
**TRAINING IN THE COMMUNITY FOR
PEOPLE WITH DISABILITIES**

1.

**Training package for a family
member of a child who has
difficulty seeing**
Information about the disability and
what you can do about it

What Is This Package For?

The information in this package will help you to understand the disability of a child who has difficulty seeing. The instructions will help you to start training the child in the daily activities he or she needs to do.



**World Health Organization
Geneva, 1989**

1. Training package for a family member of a child who has difficulty seeing

Information about the disability and what you can do about it

■ The child you train may have had difficulty seeing since birth. Or the child may have lost his or her sight at an early age. Difficulty seeing is caused by a disease or injury to the eyes. Sometimes it is caused by lack of proper food.

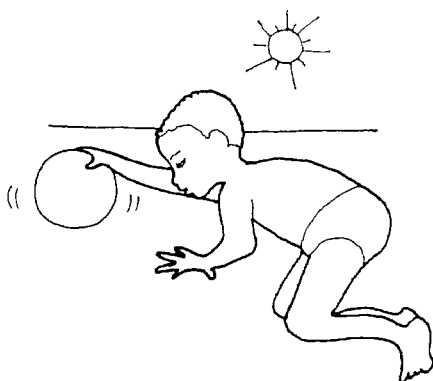
■ A child who has difficulty seeing should always be seen by a health worker. Find out from your health worker if the child can be helped by taking medicine or by using glasses, or needs to be taken to a doctor.



■ The child you train may not be able to see at all.

Even if the child cannot see at all, it is possible for you to train the child to do most of the activities that other children of the same age do.

■ The child you train may be able to see just a little. If so, train the child to do what other children of the same age do by using his or her sight as much as possible.



■ The child you train may have difficulty seeing only when it is dark. If so, first teach the child to do the activities described in this package during the day when he or she sees best.

When the child can do the activities during the day teach him or her to do the activities when it is dark.

What the child has difficulty learning



■ If the child you train cannot see at all, the child may have difficulty learning how to use his or her body.

This is because the child cannot see how people do things. The child cannot see how people sit. The child cannot see how people use their fingers and hands to touch, pick up, hold, and use objects.

■ The child cannot see the way people move around. The child cannot see the way a baby crawls or the way a person walks or runs.

■ The child cannot see how other children play.

■ The child cannot see how people take care of themselves by eating, drinking, keeping clean, and using the latrine without help.

■ The child cannot see the faces or bodies of family members and of other people.



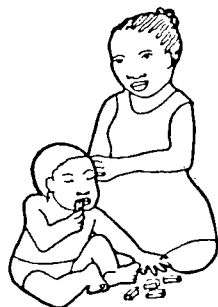
■ The child cannot see how people communicate by speaking, by changing the expressions on their faces and by moving their arms and bodies.

■ The child cannot see what things are in the world around him or her. The child cannot see the home, the yard, or the village. The child cannot see what anything looks like, how anything is used or how anything moves.

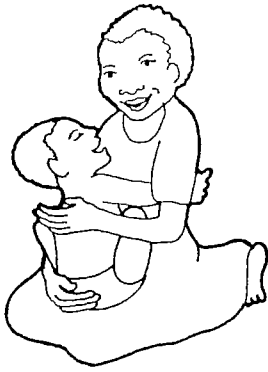
■ Because the child cannot see these things, he or she will not learn in the way that other children of the same age learn. The child needs your help to understand the things that other children understand by seeing.

■ The child who cannot see will need a great deal of time and practice to learn to do the activities done by other children of the same age.

How to help the child learn



■ The child who has difficulty seeing can learn about things by touching them. The child can learn about some things by listening to the sounds they make. The child can also learn about some things by smell and by taste. Let the child learn about different objects in these different ways. Only stop the child if he or she is doing something which can cause injury to himself or herself.



■ Encourage the child to learn new things. Let him or her know that you are happy when he or she learns a new activity or does something well. In this way you encourage the child to want to learn more.

The child knows when you are pleased by your words and by the sound of your voice. The child knows you are pleased when you touch and hold him or her close to you. Encourage the child by showing love and interest and by spending more time with him or her.

Activities that the child needs to be able to do

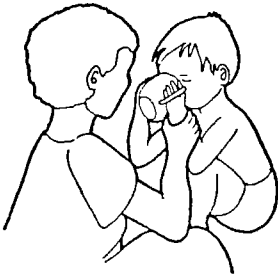
■ With your help, the child you train can learn to do the same activities as other children. The child can learn to do the activities at about the same age that other children learn to do them.

Feeding



■ A baby with difficulty seeing should be breast-fed just like other babies. Your Local Supervisor has a package that explains how to breast-feed a baby with a disability. If your child is having difficulty breast-feeding, ask your Local Supervisor for this package.

■ A child with difficulty seeing should be given the same food and drink as other children of the same age. This is important to prevent the child from becoming ill. Make sure that the child is given the same food and drink as other children of the same age.



The child may not yet know how to eat and drink by himself or herself. If so, help the child to feed himself or herself until he or she knows how to do it alone.

If the child does not grow as fast as other children of his or her age, take the child to the health worker. Ask the health worker for advice about how to help the child to grow well.

Listening



■ Teach the child to listen to and to know the sounds that you hear around you.

Teach the child to know people by their voices. Explain to the child which voice belongs to which person. For example, "This is your sister Sri who is talking." "This is Papa." Then ask each person to come very close so that the child can touch each face as you describe the person.

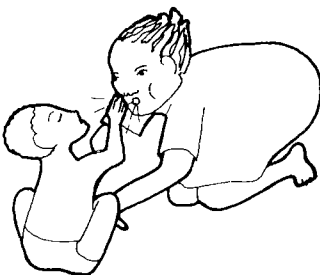
Let the child listen to and touch animals too. Tell the child the names of the animals when he or she listens to and touches each animal.

Explain all other sounds around such as running water, fire, wind, and traffic. In this way, the child you train will begin to know all the sounds that he or she hears.



■ Clap your hands in different ways and let the child listen to you. Clap your hands softly and then loudly and teach the child the difference. Clap your hands fast and slow and teach the child the difference.

To teach the child to clap, put your hands over the child's hands. Teach the child to clap in different ways. Then teach the child to listen to the different sounds that he or she is making.



■ Continue teaching the child to listen to different sounds. Make different sounds by snapping your fingers, by clicking your tongue, and by blowing, and teach the child to know these sounds.

Explain to the child how you make these sounds. Let the child feel your movements as you make the sounds. Now help the child to make the same sounds.

Speaking

■ A child who has difficulty seeing cannot see the way people move their lips when they speak. Because of this, the child may not learn to speak at the same age that other children speak. Help the child you train to learn to speak.



■ Begin by putting the child's hand on your mouth and face as you speak. Let the child feel the way your lips, cheeks and jaws move. Also let the child feel the way that the air comes out of your nose and mouth as you speak.

Now ask the child to put his or her hands on his or her mouth. Ask the child to repeat the words you said, moving the lips, cheeks, and jaws and blowing the air out of the nose and mouth, as you did. Teach the child to repeat words after you in this way.



■ Because the child cannot see objects, he or she cannot learn their names without help. Or the child may know some words or names, but not what they mean. Teach the child the meaning of words.

When the child touches something, say its name. Then ask the child to repeat the name. If you do this many times, the child will learn the names of different objects.

■ Call the child's name when you speak with the child so that the child knows that you are speaking with him or her.

■ Use your voice in different ways to tell the child different things, such as when to be careful, when there is danger, or when you are happy. This will help him or her to understand. Do not speak in a way that frightens the child.

Moving around



■ A child who has difficulty seeing cannot learn to move the way other children do.

When the child is small, carry him or her close to you when you move around so that the child will learn the feeling of movement.

Then start to teach the child to move his or her body. Begin by moving your head, arms, and legs. Let the child feel how you move and help the child to move in the same way.



