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

8.

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

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 person who has difficulty moving. The instructions will help you to start training the person.



**World Health Organization
Geneva, 1989**

8. Training package for a family member of a person who has difficulty moving

Information about the disability
and what you can do about it

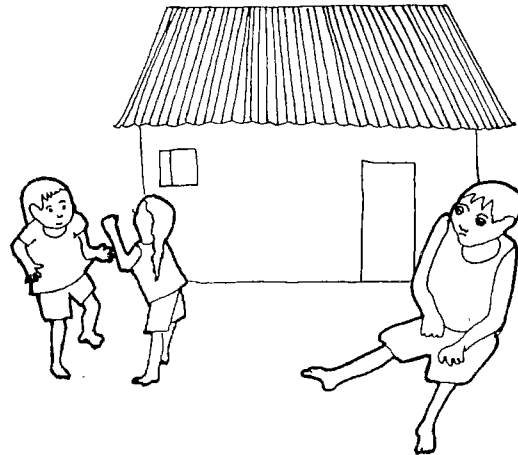
■ A person who has difficulty moving may not be able to use his or her arms or legs.

A person who has difficulty moving may look different from other people. Deformity of parts of the body may make a person look different from others. He or she may also not move in the same way as others.

The whole or part of one or both arms and legs may be missing, so the person has difficulty moving.

The arms and legs may be stiff or weak, so that the person has difficulty moving correctly.

The joints or the back may be stiff and painful, so the person has difficulty moving.



■ Some people are born with difficulty moving. Others who have difficulty moving may have had a disease or an injury that made them like this.

Difficulty moving may also be caused by old age. Diseases in the person's bones, joints, or back can also cause difficulty moving.

Activities that a baby needs to be able to do

■ It is sometimes difficult for a baby who has difficulty moving to breast-feed. A baby who has difficulty moving sometimes cannot suck.

The baby may push his or her head back when held in the mother's arms.

The baby may push his or her tongue out when the mother puts her nipple into the baby's mouth.

For these reasons the baby may need help to breast-feed or may need to be fed with a spoon.

■ A baby who has difficulty moving may not play and learn to do activities that other babies do. All babies who have a disability need to be played with more to help them develop.

■ Speak to your Local Supervisor about breast-feeding and play for your baby. Your Local Supervisor will give you the Training Packages which you can use to help you to breast-feed the baby better and to help the baby develop through play.



Activities that a child needs to be able to do

■ Sometimes a child who has difficulty moving cannot use his or her hands, sit alone, or move around. Because of this, the child may not play like other children. Or the child may not have learned to take care of himself or herself, or go to school. An older child may not be able to do household activities like other children.

■ Most children who have difficulty moving are able to learn many activities. Some children who have difficulty moving also have other difficulties, such as seeing, hearing, or learning. These children can learn some activities, but it will take them longer.

■ All children need to play. Play helps develop abilities such as moving, learning, hearing, speaking, and seeing. Play also teaches a child about his or her surroundings.

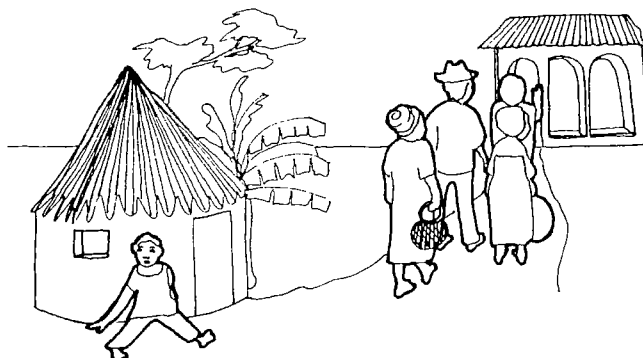


■ The child you train may need help to develop through play. The child may also need training to be able to take care of himself or herself and to move around. The child may need to start schooling.

■ If the child you train needs to do these activities, speak to your Local Supervisor about it. Your Local Supervisor will give you the Training Packages that you can use to help the child to develop these abilities.

Activities that an adult needs to be able to do

■ An adult who has difficulty moving may not be able to use his or her hands or to sit alone. The person may not be able to take care of himself or herself alone. The person may not be able to eat, bathe, clean the teeth, comb the hair, care for the nails, wash clothes, use the latrine, or dress without help.



■ The person may also not be able to move around. He or she may not be able to move inside the home and yard, or go to the latrine or bathing place. The person may not move around the village or travel by bus, or go by boat or on an animal.



■ A person who has difficulty moving may not have had schooling as a child. He or she may not do household activities or a job, or join in family and community activities.

■ If the adult you train needs to learn to do these activities, speak to your Local Supervisor about it. Your Local Supervisor will give you the Training Packages that you can use to help the person to develop these abilities.

Behaviour problems the person may have

■ A person who has difficulty moving may not be able to do everything for himself or herself. The person may need to ask others for help. This makes the person dependent on others, which can make him or her sad. Or it may make the person not want to do anything, not even what he or she could do.



The person may expect extra attention from family and friends.

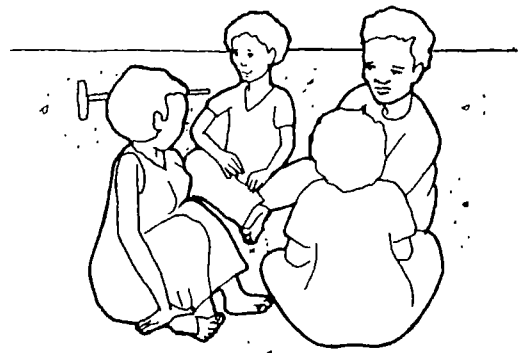
The person may think that the disability is a punishment. The person may feel inferior to other people. The person may not believe in himself or herself.

■ A person who suddenly becomes disabled may not easily accept the disability and the new situation. He or she is no longer able to do the things he or she likes and is unhappy.

■ A person who has difficulty moving may have sexual problems. This may change his or her behaviour.

■ If the person you train has any behaviour problems, you should remember that they may be caused by the disability. Other family members need to understand this too.

■ Talk with the person about such problems. Help the person to accept the disability. Tell the person that he or she is not being punished. Help the person to believe in himself or herself by training him or her to do as many activities as possible. Make the person feel like an equal member of the family. Give the person love and security. Tell other family members that they should do the same.



In this way you can help the person to get over his or her behaviour problems. If he or she still has problems after this, talk to your Local Supervisor about them.

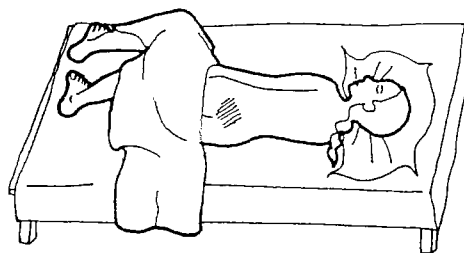
Other problems the person may have

■ The person may not be able to sit up or to turn from side to side without help. If the person's body is in the same position for a long time without moving, the arms and legs may become stiff and deformed. The person will be more disabled if he or she loses movement and becomes stiff in the arms or legs.



Help the person to prevent stiffness and deformity by changing his or her position and by moving the arms and legs often. Speak to your Local Supervisor about this. Your Local Supervisor will give you a Training Package which will show you how to prevent stiffness and deformity of the person's arms and legs.

■ The person may not have feeling in parts of his or her body. Because of this, these parts become injured easily and the person can get sores on the skin. This happens when the person stays in the same position for a long time.



Help the person to prevent sores on the skin by changing his or her position often. Your Local Supervisor has a Training Package which you can use to prevent the person getting sores on the skin. Ask your Local Supervisor for this package.

■ If the person cannot control the passage of his or her stools and urine, speak to your Local Supervisor about it.

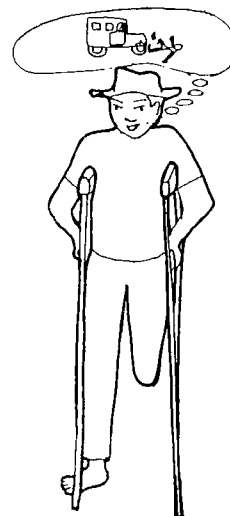
The person will be happier and healthier if the clothes he or she wears are changed and washed often. Teach the person to change and wash clothes often.

If the person cannot wash his or her own clothes then arrange for someone else in the family to help the person to do this. Helping the person keep clean and dry is very important because it will help stop diseases and sores.



■ If the person has lost an arm or leg, the person may feel as if he or she still has that part of the body. The person may also feel pain in that part of the body even though it is not there.

If the person you train has these feelings, explain that they are normal.

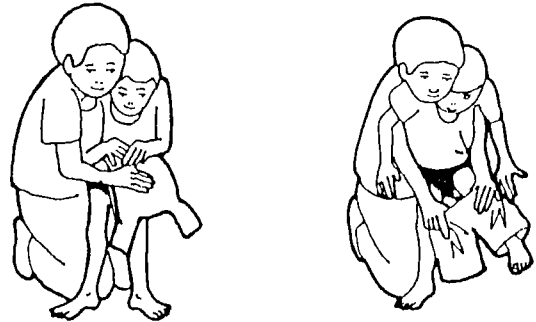


■ The person may have pains in the joints. This person may feel more pain when doing an activity. If the person feels more pain, tell the person to stop doing that activity until you speak to your Local Supervisor about it.

■ Some people who have difficulty moving should do exercises. Ask your Local Supervisor if the person you train needs exercises. Your Local Supervisor will give you a Training Package which you can use to teach the person exercises.

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 know how much of an activity the person may be able to do alone. You also know how much he or she may not be able to do. For example, you know how much help your child needs to dress and undress.



Always encourage the person to do alone whatever he or she can do alone.

■ While you are teaching the person an activity, observe the person all the time. Always find out how much more of the activity the person can do alone without your help. Then help the person to do those parts of the activity which he or she cannot do alone.

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

■ Begin with an activity that you think the person will learn easily.

The example in the pictures shows how to teach a child to take off his trousers.

You can use the following way to teach the person any activity.

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 he or she should do the activity, and how it will help him or her.
2. Show the person how to do the activity. Show the person by doing the activity yourself. Or show the person by doing the activity with him or her.



3. 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 that 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 when you help him or her with part of the activity.



Take your other leg out of the trousers.



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 you are pleased by smiling, patting, and hugging him or her. You can tell the person he or she has done well. This will encourage 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.

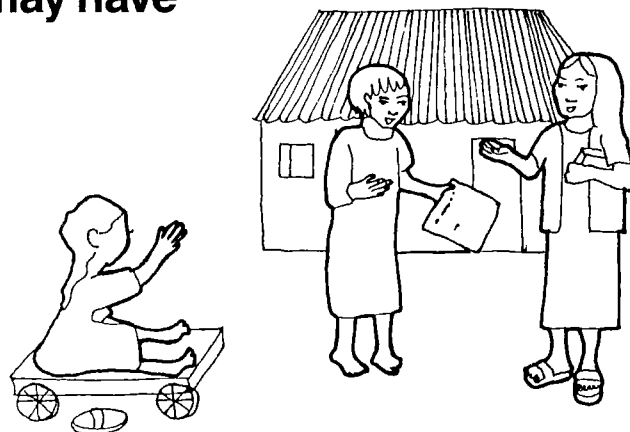
When the person learns to do more of the activity, give the person less help and less instructions. Each time ask the person to do as much as possible without your help. Put your hands on the person's hands and tell him or her what to do only when the person needs help to complete the activity.

6. Continue training the person in this way until he or she has learned to do the whole activity. This may take several weeks or months.



Other disabilities the person may have

■ A person who has difficulty moving may also have other disabilities. The person you train may have fits or difficulty learning, hearing, speaking, or seeing. He or she may have no feeling in the hands or feet. If so, your Local Supervisor can give you other Training Packages to help you train the person. Speak to your Local Supervisor about this.



Medicine for the person

- If the person you train has a lot of aches and pains, ask your health worker for advice about it. Your health worker may give you some advice on some medicines.
- Help the person to learn how to take this medicine at the correct times and for the correct number of days or weeks.
- The person should continue taking the medicine until the health worker says to stop.
- Before the medicine is finished ask the health worker if more is needed. If more medicine is needed, get more before the medicine is finished. In this way you can be sure that there will always be medicine when the person needs it.

Results

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

- What are the important things that you should teach a baby with difficulty moving to do?
- Why are play activities useful for a child with difficulty moving?
- Why is it important that a person with difficulty moving does not remain in the same position for a long time?

Now check back in the package to see 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 problems doing this, 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. Dressing
28. Social activities
29. Household activities
30. Job placement

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

9.

Training package for a family member of a person who has difficulty moving

How to prevent deformities of the
person's arms and legs

What Is This Package For?

The instructions in this package will teach you to help the person who has
difficulty moving to prevent stiffness in the joints of the arms and legs.

Prevention of stiffness helps prevent deformity.



**World Health Organization
Geneva, 1969**

9. Training package for a family member of a person who has difficulty moving

How to prevent deformities of the person's arms and legs

■ The person you train may not be able to move his or her arms or legs. If a person does not bend or stretch the joints of the arms or legs, the joints become stiff. When the joints become stiff the arms or legs become deformed.

■ The person may not be able to move the arms and legs for one of the following reasons:

The person has weakness in the arms, legs, or body.

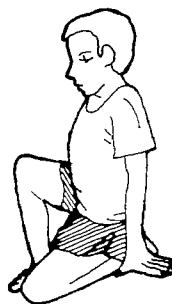
The person has stiffness in the arms, legs, or body.

The person cannot control movement of the arms, legs, or body.

How the joints can become stiff and deformed

■ A person who has difficulty moving the arms or the legs may let them stay in one position all the time.

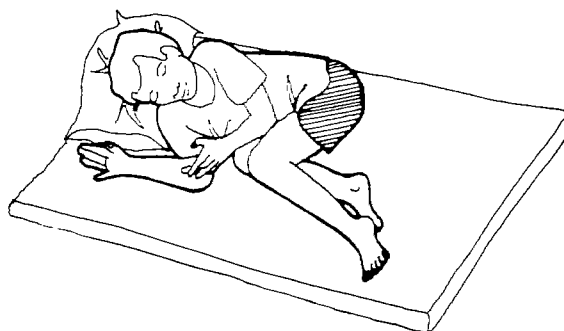
■ For example, a person who has difficulty straightening the knees may move around by crouching with the knees bent.



The person may always sit with the knees bent.

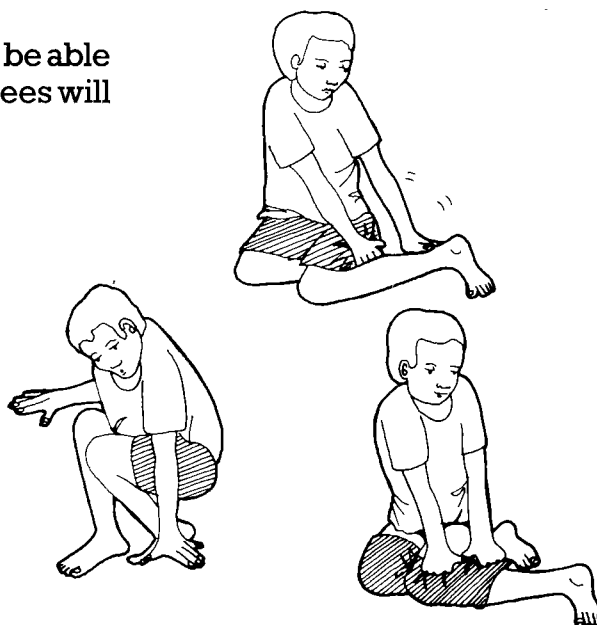


The person may also sleep with the knees bent.



After some time the person will not be able to make the knees straight. The knees will be very stiff.

The person with stiff knees has more difficulty moving around, bathing, dressing, and using the latrine.



■ If any joint of the body is kept in the same position for a long time without moving, it will become stiff and deformed.

Deformity makes it even more difficult for the person to move and to do his or her daily activities.

How to help the person prevent stiffness and deformity in the joints

■ You can help the person to prevent stiffness in his or her joints.

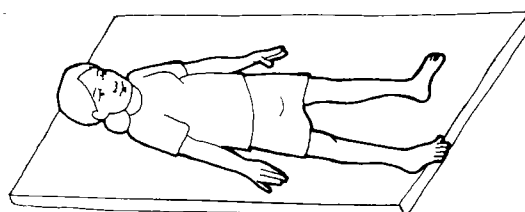
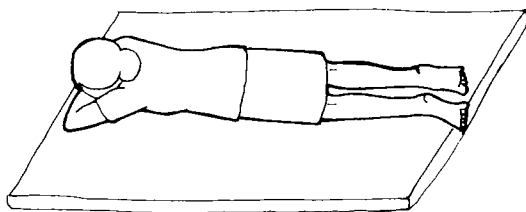
By changing the position of the arms, legs, and body.

By moving the joints of the arms and legs as fully as possible several times every day.

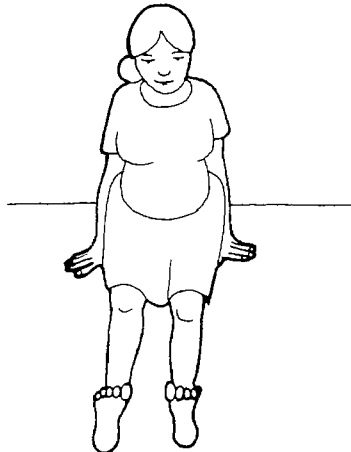
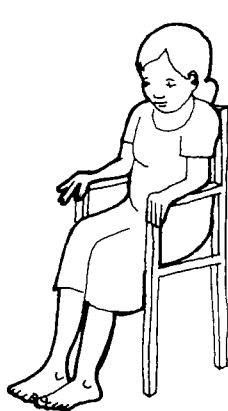
By keeping the joints in good positions during the day and night.

By changing the position of the arms, legs, and body

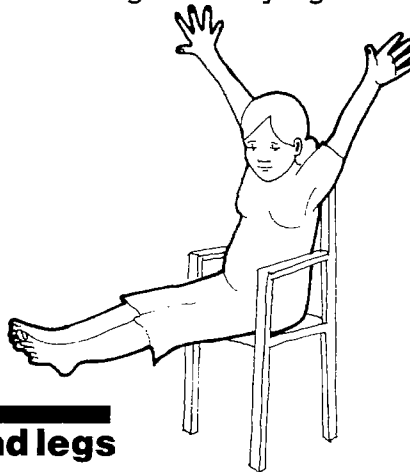
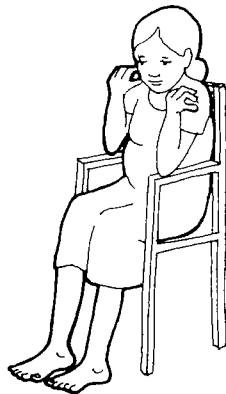
■ The person can do this by lying in different positions at different times of the day and night. The person can sometimes lie on his or her stomach and sometimes lie on his or her back.



■ The person can change the position of the arms, legs, and body also by sitting in different positions. The person can sometimes sit on a chair or stool with the knees bent. At other times the person can sit on the ground or on a bed with the knees straight.



■ The person should bend and straighten the arms and legs while lying or sitting.



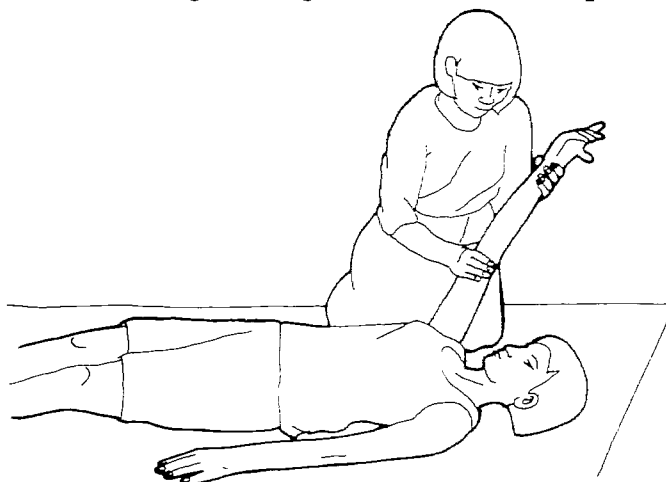
By moving all the joints of the arms and legs

■ Ask the person to move each of the joints in the arms or legs as much as possible.

■ See if the person can move all the joints fully.

■ The person may be able to move the joints of the arms and legs fully without your help. If so, ask your Local Supervisor for the Training Package on exercises the person can do alone.

■ If the person cannot move all of the joints fully, help him or her to do so by doing exercises with the person.



How to help the person move the joints

- Explain to the person that it is important to do exercises to move all the joints every day to prevent stiffness.
- Help the person every day to move the joints he or she cannot move alone. Gently move each joint as much as possible in each direction. You can move the joints by doing Exercises 1 to 11.
- Do the exercises gently.
- Do not force the movements of the joints when doing the exercise.
- Do not cause a great deal of pain to the person.

Sometimes the person may feel a little pain when you begin the exercise, but the pain should become less, the more the exercise is done. If so, continue to do the exercise with the person.

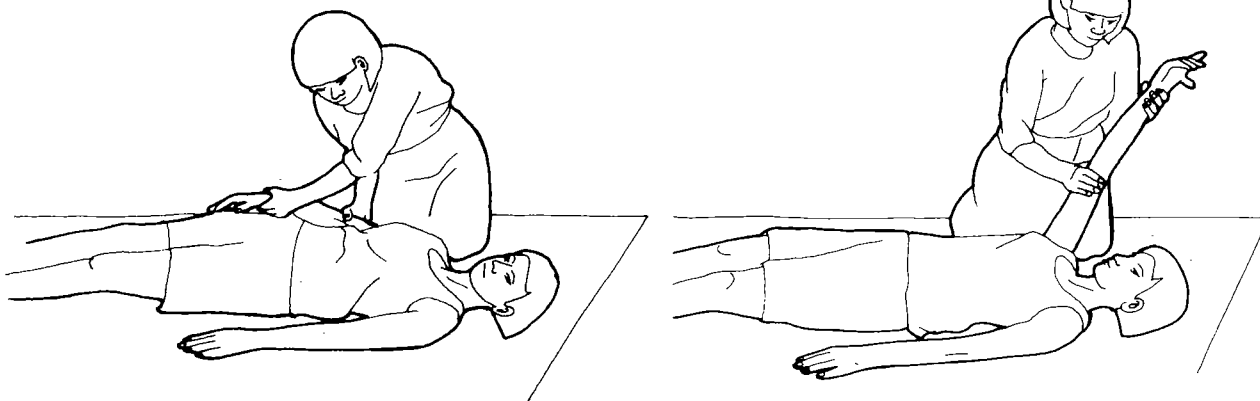
If the person feels pain when you begin an exercise, and the pain becomes more with the exercise, stop doing the exercise. Try doing another exercise with the same arm or leg.

If the person has a lot of pain with all the exercises that you do for an arm or leg stop doing the exercises. Speak to your Local Supervisor about it.

