

Part 3:

Supporting the Child: *Using the Daily Routine* (2+ years)

Cerebral Palsy – LEVEL I

TOILETING

Physical support:

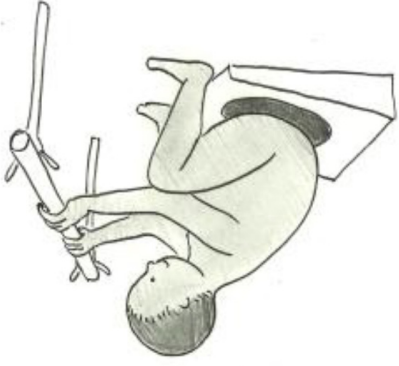
- If squatting on a potty is difficult, a stable rail to hold onto can make it possible, or else the carer can help.
- Increase the height of the toilet seat to an ordinary seat (as the child grows up) with hand rails to hold onto, in order to sit and to feel relaxed and safe.
- Have a water jug/toilet paper in easy reach for the child to use if needed.
- Prepare the water in the sink/bowl for the child to wash their hands.
- With older children, provide hand-over-hand support to wash themselves and their hands until they can do it independently.
- It may be good for your child to sing or play with a toy to relax.

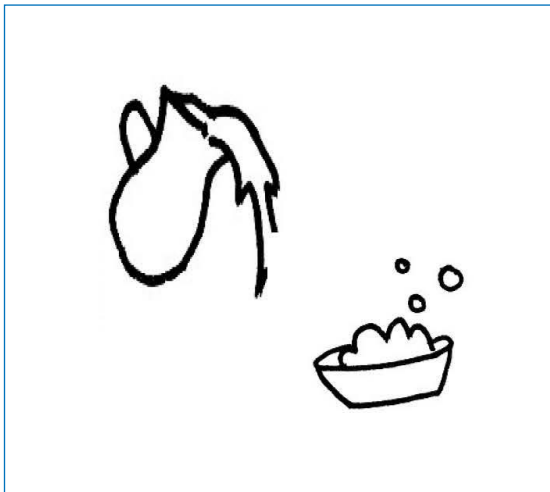
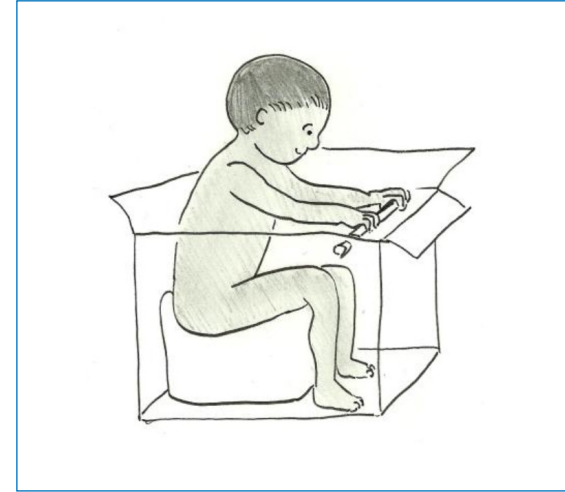
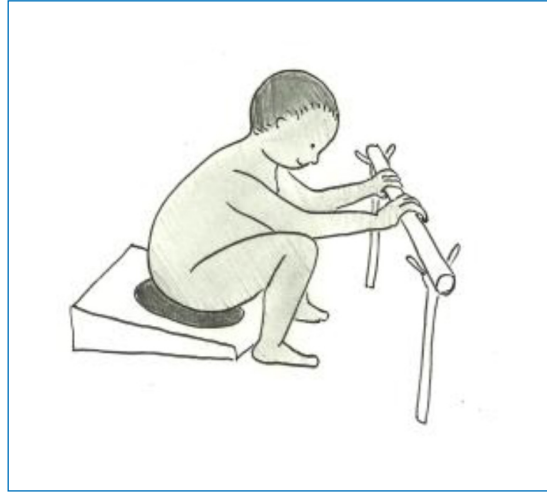
Useful equipment

- Stable rails.

Communication:

- Talk about what you/your child is doing.
 - Show the objects and name them for your child.
 - Pause to see if your child will try to name the object or action. Show the (potty) and ask 'do you want the toilet?'
 - Try to keep it fun and use it as a chance to practice talking.
 - Guide your child to follow a specific routine – ask your child if they can tell you what comes next.
 - Use words like 'first', 'now', 'next', 'last', when talking about the routine, to help your child learn concepts of time.
- Wait before helping.... encourage your child to ask for help if needed.





BATHING

Physical support:

With bucket and tumbler

- Use a light plastic chair so the child can have their feet flat on the floor, then do 'hand-over-hand' washing or support your child to stand.

In bath tub

- Place a wet towel under the child's bottom to stop the child from sliding.
- Once able, encourage your child to practice squatting down and standing up, and doing the activity themselves e.g. taking water from the bucket and pouring it over their heads. This helps to strengthen their arms and improve their balance.
- Encourage your child to use the towel to dry the main parts of their body.

Useful equipment

- Stable chair; washing cloth; mirror.

Communication:

- Talk about what you/your child is doing.
- Show the tumbler, soap etc. and name them for your child.
- Pause to see if your child will try to name the object or action. Show the soap and say "It's time to wash", or show the towel and say "It's time to get dried".
- Before or after, play games with making sounds – copy the sounds your child makes – then take a turn making a sounds and see if your child will copy them. Keep it fun, if your child does not copy the sounds you make, make a sound you know they can make.

When your child is able

- See if your child can tell you all of the things they need to do to get ready in the morning or get ready for bed.
- Ask your child 'what', 'who', 'when', 'why', questions about their daily routines e.g. "When do you brush your teeth?", "Whose toothbrush is this?", "Why do we wash our hands?".

Encourage your child to ask for help if needed – don't just help them.





GROOMING

Physical support:

- Encourage your child to sit with their legs straight in front of them and their back straight or sitting forward on a low stool, stabilized by a low table.
- Help them with grooming hand-over-hand.
- Make it into a game – your turn, my turn, dolly's turn.
- Mirror at right height; stable chair/low stool and table.

Useful equipment

Communication:

- Talk about what you and your child are doing.
 - Show the powder, comb, etc. and name them for your child.
 - Pause to see if your child will try to name the object or action – show the comb and say “It is time to...” or show the powder and say “You put powder on your...”
 - Before or after, look in the mirror and play games by making sounds – copy the sounds your child makes – then take a turn making a sound and see if your child will copy it. Keep it fun, if your child does not copy the sounds you make, make a sound you know they can make.
- Encourage your child to groom themselves independently and ask for help if needed.





DRESSING

Physical support:

- Dressing is easier if your child is seated on a low chair or stool, with their feet flat, and their back supported.

- If there is no suitable seat, find something for your child to hold onto to keep their balance.
- Encourage your child to reach up above their head whilst taking off their shirt, and to lift their hips off the floor while lying on their back to take off their underwear.

- If your child is hemiplegic, they will need to learn to **undress** by pulling the sleeve off the unaffected arm first, and the *hemiplegic* arm second. But when **dressing**, the affected side instead goes first.
- Start and finish the activity together, and over time, give more responsibility to the child to plan the activity.

Note – Avoid tight clothes, which are difficult to get on and off. Avoid clothes with too many fastenings or buttons, to help the child to be more independent in dressing and undressing. Velcro can be a useful alternative.

- Lay out the clothes in dressing order.

Useful equipment

- Mirror at right height; stable chair or low stool.

Communication:

- Offer choices of clothing, where possible. Encourage your child to say the names and colours of the items he/she wants to wear.
- Lay the clothes out and see if your child can find the clothing that you name. Ask “Where is the shirt?” “Where are your pants?” etc.
- Talk about what you and your child are doing. Name pieces of clothing and body parts as your child gets dressed.
- Show the shirt and say “You put it over your....?” or show the shoes and say “You put your shoe on your....?”

Encourage your child to dress independently and ask for help if needed.

Wait before helping...encourage your child to ask for help if needed.





EATING AND DRINKING

Physical support:

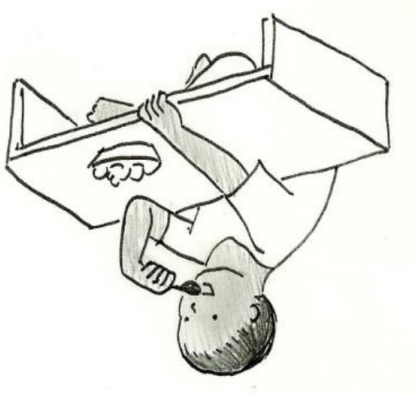
- Encourage your child to sit on a low stool or chair, to eat and drink.
- Encourage good posture.
- Offer hand-over-hand help when your child is eating with a spoon, and drinking from a cup.
- Encourage self-feeding, with *finger-foods* or a spoon. Involve both hands – e.g. one to self-feed and the other to hold the plate. This helps the child to be stable and straight as he eats and drinks, which is especially important if the child has hemiplegia, and tends to lean to one side.
- The spoon might need to be *modified* to make it easier to hold – with a thick handle or a simple strap.
- Discourage your child from tilting their head back during drinking head.

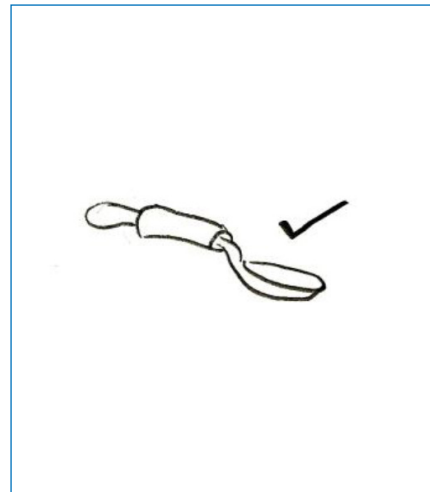
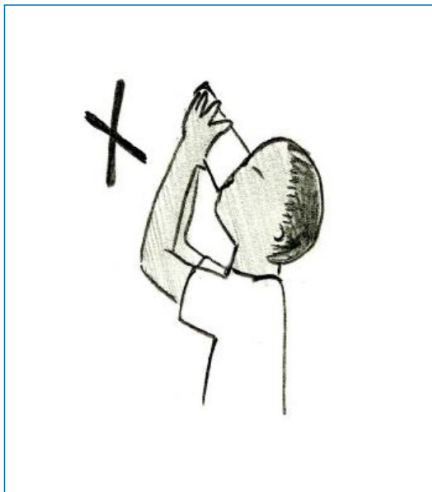
Useful equipment

- Chair or low stool; table or tray; adapted spoon.

