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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

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
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

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.

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!

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.

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.

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
JUDGMENT
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

CONTINUED
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

MOBILITY TRAINING

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

STOP AND GO CONCEPTS

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

**COMMON CONCERNS**

Safety of other students
Behavioral issues

**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.

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

Solutions:

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!