

## **Assessing of Your Student's Level of Current Mobility Functioning for Applying for a Guide Dog**

Here is a checklist to help you assess your student's current mobility functioning (see key for Level of Current Mobility Functioning below to inform your assessment).

On a scale of 1 to 4 (where 1=unknown/none, 2=beginning, 3=intermediate, 4=advanced) rate your student's:

Balance (1 2 3 4)

Comment \_\_\_\_\_

Gait (1 2 3 4)

Comment \_\_\_\_\_

Sensory awareness: visual; tactile; olfactory (1 2 3 4)

Comment \_\_\_\_\_

Locating dropped objects (1 2 3 4)

Comment \_\_\_\_\_

Trailing & squaring off (1 2 3 4)

Comment \_\_\_\_\_

Soliciting and/or declining assistance (1 2 3 4)

Comment \_\_\_\_\_

Following directions (1 2 3 4)

Comment \_\_\_\_\_

Utilizing landmarks (1 2 3 4)

Comment \_\_\_\_\_

Compass directions (1 2 3 4)

Comment

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Route planning (1 2 3 4)

Explain\_\_\_\_\_

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Ability to problem solve (processes sensory input and make decisions quickly enough while multi-tasking) when the need arises. (1 2 3 4)

Comment

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Outdoor travel skills: (Do they have the skills, knowledge and experience to complete intersection analysis and understand traffic patterns to complete safe, independent street crossings?)

At familiar intersections (1 2 3 4). At unfamiliar intersections (1 2 3 4).

Comment

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Capability of remaining oriented (understands concepts of position, location, direction, distance, and reference systems on specific routes) (1 2 3 4).

Residential, small & large business districts, mall & rural travel (1 2 3 4)

Comment

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Use of public transportation (1 2 3 4).

Comment

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5. Has this applicant ever attended a guide dog school? Yes No

If so, please list the name of the school(s)

Did they graduate and leave with a dog(s)?

6. Does applicant understand their learning style and are able to self-advocate and communicate information to instructors to facilitate their learning (including an appropriate understanding and attitude toward instruction and the value of constructive criticism to build effective skill acquisition)? Yes No

Comment

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7. Does applicant routinely and effectively travel independently with a long cane? Yes No

8. What role does the applicant's family play in their goal to of independent mobility (i.e. supportive, overprotective, encouraging, pressuring the applicant to get a guide dog)?

Comment

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9. Do you believe the applicant has the capacity to walk for 30 minutes (one mile) daily at a speed conducive to guide dog travel without experiencing shortness of breath, fatigue, undue muscle soreness or cardiovascular stress? Yes No

10. Do they currently have the technical O&M skills to increase their activity (understanding the principles and practice of orientation both indoors and outdoors extending to route planning and execution)? Yes No

11. Does applicant have a hearing loss that affects their ability to read traffic consistently? Yes No

If yes, what adaptations have been developed to execute an all clear "safe to cross" street crossing (i.e. hearing aids, re-routing, the avoidance of independent crossing)?

Comment

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12. To the best of your knowledge, does this applicant have the ability to maintain balance while negotiating curbs, steps, traveling over varied surfaces, and executing body movements in completing turns while following a guide dog?

(1 2 3 4)

Comment

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13. Does the applicant have any cognitive or any learning disabilities that limit independent travel, processing concepts and/or understanding instruction? Yes No

14. Is the applicant prepared and capable of communicating with and directing others in order to foster appropriate interactions with a guide dog and to maintain an environment that preserves its training, health and positive behavior? (1 2 3 4)

Comment

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15. In your opinion, is this client independent enough to cope with the challenge of adapting to a group environment along with learning and adapting to the technical skills needed with a guide dog for the duration of the 28-day training period? Yes No

16. In your opinion, is this client able to handle the daily responsibilities that a guide dog requires (i.e. the financial responsibility, caring for the wellbeing of the dog, the occasional management and redirection of distracted behavior, regular leash-relieving in all weather, providing regular opportunities for energy release, etc.)? Yes No

17. In your opinion, do you consider the applicant a good candidate for training with a guide dog (i.e. emotionally stable, self-disciplined, confident, technically skilled, and understands the roles of handler and guide dog within a mobility context)? Yes No

18. Any training recommendations (If they don't have the skill or need more training, check areas of focus for improved mobility functioning)?

