**POWER MOBILITY CHECKLIST FOR HOME, SCHOOL & COMMUNITY USE**





**FUNCTIONAL LEARNERS**

Child’s Name: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Date(s): **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Functional learners** are expected to progress from, learning to operate the power mobility device to using it for functional activities; this may be a ride-on toy, a specialized power mobility device or a power wheelchair. They require supervision as appropriate for their age and abilities (e.g., similar expectations outdoors to peers riding bikes, scooters or skateboards). Children master familiar environments before expanding skills within their community. They should be able to maneuver proficiently in tight spaces (e.g., elevators, bathrooms) and distracting environments (e.g., with several people nearby) before introducing more advanced and challenging skills such as navigating crowded hallways and community spaces (e.g., shopping malls, stores, community events and public transit).

Goals that may be appropriate for your child at this time:

**THE FOLLOWING GOALS MAY BE RELEVANT FOR YOUR CHILD AT THIS TIME**

**THERAPIST: REVIEW & CHECK  THOSE THAT APPLY.**

* Maneuver the wheelchair to desired locations or objects and avoid obstacles
* Navigate in tighter spaces and smaller rooms
* Steer through doorways, along hallways and on ramps
* Drive safely around other children
* Participate in games and activities with others
* Drive safely on sidewalks and narrow paths
* Follow directions and safety rules
* Master community mobility (such as parking lots, crosswalks, intersections)
* Navigate crowded and public spaces

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**Amount of Supervision (this may be different for indoor vs outdoor use)**

**Check**  **only the most-appropriate selection(s):**

**Close and Constant Supervision:**

* The child should use the power mobility device INDOORS under **close and constant supervision** of a trained adult (*to be within arm’s reach at all times*). The supervising adult takes full responsibility to ensure safety of the child and others.

**AND/OR**

* The child should use the power mobility device OUTDOORS under **close and constant supervision** of a trained adult (*to be within arm’s reach at all times*). The supervising adult takes full responsibility to ensure safety of the child and others.

 **AND/OR**

**Stand-by Supervision:**

* The child should use the power mobility device INDOORS under **stand-by supervision** of a trained adult (*to be within 3 metres of device at all times*). The supervising adult takes full responsibility to ensure safety of the child and others.

**AND/OR**

* The child should use the power mobility device OUTDOORS under **stand-by supervision** of a trained adult (*to be within 3 metres of device at all times*). The supervising adult takes full responsibility to ensure safety of the child and others.

**AND/OR**

**General Supervision:**

* The child requires an adult to oversee and monitor general safe use, although constant or stand-by supervision is not required INDOORS.

**OR**

* The child requires an adult to oversee and monitor general safe use, although does not require constant or stand-by supervision INDOORS or OUTDOORS.

**OR**

**No Supervision:**

* The child is fully independent and does not require adult supervision.

**INDOOR Operation & Use**

Indoor driving can take a lot practice and close supervision.

**Check**  **only the 1 most-appropriate selection:**

* The child is learning to drive indoors in safe, open spaces like a large room, gym or wide hallway (when there is little distraction or obstacles).

**OR**

* The child is learning to drive in tight spaces such as narrow hallways, through doorways, within a small room (when there is little distraction or obstacles).

**OR**

* The child is learning to drive in crowded spaces with significant safety risks (such as driving in rooms or hallways with obstacles or with others moving about).

**OUTDOOR Operation & Use (e.g., in the yard, community, parking lots &/or sidewalks):**

**Check**  **only the 1 most-appropriate selection below)**

* The child is learning to drive outdoors in open spaces with flat, even terrain, like a wide driveway or play space in the school yard (when there is little distraction or obstacles)

**OR**

* The child is learning to navigate in smaller, flat even spaces such as navigating around obstacles or driving along wide sidewalks or pathway well away from the road

**OR**.

* The child is learning to drive on somewhat uneven terrain or in tighter spaces with moderate safety risks (such as driving along a narrow sidewalk/pathway or one that is closer to a road, or using curb-cuts to cross a road or drive across a parking lot when there are few to no people or moving vehicles nearby).

**OR**

* The child is learning to drive in spaces with significant safety risks such as driving on sloped or uneven terrain, driving in a hallway with others moving about, shopping at a mall or within a store, crossing at intersections or marked crosswalk, with crowds of people or moving vehicles.

**General Precautions (Check**  **all that apply)**

* The child should only use the power mobility device in a **safe environment** free from hazards (e.g., no open stairs, no hazards at head height such as tables or shelves).
* Use slower speeds indoors and when navigating tighter spaces, such as going through doorways, narrow pathways, or around other people.
* Seek out opportunities to practice when it is quiet to ease learning.

**Power Mobility Device Owner’s Manual & Maintenance Information:**

Supervisors should have access to the owner’s manual (a copy of manual or an online link through the manufacturer’s website) and be instructed to review the information on how to charge and maintain the power mo

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| --- |
| **Battery Charging Routine** |
| Where: |  |
| When: |  |
| Who: |  |
| **Safe Power Mobility Device Storage Location When Not In Use** |
| Where: |  |
| Owner’s manual location: |  |
| **Person Responsible for Coordinating:** | **Contact:** |
| Maintenance: |  |  |
| Repairs: |  |  |
| Review of fit:  |  |  |
| Vendor:  |  |  |

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Following safe driving recommendations is important for the goal of safe and enjoyable power mobility use. Please refer to the supporting general information handout entitled **‘**[**Supervisors’ Guide for Safe Driving for All Power Mobility Learners**](http://www.seatingandmobility.ca/Libraries/Wheeled_Mobility/SupervisorsGuideSafePMDriving2020.sflb.ashx)**’ for additional information.**

The safety information was reviewed by the therapist, with the child and the following parent(s), caregivers and/or supervisors: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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**Therapist Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Next review should occur (date): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**It is important to personalize this information to the child’s situation with your therapist’s input to determine what is best for the child.** This resource has been developed by a team of occupational therapists at Sunny Hill Health Centre. The information included in this handout is based on current (2020) research and expert clinical opinion. **Please contact your therapist if you have any questions or concerns.**

**Additional Resources:**

Other pediatric power mobility resources can be found on the Sunny Hill Health Centre for Children website: <http://www.childdevelopment.ca/Home.aspx> under the Wheeled Mobility button and then the Power Mobility heading. Information is also found here: [http://www.seatingandmobility.ca/PowerMobility/](http://www.seatingandmobility.ca/PowerMobility/pm_Assessment.aspx)

The Assessment of Learning Powered Mobility Use (ALP) gives a good description of the progression for learning power mobility use:

<http://www.seatingandmobility.ca/Libraries/Pdfs/ALP_instrument_version_2_0.sflb.ashx>

Nilsson and Durkin, the authors of the ALP, have also created a resource of learning strategies aimed at each phase of learning on the ALP:

<http://www.seatingandmobility.ca/Libraries/Pdfs/ALP_Strategies_Version_2_0.sflb.ashx>

Additional ideas for power mobility training can be found here:

<http://www.seatingandmobility.ca/Libraries/Pdfs/Power_Mobility_Training_Ideas_for_Children.sflb.ashx>

More detailed information on wheelchair use and training can be found here (the book in our SHERC library is available for short-term loan):

<http://www.wheelchairnet.org/wcn_prodserv/Docs/PWTG/PDF/PWTG%20Excerpts.pdf>

Information on Batteries can be found here:

<http://www.seatingandmobility.ca/Libraries/Pdfs/Power_Chair_Batteries_handout.sflb.ashx>

Information of Maintenance can be found here:

 <http://www.iwheel.ca/>