

Examples

- a) A child who walks independently at home on all surfaces but uses crutches in the school playground and a wheelchair for long family walks or school outings would be scored as:

6 3 1

- b) A child who uses crutches indoors at home, a walker in the playground at school and a wheelchair to go to the shopping centre would be scored as:

3 2 1

- c) A child who walks independently on all surfaces at home including steps without a rail but at school and for longer distances tend to lose balance on uneven ground or in crowds would be scored as:

6 5 5

- d) A child who uses a walker at home and in physiotherapy but in all other settings uses a wheelchair would be scored as:

2 1 1

- e) A child who walks independently without assistive devices at home on level ground only and uses two single point sticks at school in the classroom and the playground and a walker for longer distances would be scored as:

5 4 2

References

- 1) Graham H.K., Harvey A., Rodda J., Nattrass G.R., Pirpiris M. (2004). The Functional Mobility Scale (FMS). JPO 24(5): 514–520.
- 2) Palisano R.J., Tieman B.L., Walter S.D., Bartlett D.J., Rosenbaum P.L., Russell D., Hanna S.E. (2003). Effect of environmental setting on mobility methods of children with cerebral palsy. Dev. Med. Child Neurol. 45: 113–120.

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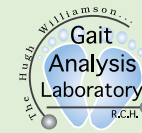
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FMS

The Functional Mobility Scale (version 2)

For children with cerebral palsy
aged 4–18 years



Developed by the
Hugh Williamson Gait Laboratory
The Royal Children's Hospital
Melbourne, Australia
Part of the Gait CCRE
www.rch.org.au/gait



Introduction

The Functional Mobility Scale (FMS) has been constructed to classify functional mobility in children, taking into account the range of assistive devices a child might use.

The scale can be used to classify children's functional mobility, document change over time in the same child and to document change seen following interventions, for example orthopaedic surgery or selective dorsal rhizotomy.

The FMS rates walking ability at three specific distances, 5, 50 and 500 metres, (or 5, 50, 500 yards). This represents the child's mobility in the home, at school and in the community setting. It therefore accounts for different assistive devices used by the same child in different environments.

Assessment is by the clinician on the basis of questions asked of the child/parent (not direct observation). The walking ability of the child is rated at each of the three distances according to the need for assistive devices such as crutches, walkers or wheelchair. Orthotics which are regularly used should be included for the rating.

The FMS is a **performance** measure. It is important to rate what the child **actually does** at this point in time, not what they **can do** or **used to be able to do**.



Developed by the Hugh Williamson Gait Laboratory, The Royal Children's Hospital, Melbourne, Australia. Part of the Gait CCRE.

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Rating **6**

Independent on all surfaces:

Does not use any walking aids or need any help from another person when walking over all surfaces including uneven ground, curbs etc. and in a crowded environment.

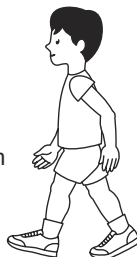


Rating **5**

Independent on level surfaces:

Does not use walking aids or need help from another person.* Requires a rail for stairs.

*If uses furniture, walls, fences, shop fronts for support, please use 4 as the appropriate description.



Rating **4**

Uses sticks (one or two):

Without help from another person.



Rating **3**

Uses crutches:

Without help from another person.



Rating **2**

Uses a walker or frame:

Without help from another person.



Rating **1**

Uses wheelchair:

May stand for transfers, may do some stepping supported by another person or using a walker/frame.



Rating **C**

Crawling:

Child crawls for mobility at home (5m).

Rating **N**

N = does not apply:

For example child does not complete the distance (500 m).

Walking distance	Rating: select the number (from 1–6) which best describes current function
5 metres (yards)	
50 metres (yards)	
500 metres (yards)	

Questions

To obtain answers that reflect performance, the manner in which the questions are asked of the child/parent is important. The questions we use to obtain the appropriate responses are:

1. How does your child move around for short distances in the house? (5m)
2. How does your child move around in and between classes at school? (50m)
3. How does your child move around for long distances such as at the shopping centre? (500m)

The distances are a guide. It is the environment that is most relevant.

Qualifiers

The difference between 1–4 is self-explanatory, however the difference between 5 and 6 is less clear.

5 metres: children who require a rail for stairs would be rated as 5 and children who do not require a rail or help would be rated as 6.

50 metres: children who can walk on all surfaces including uneven surfaces and steps, particularly at school are rated as 6 and children that require help on these surfaces but can walk on level surfaces without help are rated as 5.

500 metres: children who can walk on all surfaces including rough ground, curbs, steps and in crowded environments in the community without help are rated as 6 and children who walk long distances only on level surfaces and have difficulty walking in crowds are rated as 5.