

Task: Assisting with Mobility and Managing Falls	Risk Priority Chart				
<p>Task description:</p> <ol style="list-style-type: none"> Assisting student with mobility – minimising risk of falls Managing falls and minimising harm should a fall occur <p>Description of Student:</p> <ul style="list-style-type: none"> Student is 25kg and has Rett Syndrome requiring assistance from a staff member to mobilise Student benefits from the use of a rail, but usually requires one person to provide additional support, particularly when no rail is available Student can become unsteady and has a history of falls/drops 	Consequences: How severe would injury be?				Likelihood: How likely is an injury to occur?
		Extreme (Death, Disability)	Major (Serious Injury)	Moderate (Medical Treatment)	Minor (First Aid Only)
	Very Likely (could happen frequently)	1	2	3	4
	Likely (could happen occasionally)	2	3	4	5
	Unlikely (could happen but rare)	3	4	5	6
	Very Unlikely (could happen but probably never)	4	5	6	7
Risk Prioritisation	1,2,3 Do something about these risks immediately				
	4,5 Do something about these risks as soon as possible				
	6,7 These risks may not need immediate attention				
Task Components	Current Control Measures				
<ol style="list-style-type: none"> Assisting with mobility <ul style="list-style-type: none"> providing support walking with student 	<ul style="list-style-type: none"> Back Care Lecture Training with physiotherapist Individual student assessment Equipment: nil 				
<ol style="list-style-type: none"> Managing falls <ul style="list-style-type: none"> lowering to floor assisting to stand 					

Task Components	Direct Risk Factors (Force, Posture, Repetition/Duration)	Contributing/Modifying Risk Factors (Environment, Layout, Organisation, Technique, Worker/Student Characteristics)	Risk Score			Control Measures (Design, Administrative)
			Likelihood Very Likely Likely Unlikely Very Unlikely	Consequence Extreme Major Moderate Minor	Score	
<p>Assisting with mobility</p> <ul style="list-style-type: none"> - Providing support - Walking with student 	<p><u>Force</u></p> <ul style="list-style-type: none"> Mild to moderate force is required to provide support <p><u>Posture</u></p> <ul style="list-style-type: none"> Mild flexion is required due to the standing height of the student Wrist/forearm postures may be awkward dependent on hand position <p><u>Repetition</u></p> <ul style="list-style-type: none"> Activity occurs twice per day <p><u>Duration</u></p> <ul style="list-style-type: none"> May be for extended period depending on distance walked 	<p><u>Work Area Design</u></p> <ul style="list-style-type: none"> Doorways cause difficulties for two people to pass easily if only normal width <p><u>Work Environment</u></p> <ul style="list-style-type: none"> Clutter and other equipment may decrease space available Slopes and stairs increase difficulty of task <p><u>Handling Procedure</u></p> <ul style="list-style-type: none"> Choice of hand position and standing distance from student will greatly affect amount of effort required <p><u>Work Organisation</u></p> <ul style="list-style-type: none"> Same staff member assists with walking activity for each session 	Likely	Moderate	4	<p>Design</p> <ul style="list-style-type: none"> Doorways should be wide enough to allow side by side access to required rooms Appropriate rails should be situated along paths where possible Equipment should be considered including a walking frame or walk belt <p>Administrative Controls</p> <ul style="list-style-type: none"> Staff training in technique for assisting mobility, with emphasis on position compared to student Training in use of equipment/walk belt Flexible scheduling of walking tasks e.g. when student feeling 'at best' during the day Education re exercise/fitness programs, manual handling

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<p>Managing a fall</p> <p>- Lowering to floor</p>	<p><u>Force</u></p> <ul style="list-style-type: none"> Sudden, large amount of force may occur <p><u>Posture</u></p> <ul style="list-style-type: none"> May be associated with flexion, possible twisting and taking weight away from the body <p><u>Repetition</u></p> <p>Depends on day and frequency of falls</p>	<p><u>Work Area Design</u></p> <ul style="list-style-type: none"> Hard surfaces and cramped area may increase the likelihood of staff trying to 'catch' the student Cramped spaces would also increase the difficulty of controlling the fall and therefore increase force requirements and potential unsafe postures <p><u>Work Environment</u></p> <ul style="list-style-type: none"> Some classrooms have a large amount of equipment which can be scattered around the room resulting in increased trip risk and difficulty maintaining a good supportive position for staff assisting <p><u>Technique/Procedure</u></p> <ul style="list-style-type: none"> This technique varies considerably depending on the staff member, including the distance from the student and the hand positions chosen The closer the staff member is to the student, the more support they will be able to provide to sustain student balance <p><u>Work Organisation</u></p> <ul style="list-style-type: none"> Staffing levels are an issue, particularly when children require assistance/supervision 	Likely	Major	3	<p>Design</p> <ul style="list-style-type: none"> As above, and: A firm, even surface decreases the risk of tripping and reduces need for student (and staff) to compensate for uneven surface Ensure student assessment (functional mobility) is conducted and plan activities according to these recommendations <p>Administrative Controls</p> <ul style="list-style-type: none"> Ensure all staff are trained in the revised procedures to walk with the student which minimises the risks of falling which may include: <ul style="list-style-type: none"> Use of transfer belt Alternative path of travel Use of rails 2 person assist when necessary Clear path of travel Train staff in measures to protect staff and student if falls occur, guiding falls If falls are persistent and mobilising should continue to maintain student's function – investigate use of knee pads, helmets etc for student. Teaching student 'safe' ways to fall. For some students this will be a life skill that they will need to acquire.