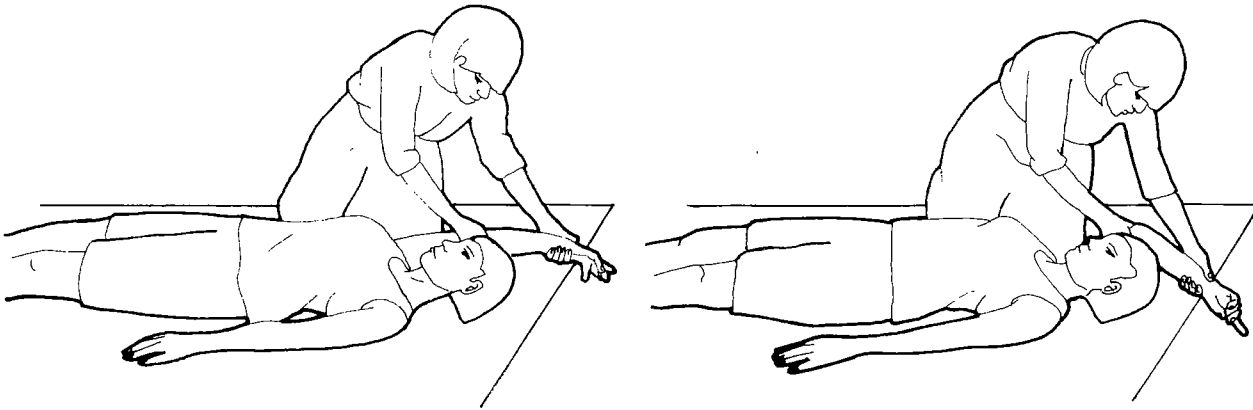
- For Exercises 1 to 10, the person should be lying on the back. For Exercise 11, the person should turn over and lie on the stomach. If the person cannot turn over alone, help the person to turn over.

Exercise 1

- Lift the person's arm up over the head.



When the arm is beside the head, the elbow can be straight or bent.



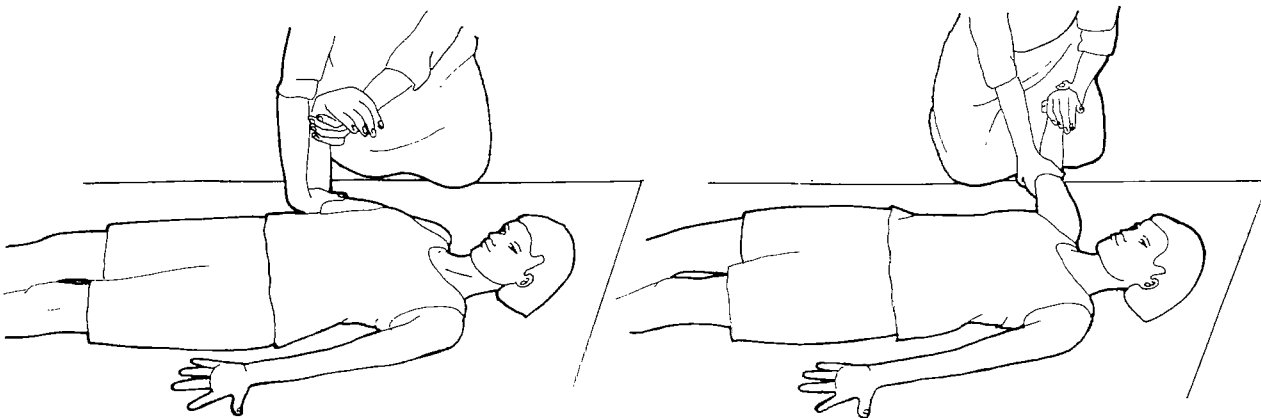
■ Then bring the arm down to the side.

■ Repeat this exercise 6 times.

Then do the same exercise with the other arm.

Exercise 2

■ Move the person's arm out to the side.



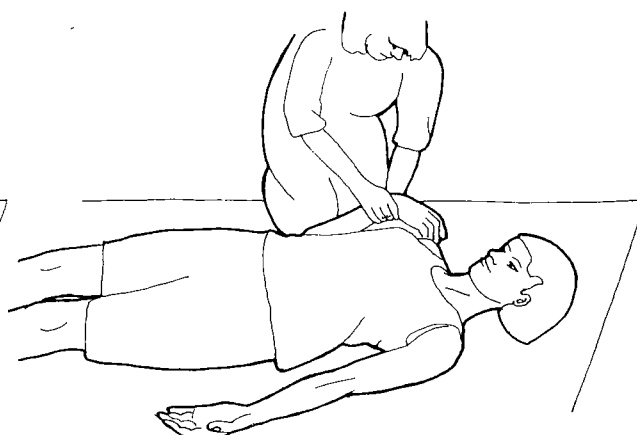
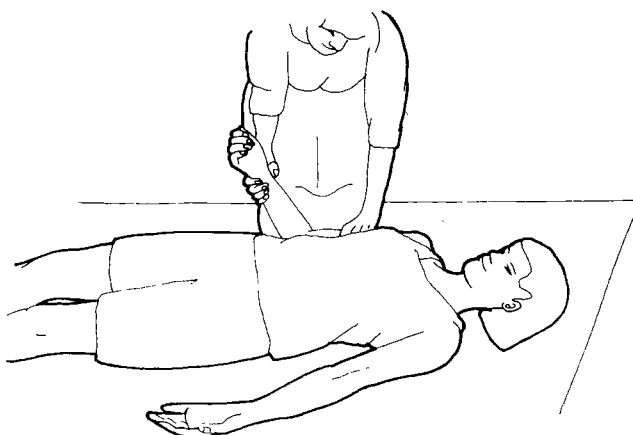
■ Then bring the arm back against the body.

■ Repeat this exercise 6 times.

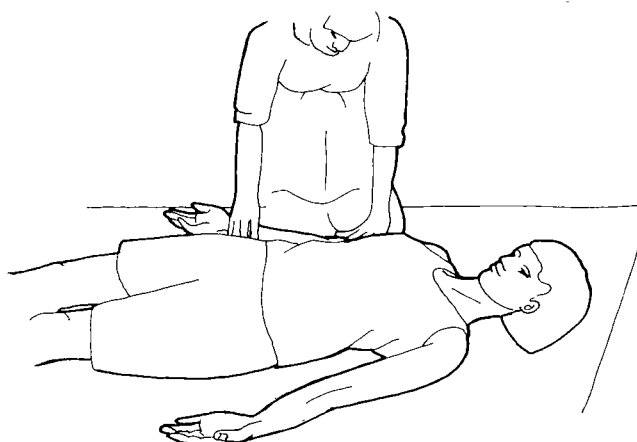
Then do the same exercise with the other arm.

Exercise 3

- Bend the person's elbow.



- Then straighten the elbow.

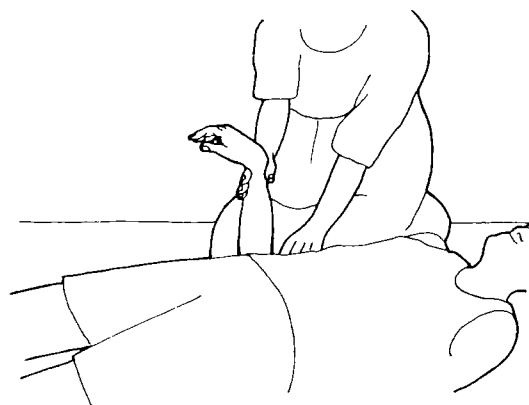
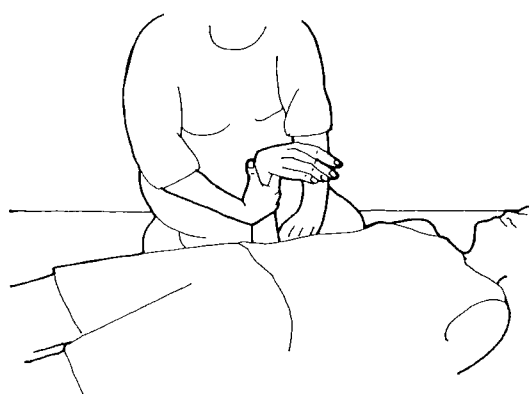


- Repeat this exercise 6 times.

Then do the same exercise with the other elbow.

Exercise 4

- Move the person's forearm so that the palm of the person's hand is turned first towards the person's face. Next turn the palm away from the person's face.

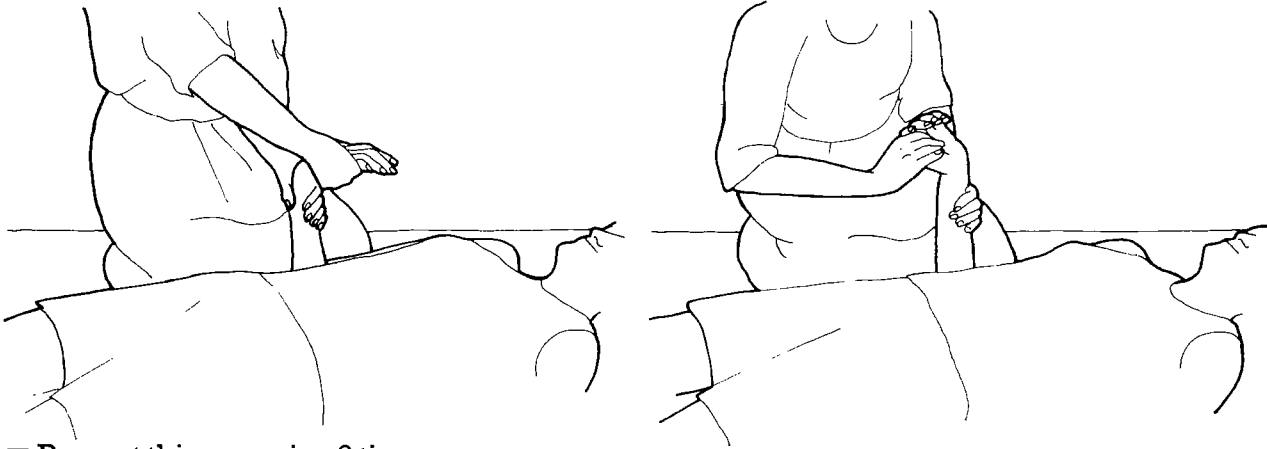


- Repeat this exercise 6 times.

Then do the same exercise with the other forearm.

Exercise 5

- Bend the person's wrist forwards and backwards.



- Repeat this exercise 6 times.

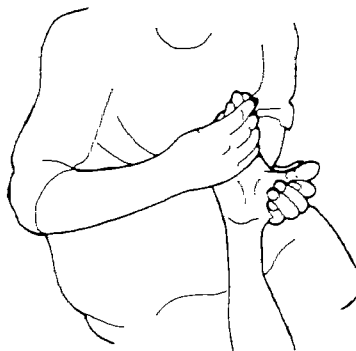
Then do the same exercise with the other wrist.

Exercise 6

- Bend the person's fingers and thumb.



- Then straighten the fingers and thumb.

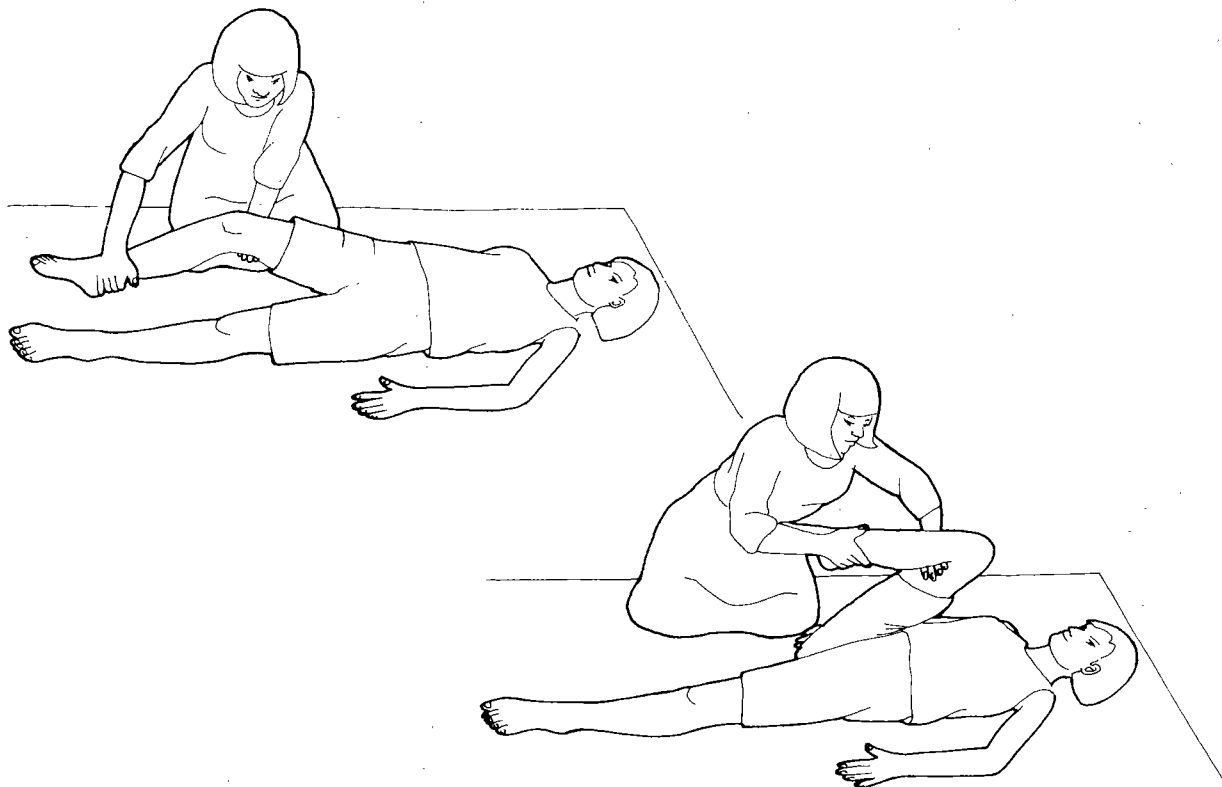


- Repeat this exercise 6 times.

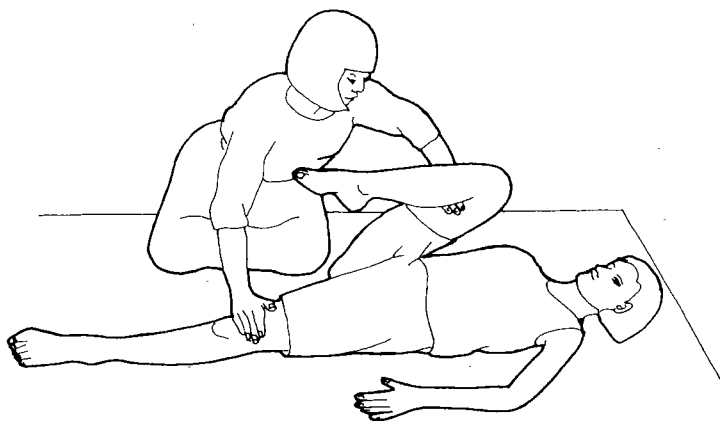
Then do the same exercise with the other fingers and thumb.

Exercise 7

- Lift the person's leg with the knee bent.



If the person's other leg does not stay on the bed, put one of your hands on the leg to hold it down. Holding the other leg down also helps to keep that leg straight.

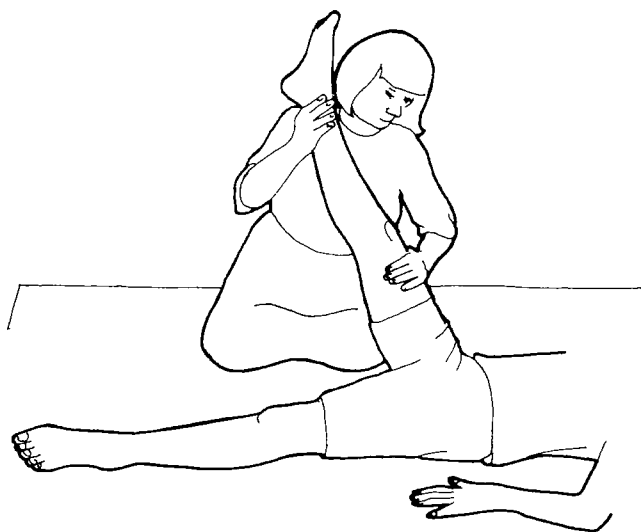


- Then straighten the leg and put it on the bed.
- Repeat this exercise 6 times.

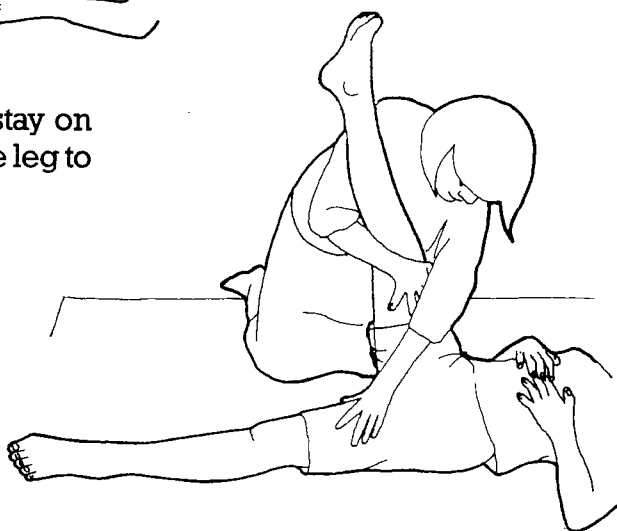
Then do the same exercise with the other leg.

Exercise 8

- Lift the person's leg with the knee straight.



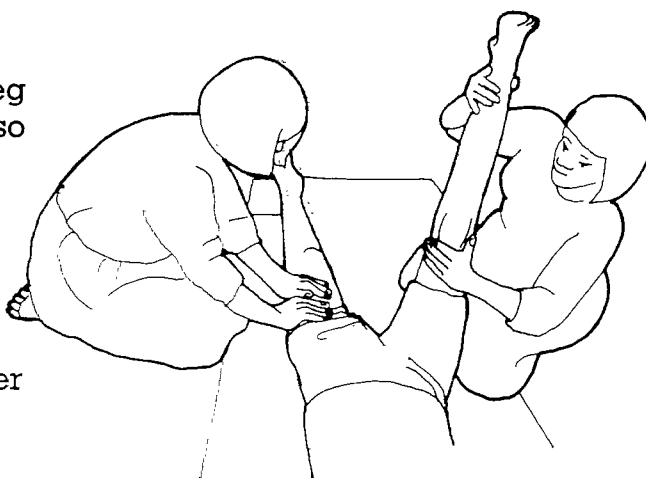
If the person's other leg does not stay on the bed, put one of your hands on the leg to hold it down.



Or ask another person to hold the leg down. Holding the other leg down also helps to keep that leg straight.

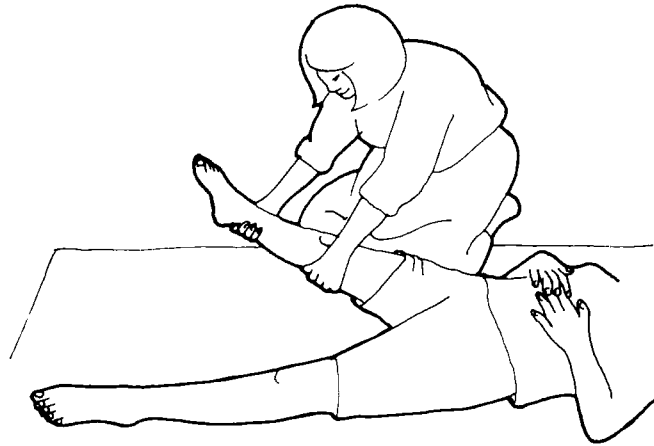
- Then bring the leg down on the bed.
- Repeat this exercise 6 times.

Then do the same exercise with the other leg.

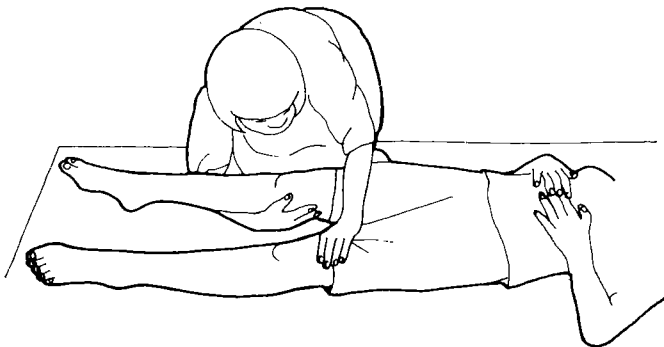


Exercise 9

- Move one leg out to the side away from the other leg. Do not raise or turn the leg.

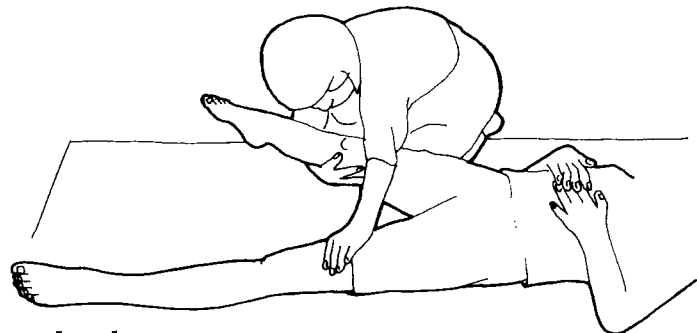


If the person's other leg moves, put one of your hands on the leg to prevent it from moving. Preventing the other leg from moving also helps that leg.



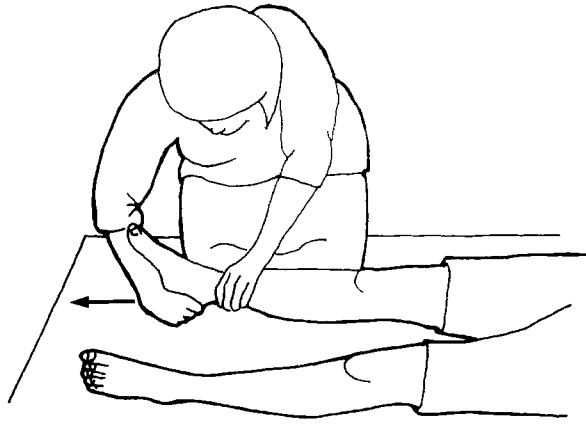
- Then bring the leg in again.
- Repeat this exercise 6 times.

Then do the same exercise with the other leg.

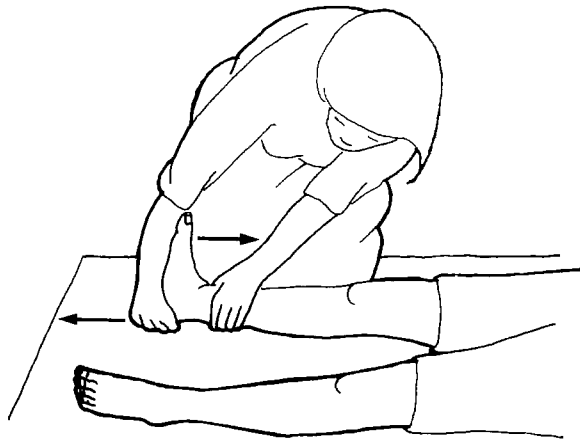


Exercise 10

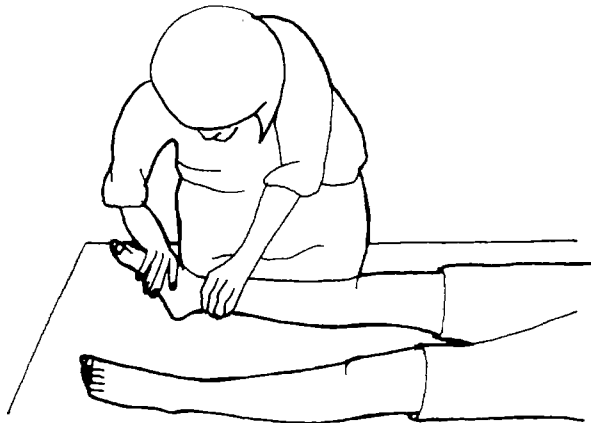
■ Hold the person's foot at the back of the heel. Then pull it down.