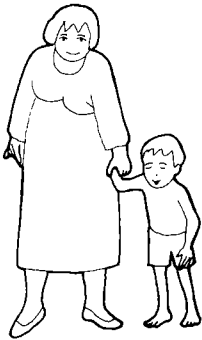
■ Sit the child on your lap and move him or her in different ways on your lap. Then help the child to move.

Support the child standing on your lap and move him or her around. Then help the child to move. In this way, the child will learn the feeling of movement.

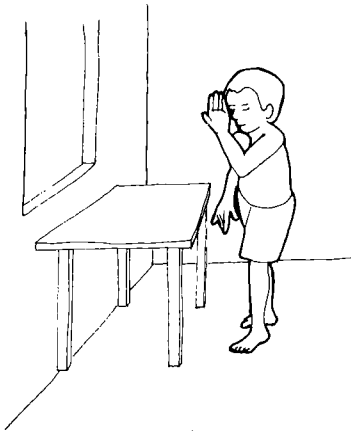


■ A child who cannot see may not learn by himself or herself how to crawl. If the child you train has not learned to crawl, teach the child how to crawl. Hold the child kneeling on his or her hands and knees as if crawling. Ask a family member to call to the child or to make noises that will encourage the child to move toward the family member. Help the child to move towards the family member. In this way you teach the child to crawl.

When the child has learned to crawl, encourage the child to move around and learn about the things in the home or yard. Crawling also helps the child to learn to use the arms and legs.



■ When you start teaching the child to walk, talk with him or her as you walk together. Tell the child what kind of ground you are walking on. Tell the child if the ground is rough, smooth, sandy, or grassy. Let the child feel the ground with his or her feet and hands to know the difference.



■ The child may not like to move around because he or she is afraid of hitting things. Tell the child to hold one arm in front of the face and the other arm in front of the body to protect himself or herself while walking. Then the child will become less afraid to move around alone.



■ There will be times when the child falls down. Teach the child to put his or her arms out straight in front as he or she falls. Then the child will not be injured or will have less injury when he or she falls. When the child learns this, he or she will not be afraid of moving around.



■ Protect the child by keeping him or her away from dangerous places, such as fires, wells, and rivers.

Fireplaces and wells should have guards to protect the child from getting too close.

When the child is old enough to understand what danger is, take him or her to fireplaces, wells, and rivers. The child will then learn where they are. Explain the dangers so that the child knows not to go too close to them alone.

Learning about the surroundings



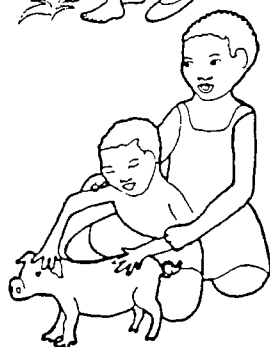
■ Teach the child how to hold and feel things with hands and fingers. Do this by holding and moving the child's hand over different objects so that he can feel the objects as you describe them. In this way, the child will learn to "see" objects with his or her hands and fingers.



■ Help the child to explore the surroundings. Go with the child from place to place and let the child feel with the hands what is around him or her.

■ Put your hands over the child's hands. Then together put your hands on moving animals or objects so that the child can feel how they move.

■ Help the child to learn about things by touching them. Give the child objects to hold. At the same time explain to the child what the objects are, what they look like, and how they are used.



■ Your Local Supervisor has a package which describes how an older child can be trained to move around alone. When you think that the child you train is ready to use this package, ask your Local Supervisor for it.

Taking care of himself or herself



■ It is better for a child to be able to eat, drink, keep clean, go to the latrine, and dress without help from anyone else. This will make the child happier and healthier. When the child does these activities alone, you will have more time for other things. Even if the child does these activities slowly when he or she does them alone, let the child do them without your help.

■ Your Local Supervisor has a package on how to train an older child to take care of himself or herself. When you think that the child you train is ready to use this package, ask your Local Supervisor for it.

How to help the child to develop through play

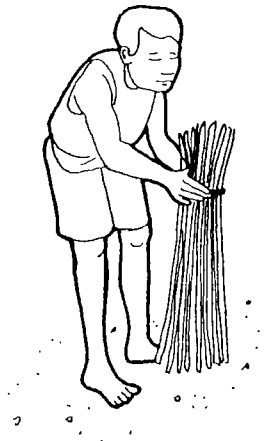


■ A child who has difficulty seeing can develop his or her touch, hearing, smell, and taste through play.

Through play, the child can also develop the abilities to speak, to learn, and to move. Through play, the child can also learn to behave in the same ways as other children.

Your Local Supervisor has a package about "Play Activities" to help you train the child to develop and to do what other children do. Ask your Local Supervisor for this package.

About the child's future



■ A child who has difficulty seeing should go to school at the same age as other children. Your Local Supervisor has a package that explains how the child can go to school. Ask your Local Supervisor for advice.

■ As the child grows older, he or she should do household activities as other children.

When the child grows up, he or she can learn to do a job and earn an income. When you think that the child has reached the age to be doing these activities, ask your Local Supervisor for advice.

Results

After you have read this package, check your understanding by answering the following questions:



- What causes difficulty seeing?
- How can you help your child to learn?
- What you can teach the child to learn by listening to sounds?
- How do you teach the child to walk?
- Should the child go to school?
- Should the child do a job when he or she is an adult?

Now check back in the package to find out if your answers are correct. If any answer is wrong, read the package again. Then answer the question again and check your answer. If you have any problem doing this, you can discuss it with your Local Supervisor.

Training packages

For family members of people who have difficulty seeing

1. Information about the disability and what you can do about it
2. How to train the person to take care of himself or herself
3. How to train the person to move around

For family members of people who have difficulty speaking and hearing or speaking and moving

4. Information about the disability and what you can do about it
5. For the child who has difficulty hearing and has not learned to speak — how to train the child to communicate
6. For the adult who has difficulty hearing but can speak — how to train the person to communicate
7. For the child who has difficulty speaking and moving but can hear — how to train the child to communicate

For family members of people who have difficulty moving

8. Information about the disability and what you can do about it
9. How to prevent deformities of the person's arms and legs
10. How to prevent sores from pressure on the skin
11. How to train the person to turn over and sit
12. How to train the person to move from sitting to standing
13. How to train the person to move around
14. How to train the person to take care of himself or herself
15. How to train a person who has aches and pains in the back or the joints to do daily activities
16. Exercises for weak, stiff or painful arms and legs

For family members of people who have no feeling in the hands or feet

17. Information about the disability and what you can do about it
18. How to prevent injuries and deformities of the hands and feet

For family members of adults who show strange behaviour

19. Information about the disability and what you can do about it
20. How to train the person to take care of himself or herself

For family members of people who have fits

21. Information about the disability and what you can do about it

For family members of people who have difficulty learning

22. Information about the disability and what you can do about it
23. How to train a child who has difficulty learning to take care of himself or herself
24. How to train an adult who has difficulty learning to take care of himself or herself

General

25. Breast-feeding a baby who has a disability
26. Play activities for a child who has a disability
27. Schooling
28. Social activities
29. Household activities
30. Job placement

**TRAINING IN THE COMMUNITY FOR
PEOPLE WITH DISABILITIES**

2.

**Training package for a family
member of a person who has
difficulty seeing**

**How to train the person to take care
of himself or herself**

What Is This Package For?

The instructions in this package will help you to train a person who has difficulty seeing to take better care of himself or herself. The training includes how to eat, drink, bathe, wash clothes, clean teeth, care for hair and nails, use the latrine, dress, and use money without help.



