If you are viewing this course as a recorded course after the live webinar, you can use the scroll bar at the bottom of the player window to pause and navigate the course.

This handout is for reference only. Non-essential images have been removed for your convenience. Any links included in the handout are current at the time of the live webinar, but are subject to change and may not be current at a later date.

No part of the materials available through the continued.com site may be copied, photocopied, reproduced, translated or reduced to any electronic medium or machine-readable form, in whole or in part, without prior written consent of continued.com, LLC. Any other reproduction in any form without such written permission is prohibited. All materials contained on this site are protected by United States copyright law and may not be reproduced, distributed, transmitted, displayed, published or broadcast without the prior written permission of continued.com, LLC. Users must not access or use for any commercial purposes any part of the site or any services or materials available through the site.
Technical issues with the Recording?

- Clear browser cache using these instructions
- Switch to another browser
- Use a hardwired Internet connection
- Restart your computer/device

Still having issues?

- Call 866-782-9924 (M-F, 8 AM-8 PM ET)
- Email customerservice@OccupationalTherapy.com
Please review these learning outcomes:

After this course, participants will be able to:

- List 3 mobility training strategies for improving driving accuracy in the context of the school day.
- List 3 mobility training strategies for improving judgment in the context of the school day.
- List 3 mobility training strategies for improving problem solving in the context of the school day.
WHAT WE WILL BE COVERING:

Pre-Mobility Training
- To develop skills before a PWC recommendation

Mobility Training
- To optimize driving that new PWC

Within the school day

Case Studies

POLL #1

Do you perform mobility training with students at this time?
- Yes
- No
- I’d like to start!
THE CHALLENGE, PART 1

Students often bring a new power wheelchair to school immediately after delivery due to home and/or vehicle accessibility issues.

THE CHALLENGE, PART 2

The school is often expected to store and charge the power wheelchair, as well as train the new driver in optimal use.
THE CHALLENGE, PART 3

The student and staff have limited time in a busy school day for mobility training.

THE CHALLENGE, PART 4

Mobility Training can be accomplished through pull-out times, but training in context can save time and be more effective and motivating for the student.
MOBILITY TRAINING

As part of the evaluation process
- Wheelchair Criteria checklist determines the starting point for training

Before equipment recommendation
- Pre-mobility training

After equipment delivery
- Mobility training

Training

MOBILITY TRAINING PRE-REQUISITES

Positioning
- Optimal to facilitate access

Vision
- Adequate for training and driving

Access
- Optimal for driving
MOBILITY TRAINING

What works with kids:
- Real life experiences
- Starting in a controlled environment
  - Don’t start on the Freeway!
- Shorter, more frequent training

MOBILITY TRAINING

What doesn’t work with kids:
- Computer simulations
- Lots of verbal instruction

M. LANGE 8.2014
PRE-MOBILITY TRAINING

Working on concepts without a power wheelchair

When indicated:
- child who is only at Cause and Effect or Stop and Go level conceptually;
- when no power wheelchair is available for practice;
- when learning curve is slow
PRE-MOBILITY TRAINING

Goals:
- To develop concepts necessary to benefit from Mobility Training with a power wheelchair
- To prepare for power mobility evaluation

Stop and Go Concepts
Directional Concepts
Problem Solving
Judgment
STOP AND GO CONCEPTS

Pull Out Activities
- Play Red Light, Green Light
- Play with switch toys and have child make the toy “Go” and “Stop”
- Put a switch or paper circle on tray (if child can use a hand). When the child activates the switch, move the chair. When the child releases the switch, stop. Use consistent, simple vocabulary to reinforce.

STOP AND GO CONCEPTS

As a part of the school day
- Verbalize Stop and Go when pushing the manual wheelchair
- Adaptive PE:
  - Put a switch or paper circle on tray (if child can use a hand). When the child activates the switch, move the chair. When the child releases the switch, stop. Use consistent, simple vocabulary to reinforce.
  - Pull in peers and play a game!
STOP AND GO CONCEPTS

As a part of the school day
- Moving between locations (i.e. class to cafeteria)
- Place a paper circle or switch on the manual wheelchair
- When the student presses the “switch” move the chair toward the location. When they let go, stop, say “stop” and wait for the student to press again and move on with the class

DIRECTIONAL CONCEPTS

Pull Out Activities
- Play Follow the Leader
- Put 3 switches or paper circles on tray (if child can use a hand). When the child activates a switch, move the chair in that direction. Use consistent, simple vocabulary to reinforce.
DIRECTIONAL CONCEPTS

As a part of the school day

- Verbalize Direction of movement while pushing the manual wheelchair. Do not need to use Left and Right labels.
- Adaptive PE:
  - Play Follow the Leader
  - Put 3 switches or paper circles on tray (if child can use a hand). When the child activates a switch, move the chair in that direction. Use consistent, simple vocabulary to reinforce.