Health and Communication:

- Offer your child the food the family is eating but cut more chewy foods up into small pieces (e.g. pieces of chapatti).
 - Place these to the sides of your child's mouth, between their teeth, to practice chewing.
 - Encourage your child to help you gather the foods and utensils for their meal (e.g. 'go and fetch your cup', 'where is the rice?').
 - Offer choices e.g. "Do you want rice or chapatti?". Show them the objects if you need to.
 - Encourage family or siblings to eat and socialize together.
 - Talk about concepts such as hot, cold, wet, dry, hard, soft – talk about how things change once they are mixed or cooked – "At first the rice was hard and dry – we cooked it and now it is..."
 - See if your child can retell a simple recipe and tell you how to make something – use words like 'pour', 'stir', 'big pot', 'little pot'.
 - Encourage your child to use words like 'now', 'next', when telling you the steps for preparing the food.
- Encourage your child to eat and drink independently and ask for help if needed.





BRUSHING TEETH

Physical support:

- If necessary, assist your child to walk to and from the bathroom.
 - Your child might find it difficult to balance and wash their teeth at the same time, so encourage them to stand supported against something stable. Put a mirror in front. Find a place for your child to hold on with one hand to feel balanced, while carrying out the activity.
- Or

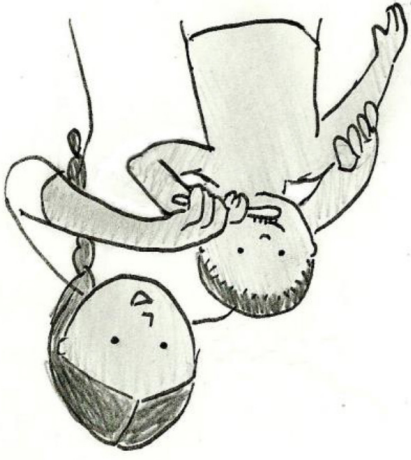
- Encourage your child to sit on a low stool or chair.
- Help your child, giving hand-over-hand support, to brush their teeth. Start together and then you move away, to encourage your child to be independent.

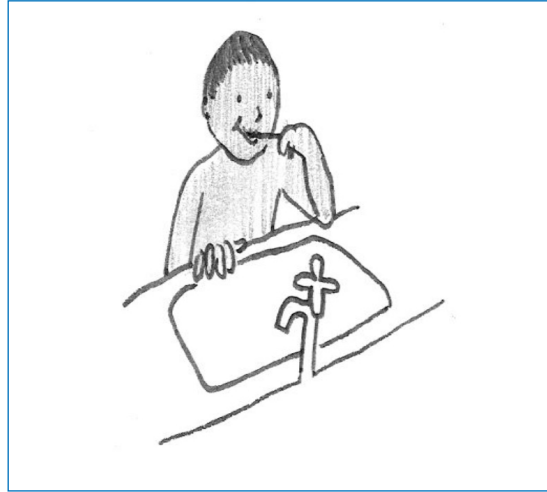
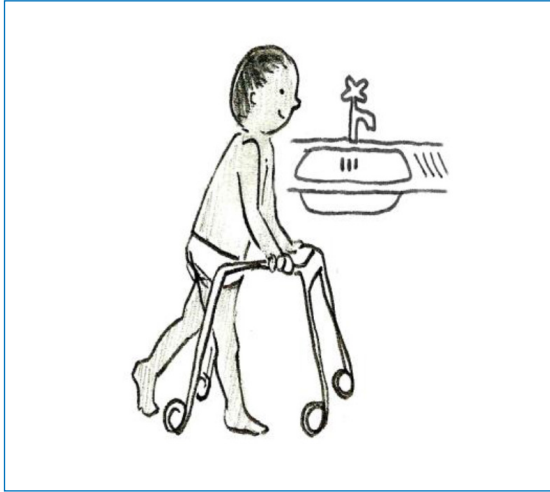
Useful equipment

- Mirror at right height; stable chair or low stool and table or a fixed rail at the height of the child's hands.

Communication and oral difficulties:

- Talk about what you and your child are doing. Show your child the toothbrush, toothpaste, cup etc. and name the objects. Pause to see if your child will try to name the object or action e.g. show the toothbrush and say "Time to..."
 - Before or after you are brushing teeth, look in the mirror together and play games by making sounds – copy the sounds your child makes – then take a turn making a sound and see if your child will copy it. Keep it fun. If your child does not copy the sounds you make, go back to a sound you know they can make.
 - See if your child can tell you all of the things they need to do to get ready in the morning or get ready for bed. Ask your child 'What', 'Who', 'When', 'Why', questions about their daily routines e.g. "When do you brush your teeth?", "Whose toothbrush is this?", "Why do we wash our hands?" etc.
- Encourage your child to ask for help if needed – don't just help them.





PLAY

Physical support:

- Ensure that your child has a safe place to play in, with a low chair or stool (to be used as a seat or a table) and enough space to spread the toys out.
- Encourage your child to play in the full range of positions: standing, kneeling, as well as sitting, so that the child practices balance and co-ordination.

Useful equipment

- Modified toys (e.g. a 'beanbag' instead of a ball is easier to catch).

Play activities:

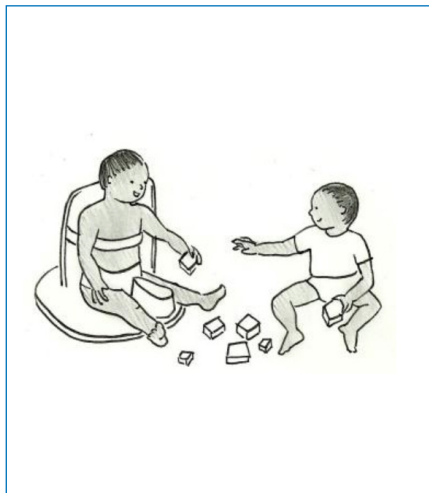
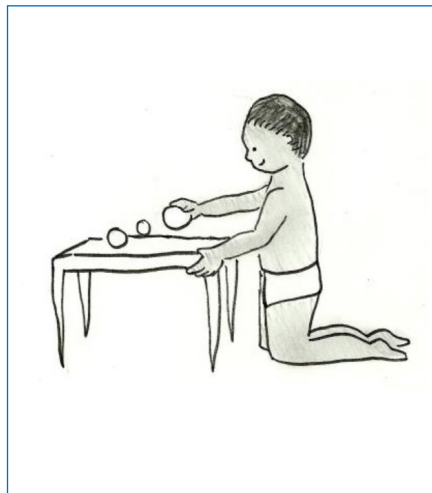
- Play games that include basic educational skills such as counting, matching colour/shapes/letters. Encourage their siblings to teach them.
- Encourage *pretend play* (with dolls, cars etc.) which is very important for the child to develop language and thinking.
- Include active games which require big movements e.g. throwing and catching, climbing in/over/under the furniture.
- Children with hemiplegia should be encouraged to use both sides of their body together e.g. use two hands on a stick to play hockey/cricket; hands together to catch a large soft ball; water and sand play with both hands.
- As your child gets older, encourage lots of creative play, communication and interaction with peers and adults.
- Encourage your child to engage in 'story play' and act out and make up stories – this will help their language and imagination.
- Encourage reading, writing and listening to music, competitive activities, and being with friends.

Communication:

- Encourage your child to join in community activities with other children, with or without disabilities.
- If your child is under-confident in a large group of children, encourage interactions with one or two children at a time.
- Help your child to gain confidence as a communicator – play games where they can 'be the teacher' – by giving instructions e.g. 'Simon says, everybody touch their head...'

Encourage your child to make new friends who like to have fun together.





HOUSEHOLD ACTIVITIES

Physical support:

- Prepare an area to do household activities in, with rails or a suitable stool or chair, to help your child to balance properly.
- Show your child how to do everyday tasks like sweeping or sifting the corn. Do this hand-over-hand at first (see the picture). They may take time to learn but give them enough time and expect them to do these tasks, even if they take longer to do them. They will learn with lots of practice.

Communication:

- Use household activities as a way of teaching new words and ideas – talk about what you are doing. Name the objects you are using (e.g. Broom) and the actions you are making (e.g. "I'm sweeping").
- Ask your child to get objects for you e.g. "Go and fetch the brush".
- Ask your child "What do I need for sweeping? I need the..." (Hold up the object to remind them, if needed).
- Get your child to sort objects (e.g. putting all of the bowls together, all of the plates together or putting all of the socks in one pile and tops in another).
- Ask your child 'Who', 'What', 'When', 'Where' and 'Why' questions about activities, e.g. "Why do we sweep the floor?", "Who swept the floor yesterday?", "When do we wash the clothes?".
- See if your child can talk about the sequence of the jobs that need to be done. Ask "What are the steps for washing the clothes?..."

First we... next... last..."





RESTING & SLEEPING

Physical support:

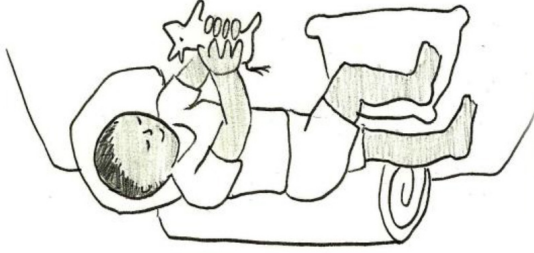
- Daytime and night-time: find positions in which your child's body is relaxed and their muscles are not tight – e.g. sitting in a chair or on the floor, or lying on their front.
- At night, use pillows to hold the legs and trunk in neutral position. Use night splints if necessary and possible. Monitor the need for this as child gets older and their muscle tone changes.

Useful equipment

- Rolled up towels or firm cushions, mirror.

Communication:

- During the day: offer choices of where your child wants to sleep, by pointing e.g. "Do you want to sleep here?" – pause and wait for your child to indicate whether that is ok.
- At night: use a special sleep time routine e.g. use a specific blanket, always give a massage etc. to show it is time to sleep.
- If your child finds it difficult to go to sleep, use a special night time routine e.g. a special song, a specific cover, give them a massage etc.