■ Then use your arm to move the front of the foot up towards the leg.



■ Next put your hand on top of the person's foot and move the foot down.



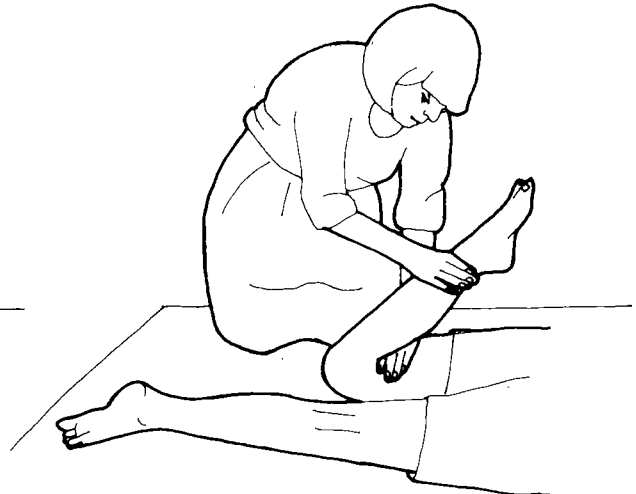
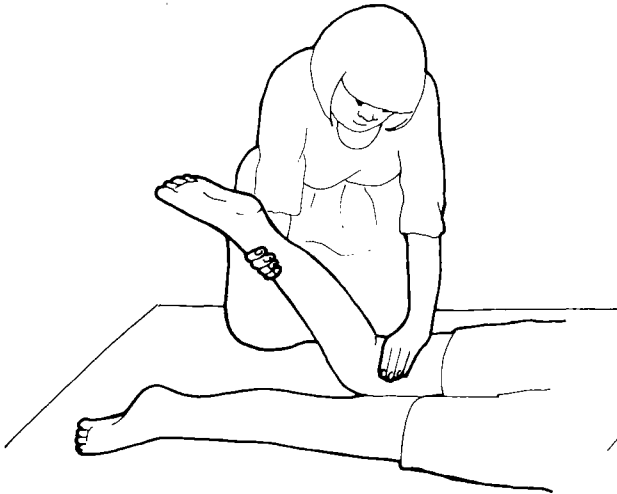
■ Repeat this exercise 6 times.

Then do the same exercise with the other foot.

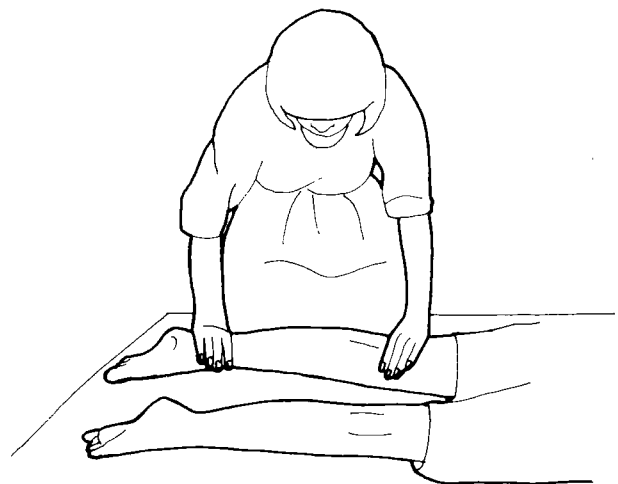
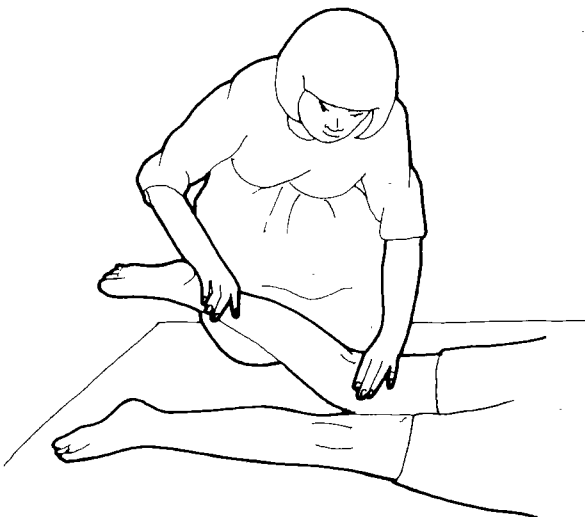
Exercise 11

For this exercise the person should be lying on the stomach.

■ Bend the person's knee.



■ Then straighten the knee.



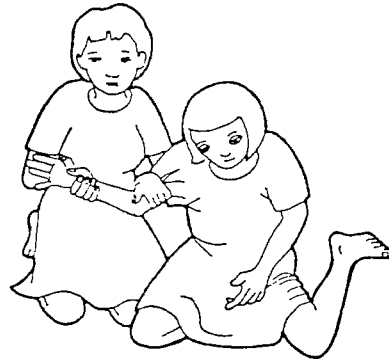
■ Repeat this exercise 6 times.

Then do the same exercise with the person's other leg.

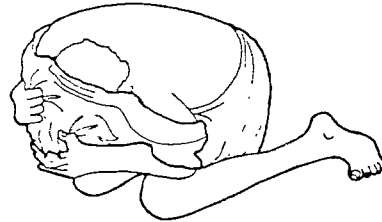
By keeping the joints in a good position

■ A person who has difficulty moving may not be able to keep the arms or legs straight and in a good position.

If a person cannot keep the arms or the legs straight, the joints of the arms or legs will become stiff in the bent position.



A person whose joints are stiff in the bent position will have difficulty taking care of himself or herself.



The person will also have difficulty moving around.

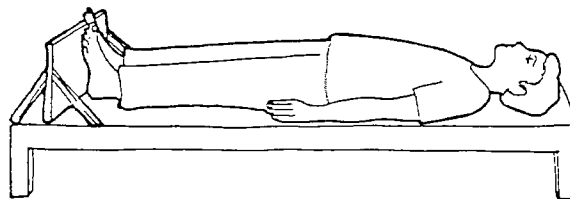


■ Help the person to keep the joints straight and in a good position while he or she is lying on the back. Make sure that:

The arms are straight.

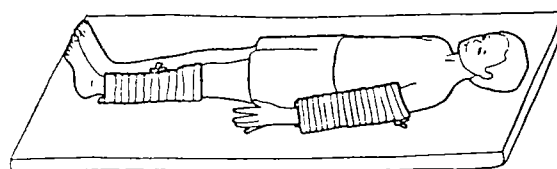
The legs are straight.

The toes and feet are pointing up.

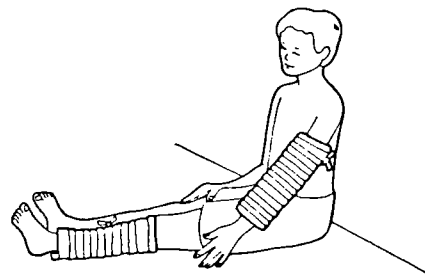


■ The person you train may not be able to keep the arms or legs straight. If so, make splints for the person to help him or her keep them straight and in a good position. If you have difficulty making the splints or putting the splints on the person, speak to your Local Supervisor about it.

The person should use the splints to keep the joints in a good position at night while he or she sleeps.



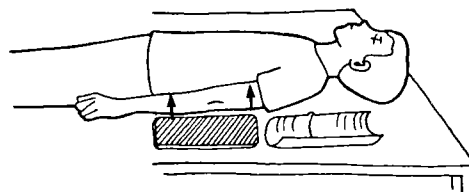
The person can also use the splints during part of the day.



How to make splints for the arms

■ If the person's arms do not stay in a straight position, make splints to keep the arms straight.

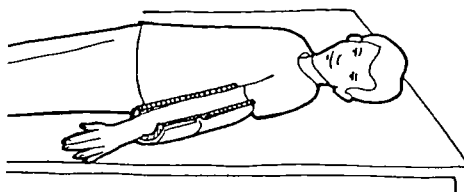
Make arm splints for an adult from wood or bamboo. The piece of wood or bamboo should be wide enough to let the person's arm rest on it comfortably.



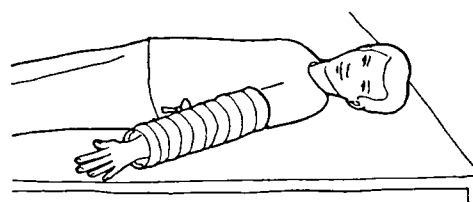
The piece should be the length of the person's arm from the middle of the upper arm to the middle of the forearm.



Put several layers of soft cloth on the wood or bamboo. The cloth should be thick enough to protect the skin.

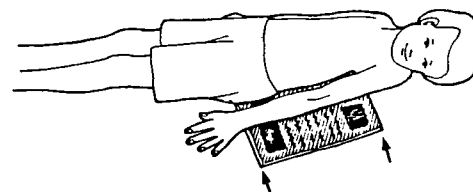


Put the person's arm on the wood or the bamboo. Then wrap a strip of cloth around the arm and the splint to keep the arm straight.

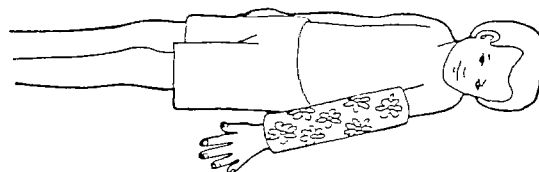


■ You can make arm splints for a child in the same way. Or you can make splints from cardboard or a thick layer of newspapers.

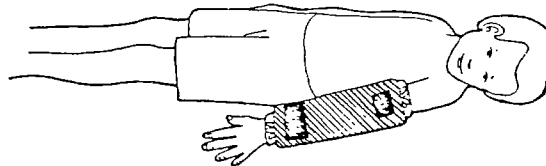
Wrap the cardboard or paper splint around the child's arm. It should be the length of the child's arm.



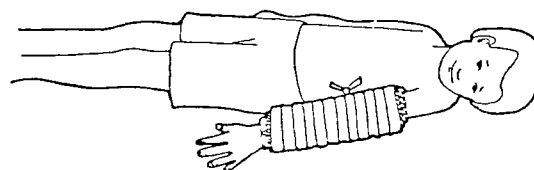
First wrap a thick cloth around the child's arm.



Then wrap the cardboard or layer of papers around the arm.



Use a strip of cloth to wrap around the child's arm and the splint to keep the splint in place.



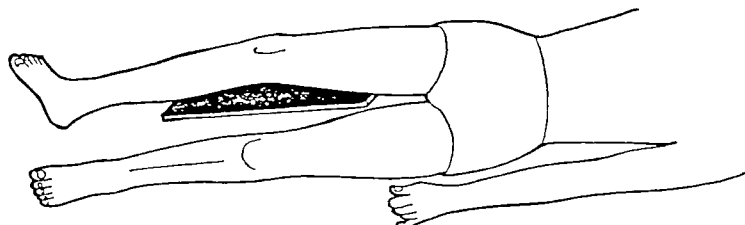
How to make splints for the knees

■ If the knees do not stay in a straight position, make splints to keep them straight.

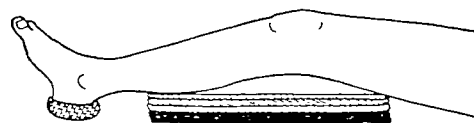
You can make knee splints for an adult from wood or bamboo.

The wood or bamboo should be wide enough to let the person's leg rest on it comfortably.

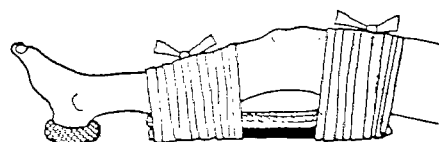
It should be the length of the person's leg from the middle of the upper leg to the middle of the lower leg.



Put several layers of soft cloth on the wood or bamboo. The cloth should be thick enough to protect the skin.

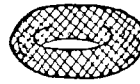


Use two strips of soft cloth to wrap around the person's leg and the splint. Wrap one above the knee and the other below the knee. In this way you will not put pressure on the skin over the knee.

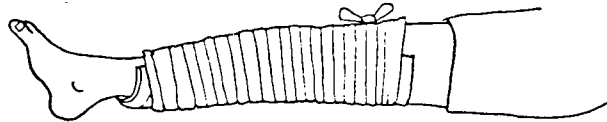


Make a small ring of soft cloth to put under the back of the foot to protect the skin.

The hole in the ring protects the back of the foot from pressure.



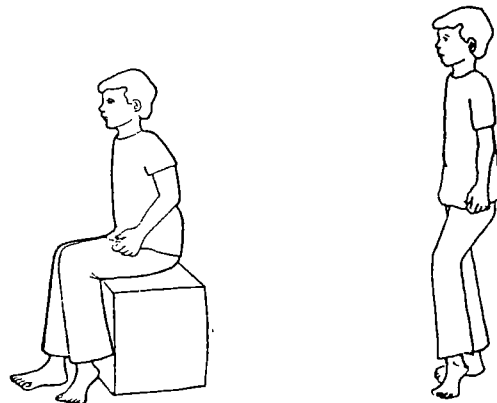
■ You can make knee splints for a child in the same way. Or you can make splints from cardboard or a thick layer of papers.



For a small child you can make a knee splint from cardboard or paper. Make it in the same way you make an arm splint of cardboard or thick layers of paper.

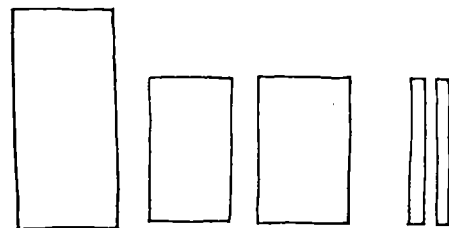
How to make a splint to keep the foot in a good position

■ If the person is not able to move his or her feet up and down, the feet will begin to point down all the time. Then it will be difficult for the person to sit or to stand with the feet flat on the ground.

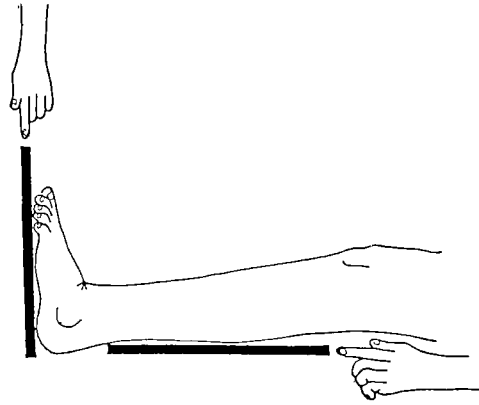


You can prevent the person's foot from pointing down all the time by putting splints on the foot.

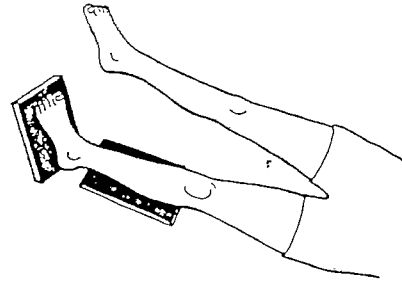
■ Make a foot splint with five pieces of wood. Three pieces are for the foot and leg support. Two pieces are needed to hold the splint together.



Use two pieces of wood that are as thick as your finger. One piece should be the length of the person's leg from the ankle to just below the knee. The other piece should be a little longer than the person's foot.



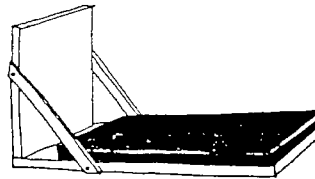
Both these pieces should be the same width. They should be wide enough for the leg and foot to rest comfortably on them.



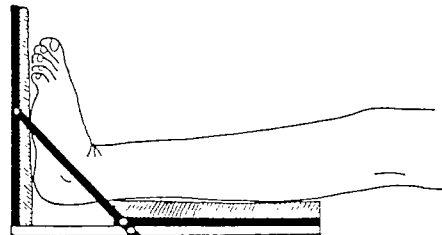
Nail the largest piece of wood under the two pieces for the leg and the foot. This makes a base for the splint.



Then nail or screw the small pieces of wood to the base, the leg piece, and the foot piece.

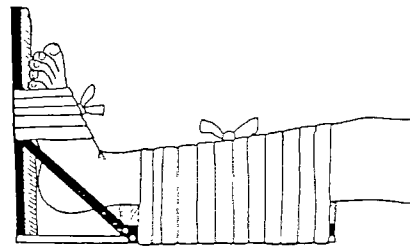


Pad the foot piece and the leg piece with soft cloth to protect the person's skin.

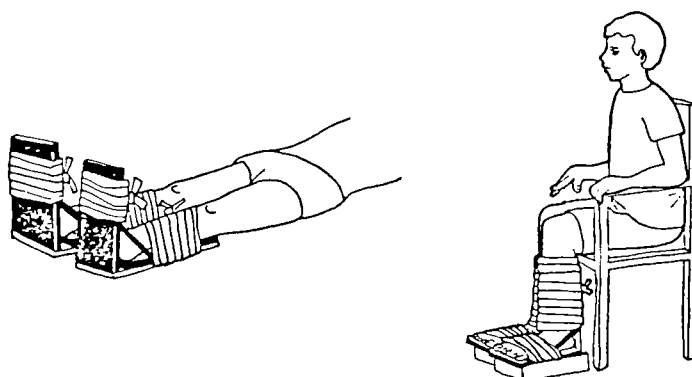


Use two strips of soft cloth to wrap around the person's leg and foot and the splint.

The back of the person's foot must not touch the board.



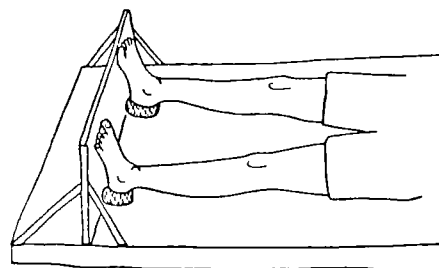
- This splint can be used when the person is lying down or sitting.



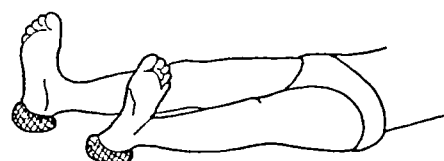
How to make a footrest for the bed

- You may be able to prevent a person's foot from pointing down in bed by putting a footrest on the bed.

You can use this type of footrest if the person is not able to move in bed. If the person moves the legs, the feet will not stay against the footrest.



Put small rings of cloth under the back of the person's feet to protect the skin.



Results

	YES	NO
1. If the person has difficulty moving, are you helping the person every day to prevent deformity by moving the joints that he or she cannot move?	<input type="checkbox"/>	<input type="checkbox"/>
2. If the person cannot keep the joints straight, are you helping the person to prevent deformities by putting splints on the joints?	<input type="checkbox"/>	<input type="checkbox"/>

If your answer to Question 1 or 2 is "No", read this package again. Then you can help the person to prevent deformities in the arms or legs.

If your answer to Questions 1 and 2 are "Yes", you and the person are doing well. Continue to do the activities you are doing.

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 and 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. How to feed a baby who has a disability
26. Games and activities for a child who has a disability
27. Dressing
28. Household activities
29. Household activities
30. Assessment

10.

Training package for a family member of a person who has difficulty moving

**How to prevent sores from pressure
on the skin**

What Is This Package For?

The instructions in this package will teach you to help a person who has difficulty moving and cannot feel to avoid pressure on the skin. Avoiding too much pressure prevents sores on the skin. The instructions include how to lie and sit in different positions and how to move in those positions.

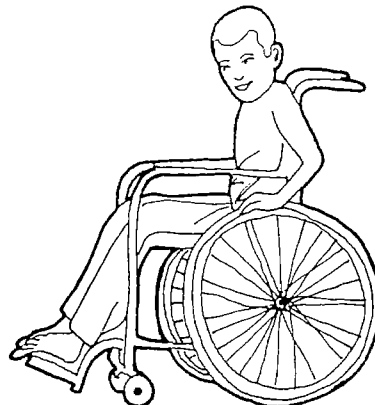


**World Health Organization
Geneva, 1989**

10. Training package for a family member of a person who has difficulty moving

How to prevent sores from pressure on the skin

■ Some people who have difficulty moving do not have feeling in some parts of their bodies. Most people who have difficulty moving and cannot feel have this problem in the lower part of the trunk and both legs. Some people may have no movement and feeling also in the upper part of the trunk, forearms, and hands.



■ A person who does not have feeling on some parts of the body does not feel pressure on those parts. Because the person does not feel pressure, the person may not move the body to change the pressure on the skin. If the pressure is against the skin for some time, the person can get sores. Such sores are called pressure sores.

■ The person may have difficulty moving and feeling because of one of the following reasons:

The person was born with difficulty moving and no feeling in some parts of the body.

The person had an injury which caused him or her to lose movement and feeling in some parts of the body.

The person had a disease which caused him or her to lose movement and feeling in some parts of the body.

How to help the person prevent pressure sores on the skin

■ Sores from pressure on the skin can occur anywhere on the body, legs, or arms. But some areas receive more pressure than others. The skin on these areas is more easily damaged. Then sores form on these areas more easily. When you read this package you will learn which areas usually receive the most pressure.

- You can help the person to prevent pressure sores on the skin:

By looking after the skin.

By changing the position of the body often.

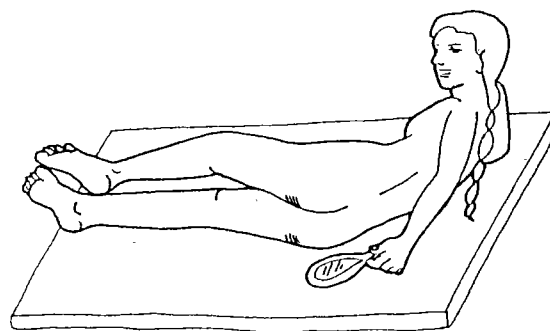
Looking after the skin

- Areas of the skin that have too much pressure look red or darker than the rest of the person's skin.

- Teach the person to look at the skin every day to see if any parts of it have become darker or red in colour.

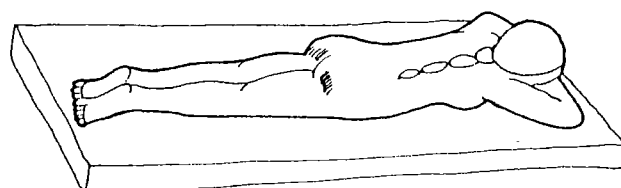
The person should look at the skin all over the body. He or she needs to use a mirror to see the skin on the lower part of the back and on the buttocks.

The person may not be able to use a mirror to look at the skin. If this is so, you should look at the person's skin every day to see if the skin has changed colour.



- The person may find an area on the skin which is red or dark. Then the person should not lie or sit in positions that will put pressure on that area.

For example, if there is a red area on the skin of the buttocks, the person should lie on the stomach or side.

