

Invited Abstracts

EMPOWERING CHILDREN AND ADULTS WITH COGNITIVE DISABILITIES TO LEARN SKILLS FOR POWERED MOBILITY: PRINCIPLES, EVIDENCE AND RECOMMENDATIONS

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Summary:

A draft guidelines document on *Empowering children and adults with cognitive disabilities to learn skills for powered mobility: Principles, evidence and recommendations* was developed and will be presented for discussion and improvement. Included in the document are: the purpose; definition of terms; issues related to powered mobility use and people with cognitive disabilities; principles for provision and use; a survey of research related to movement and powered mobility, assessment and prerequisite skills, learning powered mobility skills, cognitive disabilities and learning, a discussion on mobility independence and safety supervision, and powered mobility technology; and recommendations.

Introduction:

A working group was established in January 2009 for the purpose of developing best practice guidelines for power mobility for individuals with cognitive disabilities. The document is a draft, intended to be discussed (with other clinicians, researchers, administrators of health and community care agencies, consumers and consumer organizations, and technology developers) and improved upon. The purpose of the document is:

- to present a position on children and adults with cognitive disabilities and the provision, use and learning/teaching of powered mobility based on current research and practice evidence
- to stimulate discussion on this position, identify sources of agreement/disagreement, strategies for implementation and foci for future development and research

- to provide a resource for service provision, program development, research and technology development

Method:

A small group of individuals who had conducted research in this area and who were interested in participating in the group were included. Through discussions on the scope, purpose, content and format; a literature review and the construction of several document iterations, a full draft document was constructed.

Results:

Included in the guidelines document are: the purpose; definition of terms; issues related to powered mobility use and people with cognitive disabilities; principles for provision and use; a survey of research related to movement and powered mobility, assessment and prerequisite skills, the benefits of learning powered mobility skills, cognitive disabilities and learning, a discussion on mobility independence and safety supervision, and powered mobility technology; and recommendations.

Discussion:

This is a first draft of an evolving document. As part of the process for developing recommendations grounded in evidence and practical for implementation, results of the discussion and feedback from others will be incorporated to improve this document. Future work will be to include seek feedback on other groups not represented in the initial round of discussions.