DIRECTIONAL CONCEPTS

As a part of the school day

- Moving between locations
  - Have student press switches or circles for more than one location
  - Move the manual wheelchair in that direction
PROBLEM SOLVING

Pull Out Activities

- This is best done in the manual wheelchair with 3 switches or paper circles on a tray.
- Choose a destination in the room and ask the child to get to it. Don’t give a lot of verbal instruction, just verbally reinforce what the child has done, i.e. “you pressed the Forward Switch”. Younger children learn problem solving best by exploration.

PROBLEM SOLVING

As a part of the school day

- Adaptive PE:
  - This is best done in the manual wheelchair with 3 switches or paper circles on a tray.
  - Choose a destination in the room and ask the child to get to it. Don’t give a lot of verbal instruction, just verbally reinforce what the child has done, i.e. “you pressed the Forward Switch”. Younger children learn problem solving best by exploration.
JUDGMENT

Pull Out Activities
- Not as applicable

As a part of the school day
- Verbalize situations that require judgment while pushing the manual wheelchair
  - i.e.: “I had to stop your chair to let those children walk by so that I didn’t bump them”
POLL #2

In what area do you think most of your students require pre-mobility training?
- Stop and go concepts
- Directional concepts
- Problem solving
- Judgment
MOBILITY TRAINING

Working on concepts with a power wheelchair

When indicated:

- When a child is demonstrating emerging directional concepts and problem solving
- When a power wheelchair is available
- When learning curve is shorter

Goal: to develop skills required to recommend a power wheelchair or use a newly acquired power wheelchair optimally
REMOTE STOP SWITCH

Awesome training tool
Wireless
Stops the PWC up to 20 feet away
ASL and Switch-It!

MOBILITY TRAINING

Stop and Go Concepts
Directional Concepts
Problem Solving
Judgment
STOP AND GO CONCEPTS

Pull Out Activities
- In the power wheelchair, have the child Go and Stop on verbal command
- Play games such as Red Light, Green Light
- Goal: stopping on command quickly

As a part of the school day
- While driving from the classroom to the cafeteria (or another destination), walk next to the student
- Encourage the student to stop and go when appropriate
DIRECTIONAL CONCEPTS

Pull out Activities

- In the power wheelchair, ask the child to move in an indicated direction. This gives the child an opportunity to discriminate between directional switches or joystick movement
- Play Follow the Leader
- Bring in peers!

As a part of the school day

- Have the student follow the rest of the class from the classroom to the cafeteria or library
- The student will be less likely to bump anyone while in the back
PROBLEM SOLVING

Pull out Activities

- In the power wheelchair, have the child move to a location in the room that requires more than one directional command to reach
- Play Follow the Leader, Hide and Seek
  - Pull in peers!
- As the child progresses, move on to more realistic situations, such as going down hallways, through doorways, etc.

Game Time!

PROBLEM SOLVING

As a part of the school day

- Have the student deliver attendance to the office or other papers
- When the class moves to a different area, have the student try the following:
  - Go through the classroom door without assistance
  - Go down the hallway
JUDGMENT

Pull Out Activities
- Place obstacles in the child's way to see if they will stop and/or go around these.
- Move on to real life situations to train appropriate judgment i.e. crossing the street

JUDGMENT

As a part of the school day
- Provide rewards for safe driving
POLL #3

What are your biggest obstacles to Mobility Training?
- Lack of student time
- Lack of staff time
- Student lacking skills
- Staff lacking skills

M. LANGE 8.2014

COMMON CONCERNS

Safety of other students
Behavioral issues

M. LANGE 8.2014
STUDENT SAFETY

Training in context increases risks of bumping walls and other students

Solution:
- Don’t start in context training around a lot of other students right away
- Like learning to drive a car
- Reduce power and/or torque so PWC has less force

BEHAVIORAL ISSUES

If a student is acting up, try and address this the same way you would a typical student whenever possible
BEHAVIORAL ISSUES

Gabriel
CP, age 5
Behavioral issues:
- Driving too fast
- Bumping walls
Solutions:

BEHAVIORAL ISSUES

Shannon
Down’s syndrome, age 15
Behavioral issues:
- Crashing
- Thinks it is funny
Solutions:
BEHAVIORAL ISSUES

Kristi
CP, age 14
Behavioral issue:
  ▪ crashing
  ▪ Defiant, not listening
Solutions:

BEHAVIORAL ISSUES

Brian
TBI, age 19
Behavioral Issues:
  ▪ Crashing
  ▪ Aggressive
  ▪ Poor judgment
Solutions:
TAKE HOME MESSAGE:

Pre-mobility training can develop the skills required to drive a power wheelchair.

Mobility training can optimize driving skills for increased function, safety and independence.

QUESTIONS?

Type them into the chat box.
RESOURCES

Access to Independence Website
- www.atilange.com
- Indoor Power Mobility Criteria
- Pre-mobility Training Guidelines
- Mobility Training Guidelines

THANKS!

M. Lange 8.2014
CONTACT INFORMATION

AbleNet, Inc.
www.AbleNetinc.com

Michelle Lange
MichelleLange@msn.com