- Proper balance, posture, and gait for travel
- Enhanced sensory awareness
- Mastery of Guide technique skills
- Develop environmental awareness skills
- Problem solving
- Develop/enhance outdoor travel skills
- Develop public transportation skills

Please think of any explanations relevant to your answers or other needs or comments that relate to this applicant:

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## **Explanation Key for “Level of Mobility Functioning” Checklist:**

### **Mastery of Human Guide technique skills**

Soliciting or declining assistance/use of human guide technique: can take confident control of interactions with public.

- Uses and explains sighted guide techniques.
- Demonstrates basic cane and/or adaptive visual travel skills

### **Enhanced sensory awareness**

Sensory awareness: use of vision, auditory, tactile, & olfactory input to place oneself in environment.

- Uses appropriate body movements and maintains good posture.
- Demonstrates possession of fine motor skills.
- Demonstrates possession of gross motor skills.
- Describes olfactory/auditory/tactile clues to orientation and mobility within the home.
- Uses nonvisual senses in travel (smell, hearing, kinesthetic, etc.).

### **Develop environmental awareness skills**

Following directions/route planning: understands concepts of position, location, direction, distance, and reference systems.

Using landmarks: recognize/interpret characteristics of landmarks for consistent location.

Problem solving: effective awareness/understanding of the components & structure of an environment.

- Utilizes upper and lower hand self-protective (O&M) techniques.
- Moves about own home independently and safely.
- Describes layout of familiar rooms.
- Can independently find bathroom in own house.
- Uses orientation and sensory skills.
- Uses environmental concepts for room orientation (e.g., relation to topography, temperature, or room acoustics).
- Uses self-familiarization skills in new environments (e.g., reference point, systematic search techniques).
- Explains relationship between curb and street, objects in yard, etc.
- Explains the common location of outside steps, bushes, trees, driveway and other land marks/obstacles.

- Follows prompting for training and/or taking direction from environmental features (squaring off).
- Determines appropriate time to cross residential streets.
- Demonstrates concept of relative distance between various locations in familiar environment (i.e., knows far/near, longer/shorter distances, etc.).
- Explains how to get from his/her house to the sidewalk or road, or mailbox.
- Safely enters/exits automobiles/cabs.

### **Develop/enhance outdoor travel skills**

Street crossings: locate & interpret traffic controls (under varying conditions); crossing streets (judging speed & direction of traffic); recognize & interpret auditory &/or visual info.

Travel in crowded areas: residential (simple to complex), small & large business districts, mall & rural travel (simple to complex); glare control (if applicable).

Night travel: stay on sidewalk; judge depth; avoid obstacles; detect landmarks; glare control (react to oncoming headlights); use of street lights to establish direction.

- Plans and adapts routes in familiar environment.
- Negotiates specific travel obstacles, cars, snow banks.
- Localizes sounds and use cues to face areas of activity
- Travels independently within 2-3 block radius of home.
- Correctly estimates distances (feet, yards, miles)
- Incorporates appropriate landmarks in traveling to unfamiliar areas.
- Discusses zoning differences and characteristics of neighborhood.
- Describes a familiar small business area.
- Determines appropriate time to cross at complex traffic light-controlled intersections.
- Obtains travel assistance when alone in unfamiliar public place.
- Travels where there are sliding doors, platforms, escalators, and moving pedestrian walks
- Locates and negotiates specific travel obstacles independently.
- Plans and takes short trip outside the community.
- Functions independently in community public buildings