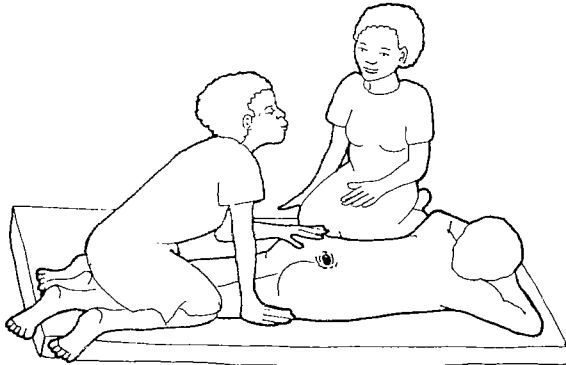


The person should not sit up or lie on the back.

- Sometimes the red or dark area will go away in a few hours. But sometimes such an area does not go away for several days. The person must not put pressure on this area until the dark or red colour cannot be seen any more.

- If the person does not look at the skin every day, he or she may not see that the skin has changed colour. The person may then continue to sit or lie on a red or dark area. This may cause the skin to break open. This is called a pressure sore.

- The person should not sit or lie in a position that puts pressure on the sore.
- A pressure sore may go away after several weeks. But sometimes a pressure sore goes away only after several months. The person should not put pressure on the skin around the sore until the sore has healed.
- If the person has a sore on the skin, ask the health worker or the nurse to come and see the sore. Ask the health worker or the nurse for advice on how to help the sore to heal.

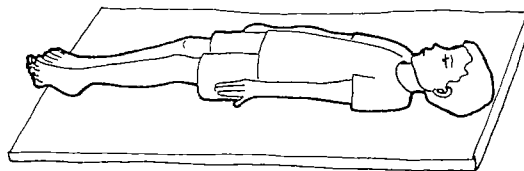


Changing positions of the body

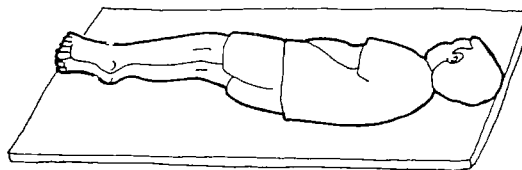
- Teach the person how to change the position of the body often. This will prevent too much pressure on the same area of skin.

In each position, the person must protect the skin from pressure against a hard surface by using a thick cushion or mattress. Make a thick cushion for sitting and a thick mattress for lying down from grass, straw, cotton, or wool.

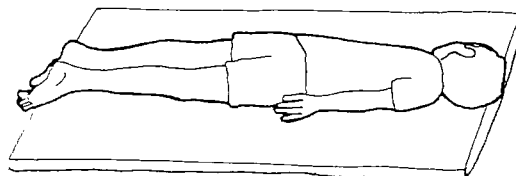
- Explain to the person that it is important to change his or her body position many times during the day. The person should lie on his or her back for some time.



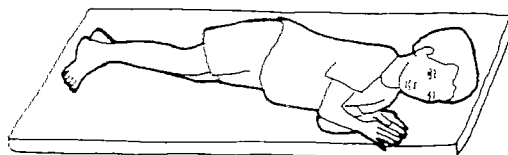
- Then the person should lie on one side.



- Next the person should lie on the stomach.



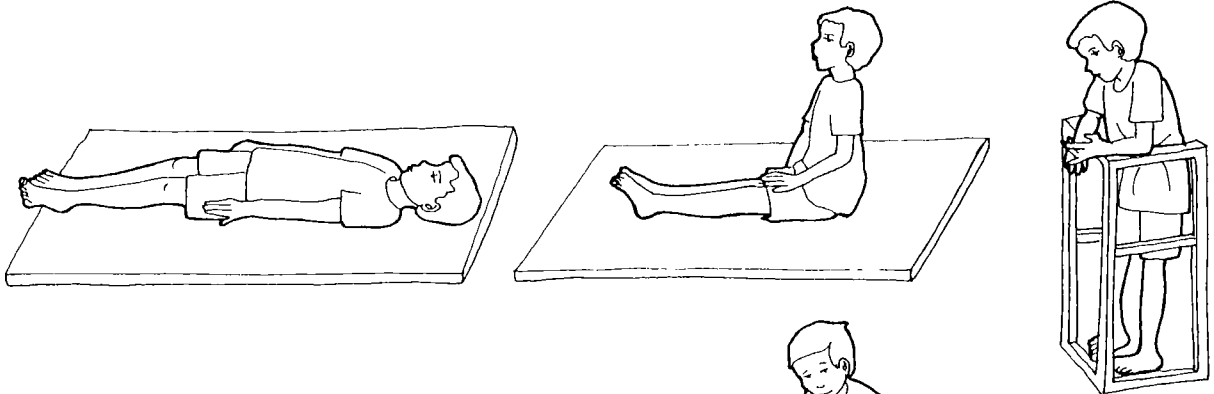
- Then the person should lie on the other side.



- Teach the person to move from one position to another twice every morning, every afternoon, and every evening.

If the person gets sores easily, he or she should also change the position of the body once or twice during the night.

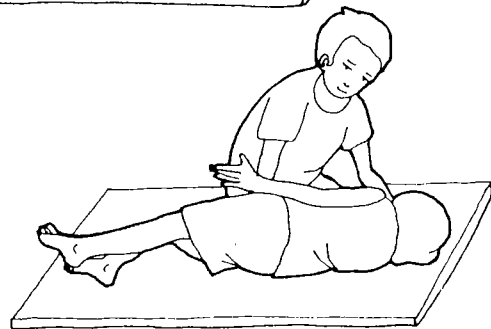
- It is also important for the person to sit as often as he or she can. The person should not lie all through the day and night. The person should sit sometimes. Explain this to the person. Help the person to sit and to change his or her position when lying down.



- At first help the person to move from one position to another.

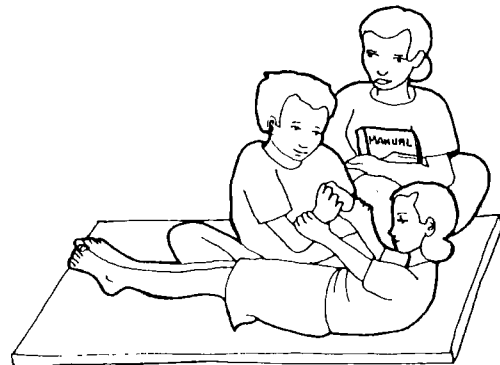


Then encourage the person to do as much of the movement as possible without your help.



- Your Local Supervisor has a Training Package to teach the person how to move from lying down to sitting. Ask your Local Supervisor for this package if you need it.

- Some people who have difficulty moving will always need help to change the position of the body. If the person always needs help, make sure the person can always get the help he or she needs.



- Teach the person to move the body while he or she is in one position. Small movements of the body will change the pressure on the person's skin.

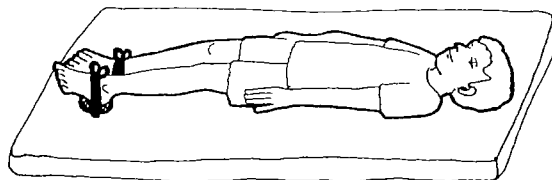
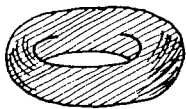
The person should make small movements of the body many times while he or she is in one position.

How the person should lie on the back

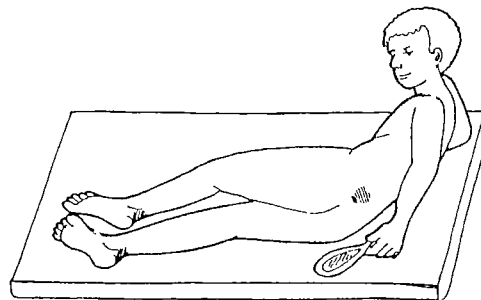
- When a person lies on the back, the areas with most pressure are the lower part of the back and the heels.

The person should lie on cushions or a mattress to protect the skin on the back and the heels.

- Make two small rings of soft cloth to put under the person's heels. The holes in the rings will prevent pressure on the heels. Wrap strips of cloth around the rings and the person's feet to hold the rings in place.



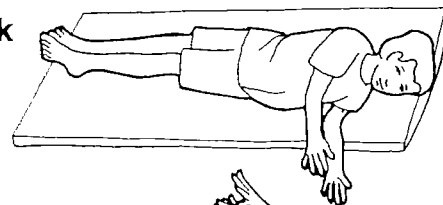
- If the person does not protect the skin when lying on the back, you will see a change in the colour of the skin. The parts of the skin on the low back and at the heel may become darker or red in colour. This shows that there has been too much pressure on the skin. A pressure sore may occur.



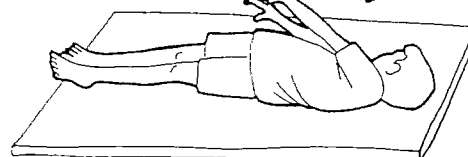
- If the skin changes colour, the person should lie on the stomach and on the side. This will protect the skin from any more damage. Make sure the person lies in these positions until the dark or red areas cannot be seen any more.

Movements the person should do while lying on the back

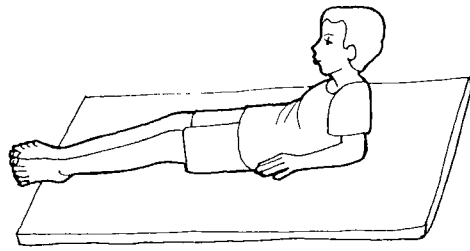
- While lying on the back, the person can roll the head and arms to one side.



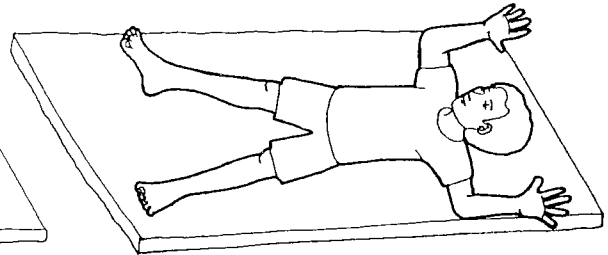
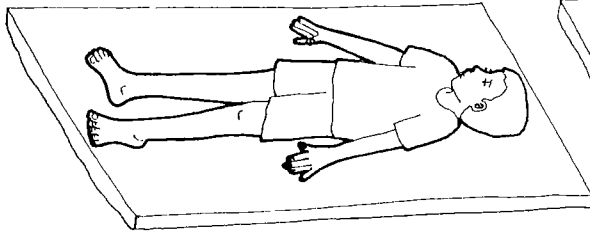
- Then the person rolls the head and arms to the other side.



- The person should try to push up on the arms to lift the body up slightly.



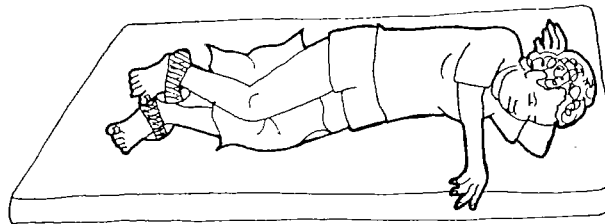
- The person should also try to change the position of the arms and legs while lying on the back.



How the person should lie on the side

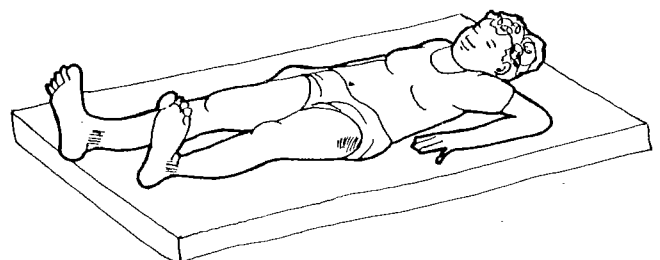
- When a person lies on the side, the area with most pressure is the side of the hip and the side of the ankles.

The person should lie on cushions or a mattress to protect the skin on the side of the hip and on the side of the ankles. Put a small cushion between the person's knees.



- Put the cloth rings that you made earlier on the side of the person's ankles. The holes in the rings will prevent pressure on the ankle bones. Wrap strips of cloth around the rings and the person's ankles to hold the rings in place.

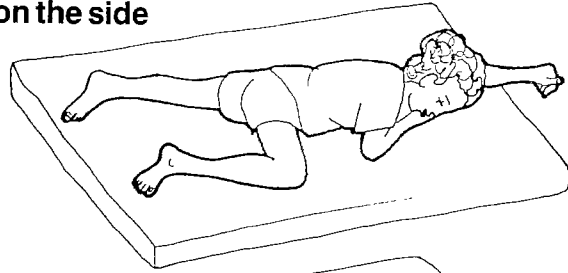
- If the person does not protect the skin when lying on the side, you will see a change in the colour of the skin. The parts of the skin on the side or the hip and the ankles may become darker or red in colour. This shows that there has been too much pressure on the skin. A pressure sore may occur.



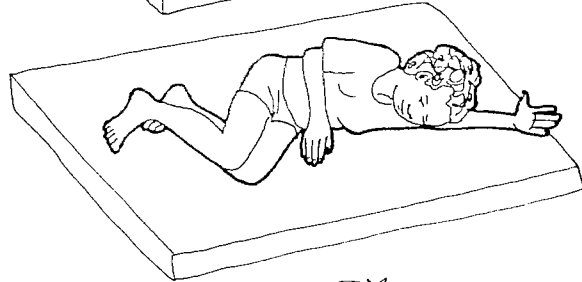
If the skin changes colour, the person should sit or lie on the back, the stomach, or on the other side. This will protect the skin from more damage. Make sure the person lies in these positions until the dark or red areas cannot be seen any more.

Movements the person should do while lying on the side

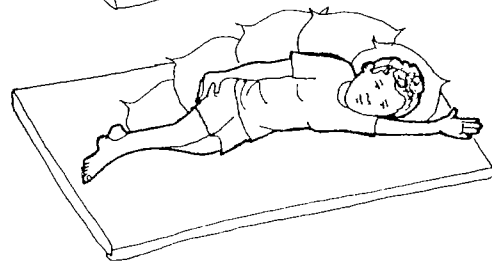
■ While lying on the side, the person can first roll slightly forward.



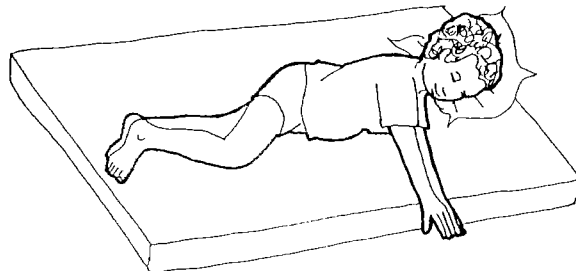
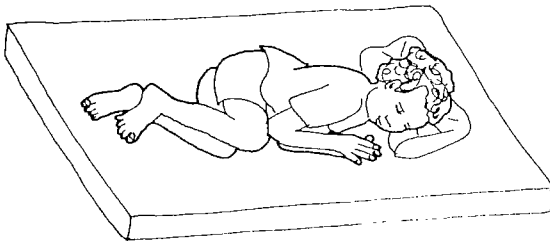
Then the person rolls slightly backward.



■ Put cushions behind the person. Then he or she can roll from his or her side back against the cushions.



■ The person should also try to change the position of the legs and arms while lying on the side. Teach the person to bend and stretch the arms and legs if he or she can.

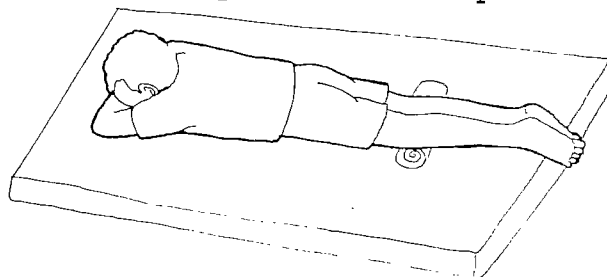


How the person should lie on the stomach

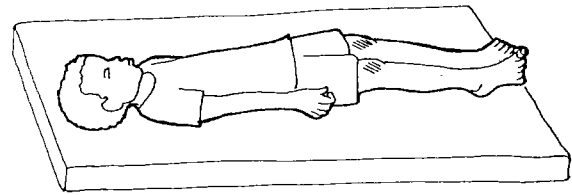
■ When a person lies on the stomach, the area with most pressure is the front of the knees.

The person should lie on cushions or a mattress to protect the skin on the front of the knees.

■ Put a small roll of cloth just above the person's knees to protect the knees.



■ If the person does not protect the skin when lying on the stomach, you will see a change in the colour of the skin. The parts of the skin on the front of the knees may become darker or red in colour. This shows that there has been too much pressure on the skin. A pressure sore may occur.

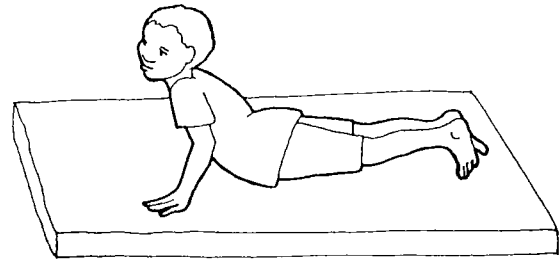


If the skin changes colour, the person must sit or lie on the back or on the side. This will protect the skin from any more damage. Make sure the person lies in these positions until the dark or red areas cannot be seen any more.

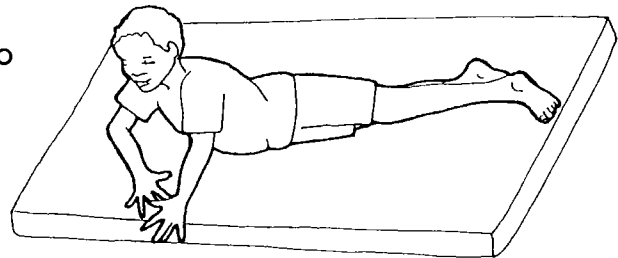
Movements the person should do while lying on the stomach

■ While lying on the stomach the person should try to push up on the arms to lift the body up slightly.

Then the person should lie down again.



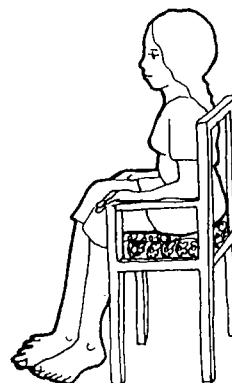
The person should also try to roll slightly to one side, and then to the other side.



How the person should sit

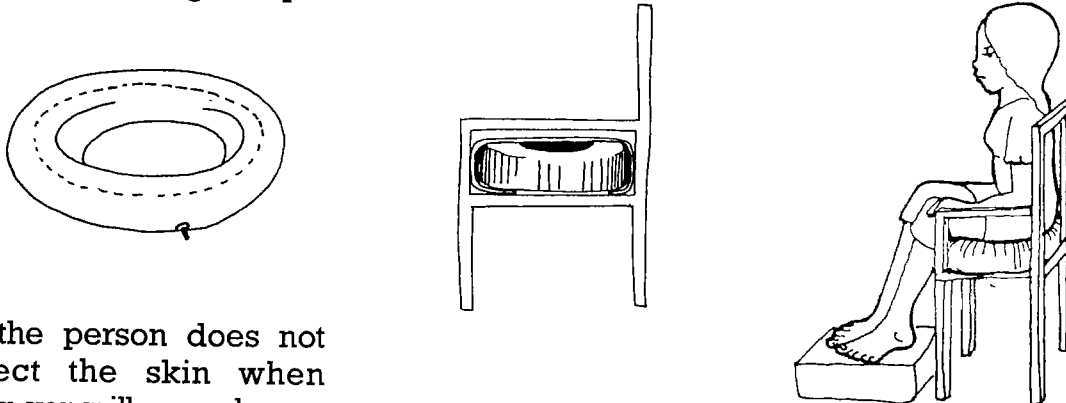
■ When a person sits the area with most pressure is the buttocks.

The person should sit on a cushion to protect the skin on the buttocks.

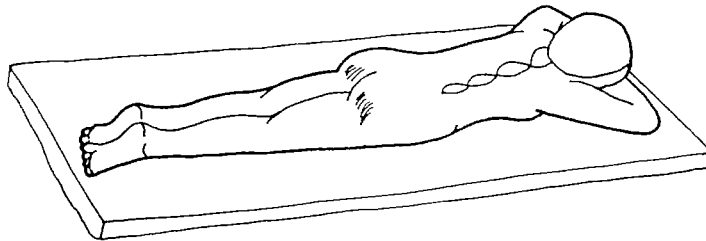


■ The skin on the person's buttocks may become darker or red in colour after sitting. If so, the person should sit on a cushion filled with air.

A small inner tube from a tire can be used as a cushion. Fill the tube with air. Put a cloth over the tube so the person does not sit on the rubber. The rubber could become hot from the sun and damage the person's skin.



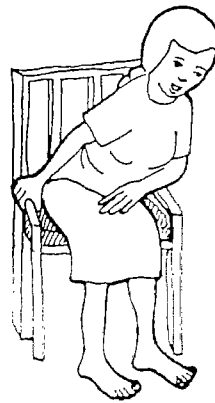
■ If the person does not protect the skin when sitting, you will see a change in the colour of the skin. Some areas of the skin on the buttocks may become darker or red in colour. This shows that there has been too much pressure on the skin. A pressure sore may occur.



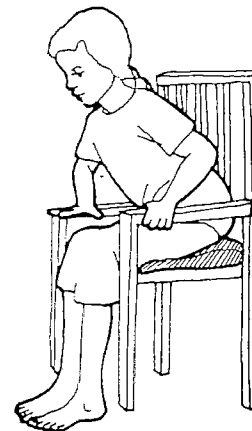
If the skin changes colour the person must lie on the stomach or on the side to protect the skin from any more damage. Make sure the person lies in these positions until the dark or red areas cannot be seen any more.

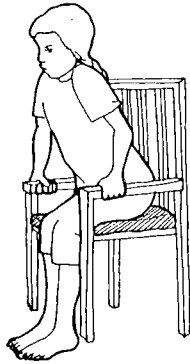
Movements the person should do while sitting

■ While sitting the person should lean from side to side.

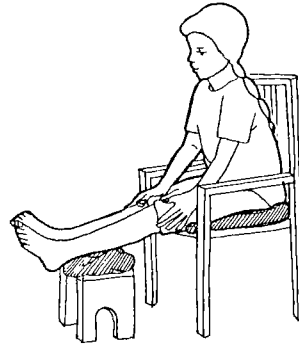


■ The person should also move forwards and backwards.





■ The person should try to push up with the arms to lift the buttocks off the chair.



■ The person should change the position of the legs and arms while sitting.

Results

	YES	NO
1. If the person has difficulty feeling, have you trained the person to take care of the skin and to prevent pressure sores?	<input type="checkbox"/>	<input type="checkbox"/>
2. If you have trained the person, what is the person doing to prevent pressure sores?		
Is the person changing the position of the body often?	<input type="checkbox"/>	<input type="checkbox"/>
Is the person protecting the skin when he or she lies on the back?	<input type="checkbox"/>	<input type="checkbox"/>
Is the person protecting the skin when he or she lies on the side?	<input type="checkbox"/>	<input type="checkbox"/>
Is the person protecting the skin when he or she lies on the stomach?	<input type="checkbox"/>	<input type="checkbox"/>
Is the person protecting the skin when he or she sits?	<input type="checkbox"/>	<input type="checkbox"/>
Is the person looking at the skin each day to see if there are pressure areas?	<input type="checkbox"/>	<input type="checkbox"/>
If the person sees pressure areas on the skin, does he or she keep pressure off those areas until the redness has gone?	<input type="checkbox"/>	<input type="checkbox"/>

If your answer to Question 1 is "yes", but some or all of your answers to Question 2 are "no", read this package again. Then train the person to do all of the activities to protect the skin.

