

## **AP 655 - TRANSFERRING, LIFTING, AND REPOSITIONING**

### **Background**

The Division is committed to providing all students and staff members with a safe and accessible educational environment. This procedure is designed to manage and eliminate risks for students and staff in regards to transferring, lifting and repositioning students. The following guidelines are adapted from the Transferring Lifting Repositioning (TLR®) program© which was developed by Saskatchewan Association for Safe Workplaces in Health. This program was designed to manage and eliminate risks for students and staff that are associated with lifting, transferring and repositioning students.

### **Definitions**

The following definitions are taken from the Transferring Lifting Repositioning (TLR®) program© Trainer's Guide – 4<sup>th</sup> Edition, 2016 as cited by Prairie South School Division – AP 313.

#### Transferring

1. Moving from one surface to another surface/location
2. Dynamic, cooperative action between worker(s) and student
3. The student can bear their own weight through part(s) of the body

#### Lifting

1. When moving from one surface/location to another surface/location
2. The student cannot bear their own body weight
3. Student is unpredictable with physical and/or cognitive performance

#### Repositioning

1. Shifting, moving or adjusting the student's entire body weight on the same surface or between two surfaces of equal height.
2. Most often requires a minimum of two staff

When repositioning a student, workers may require aides such as repositioning sheets and may also require the use of mechanical equipment.

### **Principles**

The Division has established procedures for transferring, lifting and repositioning, which must be followed by staff in light of the following principles:

1. School staff are expected to contact the Superintendent of Learning and/or the Occupational Therapist if:
  - 1.1. a new student is enrolled in the school and may require assistance with transfers, lifts or repositions.
  - 1.2. a current student's body weight increases to over 50 lbs.; this allows the Occupational Therapist to assess the student, choose the proper lift and have the proper equipment in place.
  - 1.3. a current student's medical or cognitive status changes, affecting the transfer, lift or reposition.
  - 1.4. a staff member has concerns regarding their own or the student's safety during a transfer, lift or reposition.
2. If a mobility assessment by the Occupational Therapist and/or another qualified professional is deemed necessary, a plan will be created in partnership with the school and parents/caregivers for safe transferring, lifting and repositioning of the student. The plan will be readily accessible by all staff and posted at or near the location where the student is to be transferred, lifted or repositioned. A copy of the assessment and plan will be stored in the student's cumulative file.
3. The Student Support Services Teacher and/or the Superintendent of Learning, along with the Occupational Therapist and/or another qualified professional will coordinate:
  - 3.1. student-specific training to all staff who are involved with the care of the student.
  - 3.2. training to the student on his/her role in the transferring and lifting procedure, when appropriate.
  - 3.3. course of action to take in cases when equipment is required, or when existing equipment is no longer meeting the needs of the student.
  - 3.4. ongoing assessment/follow-up of the student's transferring, lifting and repositioning methods.
  - 3.5. ongoing staff support.
  - 3.6. if a referral to an outside agency is required (ie. Physiotherapy).
4. A single manual lift can be used when a student weighs less than 35 lbs. A two-person manual lift can be used when the student weighs up to 60 lbs. A mechanical lift should be used when:
  - 4.1. the student cannot bear their own body weight and weighs over 60 lbs.
  - 4.2. the student is uncooperative or unpredictable with physical and/or cognitive performance.
5. A student who requires transferring, lifting or repositioning will have a detailed plan that is placed where the transfers/lifts take place and/or given to the teachers, Educational Assistants, and parents. This plan may be completed as part of the student's Inclusion and Intervention Plan at the following times:
  - 5.1. initial entry into a school and/or classroom.
  - 5.2. during the annual review of the Inclusion and Intervention Plan.
  - 5.3. when the student is placed in a new setting.
  - 5.4. when introducing new equipment.
6. Maintenance and storage of equipment must follow manufacturer's guidelines.

## **Procedures**

1. All staff use proper posture and body mechanics during lifts, transfers and repositions.
2. All staff must assess the environment to ensure it is safe prior to all moves (ie. floor surface, lighting, equipment, brakes, etc.)
3. The staff and students must be safe at all times.
4. Proper equipment is to be in place and safe at all times throughout the move.
5. Staff should not be carrying students.
6. All manual lifts must be first instructed and evaluated by a Division Occupational Therapist, and/or another qualified professional.

## **Exceptions**

1. Students may need to be lifted manually in urgent situations (ie. emergencies, field trips, breakdown of equipment, etc.).
2. A properly trained staff member can use a mechanical lift for any student requiring assistance at any time if the physical or cognitive status of the student changes, prohibiting the student from taking part in the process.
3. Some students require specialized transferring, lifting and repositioning techniques. These are assigned by the Division's Occupational Therapists or the Saskatchewan Health Authority Occupational Therapists.