- Ambulates around and locates designated spots in unfamiliar buildings.
- Uses knowledge of spatial layout (including object-to-object relationship) perimeter and gridline search patterns, soliciting aid, repeat travel in an area to memorize a route, the use of a reference system, etc.
- Uses spatial updating for establishing self-to-object relationships and tracking objects while walking.
- Uses knowledge of rules, principles and systems of spatial concepts for establishing and maintaining orientation while traveling.
- Uses compass directions in everyday travel
- Uses spatial concepts provided by maps.
- Moves safely about in environment within a one mile radius of home.
- Transfers orientation skills to unfamiliar area.
- Crosses all types of streets/intersections.
- Uses a verbal map.
- Uses telescopic aids to read street names/addresses.
- Uses landmarks.
- Mentally pictures local geography.
- Travels to and from unfamiliar community.
- Plans and adapts route.
- Reads compass.
- Reads and interprets simple maps.
- Demonstrates self-familiarization techniques.
- Demonstrates resourceful problem solving.
- Effectively seeks solutions when lost.
- Effectively negotiates turnstiles, platforms, revolving doors, new staircases.
- Effectively negotiates elevators and escalators
- Incorporates potential hazards of unknown environment into travel plan.
- Travels with self-confidence based on extensive practice
- Travels in time efficient manner.
- Demonstrates correct manners/etiquette of travel.
- Describes layout of most public buildings.
- Orients self in public places.

- Uses safe exploration techniques to negotiate new environments.
- Understands and follows rules of safety in travel.
- Demonstrates use of non-visual senses in travel (some prompting is acceptable).
- Uses clues and landmarks to assist with orientation.
- Describes a city/neighborhood block, several types of street intersections, etc.
- Uses and describes appropriate cane techniques (including diagonal, diagonal trailing, ascending/descending stairs, touch, touch and slide, touch and drag, constant contact, 3-point touch).
- Travels independently and safely within own residential neighborhood.
- Independently negotiates common travel obstacles in local environment (including curbs).
- Crosses at traffic light-controlled intersection at right time.
- Demonstrates step-over-step pattern of walking when ascending or descending stairs.
- Descends stairs independent of handrail.
- Uses protective arm and tracking techniques.
- Demonstrates knowledge of environmental concepts.
- Asks and follows step-by-step directions.
- Asks necessary questions to learn about location.

### **Develop public transportation skills**

Use of public transportation: confident understanding and use of different modes of transportation (car, bus, taxi, paratransit, etc.)

- Makes reservations for a ride on public transportation (e.g., taxi, train, bus, etc.).
- Independently uses public transportation to reach familiar or unfamiliar location.
- Independently uses public transportation to reach unfamiliar locations.
- Reads/understands transportation time tables and schedules.
- Reports general layout of local transportation stations and terminals.
- Safely enters/exits public transportation (e.g. buses, planes, or trains).



- Chooses preferred mode of travel for short distances knowing specific characteristics (e.g., costs, schedules) and defends choice.
- Compares travel time to pace.
- Describes public places (e.g., park, museum).
- Uses public transit to go to at least 1 familiar location (with supervision).
- Can enter and exit with ease all forms of transportation.
- Appropriately asks for assistance when using public transportation.
- Asks public transportation employee to announce location and exits.
- Plans and adapts route to take advantage of public transportation.
- Reads/understands transportation timetables and schedules and can plan for their use.
- Financially plans/budgets for fares using public transportation.
- Plans and executes steps needed to access all forms of public transportation.
- Purchases tickets.
- Travels within transportation stations.
- Reports travel safety procedures for at least 4 of the following vehicles: cars, buses, planes, trains, cabs.
- Is able to travel by plane independently (i.e., locate terminal, find carrier desk, locate gate, boards, exit terminal).
- Uses travel services for travel arrangements.
- Demonstrates resourcefulness in planning route and types of transportation needed.
- Independently uses all forms of public ground transportation.
- Correctly uses all travel skills learned to date.