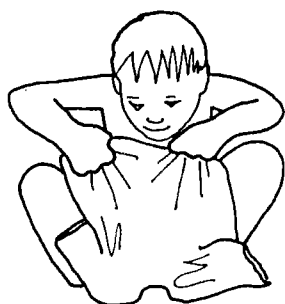
**World Health Organization
Geneva, 1989**

2. Training package for a family member of a person who has difficulty seeing

How to train the person to take care of himself or herself

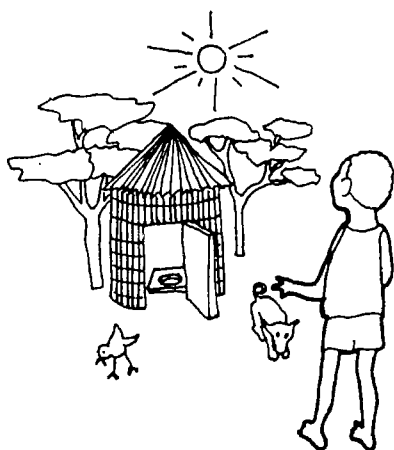


■ The person you train may not be able to see at all. Even if the person cannot see at all, it is possible for you to train him or her to do the activities described in this package.



■ The person you train may be able to see just a little. If so, train the person to take care of himself or herself using his or her sight as much as possible.

■ A person who was able to see before will not need much training in order to take care of himself or herself. However, the person may need encouragement from you to take care of himself or herself in the way that he or she did before.



■ The person you train may have difficulty seeing only when it is dark. If so, first teach the person to do the activities described in this package during the day, when he or she sees best.

When the person can do the activities in the day, teach the person to do the activities when it is dark.

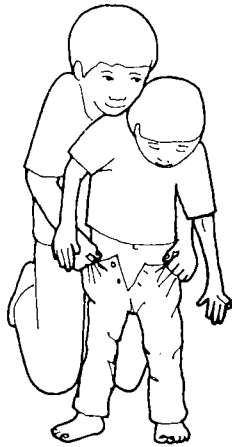
How to teach the person to do an activity

■ You have observed the person you train and you know what the person's abilities are. You also know how much of an activity the person may be able to do alone, and how much he or she may not be able to do. Always encourage the person to do alone whatever the person can do alone.

■ When you teach the person an activity observe the person all the time. Always find out how much of the activity the person can do alone without your help. Then help the person to do those parts of the activity that he or she cannot do alone.

■ Teach the person only one activity at a time. Begin to teach a new activity only when the person has learned to do the previous activity.

■ You can use the following way to teach the person to do any activity. Begin the training with an activity that you think the person will learn easily.



1. Think about how the person should do the activity. Explain to the person how he or she should do the activity. Also explain to the person why doing the activity will help him or her in daily life.

2. Show the person how to do the activity by doing the activity with him or her. Describe to the person what you are doing. Let the person listen to you and touch what you are doing.



3. Now ask the person to try to do the activity. Let the person do as much as possible without your help. Help the person to do those parts of the activity which he or she cannot do alone. Help the person by putting your hands on the person's hands. Also tell the person what he or she should do with you as you do the activity together.

4. Each time the person completes the activity with you, show the person that you are pleased.

When the person does a part of the activity alone that he or she could not do before, show the person that you are pleased.

When the person does the activity well, show the person that you are pleased. You can show the person that you are pleased by patting or hugging him or her. You can tell the person he or she has done well. This will help the person to want to do more.



5. Do the activity with the person in the same way every time the person needs to do the activity.
6. When the person learns to do more of the activity, give the person less help and less instruction. Each time ask the person to do as much as possible without your help. Put your hands on the person's hands and tell him or her what to do only when the person needs help to complete the activity.
7. Continue training the person in this way until he or she has learned to do the whole activity. This may take several days or weeks.

Activities that the person needs to be able to do

Eating



- The person's hands should be kept clean to prevent diseases. Teach the person to wash his or her hands before and after every meal.



- A person with difficulty seeing should eat in the same way as other family members. Then he or she will not feel different because of the disability. Only choose another way for the person to eat if this is not possible.

- If the person was able to eat without help before becoming disabled, it will be easier for him or her to eat in the same way now.



- If the person has never been able to see, help the person to learn about different kinds of food. Sit at the person's side during a meal and tell the person what food he or she is eating. Give the person time to taste each type of food. Teach the person also to know different kinds of food by their smell and by what they feel like.



■ If the person always sits in the same place, it will be easier for him or her to eat. Always put his or her plate and other things used for eating in the same place for every meal. Then the person can find them easily.



■ Put different kinds of food in the same place on the person's plate each time. Then the person will know where to find them.

Drinking

■ If the person was able to drink from a cup before becoming disabled, he or she will be able to drink in the same way now.



■ If the person you train is a child, he or she may not be able to drink from a cup. Teach a child to drink from a cup by putting your hand over the child's hand and together holding the cup. Show the child how to take the cup to the mouth, take a drink, and put the cup down again. Help the child several times, giving less help each time. Then let him or her try it alone. In this way, the child will learn to drink from a cup.

■ It will be easier for the person if you always keep the cup in the same place so that he or she can find it.

Bathing

■ Keeping the body clean helps prevent diseases. For this reason, it is important for the person to bathe with soap and water every day.

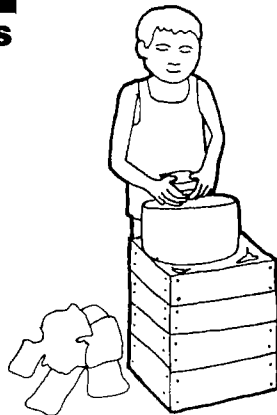


■ The person can learn to bathe in the same way as other family members. For example, he or she can use a bowl to pour water from a bucket over the body. Or the person can go to a well, lake, or river to bathe if this is the way that other family members bathe.



■ If the person cannot go alone to the bathing place, arrange for someone else to guide the person. You, another family member, a friend, or a neighbour can guide the person to the bathing place. Or fix a string or rope for the person to follow from the house to the bathing place.

Washing clothes



■ Teach the person to put on clean clothes after a bath. Tell the person that the clothes that he or she wears should be washed every day. The person can also find out if the clothes are dirty and need washing by smelling them.

■ It is useful to remember the following when you teach the person to wash clothes.

The person can measure the amount of soap used by putting it in his or her hand.

The person should count the pieces of clothing before and after washing so that no clothes are lost.

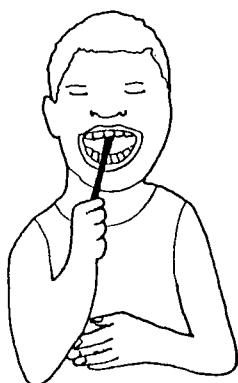


■ If the person washes clothes in a river, tell him or her to wash only one piece at a time. If too many clothes are put in the water they may be carried away in the river.



■ Teach the person where to put the clothes to dry.

Cleaning teeth



■ It is important for the person to clean his or her teeth every day.

The person can clean the teeth with a finger or a brush. The person can use charcoal powder or salt to clean the teeth.

Teach the person to clean the inside and outside of the teeth as well as the teeth that are at the back of the mouth.

■ Teach the person to rinse the mouth with water after cleaning the teeth.

Taking care of hair and nails



■ Teach the person to comb his or her hair every day.

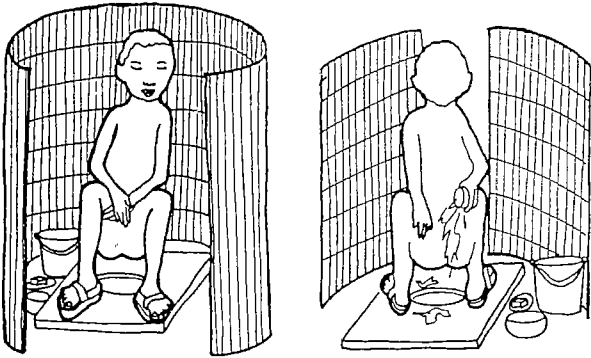
■ Teach the person also to keep his or her nails short and to clean them every day.

