



ADAPTIVE SEATING PROCUREMENT, MAINTENANCE AND MONITORING

by PT SIT Team

Procurement Considerations:

To determine need

1. Identify who is requesting adaptive chair and what are the concerns, will it improve access to curriculum
2. What’s wrong with current seating system – too fixed, too mobile, wrong height
3. Can current seating system be modified – wedge, footrests, props, towel rolls. Use before and after pictures
4. Avoid using as a restraint - Is there a need for a behavioral assessment to differentiate sensory needs, physical needs or behavior – assess seating in context of school function
5. Assessment should include
 - Transfers - level of assistance needed, surfaces transferring to and from
 - Use during school day - science and art seats are generally higher
 - Sitting balance – supported or unsupported
 - Number of settings in which chair will be used – consider entire school day
6. Are there loaner chairs to borrow as a trial – request assistance from your supervisor

To obtain an adaptive chair

1. Consult all IEP team members and prep teachers, PLOP must demonstrate student’s needs
2. Consider all seating options, body type, growth, skin condition
3. Evaluate for accessories and include specifics such as the setting in which the accessory is needed
 - Head control – flat versus winged headrest
 - Trunk control – lateral supports with or without chest strap or harness
 - Hip control – pelvis harness or hip guides
 - Legs – abduction, adduction or leg prompts with consideration for stability, comfort and/or hygiene
 - Foot control – footboard, sandals or ankle straps
 - Lap tray or mounting for communication device
 - Armrests
4. Consider all seating options and who will be responsible for accessory parts – especially when ordering multiple accessories for different times of day: Is there a warranty for each part? Who will be responsible for storing the parts, retrieving them for the student’s use, and putting them in a secure location when they are not in use?
5. Justifications should be specific to the student’s individual needs, photos, articles could be included in justifications

Maintenance and Monitoring:

Daily	Tighten accessories such as nuts & bolts; Check that straps, brakes, anti-tippers, wheels, castors are intact and in working condition; Disinfect/Clean all surfaces
Weekly	Communication between PT and paraprofessional regarding concerns of repairs, sizing, inaccessibility, thresholds, transfers, positioning, and potential breakdowns
Monthly	Equipment Maintenance: <ul style="list-style-type: none"> • Use lubricants recommended by manufacturer. • Checks for integrity of moveable parts/bolts/screws, look for cracks or tears of parts, and repair if applicable. • If there is damage the PT cannot repair, contact vendor or contact administrator or PT supervisor.

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| | <ul style="list-style-type: none">• Keep an “Equipment Use Log” that documents<ul style="list-style-type: none">➤ Duration of time student spends in equipment➤ Specific activities the student participates in while using the equipment |
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Further Considerations:

- Environment and administration: is the classroom large enough to accommodate the equipment? Is the staff willing and able to learn to use the equipment? Consult with administration before ordering any equipment.
- Anticipation of long term need: does the student have a lifelong condition that will necessitate use of this equipment throughout his/her education? Based on the age of the student, is it likely that he/she will outgrow the equipment?
 - If student transfers to another school -> transportation of IEP driven equipment can be arranged through PT supervisor
 - If student outgrows the equipment or graduates from school system -> equipment remains within school system -> Notify PT supervisor who will inform OTPEquipment@schools.nyc.gov to add the equipment into inventory