If all your answers to Questions 1 and 2 are "yes", you and the person have done well. Continue to do the activities you are doing.

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. How to feed a baby who has a disability
26. Games and activities for a child who has a disability
27. Dressing
28. Bathing activities
29. Household activities
30. Employment

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

11.

Training package for a family member of a person who has difficulty moving

**How to train the person to turn over
and to sit**

What Is This Package For?

The instructions in this package will help you to train the person who has difficulty moving. The training includes how to turn over while lying down, to sit up from lying down, and to sit alone.



**World Health Organization
Geneva, 1969**

11. Training package for a family member of a person who has difficulty moving

How to train the person to turn over and to sit

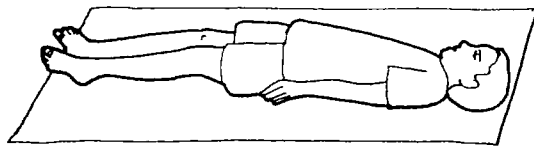
■ The person you train may not be able to turn over while lying down, to sit up from lying down, or to sit alone for one of the following reasons:

The person has never learned how to do it.

The person has forgotten how to do it.

The person cannot do these things because of weakness or stiffness in the body, legs, and arms.

The person cannot control the movements of the body, legs, or arms.



Activities that the person needs to be able to do

■ The person needs to be able to do the following activities:

Turn from side to side.

Sit up from lying down.

Sit without support.

■ Train the person to do whichever of these three activities he or she cannot do. First train the person to do them with your help. Then, if possible, train the person to do them without your help.

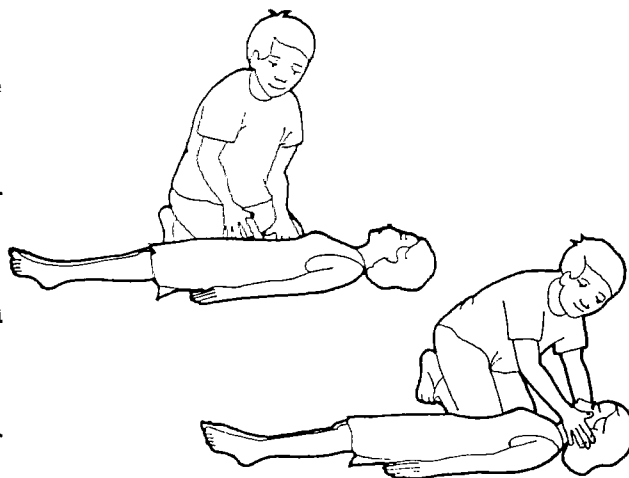
How to teach the person to turn from side to side with help

■ If the person cannot turn to one side alone, help him or her to do this.

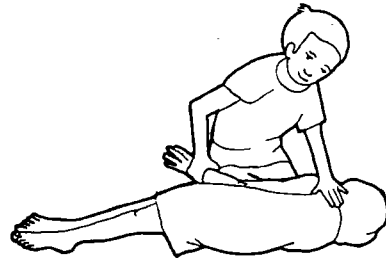
■ Begin with the person lying on his or her back on the ground or on a bed.

■ Kneel or sit on the side towards which the person is going to turn.

■ Help the person turn his or her head and look at you.



■ Now help the person to move the arm of the opposite side and upper part of the body towards you.

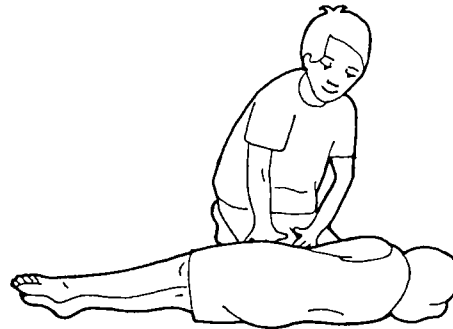


■ Then help the person to move the leg and the lower part of the body towards you.



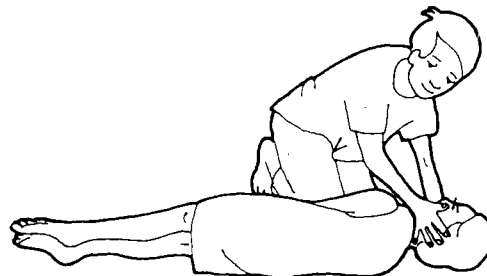
■ The person will now be lying on his or her side.

If the person cannot stay lying on his or her side without help, place pillows behind the person's body to support him or her.

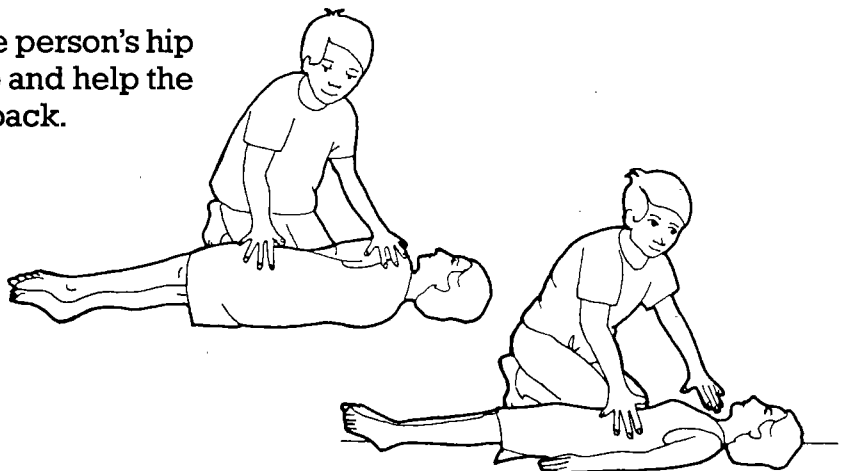


■ To help the person turn on to the back again, you should do the following:

■ First help the person to turn the head to look up.



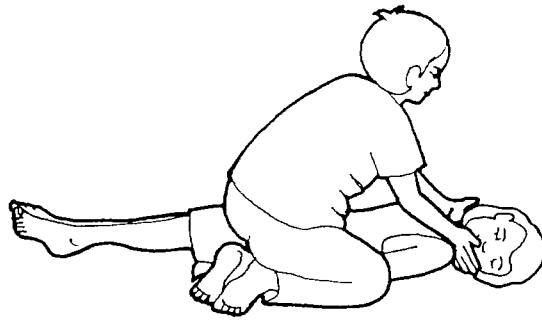
■ Now put your hands on the person's hip and shoulder that are on top and help the person to roll over on to the back.



■ Help the person to turn on to the other side. Do this in the way described above.

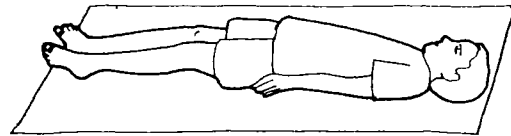
■ Repeat this activity every day.

Ask the person to do as much as he or she can do without your help. Give the person less help each time. This way, you may be able to train the person to turn from side to side without help.



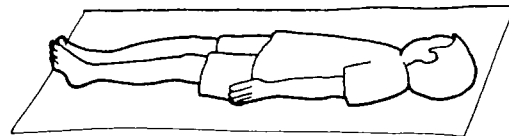
How to teach the person to turn from side to side without help

■ Begin with the person lying on his or her back on the ground or on a bed.

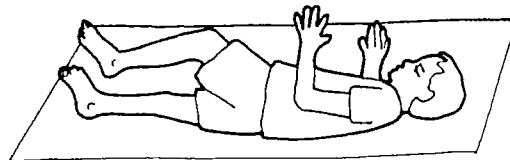


■ First teach the person to turn to one side in the following way:

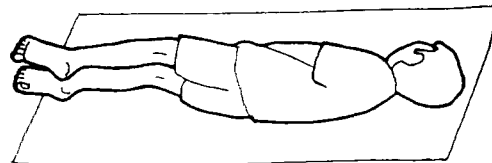
■ Turn the head to the side to which he or she is going to turn.



■ Cross the opposite arm and leg to the side he or she is going to turn.

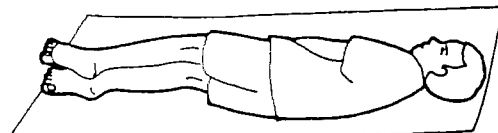


■ Roll over on to his or her side.

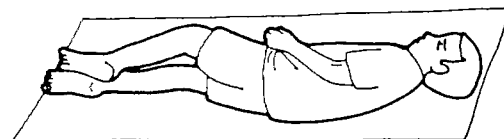


■ Next teach the person to turn to lie again on the back in the following way:

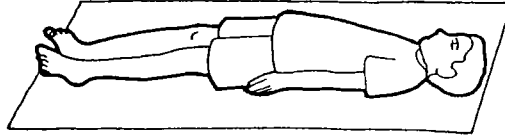
■ Turn the head to look up.



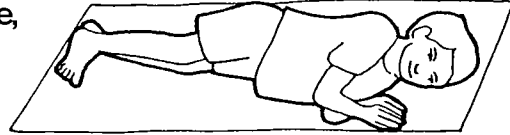
■ Move back the arm and leg that are on top.



- Roll to lie on the back.



- Teach the person to turn to the other side, the same way.



- Repeat this many times until the person can turn from side to side easily.

How to teach the person to sit up from lying down with help

- If the person cannot sit up from lying down without help, try different ways to help the person. Tell the person to try the following different ways to find out which one is easiest.

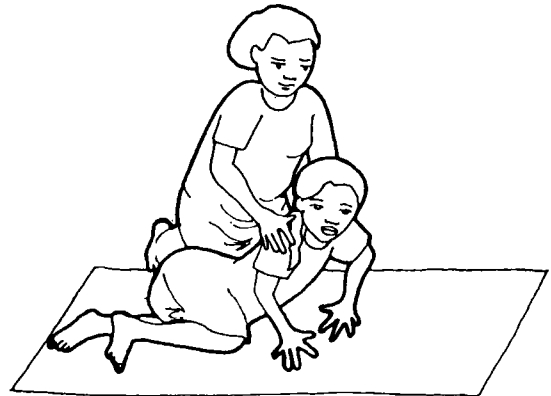
First way

- Begin with the person lying on his or her side.

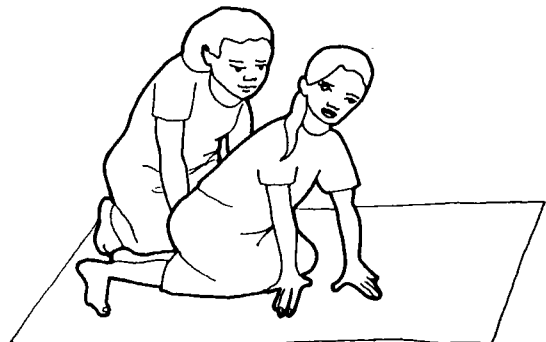
Kneel behind the person and place your hands on his or her shoulders.



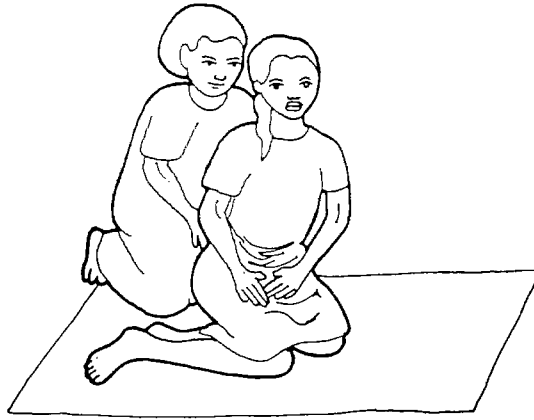
- Ask the person to push up on his or her hands. Help the person push up on the hands by lifting his or her shoulders.



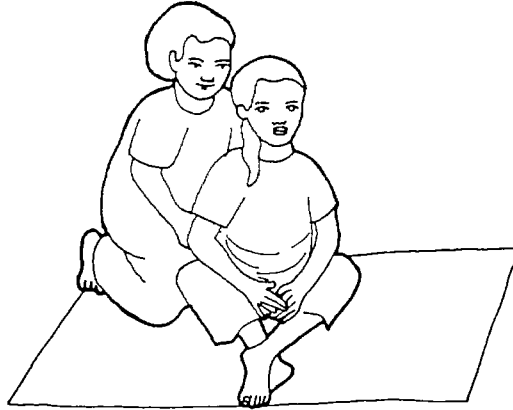
- Ask the person to try to sit up by supporting himself or herself on his or her hands.



- Then ask the person to try to sit without supporting himself or herself on the hands.



- If the person cannot sit in this way, help him or her to move the legs forward.



- Train the person to turn to the other side and to sit up the same way.

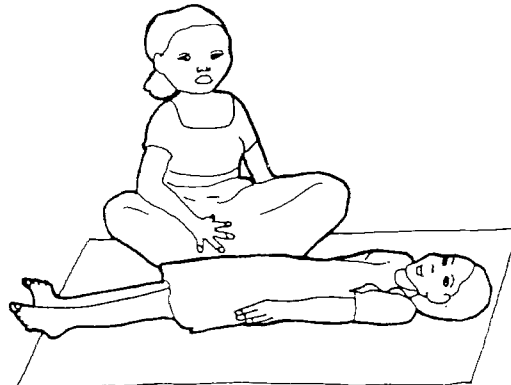


Second way

- If the person cannot sit up from lying on the side, train the person to get up from lying on his or her back.

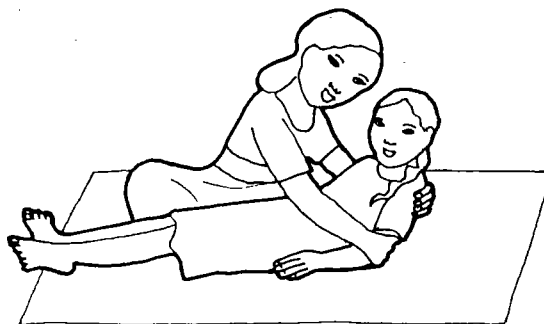
- Begin with the person lying on his or her back on the ground or on a bed.

- Kneel or sit beside the person.

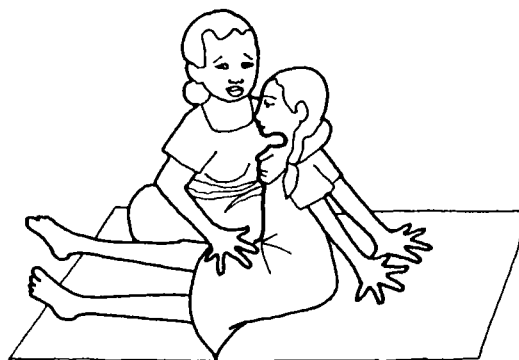


■ Place one arm behind the person's shoulder and hold the person with your other arm.

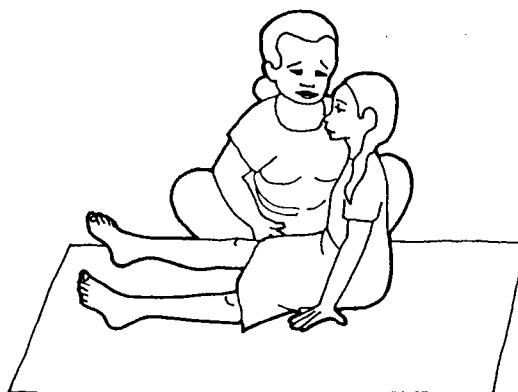
■ Now holding and supporting the person behind the shoulders help him or her to lift the head and shoulders up. Help the person to move the arms and support himself or herself on the elbows.



■ Then help the person to straighten the arms and to support himself or herself on the hands.



■ Next help the person to lean forward and to move his or her hands forward. Now help the person to sit supporting himself or herself on the hands in this position.



■ Then ask the person to move his or her hands on to the lap.

The person will now be sitting without the support of his or her hands.

■ Repeat this many times. Give the person less help each time until he or she can sit like this without your support.

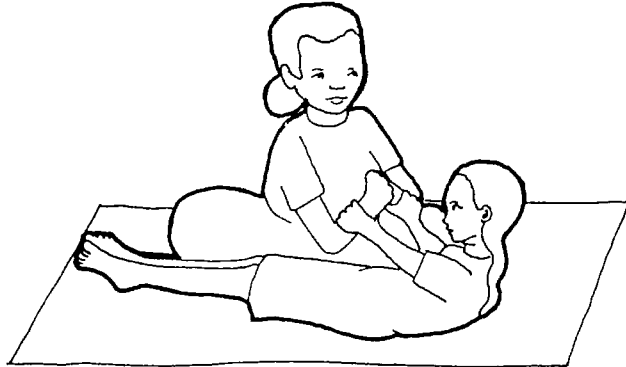


Third way

■ If the person cannot sit up in the ways described, try another way to help the person to sit up from lying down.

■ Begin with the person lying on his or her back on the ground or on a bed.

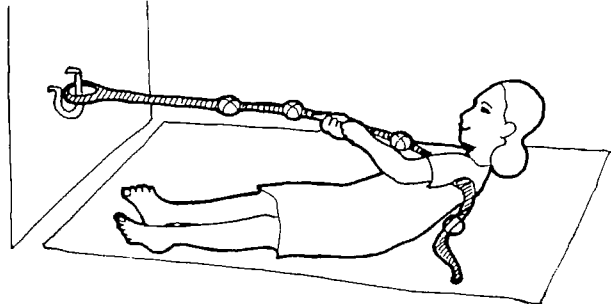
■ Clasp your hands together. Ask the person to hold your clasped hands. The person pulls on your clasped hands and pulls himself or herself into sitting.



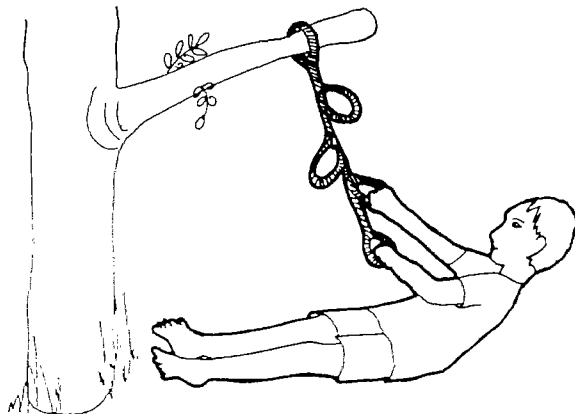
Fourth way

■ If the person is able to sit up by pulling on your hands, you can fix up a rope for him or her to use. Then the person can sit up by himself or herself by pulling on the rope.

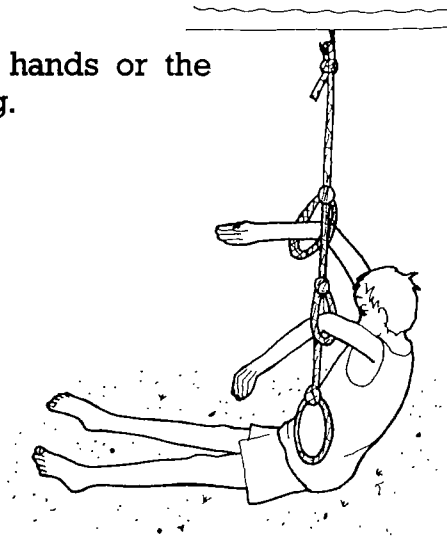
■ Fix a rope to the wall or to a tree in front of the place where the person lies down. Make knots in the rope. Teach the person to pull himself or herself up into sitting by pulling on the rope. The knots will make it easier for the person to hold the rope.



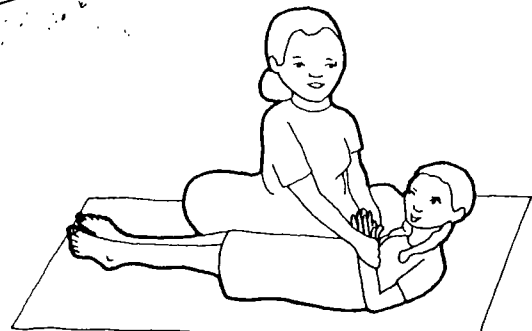
■ Or fix the rope firmly to the roof or to a tree above the place where the person lies down. Make loops in the rope. Teach the person to pull himself or herself up to sitting by pulling on the rope. The loops will make it easier for the person to hold the rope.



The person can use the hands or the forearms to pull up to sitting.



■ The person may not be able to pull with his or her hands. If so, the person should clasp his or her hands together. Then you pull the person up to sitting holding the person's clasped hands.



■ Then the person can try to sit leaning forward on the hands.



■ Help the person sit up in the different ways to find out which way is easiest.

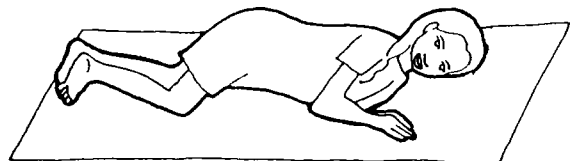
How to teach the person to sit up from lying down without help

■ Encourage the person to sit up without your help. Tell the person to try different ways to find out which one is easiest.

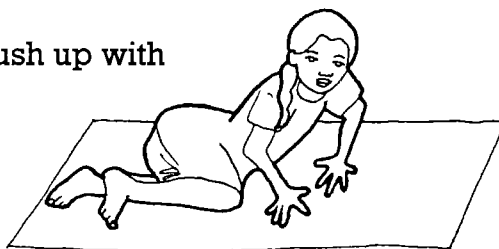
First way

■ The person may be able to sit up by first turning to the side.

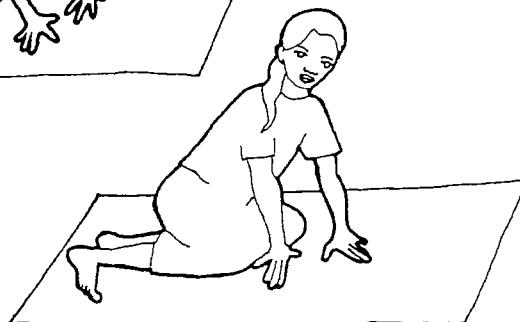
Tell the person to turn to one side.



- Then teach the person to push up with his or her arms.

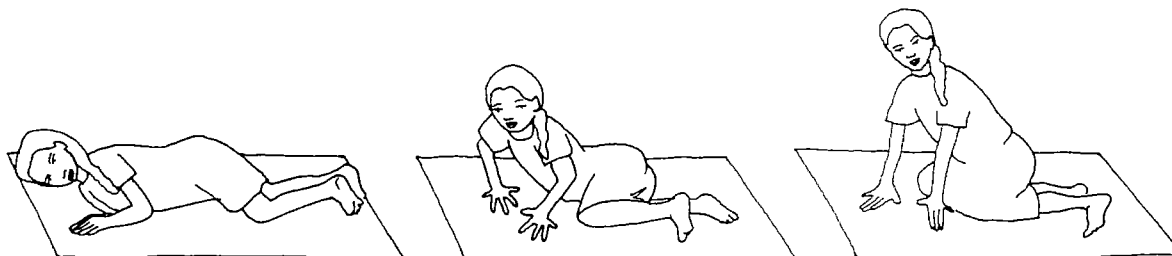


- Then ask the person to sit up by supporting himself or herself on the hands.



- The person can lie down and repeat the activity by starting on the other side of the body and pushing to sitting.