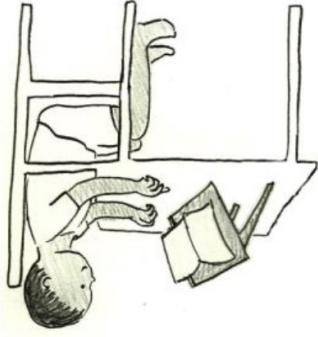




GOING TO SCHOOL

Physical support:

- If going by car or bus, find a safe place for your child to get in and out of the vehicle, both at home and at school.
- Make sure that your child has a mobility aid, if needed, for the whole school day.
- Make sure drivers and teachers support your child in a consistent way.
- Make sure the classroom is easy to enter and the child can see the board and the teacher.
- Work out a plan with the teachers and other students to make sure the child is well supported at school to ensure his/her independence and mobility.



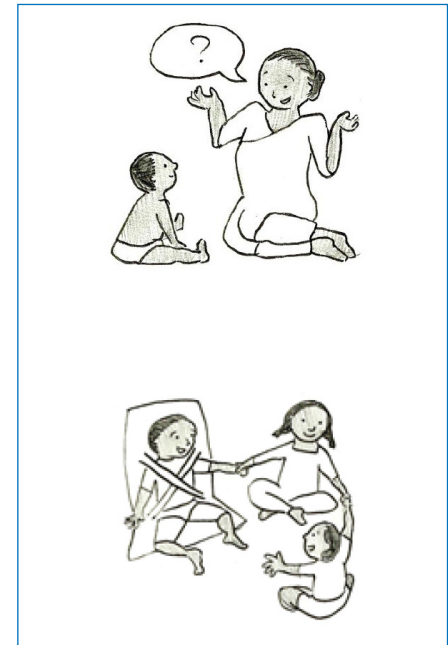
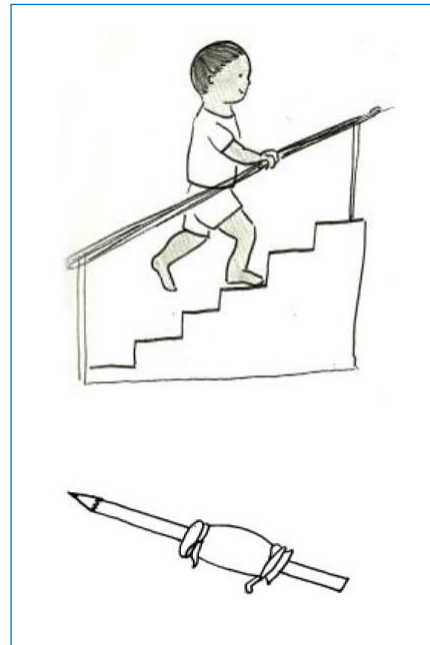
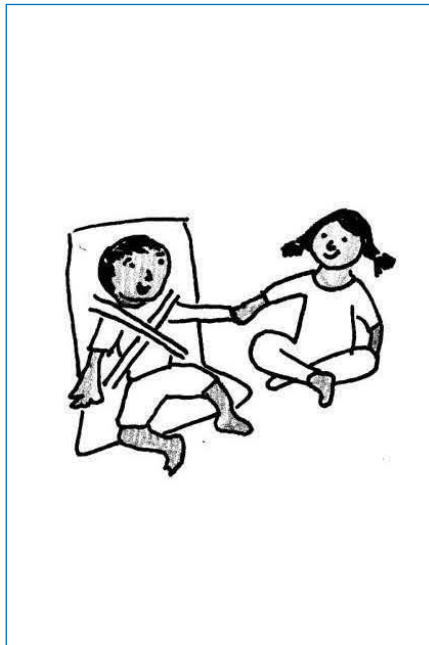
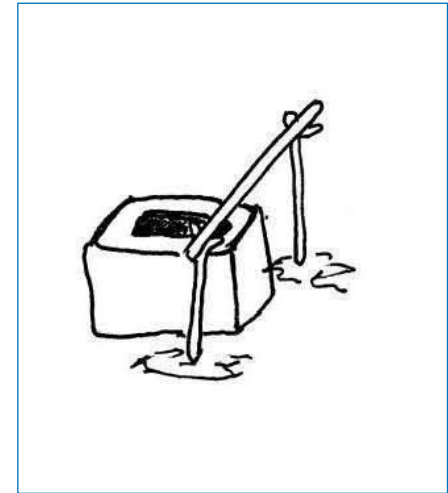
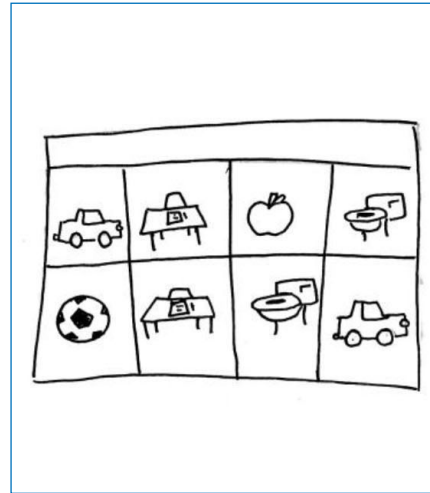
- Work with the teacher to make a timetable for feeding and toileting.
- Make sure the toilets are easy to use or adjustments are made.
- Work together to ensure the school work is adapted to the child's needs.
- Make sure your child has a stable low chair to sit in with their feet flat and knees and hips at 90 degrees for stability. A non-slip surface e.g. a thin bit of rubber to stop the child from slipping in their chair might be helpful.
- If your child has hemiplegia, encourage him/her to sit *squarely* on a low stool or chair, with their *affected* hand on the table to stop them from leaning sideways and putting their spine at risk of postural deformity.
- Placing a friend on the child's weak side may encourage greater inclusion and awareness of the hemiplegic side.
- Adapt their pen to make it short and fat and therefore easier to grasp.
- Encourage the use of a handrail around school where there are stairs or uneven surfaces.

Useful equipment

- Stable low chair; fixed rails where there are uneven surfaces or stairs; adapted classroom equipment e.g. special scissors, non-slip mat to go under paper to stabilise, adapted pencil.

Communication:

- Encourage your child to tell you simple stories about something that happened at school.
- If the school cannot include your child, see if it is possible to have home.



GOING OUT

Physical support:

- Use the opportunity of going to the shops and into the fields to develop your child's physical abilities.
- Encourage them to balance on uneven ground, walking up and down steps and learning to run!

When you go shopping

- Encourage your child to walk.
- Find things for the child to stand against or hold onto in the shop.
- Encourage your child to pack and carry small items in a small bag.

When you go to the fields

- Give your child strong footwear.
- Prepare lightweight tools with shorter handles for them to use.
- Grow some crops in raised beds if possible so that your child can reach them.

Communication:

When you go shopping

- On the way to the shops talk about what you can see – vehicles, animals, weather, etc. and what you and other people are doing (e.g. walking, running, cycling, shopping etc.) Talk about things you see in the shop.
 - Ask your child to find things for you – 'Where are the onions?'
 - Help your child to make sentences. If your child says 'Carrot' you can add one word 'Yes it is a big carrot' or '...Long carrot' or 'Orange carrot'.
 - As your child develops, work on developing your child's ability to understand and use descriptive words, e.g. 'long', 'short', 'big', 'small', 'hard' and 'soft'.
 - Encourage your child to talk to the shopkeeper and pay for things.
- When you go to the fields***
- See if your child can explain the sequence of farming – "First we plant the seed, then we water it", etc.
 - Talk about concepts such as size, colour, the names of vegetables, etc.





Part 3:

Supporting the Child: *Using the Daily Routine* (2+ years)

Cerebral Palsy – LEVEL II

TOILETING

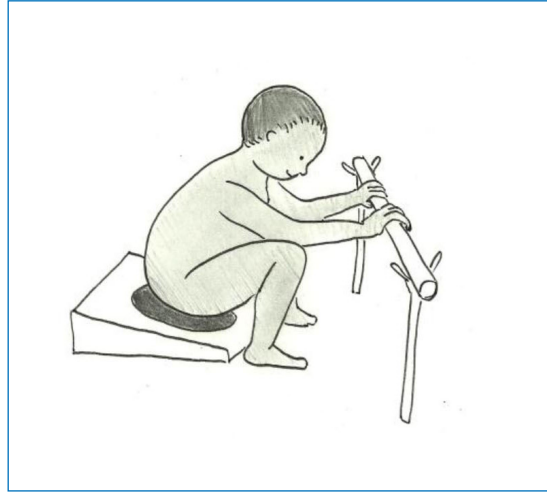
Physical support:

- Assist your child to walk to the toilet or plan how they will transfer from a chair to the toilet seat.
- If available, use a potty, potty chair or Western – style toilet. This encourages the hips to be *flexed* and feet flat.
- Otherwise, hold the child in toilet position over the toilet hole.
- The child should hold onto something stable in front of them, like a rail, a low table or a person.
- This is a very good position for a child with cerebral palsy and it also practices getting up and down from standing.
- It may be useful to provide a toy to play with to give time to relax to use the toilet.
- Provide a bowl for the child to wash their hands.
- Stable potty chair with a rail or something stable in front to hold onto.

Communication:

- Talk to your child as you help them.
- Show them the clean pants/napies/potty chair (whichever you are using).
- Pause to see if your child will try to name the object or action – ‘...toilet...all done..’ etc.
- Repeat what you think your child is trying to say. If they do not try to repeat it after you, pause and then say the words again.
- Do not insist your child repeats the words – they may be too difficult for them to say at the moment. Hearing the correct words from **you** helps your child learn to talk.
- Follow a specific routine – Ask your child “What shall we do next?”
- Use words like ‘first’, ‘now’, ‘next’, ‘last’, when talking about the routine, to help your child learn concepts of time.
- Wait before helping...encourage your child to ask for help if needed.





BATHING

Physical support:

- Help your child to go to and from the bathroom in a chair with wheels, or assisted by a walking aid or carer.
- With bucket and tumbler**
- Use a light plastic chair so the child can have their feet flat on the floor, then do 'hand-over-hand' washing.

In bath tub

- Place a wet towel under the child's bottom to stop the child from sliding.

When your child is able

- Help your child to learn to wash themselves by squatting and holding onto something with one hand, whilst washing with the other.
- Help your child to wash all parts of their body.
- Help your child to use a towel to dry their face and arms.

