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





**OPERATIONAL LEARNERS**

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

**Operational learners** are children who are learning to operate the different functions of the power mobility device; this may be a ride-on toy, a specialized power mobility device or a power wheelchair. They are learning to recognize obstacles and are developing the ability to move towards desired people or objects intentionally, but they have yet to appreciate safety risks.

They require close supervision at all times to keep them safe and will require assistance with more complex tasks. It is anticipated that they will require ongoing training (months to years) to learn to use the power mobility device and will use the power mobility device only in limited safe environments or for specific activities.

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

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

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

* Understand how to move in different directions
* Navigate to desired objects or locations
* Avoid obstacles
* Understand basic safety rules (e.g., visually monitoring your path and stopping before hitting a person or an object; stopping on command)
* Turn device on and off appropriately
* Follow one-step directions
* Distinguish between fast and slow speeds
* Move over (somewhat) uneven terrain (bumps, grass, playground)
* Playing with one or two other children with close adult supervision

**Amount of Supervision**

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

* The child should only use the power mobility device 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.

**OR**

* The child should use the power mobility device 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.

Supervising adults should be prepared to ***devote their attention*** ***to monitoring the child*** and ***anticipating the actions of others*** nearby whenever the child is seated in the power mobility device. This also includes minimizing hazards in the environment around them.

**INDOOR OPERATION & USE**

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

* The child is not yet ready to drive indoors

**OR**

* The child is learning to drive indoors in 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).

**NOTE**

* Indoor driving can take a lot practice and close supervision.
* 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, especially when navigating spaces and going through doorways or around other people.

**OUTDOOR OPERATION & USE**

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

* The child is not yet ready to drive outdoors.

**OR**

* The child is learning to drive outdoors in open, flat, even spaces 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 pathways, well away from the road) or on somewhat uneven terrain such as slight bumps along sidewalks or over the grass in the school grounds.

**NOTE**

* Outdoor driving can take a lot practice and close supervision; challenges should be introduced gradually as their skill progresses and be appropriate to their ability.
* For children who require stand-by supervision for safety, the supervising adult should walk closely beside the child. The adult should be next to the joystick/switch(es), attendant control and/or emergency stop button to assist as needed if safety becomes a concern.
* Remind the child to maintain a speed that is compatible with the walking speed of the supervising adult.
* Drive slowly on uneven surfaces or in new settings.
* Lower driving speed when approaching stationary objects (e.g., fence, bike rack) and when turning.
* Be cautious going out in wet, stormy, snowy or icy weather conditions. Surfaces covered with wet leaves, mud, snow, or ice, may be hazardous. Do not proceed if safety may be compromised.

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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:  |  |  |

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

* Supervisors should have access to the owner’s manual (i.e., 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 mobility device.

Following safe driving recommendations is important for the goal of safe and enjoyable power mobility use. Please refer to the **‘**[**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 adults:

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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/>