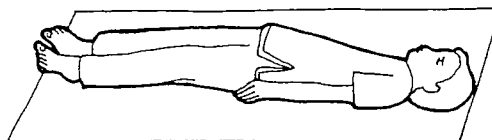
- This way the person can find out which side is easier for him or her to use.



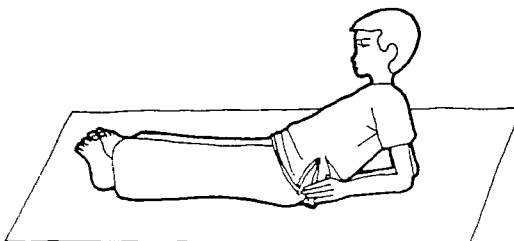
Second way

- You can also teach the person to sit up from lying on his or her back.

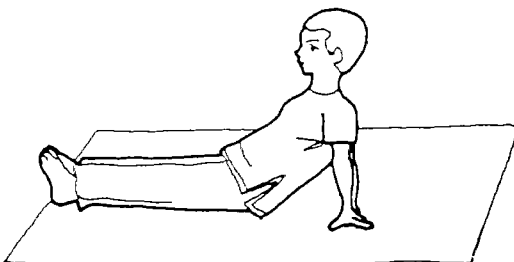
- Tell the person to lie on his or her back.



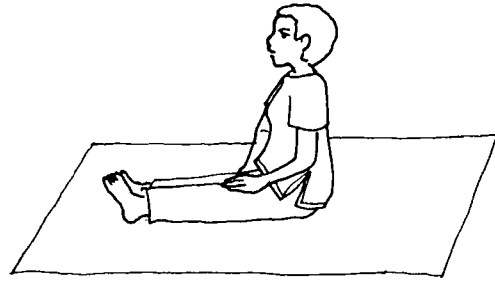
- Teach the person to push up on to the elbows.



- Then ask the person to push up on to his or her hands.



■ Now ask the person to sit without supporting himself or herself on the hands.



■ If the person cannot sit with the legs straight, he or she may be able to sit with the legs bent.



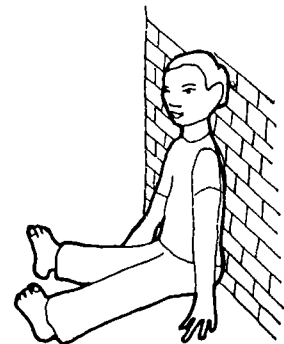
■ The person may find another easier way for sitting up. Tell the person to try and sit up in the way which is easiest for him or her.

How to help the person sit with support

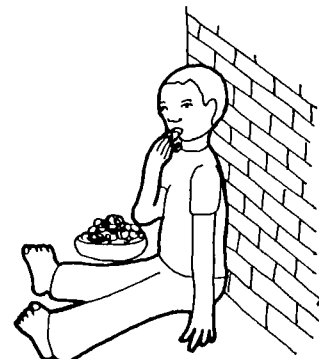
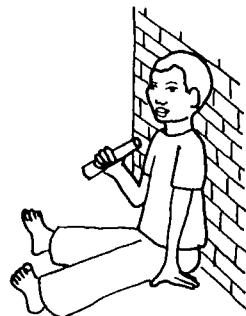
■ If the person cannot sit without support try different ways to give the person support so that he or she can sit. Tell the person to try the following different ways to find out which one is easiest.

First way

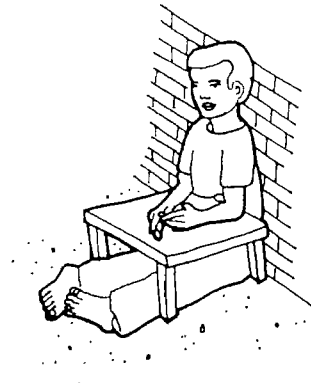
■ Teach the person to sit against the wall. The person sits with buttocks near the wall. The person keeps the legs in a position that he or she finds easiest and comfortable.



■ The person can do many activities in this position. If the person finds it difficult to do activities in this position, he or she can support himself or herself with one hand.

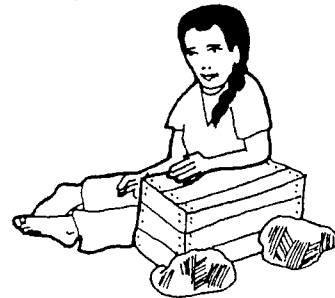


■ You can also put a small table in front of the person to help support him or her.



■ If the person falls to the side when he or she sits, place a box at the side of the person for support. Place the box on the side to which the person falls.

You can put stones or wood around the box so it does not move.

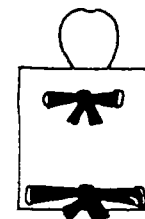
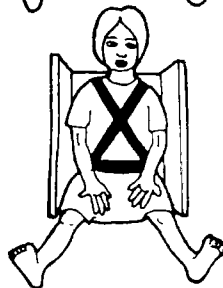
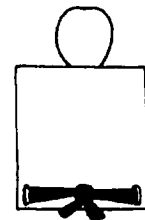
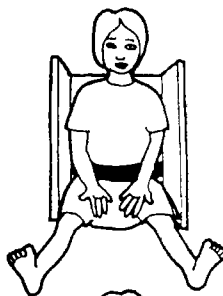


Second way

■ Use a box for the person to sit in. The box will give the person the support he or she needs.

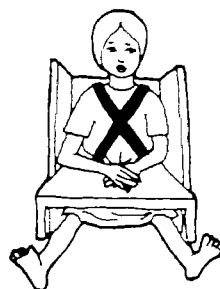
■ Sometimes a person cannot sit because the hips become stiff and straight. Then he or she leans backwards. If this happens the person should sit with the hips near the box. Fix a strap across the hips to keep them bent. Fix the strap to the box.

You will sometimes need to use two straps to keep the person in this position.



■ Place a small table in front of the person to help support him or her.

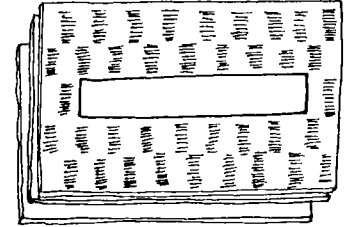
Teach the person to do many activities while he or she sits in the box, such as eating, playing and talking.



Support for the person's head

■ If the person cannot hold his or her head up, make a collar for the person to wear to support the head.

■ Make the collar out of cardboard. Cut the cardboard to the shape and size that will go round the person's neck. You will need cloth to wrap around the cardboard.

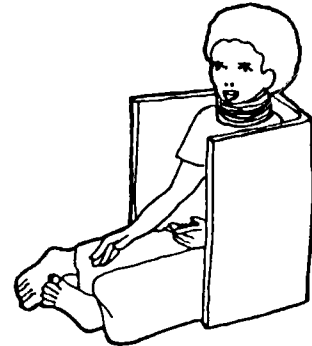


■ Wrap the cardboard in many layers of cloth to make the collar soft. Tie it round the person's neck so that it will support the head.

■ The collar must fit the person's neck. It should fit comfortably under the chin.

If it is too tight, the person will not be able to breathe.

If it is too loose, the person's head will fall down. Make the collar so that it fits the person's neck well.



Activities to help the person to sit better without support



■ When the person can sit without support he or she should do activities which will make the body stronger for sitting. Then it will be easier for the person to sit without support.

- Ask the person to bend forward, pick up an object, and then sit up straight without falling.



- Ask the person to bend to one side, pick up an object, and then sit up straight without falling.



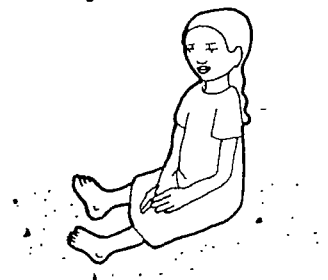
- Now ask the person to bend to the other side, pick up an object, and then sit up straight without falling.



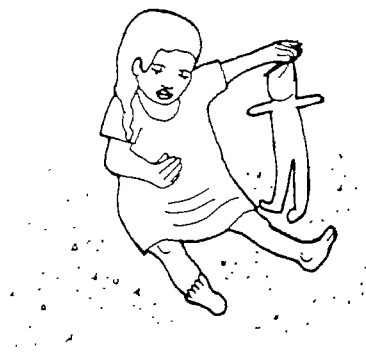
- Ask the person to repeat all of these activities many times.

- Repeat the activities every day until the person can do them easily.

- When the person can do these activities, he or she will be able to sit easily without support.



- Now train the person to do other activities while sitting without support. Teach the person, for example, to eat and to play while sitting without support.



Results

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

Begin by watching the person you are training. Then put the date in one of the boxes after the question. Put the date in the box beside "Alone" if the person is able to go from lying down to sitting up without help and to sit alone. Put the date in the box beside "With help" if the person needs help to move from lying to sitting or needs support for sitting. Put the date in the box beside "Not at all" if the person is not able to move from lying to sitting and needs support to sit.

Sits? (including sitting up from lying down)	Alone	<input type="text"/>
	With help	<input type="text"/>
	Not at all	<input type="text"/>

If the answer is "Alone," you and the person have done well. You can stop using this package.

If your 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 the answer and see what you can do about it.

REASON	WHAT TO DO ABOUT IT
1. The person gets pain when doing the activity.	Speak to your Local Supervisor about it. Meanwhile, 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 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 the question again to see if the person does better.

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. How to feed a baby who has a disability
26. Play activities for a child who has a disability
27. Swimming
28. School activities
29. Household activities
30. Employment

12.

Training package for a family member of a person who has difficulty moving

**How to train the person to move from
sitting to standing**

What Is This Package For?

The instructions in this package will help you to train the person who has difficulty moving. The training includes how to stand up from sitting and to stand without help.



**World Health Organization
Geneva, 1989**

12. Training package for a family member of a person who has difficulty moving

How to train the person to move from sitting to standing

■ The person you train may not be able to stand or to move from sitting to standing without help for one of the following reasons:

The person has never learned how to do it.

The person has forgotten how to do it.

The person cannot do it because the legs are weak, stiff, or deformed.

The person cannot control the movement of his or her legs.

Activities that the person needs to be able to do

■ The person needs to be able to do the following activities:

Move from sitting on a chair to standing and sit down again.

Move from sitting on the ground to standing and sit down again.

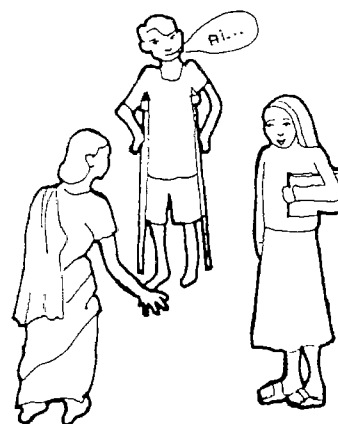
Remain standing.

■ Train the person to do whichever of these three activities he or she cannot do. First train the person to do them with your help. Then, if possible, train the person to do them without your help.

What to remember when the person first starts standing up

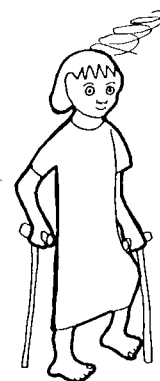
■ The person you train may have been lying down for a long time, maybe for many weeks, months or years. If so, the person may get pain in different parts of the body when he or she first starts getting up and moving around. Or the person's legs may become swollen.

If the person gets pain or swelling when he or she starts getting up and moving around, tell your Local Supervisor about it.

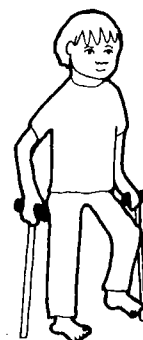
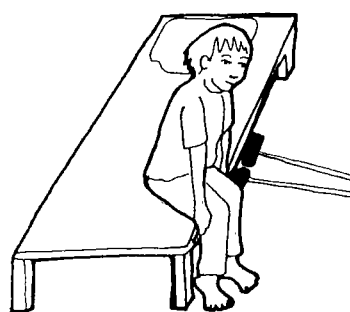
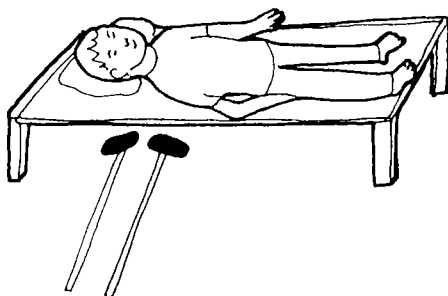


■ If the person has been lying down for a long time, the person may feel dizzy when he or she starts getting up.

■ Teach the person to sit up and to stand up slowly. This will help to prevent the person from becoming dizzy.



■ If the person feels dizzy when he or she sits up, help him or her to lie down. After a short rest the person can sit up again but more slowly this time. If the person does not feel dizzy, he or she should stand up very slowly.



How to teach the person to stand from sitting on a chair

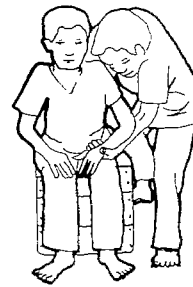
First way

- Two helpers stand on either side of the person.
- The person should have his or her feet firmly on the ground and lean forward.
- Each helper supports the person with one arm around the back. With the other arm the helpers hold the person under his or her bent elbows, forearms, and hands.
- The person leans forward and stands up with the aid of the helpers.
- When the person is standing the helpers can support him or her if necessary.
- Teach the person to sit down again with the two helpers holding the person in the same way.

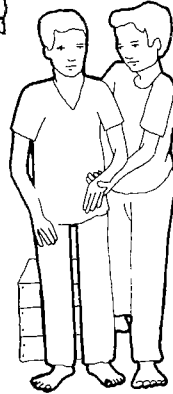


Second way

- One helper stands on the weaker side of the person.
- The person should have his or her feet firmly on the ground and lean forward.
- The helper bends the hips and knees to lean forward.



- The helper supports the person with one arm around the back. With the other arm the helper holds the person under his or her bent elbow, forearm, and hand.
- The person leans forward and stands up with the aid of the helper.
- When the person is standing the helper can support him or her if necessary.
- Teach the person to sit down again with the helper holding the person in the same way.



Third way

- The person sits with the feet firmly on the ground and leans forward.
- The helper stands in front and places his or her arms either behind the person's shoulders or behind the hips.
- The helper must place his or her knees and feet on either side of the person's knees and feet.

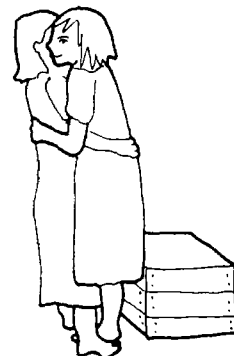
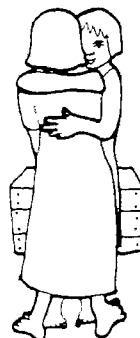
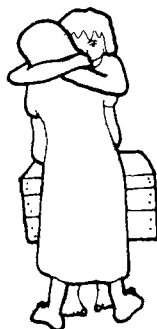


- The person puts his or her arms around the helper's neck and shoulders.

- The person is pulled to standing by the helper.

- When the person is standing the helper can support him or her if necessary.

- Teach the person to sit down again with the helper holding the person in the same way.



How to teach the person to stand from sitting on the ground

First way

■ The person may be able to move from sitting on the ground to standing by holding on to a wall. Teach the person to place the hands against the wall to support himself or herself as he or she stands up.

■ The person may not be able to do this by holding on to the wall. But he or she may be able to pull up on wooden bars or bamboo fixed to the wall.

■ Fix three strong pieces of wood or bamboo firmly on the wall. The lowest piece should be at the level of the person's face.

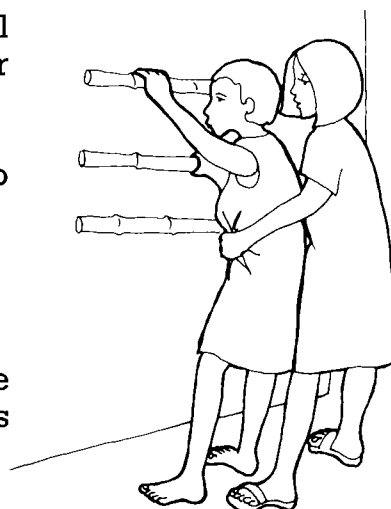
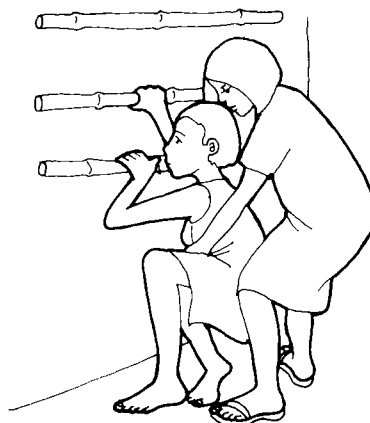
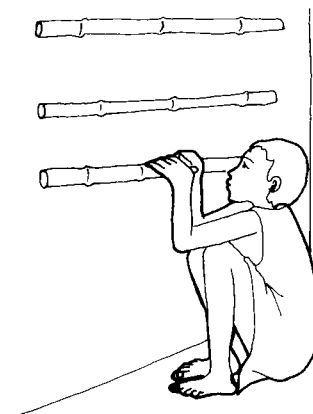
The person sits facing the wall. He or she places both hands on the lowest piece of wood and begins to pull up to standing.

As the person moves, he or she reaches the highest piece of wood and pulls up to standing.

■ Give the person the help that he or she needs to pull himself or herself up. Ask the person to do as much as he or she can without your help. Repeat this many times.

Give the person less help each time until he or she can do this without your help.

■ Teach the person to sit down again holding the wall or the support. The person holds the wall or the support and lets the body bend slowly until he or she is sitting down.



Second way

- The person sits with the knees bent.



- Two helpers reach down on either side of the person by bending their hips and knees. The helpers place one foot behind the person and the other foot beside the person.

- Each helper supports the person with one arm around the person's back. With the other arm, they hold the person under his or her bent elbows and forearms.



- The helpers then stand up lifting the person forward and up over his or her feet.

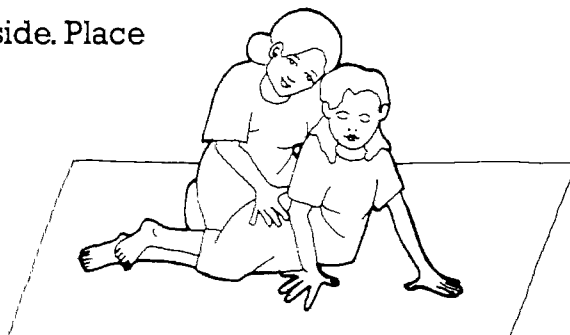
- When the person is standing, the helpers can support him or her if necessary.

- Teach the person to sit down again with the two helpers holding the person in the same way.

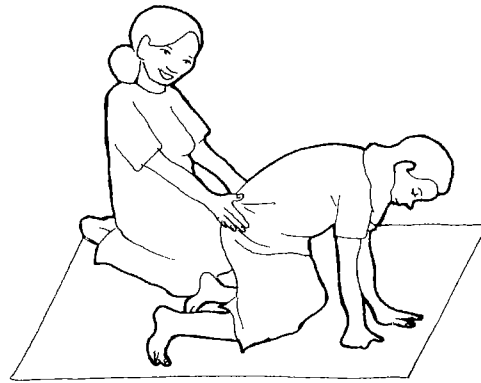


Third way

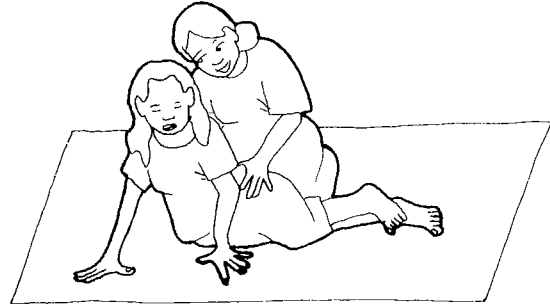
- The person sits with his or her hands on one side. Place your hands on his or her hips.



- Help the person to move from sitting to the crawling position by lifting up his or her hips.

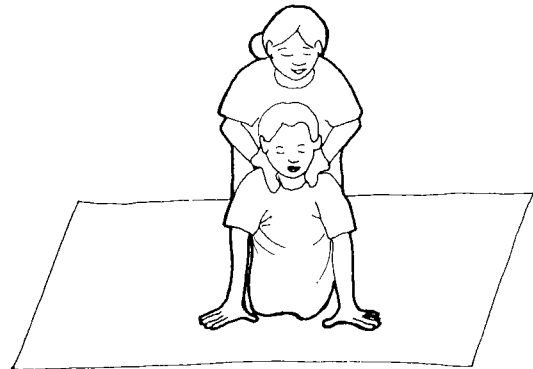


- Help the person to sit again by lowering his or her hips to the other side.



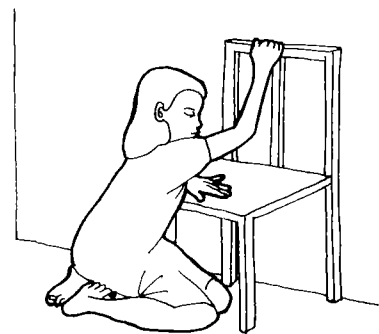
- Next help the person to move from this side to the crawling position.

- Help the person to repeat this activity many times from each side.



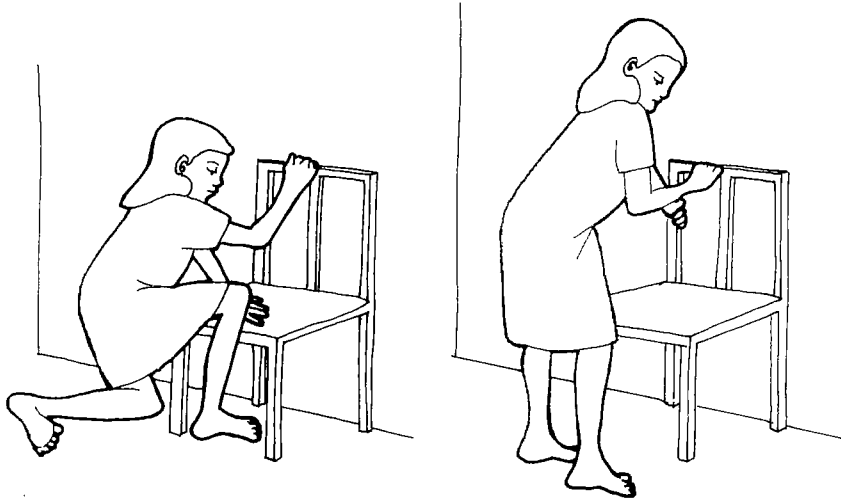
- The person can move from the crawling position to standing in the following way:

- The person can use a chair or some other support to move from the crawling position to kneeling on two legs. Put the chair by the wall so it does not move.



■ Next the person can lean on the chair and move from kneeling on two legs to standing.

■ Teach the person to sit down again doing it backwards. First the person holds the chair and kneels down. Then help the person to sit on the ground.



Fourth way

■ The person sits with the knees bent and folds his or her arms across the chest.