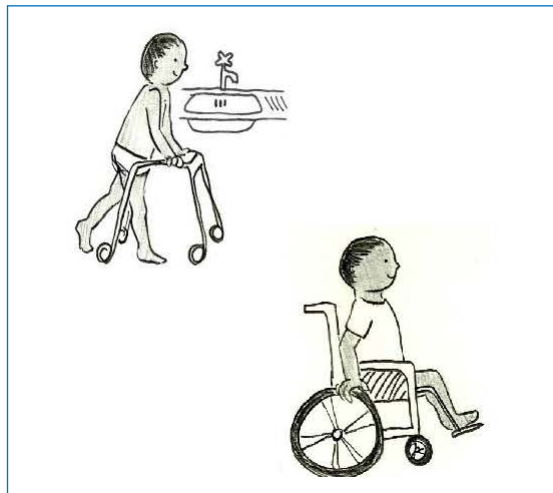
Useful equipment

- Low plastic chair; washing cloth.

Communication:

- Talk to your child as you help them wash.
- Show the tumbler, soap etc. and name them.
- Pause to see if your child will try to name the object or action – '...washing...all done...' etc.
- Repeat what you think your child is trying to say e.g. "Yes..washing good". If they don't try to repeat it after you pause then say the words again.
- Give your child a choice – 'Do you want the soap or the water first?' – show them the objects as you say the words.
- Do not insist that your child repeats the words – they may be too difficult for them to say at the moment. Hearing the correct words from you helps your child learn to talk.
- Follow a specific routine – ask your child if they can tell you what comes next (e.g. "Bathing is finished, next we.."). Use words like 'first, now', 'next', 'last', when talking about the routine, to help your child learn concepts of time. Ask the question "What do we do next?".





GROOMING

Physical support:

- Help your child to sit with their legs straight in front of them and their back straight, against a wall or in a corner.

Or

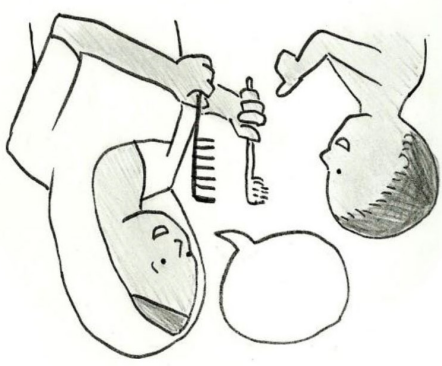
- Sit your child sideways on your lap, supported with one hand while you hold the brush/comb with the opposite hand.
- Brush/comb your child's hair together, hand-over-hand.

Useful equipment

- Mirror at right height; stable low table; low chair; brush/comb with padded or adapted handle.

Communication:

- Talk to your child as you help them.
 - Show the powder, comb, etc. and name them.
 - Pause to see if your child will try to name the object or action – “combing...washing...all done...” etc.
 - Repeat what you think your child is trying to say e.g. “Yes... comb hair, good”. If they don't try to repeat it after you pause then say the word yourself.
 - Give your child a choice – “Do you want the comb or the powder first?” – show them the objects as you say the words.
 - Do not insist that your child repeats the words – they may be too difficult for them to say at the moment. Hearing the correct words from **you** helps your child learn to talk.
- Wait before helping...encourage your child to ask for help if needed.





DRESSING

Physical support:

- Make sure your child is in a relaxed position e.g. lying on a bed, sitting on your lap or in a corner with support.
- Find something for your child to hold onto to keep their balance.
- Teach undressing before dressing.
- Start with the last action first e.g. pulling the T-shirt off their head. Progress to the second-to-last action e.g. pulling an arm out of the arm hole, and so on, until the full sequence of actions is achieved.
- Gently encourage the elbows, hips, and knees to go straight, as the child goes through the movements needed in order to be dressed (see picture opposite).
- Carry out the activity together to find the easiest way for the child and then give more responsibility. Give your child plenty of time. Aim for the child to do the first and last part of the sequence.

Useful equipment

- Mirror at right height; bed or low chair or corner.

Communication:

- Talk to your child as you help them get dressed.
 - Show your child each piece of clothing and name it.
 - Name body parts as you help your child to get dressed.
 - Pause to see if your child will try to name the object or action – ‘on...off...hat...shoes...’ etc.
 - Repeat what you think your child is trying to say e.g. “Yes... your shirt on. Good”. If they don’t try to repeat it after. Follow a specific routine – offer choices of clothing – “Do you want the pants or shirt first?” – show them the objects as you say the words.
 - Ask your child if they can tell you what comes next in the sequence. Use words like ‘first’, ‘now’, ‘next’, ‘last’, when talking about the routine, to help the child learn concepts of time.
- Wait before helping...encourage your child to ask for help if needed.





EATING AND DRINKING

Physical support:

- If your child can sit with support, make sure they are sitting well supported in a chair, with their feet flat, or sitting in a corner. Provide a low table where possible.
- Physically help your child to feed themselves, hand-over-hand. Your child might need to hold themselves steady, holding onto something with one hand while feeding themselves with the other.
- Encourage self – feeding of finger – foods to begin with. Then encourage self – feeding with a small spoon (soft food), or the child's hand.
- Put a damp cloth under the plate to stop it from slipping.

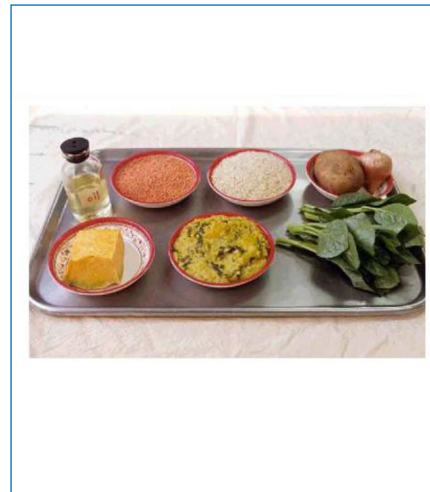
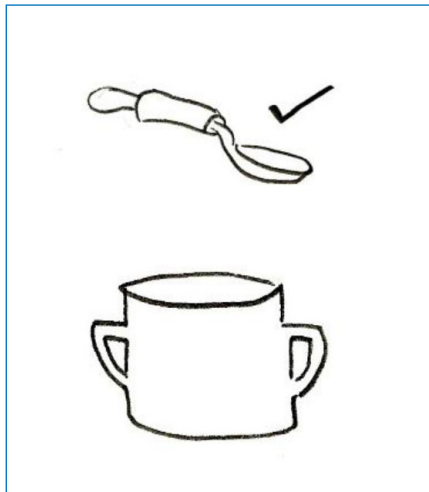
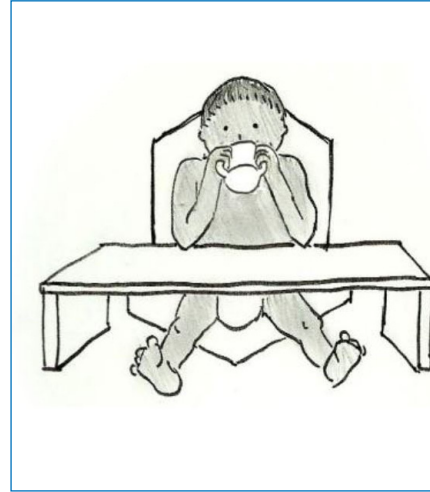
Useful equipment

- Low chair; stable low table or shaped tray to help support the child's trunk; adapted spoon; double – handled beaker.

Health and Communication:

- Make sure the food is nutritious. It should contain a range of ingredients and extra fat or oil. As your child can't eat the same quantity of food as other children, they need food with more calories in it, order to stay healthy and strong.
- Offer **choices** of food where possible. Hold up two foods and encourage your child to use their eyes to look at the food they want.
- Tell your child what she/he is eating and say the names of the bowl, spoon etc.
- Encourage your child by talking positively. Give your child time and wait. Let them show you when they want more.
- Watch your child for signs of upset or difficulty when eating or drinking e.g. spilling food/drink from the mouth, coughing, noisy breathing, crying or refusing to eat. Make sure mouthfuls are not too big or being given too quickly.
- Introduce more solid consistencies, to encourage chewing, but avoid very chewy, lumpy or hard foods if your child has difficulty with these. Put easy-to-chew foods (e.g. mango pieces) to the sides of your child's mouth between their teeth to encourage them to develop their chewing skills.
- Avoid wiping your child's mouth until the end of the meal. Encourage them to use their tongue to lick their lips and the corners of their mouth.
- Offer your child a choice between two foods (“Do you want roti or rice?”) and hold up the foods so they can see them. Encourage them to point, reach, or say the word. If they do not say it clearly that is ok, just say it again so they can hear it.





BRUSHING TEETH

Physical support:

- Help your child to go to and from the bathroom in a chair with wheels, or assisted by a walking aid or carer.
- Encourage your child to stand supported against the sink or a table. This also helps to incorporate regular standing practice into the child's daily routine.

Or

- Sit your child on low chair in front of a washing bowl placed on a low table, with their feet flat and a mirror in front, if possible.

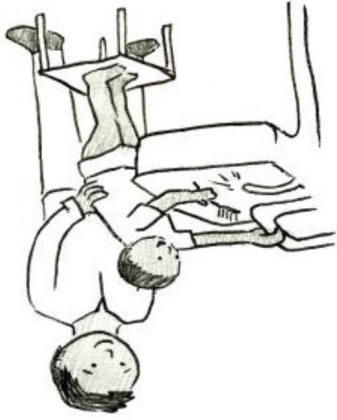
- Find a place for your child to hold on with one hand, to feel balanced while carrying out the activity.
- Assist your child to do the activities together – hand over hand.

Useful equipment

- Mirror at right height; stable table or rail; low chair with back.

Communication:

- Show your child the toothbrush, toothpaste, cup etc. and name the objects.
 - Talk about what you are doing "Brush, brush, brush", "Spit out", "More brushing", "Finished".
 - Pause to see if your child will try to name the object or action. Repeat what you think your child is trying to say e.g. "Yes, brush, brush, Good boy/girl!"
 - If she doesn't try to say anything after your pause, say the word yourself.
 - Do not insist that your child repeats the words – they may be too difficult to say at the moment. Hearing the correct words from you helps your child to develop talking.
 - Follow a specific routine. Ask the question 'What do we do next? Use words like "First", "Now", "Next", "Last", when talking about the routine, to help your child learn concepts of time.
- Encourage your child to ask for help if needed – don't just help them.