Using the latrine

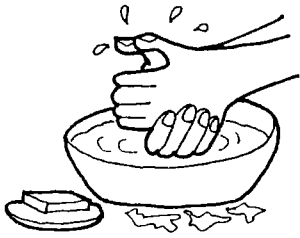


■ The person should be able to use the latrine in the same way as other family members.

If the person cannot go alone to the latrine, arrange for someone to guide the person to the latrine. Or fix a string or rope for the person to follow from the house to the latrine.

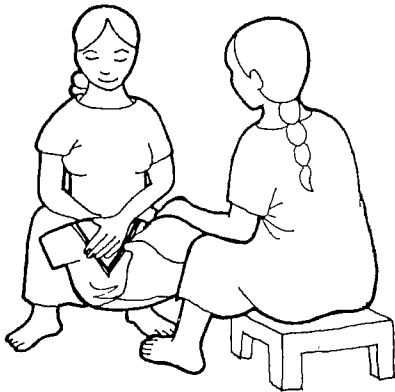


■ The person should clean himself or herself every time after using the latrine. Teach the person to clean himself or herself.



■ The person should wash his or her hands with soap and water every time after using the latrine. Teach the person to wash his or her hands whenever he or she uses the latrine.

Dressing without help

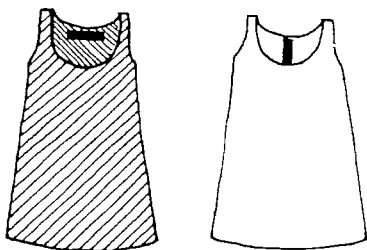


■ The person should wear the same kind of clothes as other members of the family so that he or she will not feel different.

■ Teach the person which is the front and which is the back of clothes so he or she can put them on correctly.

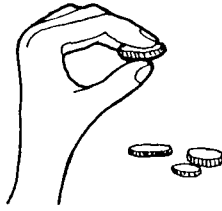


If the front and back are almost the same, make the back different by stitching a small piece of cloth on the inside.

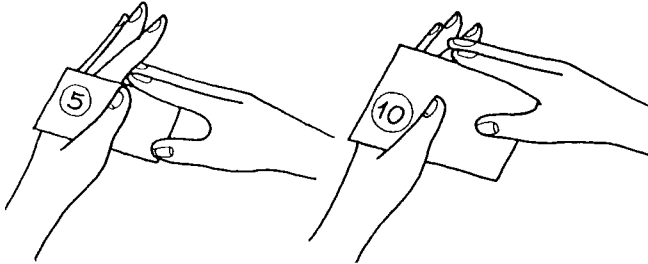


■ The person should be able to know the difference in colour of different clothes. Stitch small pieces of cloth of different shapes to the clothes of different colours. Tell the person the colour of each shape so that the person is able to choose the colour he or she wants to wear.

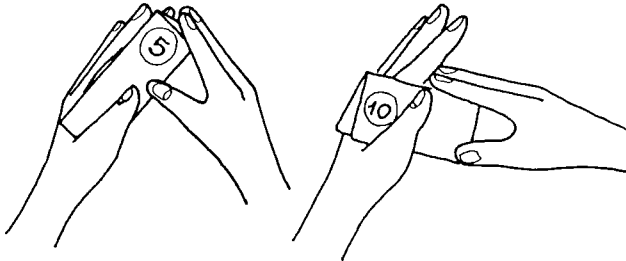
Using money



■ Teach the person to know different coins by feeling their size, shape, and weight.



■ Teach the person to know notes by feeling their size. The person can do this by putting the notes between the fingers.



■ If notes are the same size, fold notes of different values in different ways. Teach the person how you have folded the notes of different values by feeling the way they are folded.

About the person's home



■ The person you train needs to live in a safe home. The person should be able to walk around the home safely.

The stove, oven, or fire for cooking must be well protected so that the person cannot burn himself or herself.

If there is a well, it must be protected or covered so that the person cannot fall into it.

■ If the paths around the home have large stones, which make it difficult for the person to walk, remove the stones. If there are holes in the paths, fill the holes in with sand or earth.

■ The person's home may need improvement. For example, the roof may be letting in water; or the kitchen might need shelves. If there is no one in the family who can help, speak to your community leaders and ask for their help.

Results

After you have used this package for some time, answer the questions.

Begin by watching the person you are training. Then answer the questions by putting the date in one box after each question. Put the date in the box beside "Alone" if the person always does the activity without help. Put the date in the box beside "With some help or sometimes" if the person needs help to do part of the activity, or needs help sometimes. Put the date in the box beside "Not at all" if the person cannot do any part of the activity without help.

Feeds himself or herself? (including eating and drinking)	Alone	<input type="text"/>
	With some help or sometimes	<input type="text"/>
	Not at all	<input type="text"/>
Keeps himself or herself clean? (including washing, bathing, and cleaning teeth)	Alone	<input type="text"/>
	With some help or sometimes	<input type="text"/>
	Not at all	<input type="text"/>
Uses the latrine?	Alone	<input type="text"/>
	With some help or sometimes	<input type="text"/>
	Not at all	<input type="text"/>
Dresses and undresses?	Alone	<input type="text"/>
	With some help or sometimes	<input type="text"/>
	Not at all	<input type="text"/>

If all of your answers are "Alone," you and the person have done well. You can stop using this package.

If any answer is "With some help or sometimes" or "Not at all," it may be because of one of the reasons listed on the next page. Go through the list to find a possible reason for each of these answers and see what you can do about it.

REASON	WHAT TO DO ABOUT IT
1. You do not let the person do all that he or she can do.	Let the person try to do these activities with less help from you. Repeat the training until the person can do each activity. Then stop using this package.
2. The person does not try to do all that is possible to take care of himself or herself.	Encourage the person to try to do more of these activities. Repeat the training until the person can do each activity. Then stop using this package.
3. You have not trained the person long enough.	Continue training the person. If you have no results in six months, ask your Local Supervisor for advice.
4. You have not followed the instructions correctly.	Read the package again. If you think that you have not understood the instructions, speak to your Local Supervisor. Then repeat the training until the person can do each activity. Then stop using this package.
5. The person cannot be trained to do the activity because of his or her disability.	The person will continue to need help for each activity. Discuss with your Local Supervisor whether you should stop using this package.

If you continue to use this package, train the person for some time. Then answer all the questions again to see if the person does more activities.

Training packages

For family members of people who have difficulty seeing

1. Information about the disability and what you can do about it
2. How to train the person to take care of himself or herself
3. How to train the person to move around

For family members of people who have difficulty speaking and hearing or speaking and moving

4. Information about the disability and what you can do about it
5. For the child who has difficulty hearing and has not learned to speak — how to train the child to communicate
6. For the adult who has difficulty hearing but can speak — how to train the person to communicate
7. For the child who has difficulty speaking and moving but can hear — how to train the child to communicate

For family members of people who have difficulty moving

8. Information about the disability and what you can do about it
9. How to prevent deformities of the person's arms and legs
10. How to prevent sores from pressure on the skin
11. How to train the person to turn over and sit
12. How to train the person to move from sitting to standing
13. How to train the person to move around
14. How to train the person to take care of himself or herself
15. How to train a person who has aches and pains in the back or the joints to do daily activities
16. Exercises for weak, stiff or painful arms and legs

For family members of people who have no feeling in the hands or feet

17. Information about the disability and what you can do about it
18. How to prevent injuries and deformities of the hands and feet

For family members of adults who show strange behaviour

19. Information about the disability and what you can do about it
20. How to train the person to take care of himself or herself

For family members of people who have fits

21. Information about the disability and what you can do about it

For family members of people who have difficulty learning

22. Information about the disability and what you can do about it
23. How to train a child who has difficulty learning to take care of himself or herself
24. How to train an adult who has difficulty learning to take care of himself or herself

General

25. Breast-feeding a baby who has a disability
26. Play activities for a child who has a disability
27. Schooling
28. Social activities
29. Household activities
30. Job placement

**TRAINING IN THE COMMUNITY FOR
PEOPLE WITH DISABILITIES**

3.

