address next for their community mobility? Go back to step 3 to set a new goal!	

Making progress, but not there yet: Keep up the good work!

What skills has the young adult gained?

Look back at Step 3, Activity 10 to describe changes in skills targeted during intervention:

- 1.
- 2.
- 3.

Look back at Step 2, Activities 7 and 8. Describe any other skills gained during this time:

What other supports or resources are needed to support continued progress?

Look back at Step 2, Activity 9 to describe any changes in the resources/supports used to support the goal:

- 1.
- 2.

Look back at Step 2, Activity 9 to identify additional resources that may be needed.

How much more time is needed?

Look back at Step 3, Activity 10 to revise the goal with the new time period:

Not making progress as expected: Why is this happening?

What skills has the young adult gained?	Look back at Step 3, Activity 10 to describe changes in skills targeted during intervention: 1. 2. 3.
Are there additional skills the young adult needs to build in order to meet this community mobility goal?	Look back at Step 2, Activities 7 and 8.
What other supports or resources are needed to support continued progress?	Look back at Step 2, Activity 9 to describe any changes in the resources/supports used to support the goal: 1. 2. Look back at Step 2, Activity 9 to identify additional resources that may be needed.
How should the goal be revised?	Look back at Step 3, Activity 10 to revise the goal as needed (frequency, time period, accommodation/support):

This goal is no longer a priority or needed	
Why is this goal no longer a priority?	Consider changes in priorities, needs or resources:
What did the team learn about the young adult's skills	Look back at Step 3, Activity 10 to describe what was learned about the young adult's skills: 1. 2. 3.
What priority activities and/or preferences does the young adult want to address next for their community mobility? Go back to step 3 to set a new goal!	