Task	Direct Risk Factors	Contributing/Modifying	Likelihood	Consequence	Score	Control Measures
Assisting Student to stand - from floor	<u>Force</u> <ul style="list-style-type: none"> Significant force will be required to assist the student from the floor <u>Awkward Postures</u> <ul style="list-style-type: none"> Very deep forward bending and twisting to assist student 	<u>Work Environment</u> <ul style="list-style-type: none"> Working from floor <u>Technique/Procedure</u> <ul style="list-style-type: none"> Two staff to assist – lift from floor 	Likely	Major	3	Design Redesign of procedure – <ul style="list-style-type: none"> if no injuries and student is able to remain lying/sitting – wait until ready to stand with minimal assistance if unable to stand, hoist lift, or if serious consequences – make comfortable on floor, wait for medical advice Administrative Controls <ul style="list-style-type: none"> Document procedures as above Train all staff in procedures

Risk Factors Common To All Actions

Worker Characteristics

- General attitude/culture of needing to provide opportunities to the student (even if increases risk to staff).
- Varied fitness/age levels of staff.
- Number of staff with ongoing injuries.
- Training/experience levels vary and if teacher away, may have a relief teacher with no experience, which further increases the risk. This is especially the case with random incidents like falls.
- New workers, pregnant workers and workers with prolonged absences need special consideration.

Summary Control Page CONTROL OPTIONS IN ORDER OF PREFERENCE	REASONS FOR CONTROLS BEING REQUIRED	ESTIMATED COSTS OR RESOURCES REQUIRED	WHO IS RESPONSIBLE FOR IMPLEMENTATION?	STATUS & DATE	COMPLETION DATE
<p>Design</p> <ul style="list-style-type: none"> ▪ Doorways should be wide enough to allow side by side access to all required areas ▪ Appropriate rails situated along paths where possible ▪ Equipment should be considered including a walking frame or walk belt ▪ A firm, even surface decreases the risk of tripping and reduces need to compensate for uneven surface <p>Redesign of procedure if student falls –</p> <ul style="list-style-type: none"> ▪ if no injuries and student is able to remain lying/sitting – wait until ready to stand with minimal assistance ▪ if unable to stand, hoist lift or ▪ if serious consequences – make comfortable on floor, wait for medical advice <p>Teaching student 'safe' ways to fall. For some students this will be a life skill that they will need to acquire</p>	<p>Providing clear access for staff and students to promote walking activities and provide safe environment to conduct the activity</p> <p>Facilitate independence of student with rails and or equipment</p> <p>Some paths and ramps</p> <p>These options minimise risks associated with lifting/moving student from floor level</p> <p>Maintaining independence of student and minimising risk of injuries of staff when 'catching' students who fall</p>	<p>Quotes for widening of classroom H1 door approx. \$400</p> <p>Rails as per quotes Starting budget allocation \$500</p> <p>Walking frame \$200</p> <p>Obtain quotes</p> <p>Time allocation – next staff meeting</p> <p>Training – time allocation</p> <p>Training of staff essential Time to document new procedures</p>	<p>C. Smith to obtain quotes and discuss with principal</p> <p>Principal to also discuss with parents</p> <p>Principal to discuss with parents</p>		

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<p>Administrative Controls</p> <ul style="list-style-type: none"> ▪ Ensure student assessment (functional mobility) is conducted and design activities according to these recommendations ▪ Staff training <ul style="list-style-type: none"> - developing mobility plans - new procedures - use of equipment/walk belt - Managing falls - Scheduling of walking tasks ▪ Education re exercise/fitness programs ▪ Protective equipment for student – investigate use of knee pads, helmets etc <p>Advise parents of new procedures or equipment use</p>	<p>All staff require training/refresher re developing mobility activities including:</p> <ul style="list-style-type: none"> ▪ Outcomes of activity for student ▪ Improve process for staff e.g. reducing manual handling risks ▪ Decreasing risks of falls/injury <p>This will improve outcomes for student and staff</p> <p>Improve general wellbeing</p> <p>This may be an option to maintain independence in walking and protect student from injury</p>	<p>Time allocation</p> <p>All staff encouraged to share ideas</p> <p>Discuss with parents options for purchase</p>	<p>C.Smith liaise with staff to complete</p> <p>T. Smith to include info in weekly notices</p> <p>Principal</p> <p>Principal</p>		