**Training package for a family
member of a person who has
difficulty seeing**

**How to train the person to
move around**

What Is This Package For?

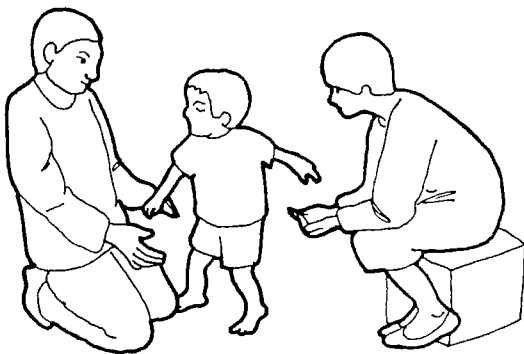
The instructions in this package will help you to train the person who has difficulty seeing to move around more safely. The training includes how to move inside the home, around the yard, around the village, and on the roads, and how to travel by bus if necessary. You will also be able to train the person to use a guide or a stick.



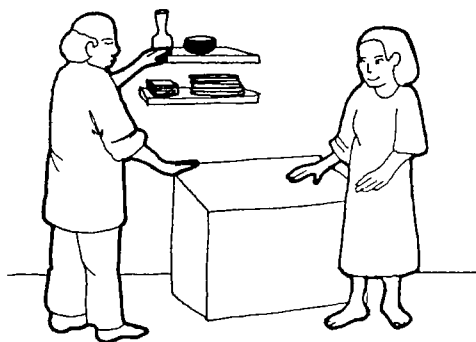
**World Health Organization
Geneva, 1969**

3. Training package for a family member of a person who has difficulty seeing

How to train the person to move around



■ Children with difficulty seeing should be trained to move around from as early an age as possible.

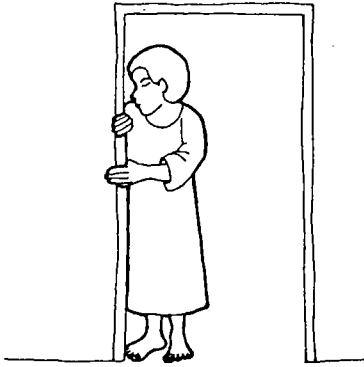


■ Some adults who have difficulty seeing do not admit to it or to having difficulty moving around.

Watch the person you train to find out what the person can and cannot do. The person may already be able to do some of the activities described in this package. If so, teach only the activities which the person cannot do.

■ Some elderly people who have difficulty seeing also have difficulty hearing or moving. If the person you train is like this, the training may take longer.

■ Some people who have difficulty seeing may quickly become tired because they are not used to doing many activities. Train a person like this slowly. At times when he or she becomes tired stop the training. Let the person rest. Then start training the person again.

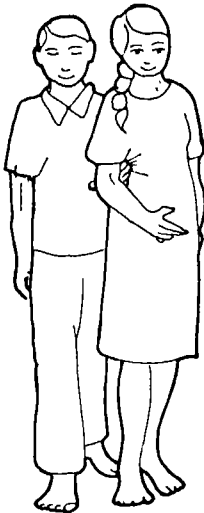


■ The person you train may be able to see a little. If so, let the person look at things close up so that the person can use whatever sight he or she has to move around.

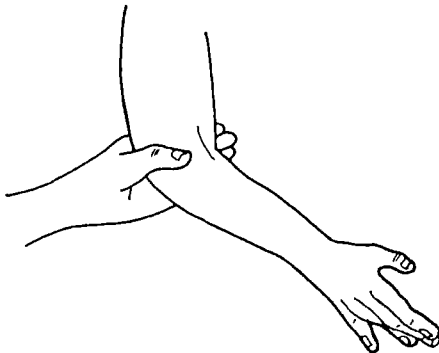
■ The person you train may have difficulty seeing when it is dark. If so, first teach the person to do the activities described in this package during the day when he or she sees best.

When the person can do the activities during the day, teach him or her to do the activities when it is dark.

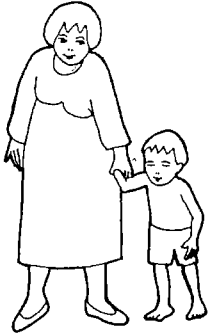
How to train the person to move around with a guide



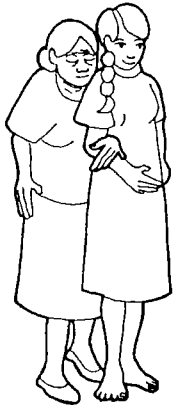
■ Because the person cannot see, he or she must remember many things. Help him or her to learn and to remember the things that are in the home, in the yard, and in the village. Begin with the most familiar things in the home. Then help the person learn about things in the yard. When the person remembers things in the home and the yard, help him or her to learn and to remember things in the village.



■ When you are helping the person to learn about things in the home, the yard, and the village, guide him or her in the following way: Ask the person to hold your arm just above the elbow. The person then walks half a step behind you so that he or she can follow your movements.



■ If you guide a child who cannot see, he or she may have to hold your hand.



■ If you guide an older person, he or she may have to lean on your arm for support as well as for guidance.

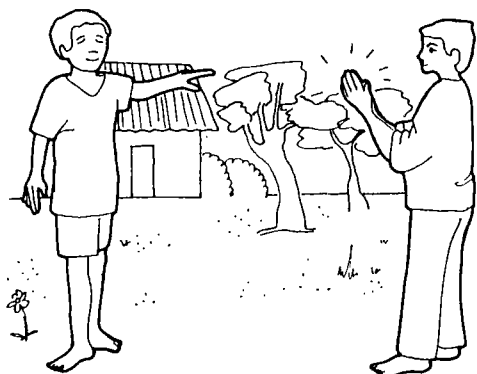


■ First, guide the person around the home. Describe the way you move around the home. Describe the things in the home, for example, doors, mats, and the fireplace. Tell the person to touch these things in the home to learn where they are. Then the person learns to “see” objects by touching them. This helps the person to remember how to move around the home.



■ Next, guide the person around the yard outside the home. Describe the things in the yard. Guide the person to trees and shrubs, the fireplace, and the fence.

Tell the person what kind of ground you are walking on. Teach the person to feel and know different kinds of ground with his or her feet. Tell the person if the ground is rough, smooth, sandy, or grassy. Let the person feel the ground with his or her feet to learn the difference.



■ Teach the person to turn his or her head to listen to sounds. Help the person to learn the direction in which a sound is moving. Also teach the person to know where sounds are coming from and how far away they are.

You can teach this with an exercise: Go a few steps away from the person and then talk to him or her or clap your hands. Ask the person to point in your direction. Move to another place and repeat this until the person is sure of where you are. Then move further away and ask the person to guess how far away you are.

In this way the person learns where sounds are coming from and how far away they are.

■ Guide the person for walks around the village, describing things you meet on the way such as holes, big stones, or trees. Help the person to learn about these things by touching them with the hands and feet.



■ Describe the people who live in the houses nearby, especially the people of the same age as the person. Tell him or her the names and ages of all members of families nearby. If the person does not know these people, take him or her to meet them.

■ Encourage the person to talk with the people you meet in the village. Help the person to learn to know people by their voices.

■ Describe animals that the person meets, such as dogs, cats, cows, or chickens. Let him or her touch these animals, listen to the sounds they make, and get to know them.



■ Help the person to learn the sounds and smells of things, such as animals and rubbish, that should be avoided when walking.

Teach the person to recognize smells, for example, from cooking food, the market, and flowers. Teach the person to use these smells and the sound of voices to find his or her way around the village.

