

Mobility 3

The Third Level of Four Levels of Mobility Classes

Department: Mobility and Fitness

Priority:

High priority for students who are walking but only with the assistance of devices or with other people.

Overall purpose of class:

This class is very similar in purpose and activities to Mobility 2. This class is for students who are walking independently at the Stroke Center not "yellow-ribboned" with or without adaptive equipment but who do not have the speed, endurance or balance to participate in Mobility 4. The emphasis of the class is on refinement of the students' walking pattern, endurance, and functional activities requiring standing/walking balance. Transfer belts are still worn during the class since activities that challenge the students' balance will be part of the class. Instructors and teaching assistants stand-by or physically assist students as needed during all activities.

Specific goals are:

- To improve balance.
- To increase awareness of body position in space.
- To improve mobility and fluidity of movement.
- To practice and improve safe and functional transfers
- To improve endurance
- Focus on carry-over skills to other classes and at home.

Number of classes held per week:

Daily

Optimum class time:

Morning

Instructor requirements:

Instructor plus 2 trained assistants plus volunteers or personal aides as needed.

Number of students:

10 is ideal

Student ability range and limitations:

This class is designed for students who require some assistance in walking, but are more independent than those students in Mobility 2. They can move at a faster pace and have significantly greater endurance than their Mobility 2 counterparts.

Space and Equipment requirements:

Adapted bikes, parallel bars, optional foot placement ladders, balance rocker boards, steps, captain's chairs with arms and customized seat risers, balance beam made with a 2 by 6 approximately 8 feet long.

Mobility 3 adds a variety of chairs and benches so that students can learn to sit and rise safely and easily in different situations.

Student Needs to be met from the perspective of the instructor:

Students are recommended for this class if they can benefit from:

- Learning proper techniques for transfers
- Learning individual adaptations for walking incorporating their weak extremity to improve balance and gait.
- Learning proper use of equipment.
- Improving their gait pattern

Typical Student Goals that lead to placement in the class:

Family comments that student "hates" his cane or walker. "He carries it around instead of using it!" They are concerned about safety in activities of daily living and request that our therapists help convince the student to properly use cane/walker.

Student states that he wants to improve his balance.

Other common goals are to stop dragging a foot, learn how not to fall and to learn to walk comfortably outside again.

Mobility 3 Sample Activities

Always start the class with 10-15 minutes of bike riding, either seated in chairs or on regular stationary bicycles. If students are unable to use a bicycle, have them walk laps around the room or hallways to "warm-up".

1. Do several rounds of Stand Ups. More repetitions can be done than in Mobility 1 or 2 classes in order to work on increasing endurance. These can be practiced in chairs with or without arms and with or without risers.
2. Practice on stairs, ramps and curbs (inside or outside as weather permits)-stand by or physically assist each student individually.
3. Set up obstacle courses that can be done inside using equipment such as chairs, steps, rubber squares etc. or outside using the deck stairs, ramps and gravel/sand pit areas. Additional ideas include negotiating doorways, maneuvering in limited spaces, turns etc. Make sure to assist students individually when on uneven surfaces, ramps, stairs, stepping over obstacles, or with any other activity that challenges their balance.
4. Have students walk laps around the hallways inside the Center. Emphasis should be on refining the speed, and rhythm of walking as well as gait pattern (posture, equal stride length, weight shifting, arm swing etc.). Students may be timed as a way to measure

improvement in endurance.

5. Balance boards and discs may be used inside the parallel bars to work on balance and weight shifting in all directions (forward/backward, side-to-side, diagonally, and in circles). Stand by each student when using any equipment.
6. Equipment such as steps, floor ladders, agility ladder, and beams may also be used inside the parallel bars to perform activities similar to those in Mobility 2 (see Mobility 2 outline). These activities should not be the primary focus of the class, but may be used as alternative activities.
7. Stretches are always done at the parallel bars after "warm-up activities such as bikes or walking laps and also at the end of the class.