CAMP REPORT

Name:

Date of Report:

The camp experience is designed to allow children to have fun while exposing the campers to different types of technology needed to access a computer, drive a power wheelchair and engage in other social activities. These included arts and crafts, baking, games, and going on an outing to the Western Canada Aviation Museum. EM attended the Switched On computer camp for 2 weeks from [date]

Based upon observations made during EM camp experience, this report will focus on 4 specific areas of functioning: positioning, power wheelchair use, computer access and functional visual field assessment.

Positioning: EM spent time in his walker once during the camp and was able to stay in it for about an hour. He does not enjoy the walker, preferring to be held upright and "walked" with an adult. The chair sent by his parents was fixed by the mechanical department. It was observed that the "butterfly" brace put EM in a better position for driving and computer use. In this position the way that gravity works also helped to reduce the saliva flow. The brace also helped EM to achieve greater height and thus he was able to see where he was going more easily.

Power Wheelchair Use: EM used a joystick to control the power wheelchair. In the Centre it was noticed that he had decreased the number of times he bumped into the wall. This could be due to the high contrast between the wall and the floor as well as the yellow marking lines near the edge of the floor. The joystick was moved an inch closer to EM which reduced the reaching distance and may help him to have better control of the joystick. EM enjoyed participating in the wheelchair races with the other campers. Outdoors without a clear boundary or guide EM was less able to keep to the sidewalk. He required close supervision to intervene if he was in danger of tipping his wheelchair.

Computer Access: To enhance better access to the computer, a number of different mice were tried with EM. The result was not successful with Crayola tracker ball mouse but one made by Penner & Giles had good results. The Penner & Giles joystick had a switch guard to

prevent accidental pressing of other buttons and was put on an easel with back height of 2 and a half inches. EM enjoyed *Games 2 Play*, one of them being "Dragster Racing." The following is a list of the software program that EM used at the camp: "*Mr. Potato Head Activity Pack*" & "*Amazing Animals*." We played the "*Guess who*" game with EM. He could ask questions by using the boards setup on his Gemini. He could not see which "box" he was at and use the switches at the same time. To be successful at this task, EM required cueing to the number of times he needed push his switch. This board is new and visually quite busy. Performance will improve with practice.

Functional Visual Field Assessment: While attending camp a functional visual assessment was completed. The assessment did not look at visual acuity rather assessed which area of EM's field visual he relied on to obtain visual information.

EM was assessed sitting in his wheelchair wearing his butterfly harness. This was the most supportive upright position and physically challenging children by having them sit up straight i.e. can reduce the visual amount of attention they are able to give to an activity. In this position the following was observed.

1. EM has a clear right eye preference. He did not object to having his left eye covered but was unable to comfortably tolerate covering his right eye.
2. He did not respond to objects presented in the left upper or lower visual fields. When looking forwards EM first visually noticed objects a few degrees on the left side of midline.
3. EM responded to objects presented above his head when they were brought down, just above his eye level.
4. Lower fields appeared to be greater than upper fields. EM was able to see objects approximately 8 inch below his chair.
5. His peripheral fields are quite limited: the left more than the right. The right field is approximately 45° from midline. The left almost at midline.
6. EM was unable to focus on an object, move his gaze to another object and smoothly locate the original object. His head and eyes moved together rather than separately. EM has trouble fixing (maintaining focus) on any object. If he blinks to refocus, he needs to visually search for the original object. This difficulty along with immature tracking skills makes it extremely difficult for EM to smoothly scan a row of symbols.
7. EM is unable to smoothly track horizontally either left to right or right to left. He will require more time to be sure what symbols are in a row. As well, due to the difficulty with fixing he may skip rows of symbols without being aware of having done so. With familiar computer boards, he is able to anticipate what should be there and check if he doesn't initially see all the symbols. New boards need to be introduced with as

few symbols as possible and gradually added to as EM becomes familiar with them (slowly increase the visual complexity).

8. EM's computer boards need to have as much visual contrast as possible. The backgrounds need to be bright yellow and the borders a heavy black line.
9. When EM is driving his wheelchair he tends to lean quite far forwards. In this position EM tends to spatially orient himself through visual cues on the floor and lower walls as he uses the right upper fields to gather visual information. He would benefit from high contrast tape placed on a "driving path" in the new school to facilitate independent safe driving.

Activities EM Enjoyed:

- ✓ Races with his wheelchair
- ✓ *Games 2 Play*, *Mr. Potato Head Activity Pack* and *Amazing Animals* on the computer
- ✓ Arts and crafts

Recommendations:

- ✓ Have the butterfly brace at school for EM to use during the day.
- ✓ Contrast between wall and floor with lines to indicate the appropriate "driving path".
- ✓ Medication should be trialled to help with the drooling problem. The family can contact [Dr] at Feeding Clinic at [Centre] to discuss possible medications. The medication has few, if any, side effects and is very effective in reducing the amount of saliva. The reduction makes social interactions more comfortable for EM and his peers.

We thoroughly enjoyed having EM at camp and wish him all the best in the upcoming school year. Should you have any questions regarding this report, please contact the [Centre] at [telephone number].

Michael Kuo
Occupational Therapy Student

[Name]
Occupational Therapist

cc: [parent's names]
[School OT's name], Occupational Therapist
[Centre] Therapy File
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