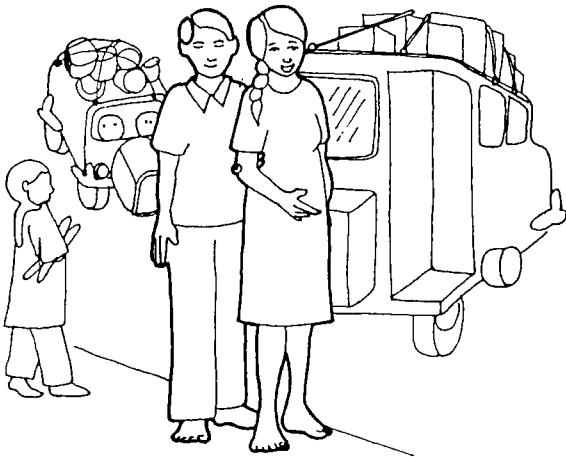
■ Guide the person to many places in the village.



Help the person to learn where he or she is by listening to sounds. Clap your hands and ask the person to listen to the sound. The sound will be different if you are in a large open space, or close to trees or buildings.

The sound of footsteps will also be different in different places.

Teach the person to learn to know when he or she is moving in an open space or is close to a wall or building. The person should do this by listening to footsteps and to other sounds.



■ Help the person to learn the difference between all the sounds that are heard in a noisy place. The person should get to know the difference in the sounds of people, animals, and buses.

■ When you walk together around the village, tell the person what is happening around him or her. He or she will then understand how to move around more easily.

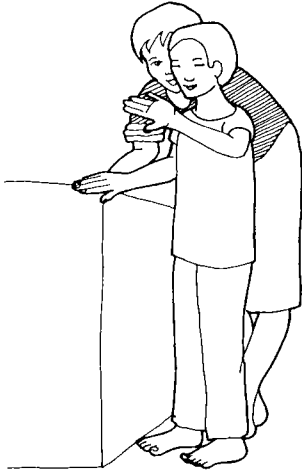
■ Guide the person to walk on uneven ground so that he or she can do it without falling. The person will need to practise this.

■ Help the person to feel the differences in the wind and temperature so that he or she can tell what the weather is like. The person can also tell the time of day by the difference in temperature.

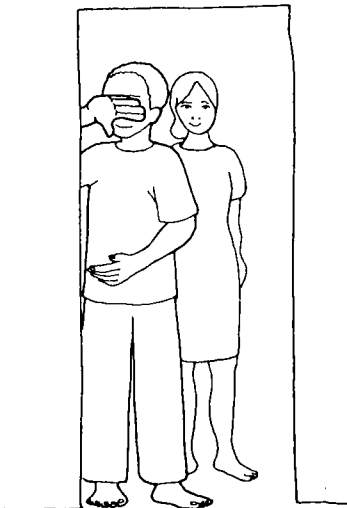


How to train the person to move around alone

■ When the person remembers things in the home and the yard, teach the person to walk in these areas without holding on to you. Help the person to protect himself or herself when walking alone in the house and yard.

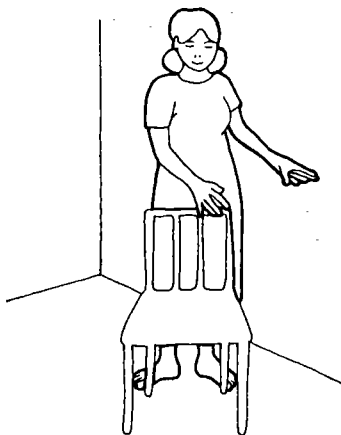


■ Teach the person to walk in the house holding one arm up with the hand in front of the face. The hand should be held away from the face. The hand protects the person's face and head. The person can use the other hand and the feet to find things and to walk around them.

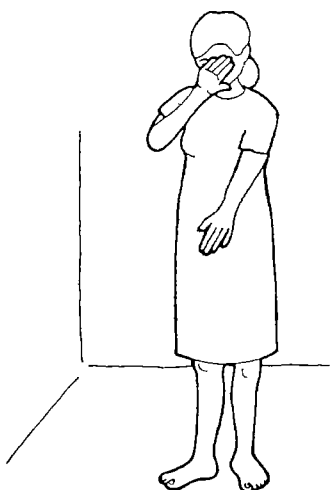


■ Begin training the person to walk in the house without holding on to you. Keep talking while he or she is moving. Describe and explain what is around him or her. Repeat what you say until the person remembers what is there when he or she moves around alone.

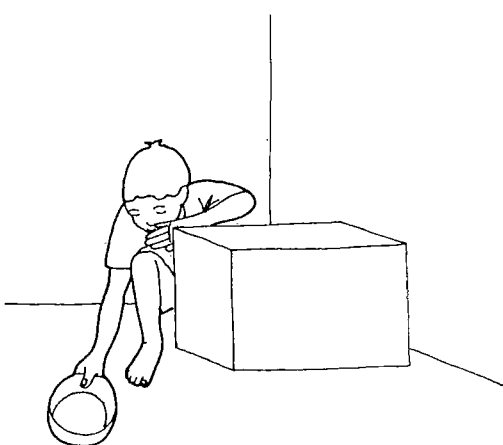
■ When the person first starts walking without help, he or she may walk into doorways, walls, or furniture. The person will be protected by holding one hand in front of the face.



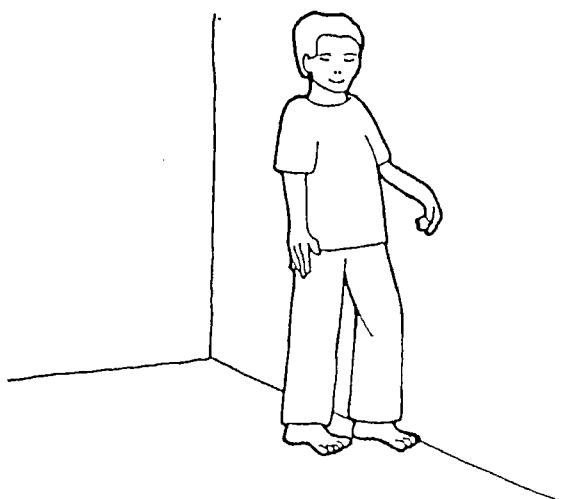
■ You can also teach the person to walk inside the house holding one arm down across the body. This arm will protect the person and will also help him or her to find objects, such as chairs and tables.



■ The person may want to walk in the house with one hand up in front of the face. The person may then use the other arm down across the body.



■ Teach the person to place one hand in front of the face when bending down. This protects the face from hitting objects such as tables or chairs.

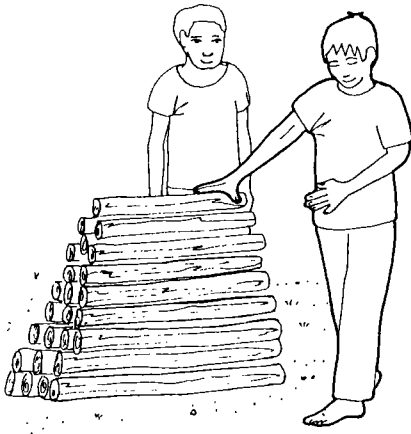


■ You can also teach the person to use the back of one hand to follow a wall or a table.

■ At first the person will feel alone when walking without guidance from you. If this happens stay close by and talk to the person. The person will know that you are close by and that you are interested in him or her. This will encourage the person.

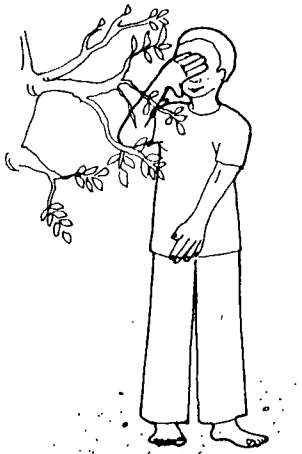
■ Never leave the person alone in an unknown place without saying where he or she is and when you will be back.