PLAY

Physical support:

- Place the child on the floor or in a chair, with their back supported. If possible, place a table or tray (at the right height) in front of them, and lay their toys out.
- If a game requires standing, support your child physically e.g. help them to stand by holding their hips, to allow them to play simple turn taking games with another child.

Useful equipment

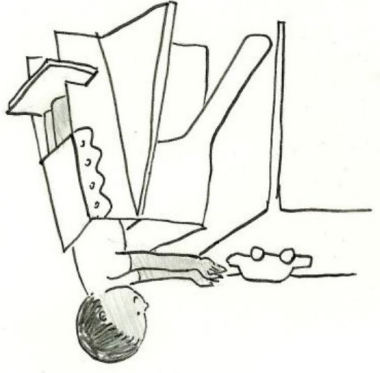
- A play surface; tray or table; a chair or place that offers back support; standing frame; Toys (pictures, construction toys, everyday household objects with which to play pretend).

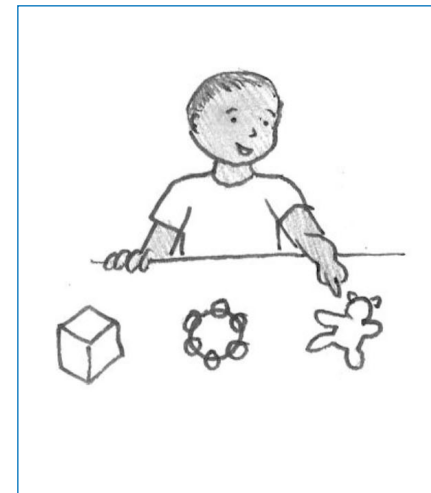
Play activities:

- Encourage different types of play and of the right developmental level:
 - Playing with an adult e.g. 'give me' games or imitation games. Use rhythm, clapping and songs to make the play predictable and fun.
 - Activities that promote hand – eye co – ordination e.g. stacking things or sand and water pouring play.
 - Imaginative play, where an object represents something for the child e.g. playing with dolls, pretend cars etc.
 - Playing alongside or together with another child. Children often learn better from another child.

Communication:

- Offer choices – using the toys themselves and pictures to help.
- If other children are playing a game or activity, set up the activity so your child can join in e.g. give them a specific job to do as part of the game.
- As your child gets older, encourage activities with their peers e.g. counting, learning days of the week, learning birthdays of family, memory games, singing, listening to music,
- Encourage your child to make new friends who like to have fun together.





HOUSEHOLD ACTIVITIES

Physical support:

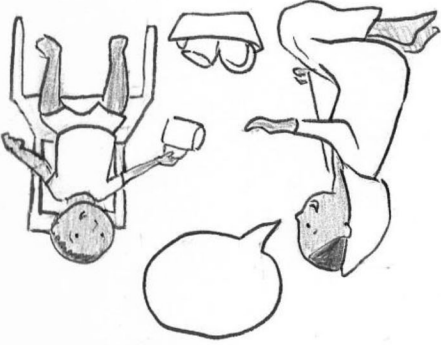
- Where possible, make sure your child can sit or stand and watch what you are doing and be involved.
- Use this time for teaching your child to do small parts of household tasks – together with you at first
- e.g. cleaning the vegetables, collecting the washing, throwing out the rubbish, feeding animals or birds.

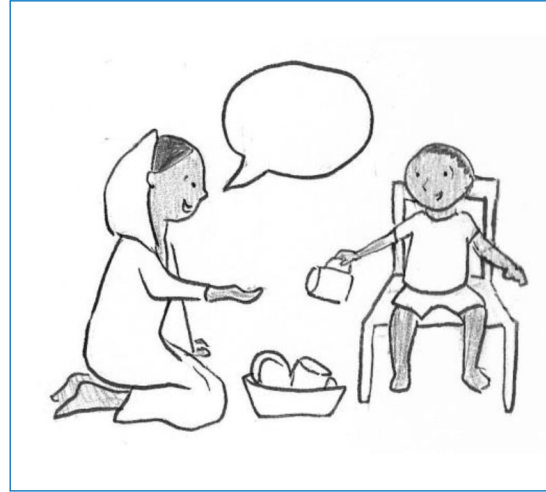
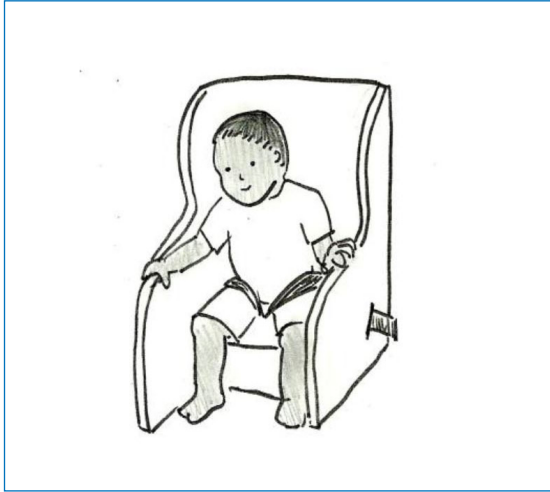
Useful equipment

- Supportive chair.

Communication:

- Use household activities as a way of teaching new words and ideas – talk about what you are doing.
- Name the objects you are using (e.g. broom) and the actions you making (e.g. “I’m sweeping”).
- Discuss and plan with your child what you are going to do.
- Make your child a book with some pictures of the steps to each household activity. Identify household objects using pictures and ask them to show you what you have to do next.





RESTING & SLEEPING

Physical support:

- Make sure your child is safe and cannot fall off the bed.
- Careful *handling* (moving your child) will reduce the risk of hip dislocation. Monitor this as your child gets older and their muscle tone changes.

Your child's position

- Your child needs to be slightly *flexed*, with both sides of the body looking the same.
- Put your child in positions where their body is relaxed and their muscles are not tight e.g. lying on their back with their knees bent, or on their side supported by cushions/rolled up towels. They may be better on their side, as this will reduce coughing and choking on saliva.
- Sometimes position your child so that they need to turn their head to watch people or things of interest.
- Options during the day: sitting in a soft chair, hammock, or a well – fitting chair for rest time.
- At night, use night *splints* if advised and available.

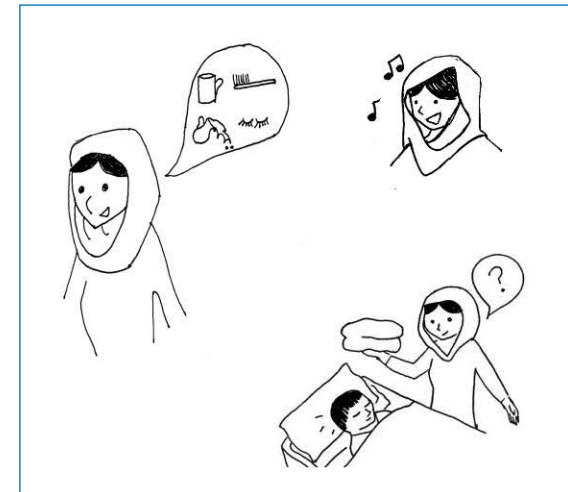
Useful equipment

- Rolled up towels or firm cushions.

Communication:

- During the day: offer choices of where your child wants to sleep, by pointing e.g. “Do you want to sleep here?” – pause and wait for your child to indicate whether that is ok.
- At night: use a special sleep time routine e.g. use a specific blanket, always give a massage etc. to show it is time to sleep.
- If your child finds it difficult to go to sleep, use a special night time routine e.g. a special song, a specific cover, give them a massage etc.





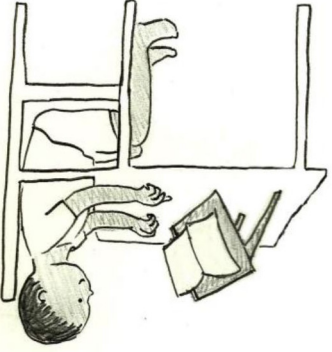
GOING TO SCHOOL

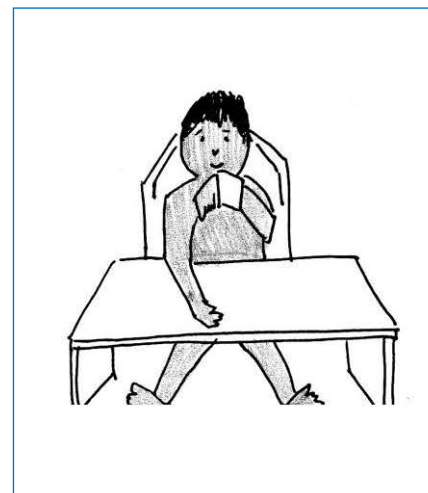
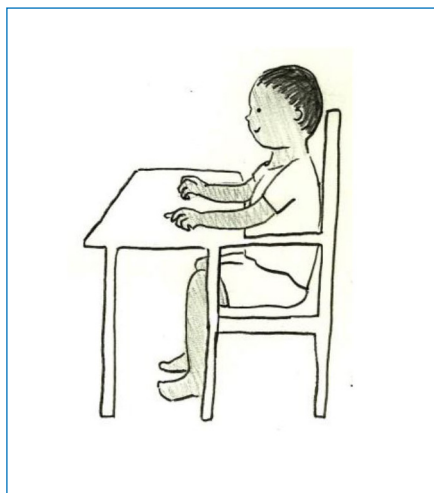
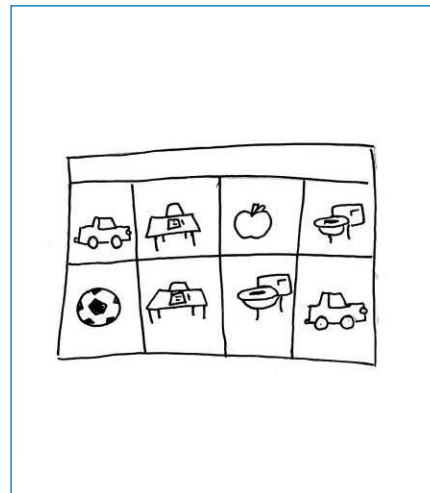
Physical support:

- If going by car or bus, find a safe place for your child to get in and out of the vehicle, both at home and at school.
- Make sure that your child has a mobility aid, if needed, for the whole school day.
- Make sure drivers and teachers support your child in a consistent way – explain how to handle the wheelchair and carry out transfers from chair to chair and when and how the child can use a walker.
- Work out a plan with the teachers and other students to make sure the child is well supported at school to ensure his/her independence and mobility.
- Work with the teacher to make a timetable for feeding and toileting.
- Make sure the toilets are easy to use or adjustments are made e.g. rails where needed. Work together to ensure the school work is adapted to the child's needs.
- In class, your child needs to sit supported in a chair, with their hips and knees at 90 degree angles, their feet supported flat, and their pelvis fixed. This way he/she can concentrate on using his/her hands to do things. If this is not possible, the child should be supported seated on the floor.
- A table at the right height allows the child to have both arms supported, which provides greater stability and encourages the child to maintain a symmetrical posture as he/she grows, lessening the risk of postural deformity (especially in the case of a child with hemiplegia). An inclined (tilted) writing surface is easier to write on and discourages the child from leaning too much over their schoolwork.
- Work with the teachers and support the staff to know your child's likes and dislikes.
- Work out a plan with the other students to make sure the child is well supported in the classroom etc.
- Work together to ensure the schoolwork is adapted to the child's needs – larger print, stamps for printing.
- See if the school can make ramps and put in rails to promote independent mobility.