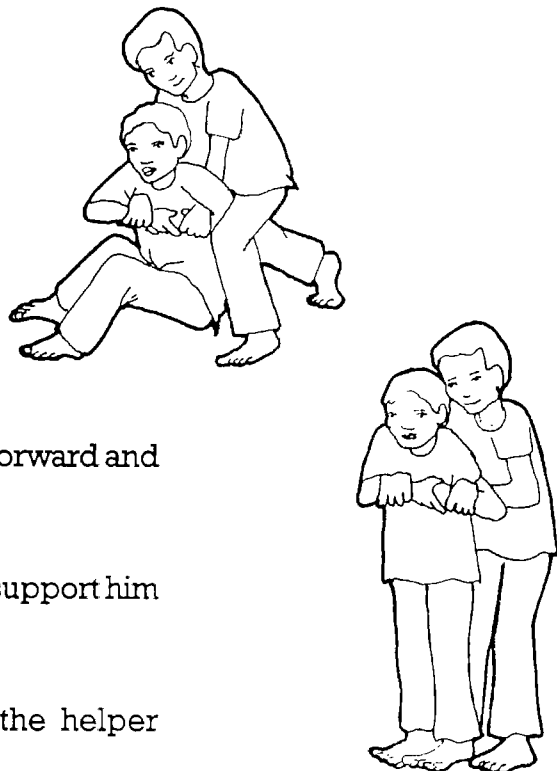
■ The helper stands behind and a little to the side of the person with one foot placed in front of the other.

■ The helper reaches down by bending the hips and knees to bring his or her arms under the person's armpits. The helper grasps the person's forearms in front of the person's chest.

■ The helper then stands up lifting the person forward and up over his or her feet.

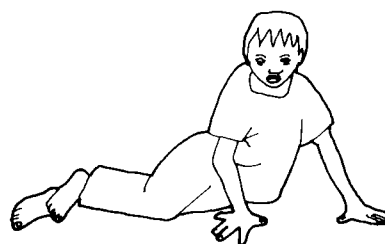
■ When the person is standing, the helper can support him or her from behind if necessary.

■ Teach the person to sit down again with the helper holding the person in the same way.

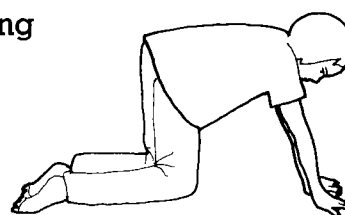


Fifth way

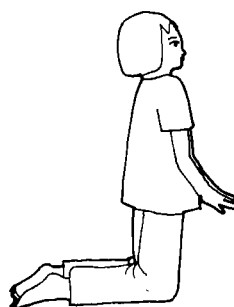
- The person sits with his or her hands on one side.



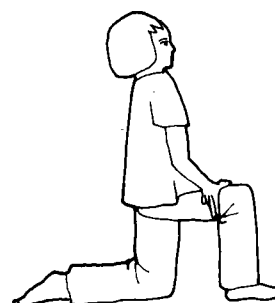
- He or she leans on the hands and moves to the crawling position.



- Next he or she moves to kneel on two legs.



- He or she lifts one leg forward, places it on the ground, and kneels on one knee.



- Next he or she leans forward over his or her foot and moves up to standing.



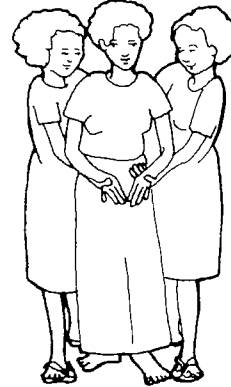
- Teach the person to sit down again by following the same movements backwards. First the person kneels down, gets on the hands and knees and then sits on the ground.

How to teach the person to remain standing

If the person cannot remain standing without help, teach the person to remain standing in one of the following ways:

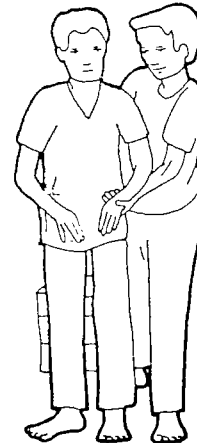
First way

■ The person stands with the support of two helpers. Each helper supports the person with one arm around the person's back. With the other arm the helpers hold the person under his or her bent elbows, forearms, and hands.



Second way

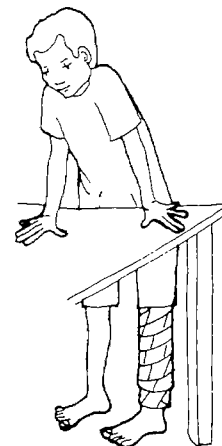
■ The person stands with the support of one helper. The helper supports the person with one arm around the person's back. With the other arm the helper holds the person under his or her bent elbow, forearm, and hand.



Third way

■ The person stands with the support of a wall or table. Teach the person to lean against the wall or table and put the weight of his or her body against it.

■ If a knee bends because of weakness when the person stands, make a splint for the person to support the knee. Teach the person to wear the splint when he or she stands so that the knee will not bend. If both knees are weak make two splints. Ask your Local Supervisor for advice about how to make the splint.



■ The person must practise standing in one of these ways for some time every day. If the person is not used to standing up, he or she may only be able to stand for a very short while.

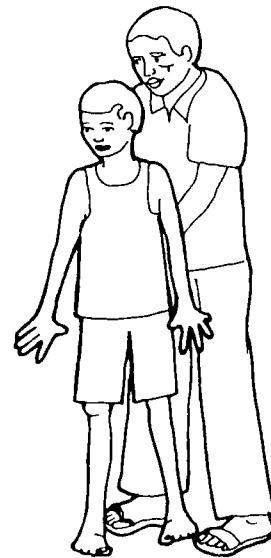
Little by little increase the time during which a person stands.

When the person can remain standing for some time in one of these ways, start giving the person less support for standing. Tell the person to try and lean less on the wall or table. Or tell the helpers to give the person less support each time.

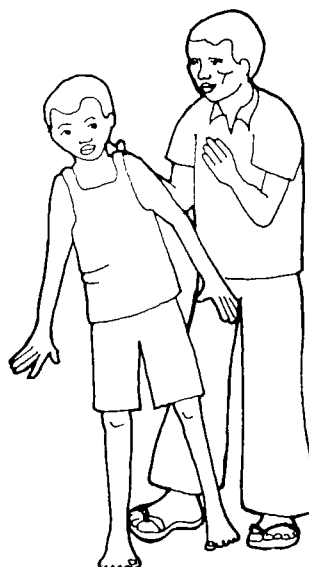
Continue training the person to stand in this way until the person can stand without support or help.

Activities to do while standing

■ Let the person stand without support.

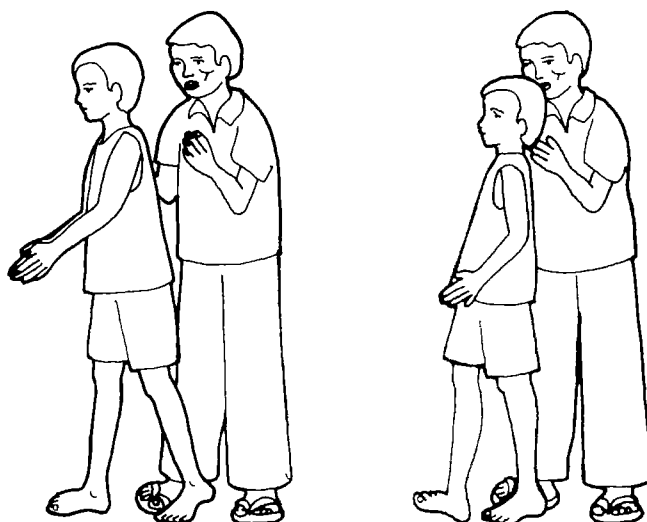


■ If the person can do this, ask him or her to move his or her body from side to side.



■ Then ask him or her to place one foot in front of the other and move his or her body forwards and backwards.

■ Next tell the person to place the other foot in front and move his or her body forwards and backwards.

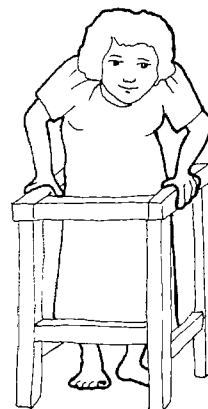


■ Ask the person to repeat these activities every day until the person can remain standing without difficulty.

■ After the person is able to stand with support or without support, he or she may be able to walk.

You can start training the person to move around as soon as he or she can stand, even with support.

Speak to your Local Supervisor about this. If the person needs to learn to move around, your Local Supervisor will give you a Training Package which you can use to train the person to move around.



Results

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

Begin by watching the person you are training. Then put the date in one of the boxes after the question. Put the date in the box beside "Alone" if the person is able to go from sitting to standing without help and to stand alone. Put the date in the box beside "With help" if the person needs help to move from sitting to standing or needs help in standing. Put the date in the box beside "Not at all" if the person is unable to move from sitting to standing and cannot stay in the standing position.

A person who has difficulty moving

Stands? (including standing up from sitting)	Alone	<input type="text"/>
	With help	<input type="text"/>
	Not at all	<input type="text"/>

If your answer is "Alone", you and the person have done well. You can stop using this package.

If your 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 the answer and see what you can do about it.

REASON	WHAT TO DO ABOUT IT
1. The person gets pain when doing the activity.	Speak to your Local Supervisor about it. Meanwhile, 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 have not understood the instructions, speak to your Local Supervisor. Then repeat the training until the person does the activity. Then stop using the package.
4. 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 the question again to see if the person does better.

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. How to feed a baby who has a disability
26. Play activities for a child who has a disability
27. Dressing
28. School activities
29. Household activities
30. Job placement

13.

Training package for a family member of a person who has difficulty moving

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 moving to move around. 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, boat, or on an animal if necessary.



**World Health Organization
Geneva, 1989**

13. Training package for a family member of a person who has difficulty moving

How to train the person to move around

■ The person you train may not be able to move around for one of the following reasons:

The person has never learned how to move around.

The person has forgotten how to move around.

The person cannot move around because of a weak, stiff, or deformed body or legs.

The person cannot control the movement of the body or legs.

The person has lost a leg, a part of a leg, or both legs.

Activities that the person needs to be able to do

■ The person needs to be able to do one, some, or all the following activities:

Move inside the home.

Get to the latrine.

Move around the yard.

Move around the village.

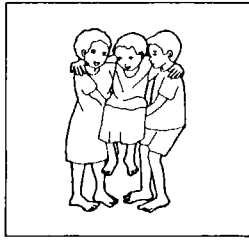
Travel by bus, by boat, or on an animal.



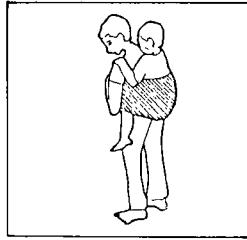
■ Train the person to do whichever of the following activities he or she needs to but cannot do.

Ways to move around

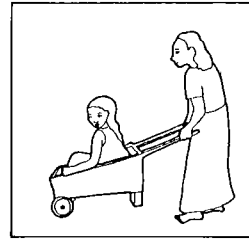
■ A person who has difficulty moving may be able to learn to move around in different ways. Here are different ways by which the person can move around.



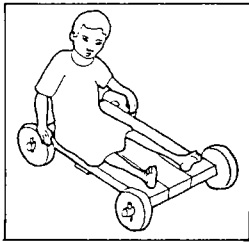
■ Carried by two helpers.



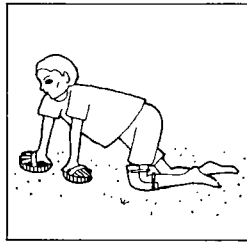
■ Carried by one helper.



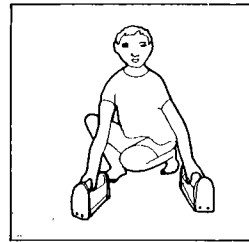
■ Carried in a wheelbarrow.



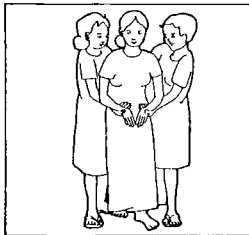
■ Move on a trolley.



■ Move by crawling.



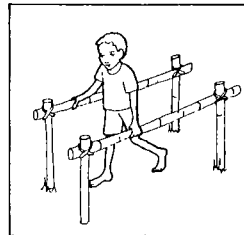
■ Move by crouching.



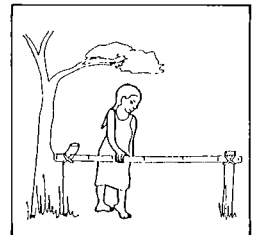
■ Walk with two helpers.



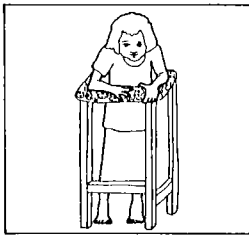
■ Walk with one helper.



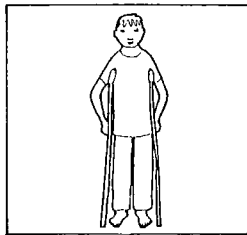
■ Walk using two bars.



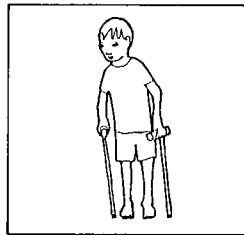
■ Walk using one bar.



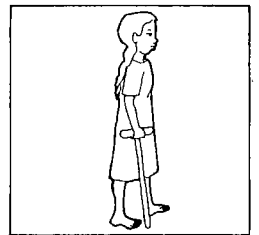
■ Walk with a frame.



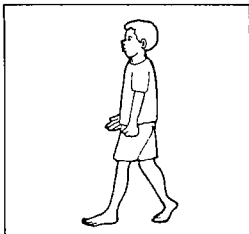
■ Walk with two crutches.



■ Walk with two sticks.



■ Walk with one stick.



■ Walk without help.

■ The pictures will help you to find which training leaflets to use. There are 15 leaflets in this package that match the pictures. There are also 3 leaflets which describe walking aids that may be needed by some people with difficulty moving. These describe how to make a splint for the knee (Leaflet 16), how to make a splint for the foot (Leaflet 17), and how to make a shoe raise (Leaflet 18).

How this training package is arranged

- This training package is arranged in a different way from the others.
- Pages 1-12 should be used by everybody using this package.
- Pages 13-54 contain the 18 Training Leaflets. The person you train will need one of the Training Leaflets numbered from 1 to 15. The person may or may not need one of the Training Leaflets numbered 16, 17, or 18. Choose the Training Leaflets the person needs in the following way.

How to choose the correct training leaflet

- Ask the person you train to do each activity mentioned in the questions.

Observe the person do the activity in the question. Answer the questions about this activity. Then continue to follow the instructions that are given.

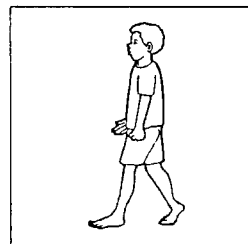
- The first four questions will help you to find out which of the Training Leaflets you need to help train the person.
- Begin with Question 1. Then answer the questions that follow until you have found the correct Training Leaflet between 1 and 15.
- Then answer Questions 5, 6, and 7 to find out if you need to use Training Leaflets 16, 17, and 18.

Question 1: Can the person walk 5 steps?

- If the answer is "Yes", then the person should use Training Leaflet 14 or 15.

Read both leaflets. Choose the one that you think will help the person most.

- If your answer is "No", go on to the next question.

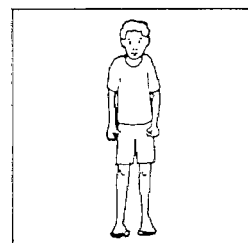


Question 2: Can the person stand alone?

- If your answer is "Yes", then the person should use Leaflet 11, 12, 13, or 14.

Read all 4 leaflets. Choose the one that you think will help the person the most.

- If your answer is "No", go on the next question.

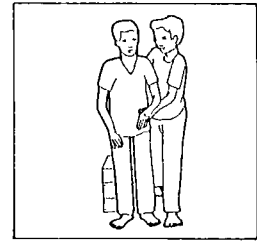


Question 3: Can the person stand with one helper?

■ If your answer is "Yes", then the person should use Training Leaflet 8, 9, 10, 11, 12, or 13.

Read all 6 leaflets. Choose the one that you think will help the person the most.

■ If your answer is "No", go on to the next question.

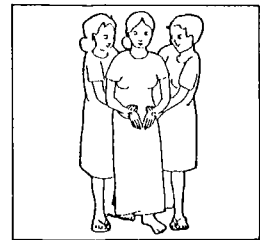


Question 4: Can the person stand with two helpers?

■ If your answer is "Yes", then the person should use Training Leaflet 7, 8, 9, or 11.

Read all 4 leaflets. Choose the one that you think will help the person the most.

■ If your answer is "No", then the person may be able to use Training Leaflet 1, 2, 3, 4, 5, or 6.

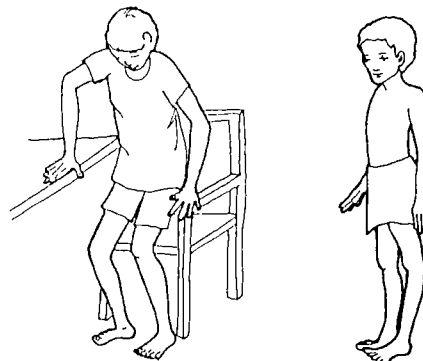


Read all 6 leaflets. Choose the one that you think will help the person the most.

Question 5: When the person stands and puts weight on both legs, do the knees bend too far forwards or too far backwards?

■ If your answer is "Yes", then the person needs Training Leaflet 16.

■ If your answer is "No", go on to the next question.



Question 6: Do the person's toes drag on the ground when he or she walks?

■ If your answer is "Yes", then the person needs Training Leaflet 17.

■ If your answer is "No", go on to the next question.



Question 7: Is one leg shorter than the other?

■ If your answer is "Yes", then the person needs Training Leaflet 18.

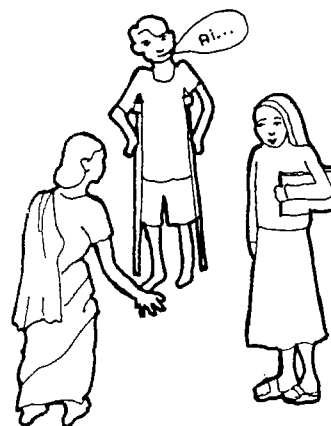
■ If your answer is "No", no leaflet is necessary.



What to remember when the person starts getting up

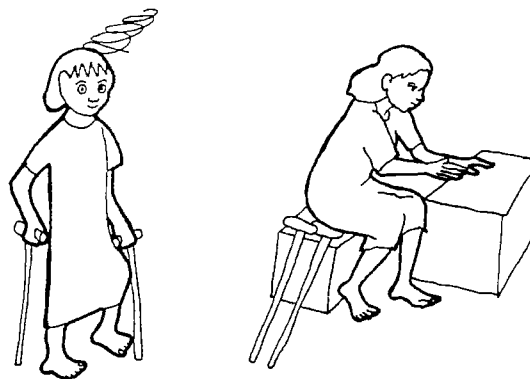
■ The person you train may have been lying down for a long time. He or she may have been lying down for many weeks, months, or years. If so, the person may feel pain in different parts of the body when he or she first starts getting up and moving around. Or the person's legs may become swollen.

If the person feels pain or swelling when getting up and moving around, tell your Local Supervisor about it.

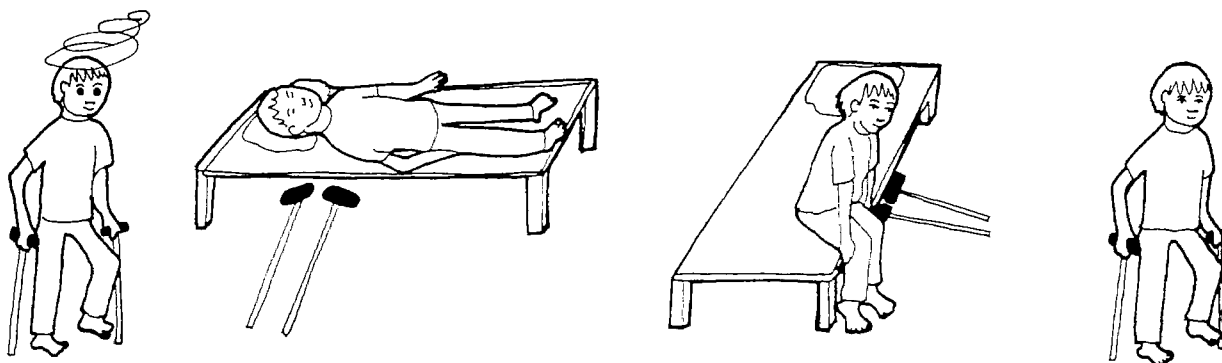


■ If the person has been lying down for a long time, the person may feel dizzy when he or she starts getting up.

■ Teach the person to sit up and stand up slowly. This will help to prevent the person from becoming dizzy.



■ If the person feels dizzy when he or she sits up, help him or her to lie down. After a short rest the person can sit up again but more slowly than before. If the person does not feel dizzy, he or she should stand up very slowly.



What to remember when the person starts moving around

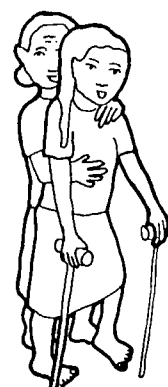
■ The person you train may not have walked for a long time. He or she may be afraid of falling when first getting up and trying to walk.

Stand close by and be ready to catch the person if he or she begins to fall. Let the person know that you are there to help. Try to make him or her feel safe.

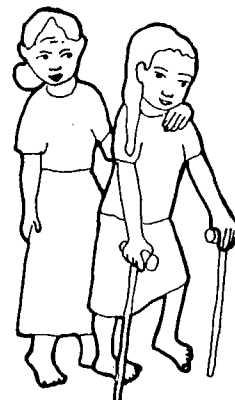


■ Or at first you can support the person so that he or she will not be afraid. As the training goes on, the person will learn not to be afraid.

Support the person by standing a little behind and to the side of the person. Put one arm round the person's chest and with your other arm hold the person's shoulder.



■ Support the person less and less each time you walk together until he or she is able to walk without help.



■ If the person is still afraid of falling, teach the person how to fall. Hold the person while you teach him or her to fall in the following way:

Put a wide strap of strong cloth around the person's body. Stand beside the person and hold on to the cloth.



Ask the person to let himself or herself fall. Tell the person to drop the crutches or sticks to the side. Then tell the person to fall on to the hands and to let the arms bend.

Hold on to the cloth while the person falls so that the person will fall slowly. In this way the person will not be injured.

Repeat this a few times, until the person is not afraid of falling.



If the person is old, do not teach him or her to fall. An older person may be injured by the fall. Teach the person how to walk slowly and carefully, but do not overprotect the person.

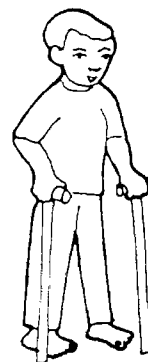
■ Each time the person learns to do a new activity, show how pleased you are. Let the person know that he or she has done something well. This will help the person to want to learn more.

■ To train the person to move around you may need to make some of these aids: bars, a frame, crutches, sticks, knee or foot splints, or a shoe raise.

If the person you train is a child, you will need to make new aids as the child grows.



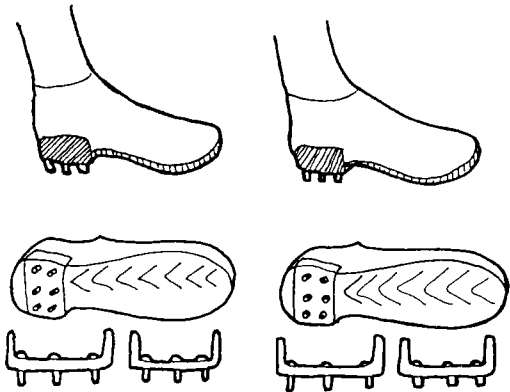
■ Whichever way you use to teach the person to walk, train him or her to take small steps at the beginning. Small steps will help him or her to balance more easily.