■ Help the person learn in which direction he or she should go to reach a certain place. To do this, start from a known place, for example, a doorway or a wall. Explain and help the person to remember when and how to change direction to reach the place where he or she wants to go.



■ When the person can walk alone in the house, teach him or her to walk alone in the yard.

■ The person can place one arm down across the body to protect himself or herself. He or she can use the other arm and the feet to find objects in the yard.



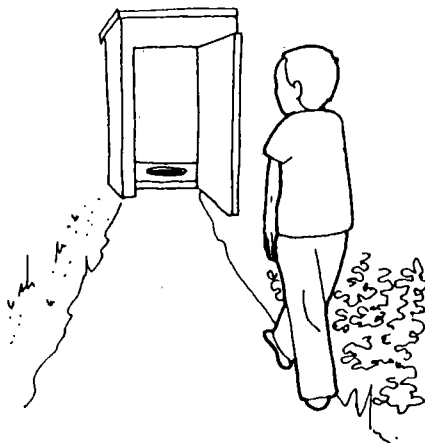
■ The person may place one hand in front of the face to protect it from tree branches.

■ Keep talking with the person as he or she moves around in the yard. Tell him or her about the things in the yard.



■ Teach the person to use the back of one hand to follow a wall or a fence.

It is dangerous for the person to use paths that have stones, shrubs, and holes. It will be safer for him or her to walk on such paths if these are removed. Remove stones or shrubs that you find in the paths that the person uses. Also fill in any holes in the paths.



■ When the person can walk alone in the yard, teach him or her to walk alone to the latrine and back.

■ The person you train may be elderly. If so, make sure that he or she walks on safe ground in the yard so as not to fall down.

If the person has weak arms or legs they can be made stronger by doing exercises. Talk to your Local Supervisor about this. If exercises will help the person, your Local Supervisor can give you another Training Package with exercises to make the person's arms and legs stronger.

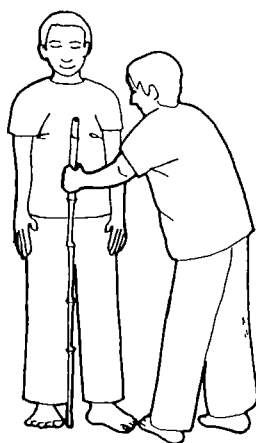
How to train the person to use a long cane or a stick as a guide



■ Train a child or an adult who has difficulty seeing to use a long cane or a stick as a guide. Then he or she can move around in the village alone.

Some children may be able to learn to use a cane or stick at 6 years. Others will not learn until they are older.

Some people can learn to move around their village without a long cane or a stick because they know their village. If such people use a cane or a stick they will be safer and able to go to other villages also. If the person you teach does not use a cane or stick, teach the person to use one. Then the person can use it when he or she wants to.



■ First find a stick that the person can use. You can cut the stick from the branch of a tree or a bamboo. The stick should be straight and not too heavy. Some people want to buy a special cane. A stick or bamboo is just as good as a special cane.

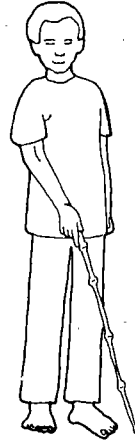
The length of the stick should be the same as the distance from the ground up to halfway between the person's shoulder and waist. If the person walks quickly or takes big steps, the cane or stick can be a little longer.



■ When the person holds the stick on the ground, it should reach the ground one full step ahead of the person.



■ The person holds the stick as shown in the picture.

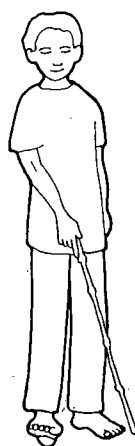


The person's elbow should be bent a little so that the hand is level with the centre of the body. The stick should be held just below its upper end. The stick should be held so that it touches the ground lightly.

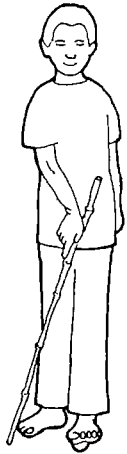
■ The person can learn to walk holding the stick in either hand. The person can decide which hand he or she wants to use to hold the stick.



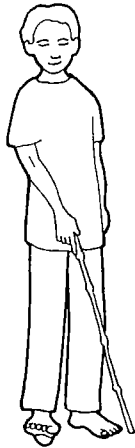
■ Train the person to use movements of the wrist to move the stick from side to side while walking. The arm and hand must stay at the centre of the body.



■ The end of the stick should touch the ground on either side in front of the feet. The distance between the two places where the stick touches the ground should be a little wider than the person's shoulders.



■ As the stick touches the ground on one side, the person should move the leg of the opposite side forward.

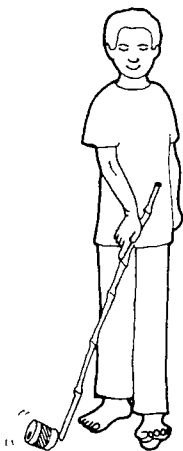


■ Then as the stick touches the ground on the other side, the person should move the other leg forward.



■ Train the person to keep the cane or stick close to the ground so it will not miss small objects in the path.

Explain to the person that the stick will help him or her to find things that are in the way of walking on the path. That way he or she can avoid them.

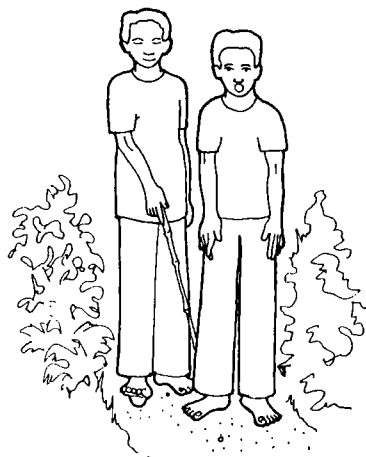


■ As the stick touches different things, different sounds are made. Help the person to learn what things are by the sound they make.

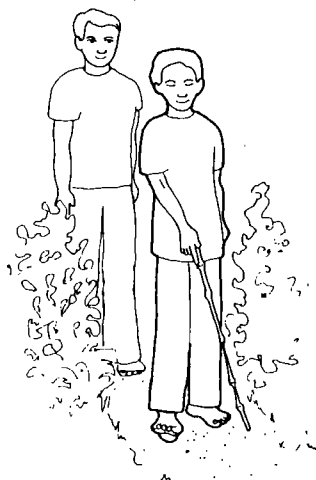


■ The person can use the hand that is free to look out for taller things that are in the way.

■ First train the person to move the stick.

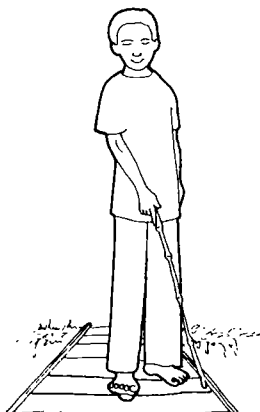


■ When the person can move the stick correctly, train the person to walk using the stick. At first walk in front of the person and talk to him or her.



■ Then walk behind the person. Let the person find his or her way with the stick. Talk to the person or stop the person only if he or she is in danger of falling or being injured.

■ It may take a long time to teach the person to use a stick to guide himself or herself. The person may need to repeat the same activity many times in order to learn to do it correctly and safely.



■ If the person you train can see a little, the person should look straight ahead and use the stick to feel the ground. This will make it safer for the person to walk.

■ Teach the person how to go across places such as low fences, drains, streams, bridges, or rice fields.