Useful equipment

- Stable low chair (maybe with pelvic strap); low stable table; inclined writing surface; adapted classroom equipment e.g. padding around pencil or pen.
- Make your child a wrist band or bracelet out of cloth so that they can wipe their own mouth if they dribble.

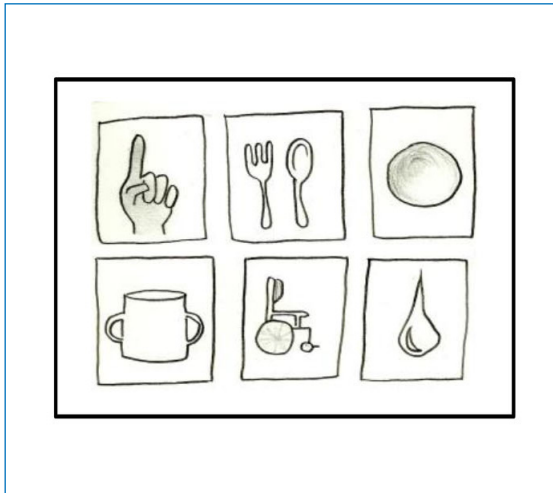




GOING TO SCHOOL – *Continued*

Communication:

- If your child uses a communication book or board, make sure they take it to school with them.
- Write down important information about your child and their ways of communicating so that the school and family are doing the same things to help them.
- Write down a list of key words that your child says, to help teachers or new people understand them. This might include names of family members, favourite activities, etc.
- Encourage the school to send home some line drawings, pictures or written sentences to help your child tell you what they did at school.
- Work with your child, the teachers and the other students to identify a 'buddy' to support your child socially at school.



GOING OUT

Physical support:

- Children learn and develop by being in many different environments and with different people, as any other child.
- Take your child with you to see relatives, to the market or to your work – place.
- They will be keen to move themselves with whatever support is available. Walking with support will make your child's bones, hips and muscles stronger and help them to develop better.

When you go shopping

- Give your child a task in the shopping activity e.g. carrying the shopping on the wheelchair, choosing some items, carrying the money etc.

When you go to the fields

- Make a pathway to take your child in a wheelchair or go on foot.

Useful equipment

- A walking support or a chair with wheels for longer distances.

Communication:

When you go shopping

- Talk about what you can see on the way to the shops – vehicles, animals, weather, etc. and what you and other people are doing

(e.g. walking, running, cycling, shopping etc.).

- Hold up a few objects and ask your child to take the one you name e.g. "Where is the carrot?". Encourage them to reach or point.

Encourage them to show you or tell you what you should buy.

- As your child develops, encourage them use their communication book (with pictures, letters and words) or to practice the spoken words, to ask for things.

- Prepare the staff at the shop by telling them about how they can help your child (e.g. asking them to say it again, asking them to use a different word, asking them to use their letter chart or picture book, or to speak more slowly, etc.)

When you go to the fields

- Use this time for teaching the child new words about farming – types of foods, how things grow etc. Talk to them about what you are doing.





Part 3:

Supporting the Child: *Using the Daily Routine* (2+ years)

Cerebral Palsy – LEVEL III

TOILETING

Physical support:

- If changing pants or using nappies, gently bend the child's hips and knees up, and gently turn out their legs, *to maintain full range of movement*. Make this a game or sing to your child while you do it.
- Use firm but gentle pressure when touching your child rather than a soft, tickly touch.
- To practice toilet-sitting, support the child to sit on a suitable potty chair, with their feet flat and hips *flexed*. Make sure they are held supported either by a person or by a strap across the hips.

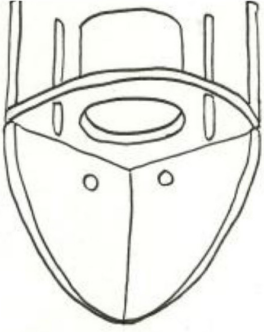
- Try to monitor when your child passes urine or faeces and change the routine of cleaning accordingly.
- Massage the tummy area if your child has constipation. Try to give plenty of water and vegetables in their diet.
- A regular routine of placing your child standing in a standing frame will help assist bladder drainage and bowel movement.

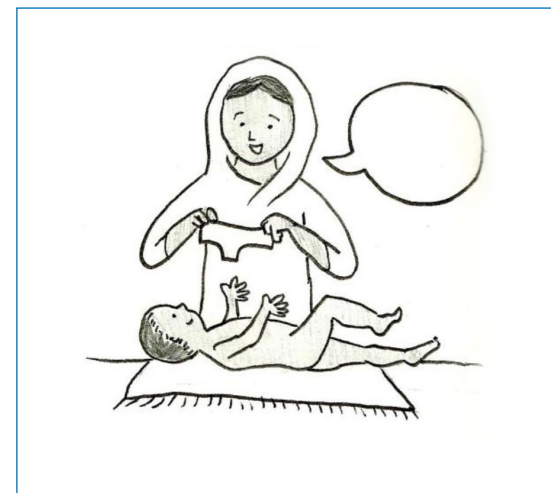
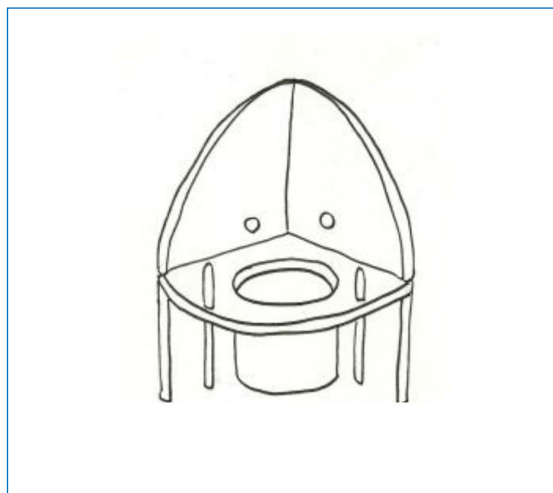
Useful equipment

- Supportive potty chair.

Communication:

- Watch your child's communication signals to tell you that they want to go to the toilet.
- Show your child the clean pants/nappies/potty chair (whichever you are using).
- Let your child touch the objects and give them time to understand what is happening before you do it.
- Talk about what you are doing – name actions and body parts.
- If your child makes sounds to you, talk back to them, copy their sounds, or repeat what they are trying to say.





BATHING

Physical support:

- Place your child in a safe area – in a supported and relaxed position.

With bucket and tumbler

- Support your child on their tummy resting over your knees. Your knees can control their position (their head higher than their hips) and this will help them to hold their head up.

In a tub

- Bathe your child in a position that allows you to feel you have control, and that they are safe in the tub and can enjoy bathtime. Support your child to keep their head higher than their body. Have a wet towel underneath them to stop them slipping.

- For **stable sitting** up in the bath, use an adapted plastic laundry basket, an adapted rubber ring or a special bath support to encourage hip *flexion* and *stability*.

- While washing your child, gently stretch each limb through its normal range of movement.
- Use a towel to dry their face and arms.
- Use firm but gentle pressure when touching your child rather than a soft, tickly touch

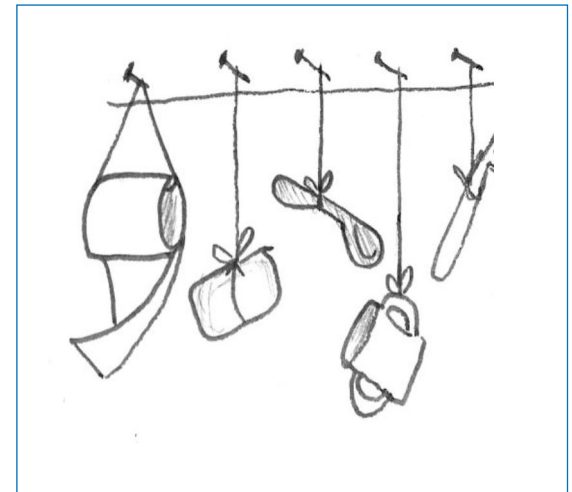
Useful equipment

- Wet towel; adapted laundry basket or special bath support.

Communication:

- Show your child the soap, bucket, tumbler, bath tub etc. and name the objects.
- Let your child touch the objects and give them time to understand what is happening before you do it.
- Talk about what you are doing – name actions and body parts (e.g. wash face).
- If your child makes sounds to you, talk back to them, copy their sounds, or repeat what they are trying to say.





GROOMING

Physical support:

- Sit your child in a supportive chair with their feet flat, pelvis back, the right and left sides of their body looking the same, a cushion between their knees (if the knees tend to pull together or if the legs cross over), and perform the activity for the child.

Or

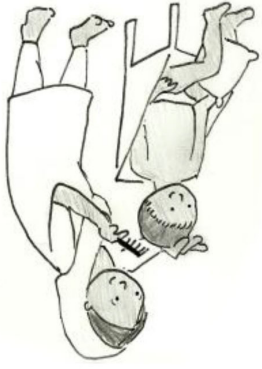
- Sit the child across one of your knees with your back supported. The child's hips and knees should be at 90 degrees, with their legs tucked between your legs for stability. Support your child with one arm while grooming with other hand.
- Use firm but gentle pressure when putting on the powder rather than a soft, tickly touch.

Useful equipment

- Supportive chair.

Communication:

- Show your child the comb, brush, powder, cloth, soap, etc. and name the objects.
- Let your child touch the objects and give them time to understand what is happening before you do it.
- Talk about what you are doing – name the actions and body parts (e.g. wash face, comb hair). If your child makes sounds or words, copy them, or repeat what they are trying to say.
- Offer choices using objects or pictures (e.g. toothbrush and comb). Ask "Which do you want to do first?". Encourage your child to use their eyes to look and show you which one they want.





DRESSING

Physical support:

- Do this with your child lying on a bed, or in your lap, or whilst seated in a supportive chair or other supported sitting position.

- Put the clothes on/pull the clothes off, hand-over-hand, with a song.
- Gently encourage the elbows, hips, and knees to relax and straighten, as the child is put through the movements needed in order to be dressed/undressed.

- As your child gets older, try to make the child initiate a part of the sequence.

Note – Clothes that are a bit big for the child are easier to get on and off; elasticated waist bands are easier than buttons or zips.

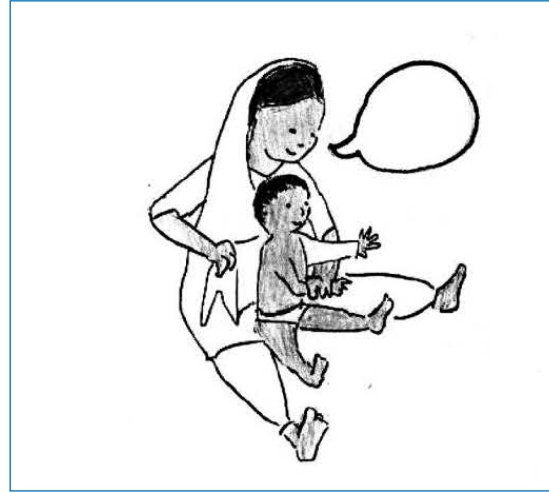
Useful equipment

- Mirror at right height; safe , soft surface for lying on or supportive chair.

Communication:

- Talk to your child as you dress them. Show your child their clothes and name them. Help your child to touch the clothes.
- Tap or squeeze the part of the body that you are putting the clothing on, and give your child time to understand what is happening before you do it.
- Name your child's body parts as you dress them.
- If your child makes sounds, talk back to them, copy their sounds, or repeat what they are trying to say.
- Hold up two pieces of clothing (e.g. shirt and pants). Name one and ask your child to look at it. Ask "Where is your shirt?". Encourage them to use their eyes to show you.
- Offer your child choices. Ask "Which one do you want to wear?" Encourage your child to use their eyes to look and show you which one he or she wants.





EATING AND DRINKING

Physical support:

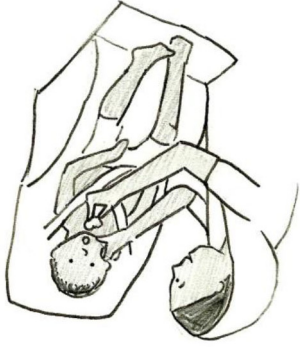
- Support your child to sit upright or very slightly reclined – in your lap or in a fully supportive chair.
- Make sure the child's head is tilted a little forward with their chin tucked in slightly. A rolled towel behind the head may help stop the head tipping back. It can be helpful too, for the carer to put their arm around the child's shoulders to support the head.

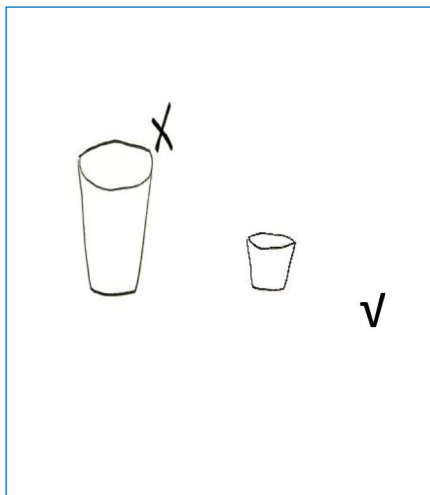
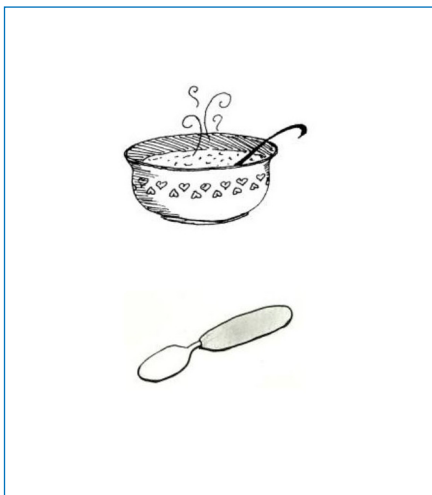
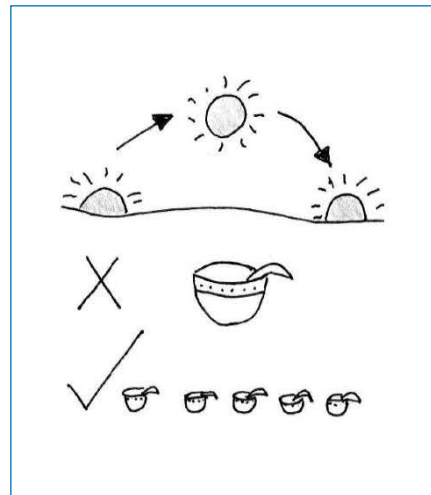
Useful equipment

- Supportive chair or standing frame; small beaker or adapted cup; melamine or plastic spoon.

Feeding methods and Communication:

- Make sure the food is nutritious. It should contain a range of ingredients and plenty of fat or oil. As it is too difficult and tiring for your child to eat the same quantity of food as other children, they need food with **more calories** in it order to stay healthy and to eat smaller meals more frequently.
- Not all children will be able to learn to eat the same foods as adults. Offer foods that your child *can* eat without showing signs of difficulty or becoming upset (i.e. **smooth, moist foods** rather than runny, or dry foods. Avoid lumps and food that separates in the mouth). As your child can't eat the same quantity of food as other children (they get too tired), they need **more frequent, smaller** meals, in order to stay healthy. Give small amounts of food often (5 times a day).
- Feed in a **gentle, sensitive manner**, giving small mouthfuls, from a small plastic spoon, at a slow pace.
- When giving drinks, give very small sips from a short cup, without tipping the head back. Do this throughout the day so that your child drinks enough fluids (at least 1 litre or 5 glasses) in total.
- Watch your child for signs of difficulty or becoming upset when eating or drinking e.g. spilling food/drink from the mouth, coughing, noisy breathing, crying or refusing to eat. Signs of difficulty or becoming upset mean that your child may not be able to chew the food well or swallow it easily. Food may be going down the wrong way into the lungs, and your child may be in pain.
- **Avoid force feeding** as this will make your child refuse food more often, and may cause food to go down the wrong way. When this happens the child can get pneumonia
- Offer **choices** of food where possible. Hold up two foods and encourage your child to use their eyes to look at the food they want.
- Tell your child what she/he is eating and say the names of the bowl, spoon etc.
- Encourage your child by talking positively. Give your child time and wait. Let them show you when they want more.





BRUSHING TEETH

Physical support:

- Lay your child on their side, or sit them in your lap, or a supportive chair.
- Make sure they are leaning a bit forwards to allow the extra saliva and toothpaste to dribble out as they might have trouble swallowing it.
- Sing a tooth-brushing song to help the child to anticipate the activity and enjoy the routine of tooth-brushing.
- Massage the child's cheeks and around the lips, using firm gentle pressure, to prepare them.
- Use firm but gentle pressure and massage on the child's cheeks and around the lips before brushing the teeth.
- Attempt to start the activity together and continue together for as long as possible.

Useful equipment

- Supportive chair.

Communication:

- Explain the steps to your child to make sure they are as involved in the activity as possible. Show your child the toothbrush, toothpaste, cup etc. and name the objects.
- Talk about what you are doing "Brush, brush, brush", "Spit out", "More brushing", "Finished".
- If your child makes sounds or talks to you, talk back to them, copy their sounds or words, and repeat what they are trying to say.
- If your child shows you that they do not want to do it, say "I know you don't like it but we need to brush your teeth. I'll count to 10 and then finish".
- If your child shows you they are not happy – listen to them, stop and give them a break, then say "Ok, we need to finish – just 5 more" etc.





PLAY

Physical support:

- Place the child in a series of safe and supportive positions, using good handling techniques, to reduce their muscle tone. For example – place your child on their side or front, using a cushion for support; sitting in a chair; standing in a standing frame.
- Change position and activity after 30 minutes, so that the child does not become too stiff and bored.

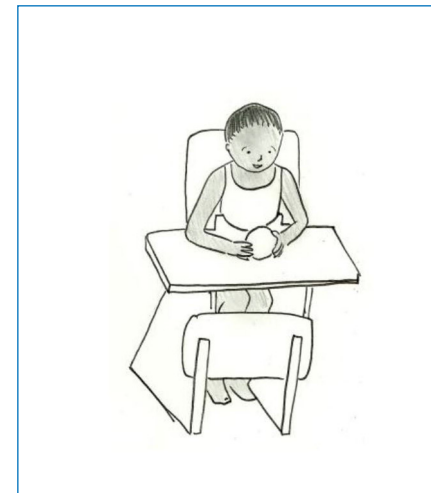
Useful equipment

- Rolled towels/cushions/supportive chair/standing frame.

Play activities:

- Encourage your child to play in a way that is appropriate for their developmental level.
- The emphasis is on exploration, interaction, making choices and decisions.
- Stimulate the 5 senses through gentle and repetitive activities.
- Play together with the child, and also let the child discover things for themselves through play.
- Make sure the child can easily see and reach the 'toys'.





PLAY – Continued

Toys

- These can be everyday objects, e.g. bowl, wooden spoon. It is good to choose objects of different textures e.g. soft fur, rough seed pods and things of different temperatures e.g. warm water, cold water etc.