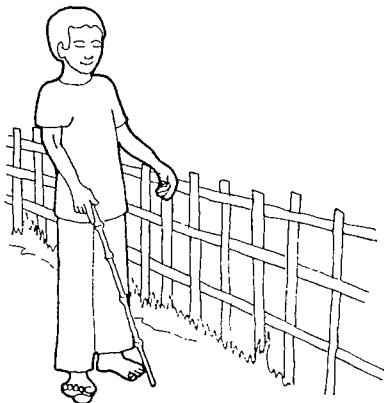
■ The person may sometimes want to cross a drain or small stream. Then he or she should try to touch the opposite side with the stick to find out how wide it is. The person can also touch the bottom of the drain or stream with the stick to find out how deep it is. If the person cannot touch the opposite side of the drain or stream, he or she should ask someone for help to cross it. Or if the drain or stream is not one that the person knows, the person should ask someone for help to cross it.



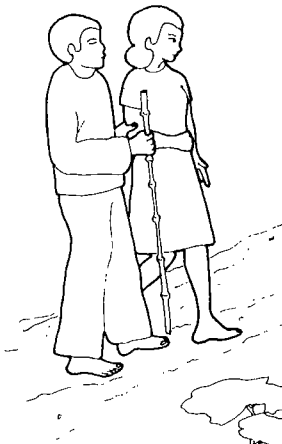
■ The person may sometimes want to walk in rice fields. Then he or she should use the stick to feel both sides of the high ground between the fields. This way the person can make sure that he or she will walk on the high ground and not fall in the mud.



■ The person may want to know how to climb steps. To learn the height of the steps, the person should feel with the stick and the feet. Teach the person to go up and down steps. The person can use a handrail for guidance (if there is one).



■ When walking by the side of a high fence the person can follow the fence with the back of the hand. The person should keep moving the stick with the other hand to look out for things in the path.



■ Sometimes the person will need to walk up and down hills. If the person has difficulty doing this, he or she will need to be guided by someone else.

The person can hold the guide's arm with one hand and carry the stick in the other hand.



■ At first go with the person to places in the village, such as the school, religious meeting places, the market, the health centre, or the community centre.

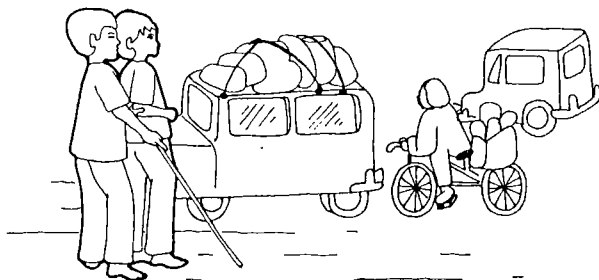
Then let the person walk to these places without you and find his or her own way back.



■ Next train the person to carry objects from place to place. For example, to fetch water or to carry things from the market.

■ When the person learns to do a new activity or does something well, tell him or her how well he or she is doing. It will make the person happy and will encourage him or her to want to learn more.

How to teach the person to move safely on roads and to travel by bus

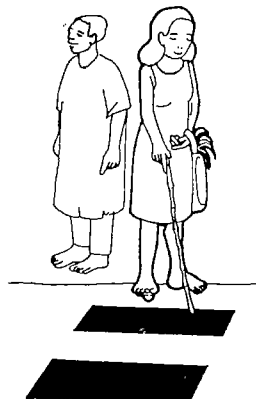


■ Teach the person to walk on the side of the road facing the traffic which is coming towards him or her.

■ On small roads, teach the person to listen for the sounds of cars and buses coming from both sides. Explain to the person that he or she must cross the road only when the road is clear or the traffic has stopped.

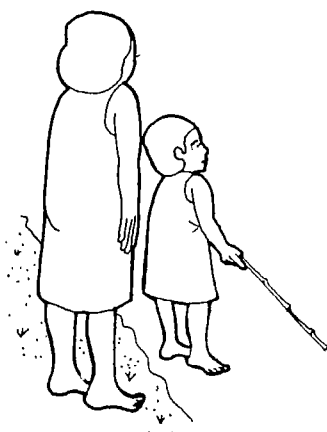
■ If the person cannot tell when there is traffic on the road, tell him or her to ask someone for help to cross the road.

■ At busy roads, the person should always ask someone to guide him or her across the road. Tell the person to hold the guide's arm just above the elbow.



■ If there are signs to show where people should cross the road, train the person to cross the road at these places.

■ If the person travels by bus, he or she can ask for help from the driver or other passengers. They can tell him or her where to get off the bus.



■ Teach a very young child not to go near traffic.

Older children who have difficulty seeing can be trained to walk along busy roads, to cross roads, and also to travel by bus. Train the child who has difficulty seeing to do these things at the same age that you would teach a child who can see.

■ Continue training the person until he or she can move around safely.



An adult who has difficulty seeing can learn to go to work alone. A child can learn to go to school alone. An adult or a child may want to go alone to the market, to the well for water, or to visit friends and neighbours in the village.

Continue training the person until he or she can do all these things safely.

Results

After you have used this package for some time, answer the questions.

Begin by watching the person you are training. Then answer the questions by putting the date in one box after each question. Put the date in the box beside "Alone" if the person moves around without the help of another person. Put the date in the box beside "With help" if the person moves around with help from another person. Put the date in the box beside "Not at all" if the person does not walk or move around in the home or in the village.

Moves inside the home?	Alone	<input type="text"/>
	With help	<input type="text"/>
	Not at all	<input type="text"/>
Moves around the village?	Alone	<input type="text"/>
	With help	<input type="text"/>
	Not at all	<input type="text"/>

If both of your answers are "Alone," you and the person have done well. You can stop using this package.

If any answer is "With help" or "Not at all," it may be because of one of the reasons listed. Go through the list to find a possible reason for each of these answers and see what you can do about it.

REASON	WHAT TO DO ABOUT IT
1. You do not let the person do all that he or she can do.	Let the person try to do these activities with less help from you. Repeat the training until the person can do each activity. Then stop using this package.
2. You have not trained the person long enough.	Continue training the person. If you have no results in six months, ask your Local Supervisor for advice.
3. You have not followed the instructions correctly.	Read the package again. If you think that you have not understood the instructions, speak to your Local Supervisor. Then repeat the training until the person can do the activity. Then stop using this package.
4. The person cannot be trained to do this activity because of his or her disability.	The person will continue to need help for the activity. Discuss with your Local Supervisor whether you should stop using this package.

If you continue to use this package, train the person for some time. Then answer the questions again to see if the person can do more activities.

Training packages

For family members of people who have difficulty seeing

1. Information about the disability and what you can do about it
2. How to train the person to take care of himself or herself
3. How to train the person to move around

For family members of people who have difficulty speaking and hearing or speaking and moving

4. Information about the disability and what you can do about it
5. For the child who has difficulty hearing and has not learned to speak — how to train the child to communicate
6. For the adult who has difficulty hearing but can speak — how to train the person to communicate
7. For the child who has difficulty speaking and moving but can hear — how to train the child to communicate

For family members of people who have difficulty moving

8. Information about the disability and what you can do about it
9. How to prevent deformities of the person's arms and legs
10. How to prevent sores from pressure on the skin
11. How to train the person to turn over and sit
12. How to train the person to move from sitting to standing
13. How to train the person to move around
14. How to train the person to take care of himself or herself
15. How to train a person who has aches and pains in the back or the joints to do daily activities
16. Exercises for weak, stiff or painful arms and legs

For family members of people who have no feeling in the hands or feet

17. Information about the disability and what you can do about it
18. How to prevent injuries and deformities of the hands and feet

For family members of adults who show strange behaviour

19. Information about the disability and what you can do about it
20. How to train the person to take care of himself or herself

For family members of people who have fits

21. Information about the disability and what you can do about it

For family members of people who have difficulty learning

22. Information about the disability and what you can do about it
23. How to train a child who has difficulty learning to take care of himself or herself
24. How to train an adult who has difficulty learning to take care of himself or herself

General

25. Breast-feeding a baby who has a disability
26. Play activities for a child who has a disability
27. Schooling
28. Social activities
29. Household activities
30. Job placement