Things to see and things to touch

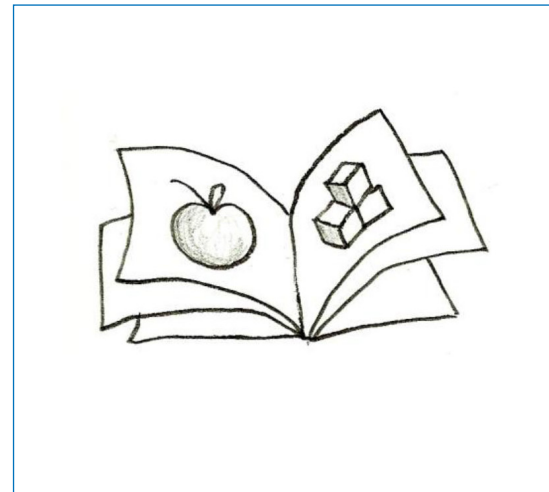
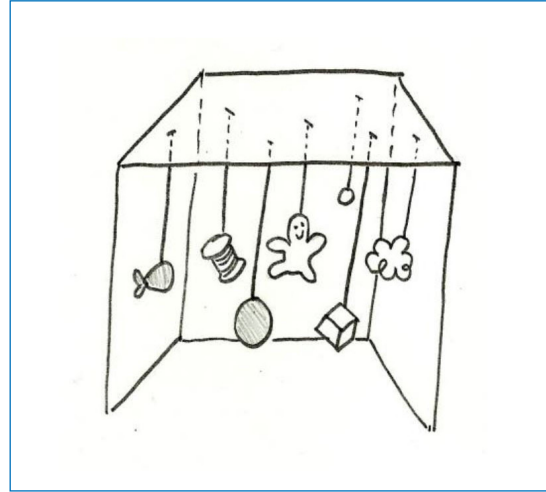
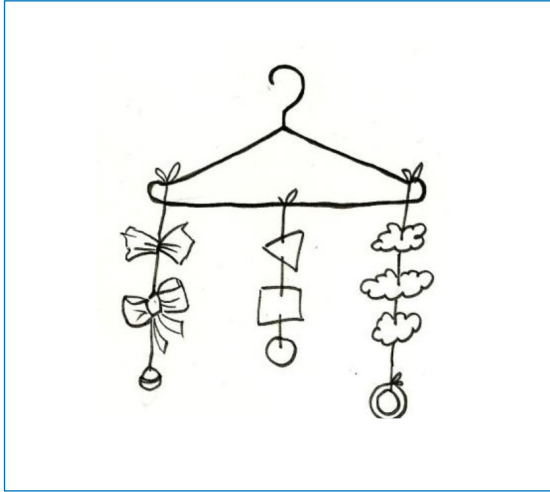
- Ideas: Hang bright objects from a hanger; use a large box to hang objects inside; place a mirror in front of the child.

Things to hear

- Sing songs and combine them with movement; play with things you can shake e.g. rice/beans in a container.

Communication:

- Offer your child a choice of play activity using objects. Make a book of drawings and/or photos of your child's favourite activities and encourage them to use their eyes to show you what they want to do.
- Encourage your child to do activities that they have control over.
- Make some drawings showing the steps within specific activities/games, so that your child can look at the drawings to tell you what to do next.
- Encourage others to play and interact with your child so that your child is having experiences with a range of people.



HOUSEHOLD ACTIVITIES

Physical support:

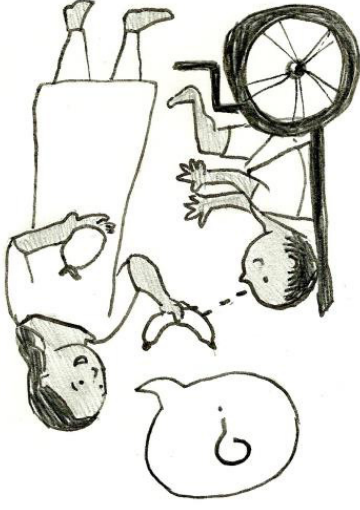
- Make sure that your child is in a supported and comfortable position in order to watch you doing household tasks.
- Encourage him/her to feel involved, when you are cooking, washing clothes etc.

Useful equipment

- Supportive chair; standing frame.

Communication:

- Talk to your child about what you are doing. Give them things to feel and smell.

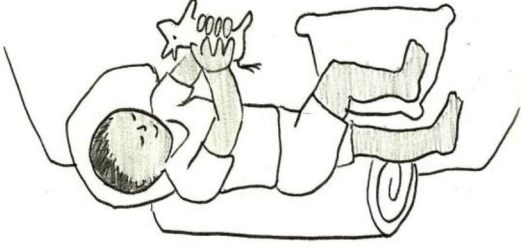




RESTING & SLEEPING

Physical support:

- Be aware of the positions that your child usually sleeps or rests in, and make sure that these are changed regularly.
- Make sure your child is safe and cannot fall off the bed.
- Careful *handling* (moving your child) will reduce the risk of hip dislocation. Monitor this as your child gets older and their muscle tone changes.



Your child's position

- Your child needs to be slightly *flexed* – put your child in positions where their body is relaxed and their muscles are not tight e.g. lying on their back with their knees bent, or on their side supported by cushions/rolled up towels. They may be better on their side, as this will reduce coughing and choking on saliva.
- Sometimes position your child so that they need to turn their head to watch people or things of interest.
- At night, use pillows to support the child in a safe sleeping position; use night *splints* if advised and available.

Useful equipment

- Rolled towels or firm cushions.

Communication:

- Talk to your child – tell them and make gestures that they are going to have a rest. Point at the place they will be resting in.
- If your child finds it difficult to go to sleep, use a special night time routine e.g. a special song, a specific cover, give them a massage etc.



GOING TO SCHOOL

Physical support:

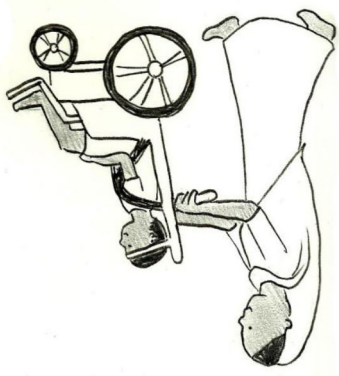
- If going by car or bus, find a safe place for your child to get in and out of the vehicle, both at home and at school.
- If your child has a wheelchair, make sure that any drivers, teachers and anyone working with the child know how to handle the wheelchair and are able to carry out transfers from chair-to-chair and chair-to-standing frame.
- Make sure your child can concentrate on learning rather than having to stop themselves from wobbling. A supportive seat or sanding frame will help, with a tray or table at the right height will help. This can be angled to enable the child to better see a book or teaching materials that your child is put into a series of different positions where they can clearly see and hear what is happening in the classroom.

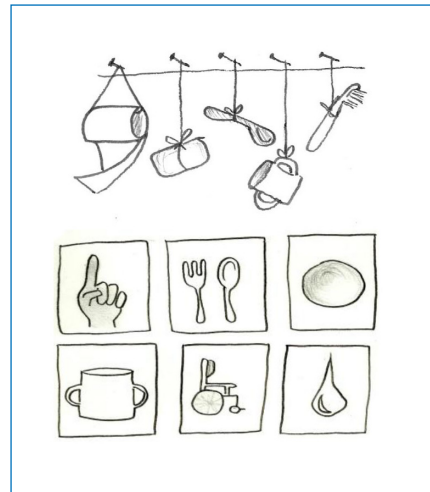
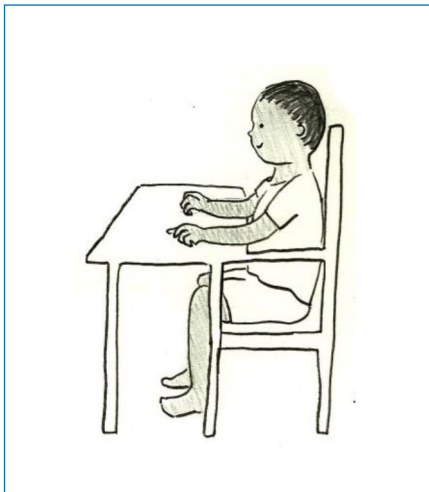
Equipment:

- Supportive seating; supportive standing; table or tray at correct height.
- Make your child a scarf or bandana to go around their neck to catch any saliva.

Communication:

- If your child uses a communication book, or board, make sure they take it to school with them.
- Encourage the school to use the same objects, pictures or symbols that you use at home to give your child choices and ask them questions.
- Make sure that people at school understand the needs of your child during the school day. Write down important information about your child and their communication so that the school and family are doing the same things to help them.
- You could also include information about eating, drinking, toileting, getting around etc. Headings may include – 'Things I like...', 'Things I do not like...', 'How I say YES...', 'How I say NO...', 'How to help me understand...'





GOING OUT

Physical support:

- Your child will learn and develop by being in different environments and with different people.
- Take your child with you to see relatives, to the market or to your workplace.
- To make sure they can see all around them, they need to be seated as upright as possible.
- Moving slowly will be helpful and less disturbing and give them time to take in what they see.
- When you go shopping, find a safe and uncrowded shopping area and choose shopkeepers who will work with your child to help them develop their skills.

- Gradually give your child tasks e.g. carry the shopping on the wheelchair, choose some items etc.

- When you go into the fields, make a pathway to carry or wheel the child to watch people working and to be involved in the activity.

Useful equipment

- A chair with wheels.

Communication:

- Tell your child about what is around them. Help them to touch things if possible.
- At the shops, encourage your child to be involved in choosing what you buy e.g. what vegetables up in your hands and ask the child to look at or point to what you should buy. Encourage them by saying "Shall I get the carrots or the potatoes?" whilst holding up a carrot and a potato.
- As your child develops, use empty food wrappers to make a 'shopping list' before you go to the shops. Ask yes/no questions to find out what your child wants on the list, and encourage the child to point to them (eye-pointing or hand-pointing).
- When you go to the field, talk to your child about what people are doing. Give them things to feel and smell.
- Make your child a book with some pictures of the steps to farming.
- Use this time for teaching about farming – types of foods, how things grow etc.
- As your child develops, use empty food wrappers to make a 'shopping list' before you go to the shops
- Make your child a book with some pictures of the steps to farming.