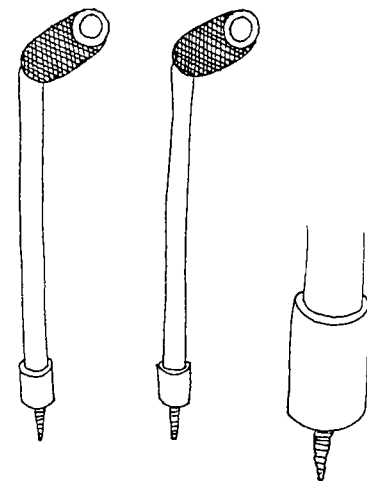
■ If the person sometimes has to walk on snow or ice, make special shoes, sticks, or crutches to help the person walk on this difficult ground.



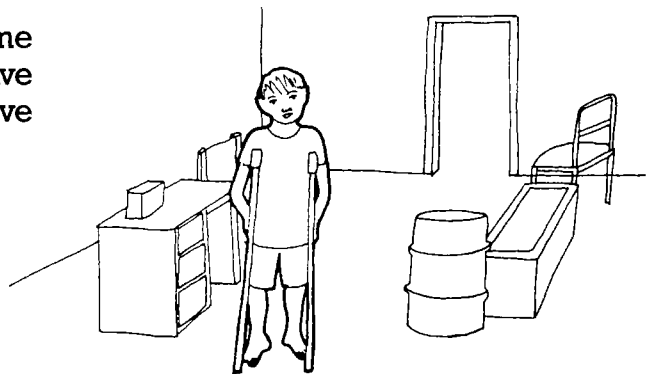
To make shoes that will walk on snow and ice fix a piece of metal to fit around the heels. Fix six short screws to the piece of metal. These screws will hold on icy ground.



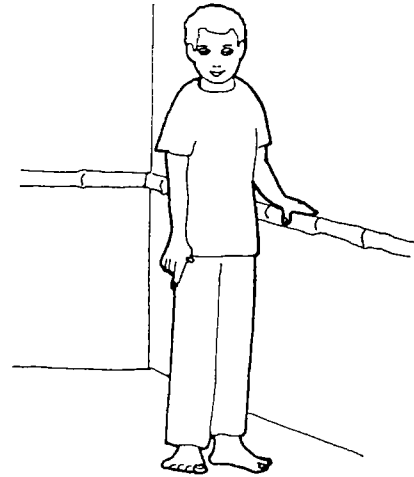
To make sticks and crutches that will hold well on snow and ice fix a piece of metal to fit around the lower end of the person's stick or crutches. Then fix a short screw to the piece of metal.



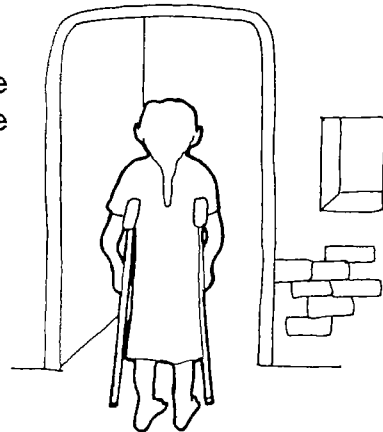
■ The person you train needs a safe home in which to live. He or she needs to have enough space inside the home to move around easily.



■ If the person needs some support to walk inside the home, teach the person to hold on to the walls, chairs, or a table for support. Or fix wood or bamboo on the walls so that the person can hold on to these when he or she walks inside the home.

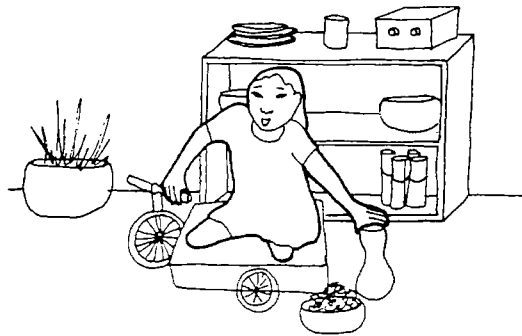


■ The person must be able to go through doorways in the home. If the person cannot go through the doorways in the home, make the doorways wider.



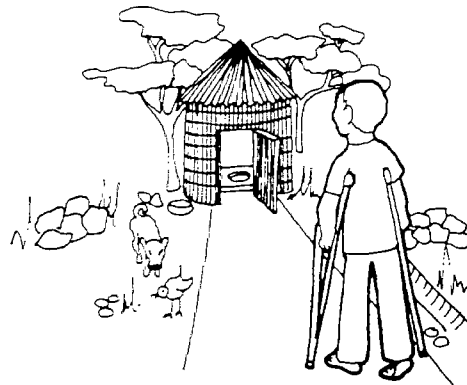
■ The person needs to be able to reach the things in the home that he or she needs.

Keep the things that the person needs in places that the person can reach.



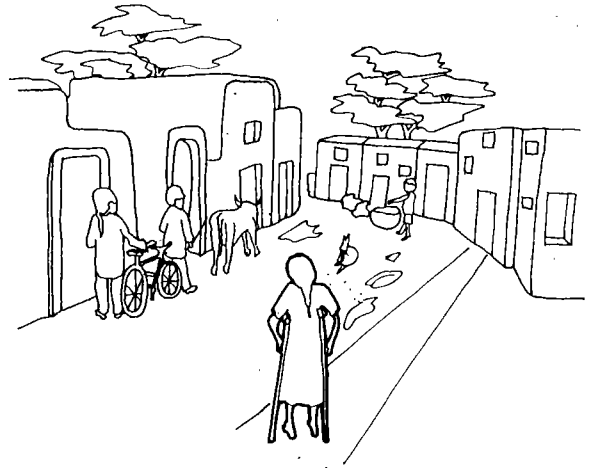
■ The person needs to be able to get to the latrine.

Make sure that there is a pathway for the person to use to get to the latrine. Remove from the pathway any stones or shrubs. Fill in any holes that make it difficult for the person to get to the latrine.



- The person needs to be able to move around the yard and the village.

Make sure that the pathways around the person's home and village do not have stones, shrubs, or holes in them. Then the person can move around safely.



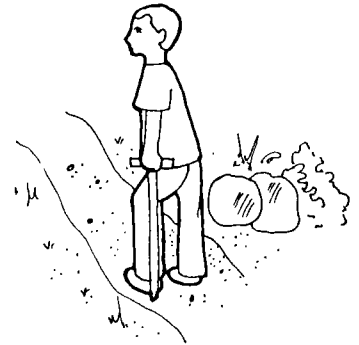
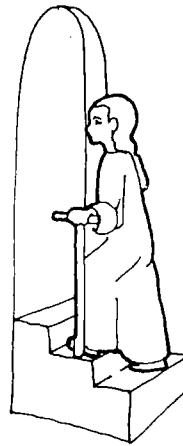
- If there are steps or slopes to climb, train him or her to do this.

- Train the person to go up steps and slopes in the following way:

Tell the person to put the stronger leg up first.

Then tell the person to bring the weaker leg up and put it next to the stronger leg.

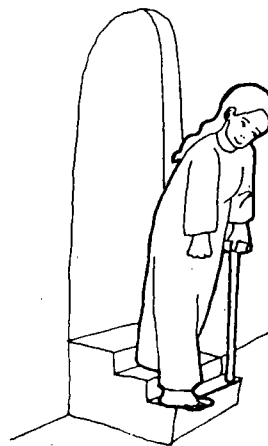
He or she should lean forward when climbing.



- Teach the person to go down steps and slopes in the following way:

Tell the person to put the weaker leg down first.

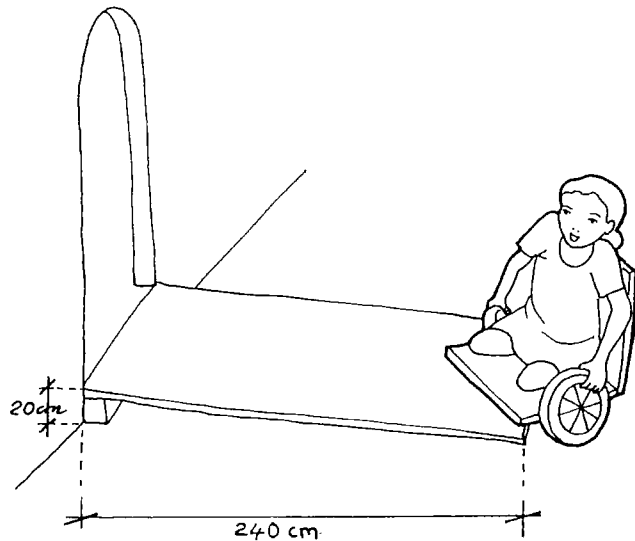
Then tell the person to bring the stronger leg down and put it next to the weaker leg.



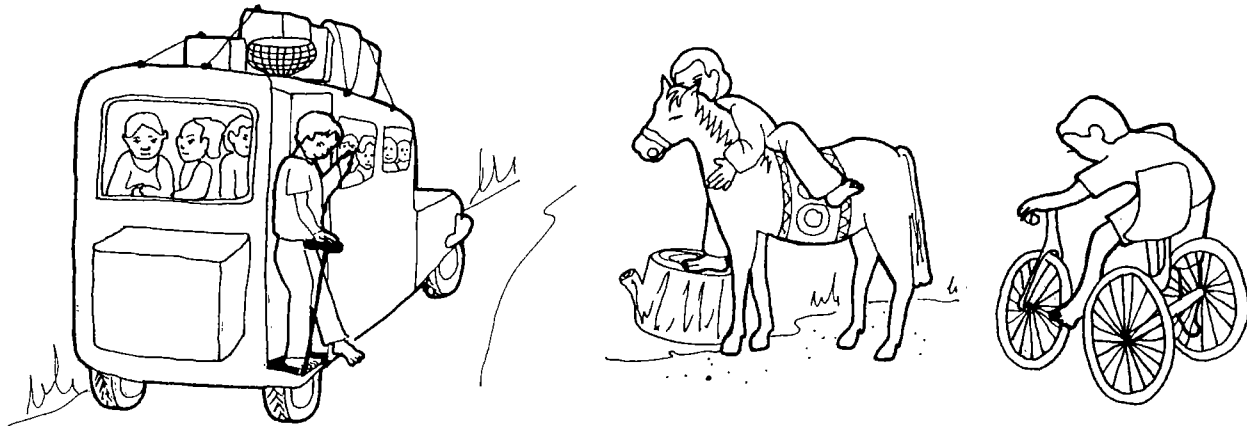
■ For some people it is easier to go up and down steps backwards. For others it is easier to go up and down steps by crawling. Find out which way is easiest for the person.

■ If the person needs to go up and down steps and cannot be taught to do this, make ramps in place of steps. Fill in the steps with firm earth or use a piece of strong wood to make a ramp.

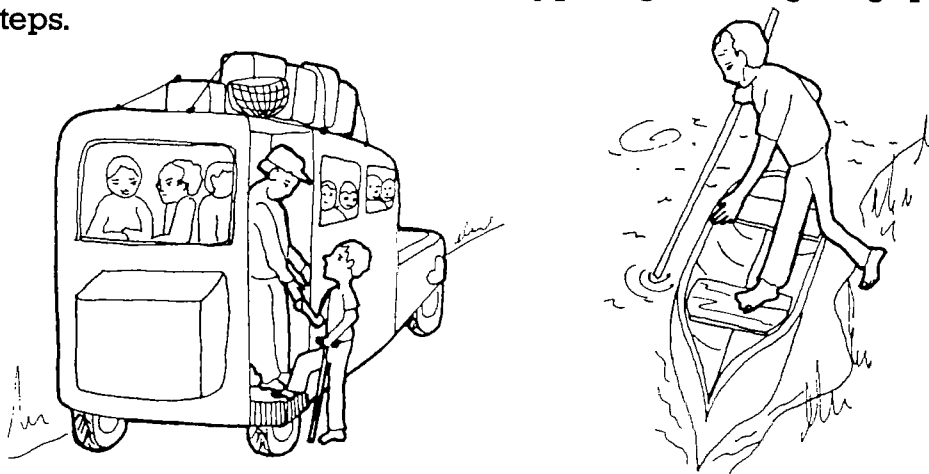
■ If the ramp is too short, the person may not be able to push himself or herself up. The ramp should be 1 foot (30 cm) in length for each inch (2.5 cm) of height. For example, if the steps are 8 inches (20 cm) high, the ramp should be 8 feet (240 cm) long.



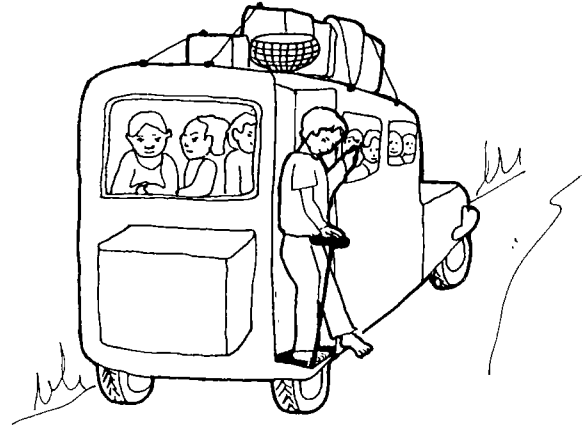
■ The person you train may need to get on and off a bus. The person may need to get into and out of a boat, or on and off an animal or tricycle. If so, teach him or her how to do this.



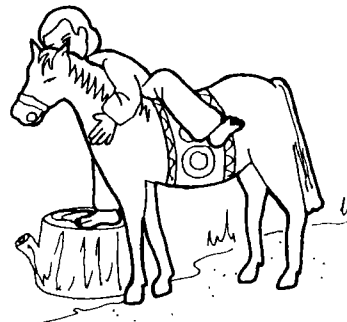
■ Teach the person to get on a bus or into a boat by putting the stronger leg up first, just like going up steps.



■ The person should get off a bus or a boat in the same way that he or she goes down steps. The person puts the weaker leg first.



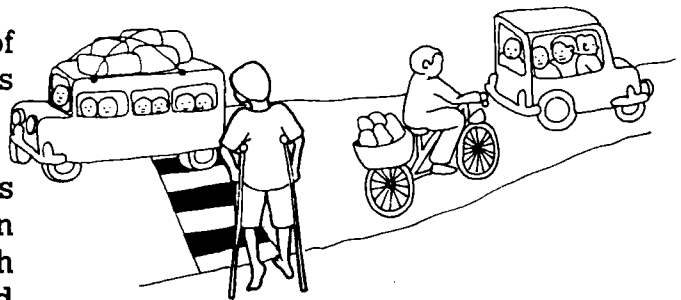
■ The person should get on to an animal or a tricycle by putting the weaker leg up first. The person should get off an animal or a tricycle by putting the stronger leg down first.



■ Teach the person to walk in traffic and to cross roads safely.

■ The person should walk on the side of the road facing the traffic coming towards him or her.

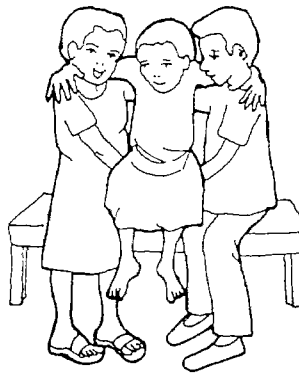
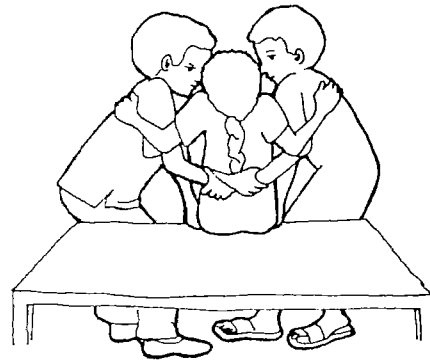
When you are training the person to cross the road, teach him or her to look and listen for traffic that may be coming from both directions. Tell the person to cross the road only when it is clear or the traffic has stopped. If there are signs to show where people can cross the road, teach the person to cross the road there.



Training Leaflet 1

How two helpers can carry the person

- The two helpers stand on either side of the person, facing each other.
- Each helper puts one arm under the person's thighs and the other arm behind the person's back. They then hold each other's wrists.
- The person puts his or her arms around the helpers' shoulders.
- The helpers now lift and carry the person.



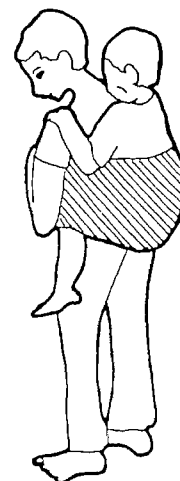
Training Leaflet 2

How one helper can carry the person

- If the person you train is not too heavy, one helper can carry him or her from place to place. The best way for the helper to carry the person is on the back.

The person may be able to hold on to the helper.

Or the helper can use a cloth to hold the person on the back.



Training Leaflet 3

How the person can move in a wheelbarrow

- The person can move around by being pushed in a wheelbarrow.
- Help the person to move from the ground to the wheelbarrow in the following way:
- Put the wheelbarrow near the person.
- Sit the person with the legs bent and the arms folded across the chest.
- With one foot in front of the other, stand behind and a little to the side of the person.



- Reach down by bending your hips and knees. Put your arms under the person's armpits. Then hold the person's forearms.

- Straighten your hips and knees and stand up, while holding and lifting up the person. Then move the person over on to the wheelbarrow.

If the person cannot move his or her legs into the wheelbarrow, move the legs into the wheelbarrow yourself.



- To help the person move from the wheelbarrow to the ground first take the legs out of the wheelbarrow.

Next hold the person in the same way and lift him or her out of the wheelbarrow.

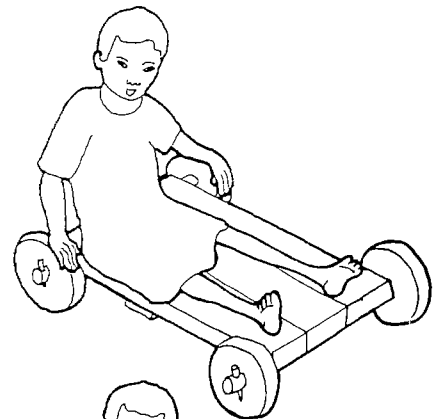
Then lower the person to the ground by bending your hips and knees.



Training Leaflet 4

How the person can move on a trolley

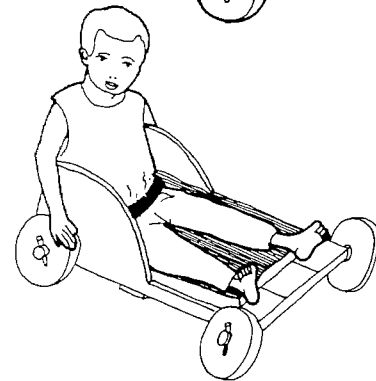
■ If the person you train can sit alone, he or she can move around on a trolley.



■ If the person needs support for sitting, he or she can move around on a trolley with a back support.

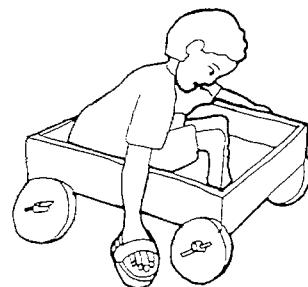


If the person slides forward on the trolley, put a strap across the hips. Fix the strap to the trolley to hold the person in place.

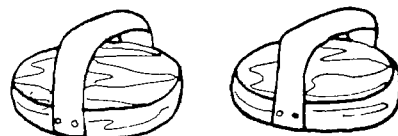


If the person has lost feeling in the legs, he or she should sit on a pillow or a bag of grass.

■ The person can move the trolley by pushing it along with the hands.

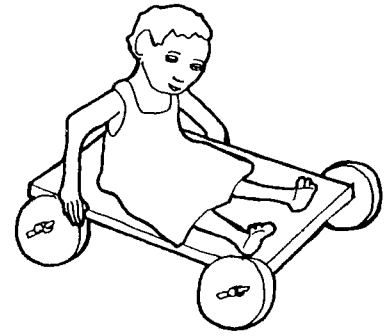


Make two hand pads to protect the person's hands.

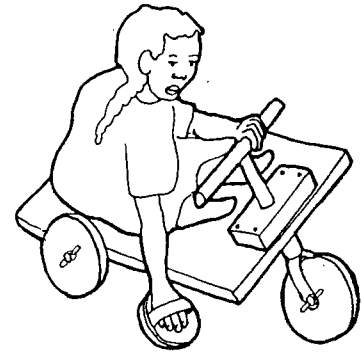


- Or the person can move the trolley by turning the wheels with the hands.

The person should turn the back wheels to move the trolley.



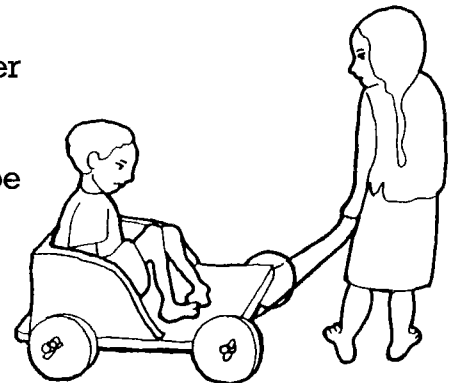
- Or the person can move the trolley by pushing with one hand while guiding a front wheel with the other hand.



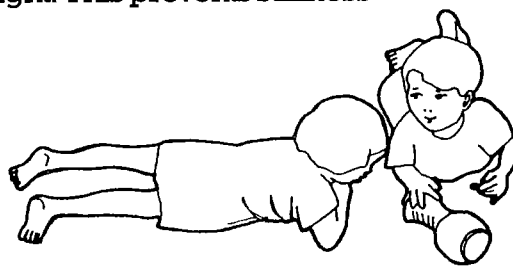
- This trolley has three wheels. One wheel is on a pivot fixed to a bar. The person moves the bar to turn the trolley in different directions.

- If the person cannot move the trolley alone, then another person can pull it.

To do this, fix two hooks to the front of the trolley. Tie a rope to the hooks so another person can pull the trolley.



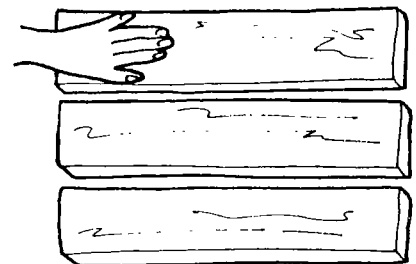
- Tell the person to get out of the trolley sometimes and lie on the stomach with the hips straight. This prevents stiffness in the hips.



What you need to make a trolley

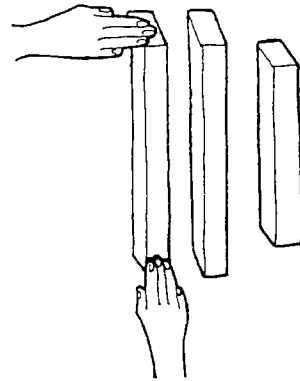
- You will need pieces of wood which, when joined, will be large enough to make a seat. The wood must be strong enough to hold the person's weight.

Each piece of wood must be as wide as your hand.

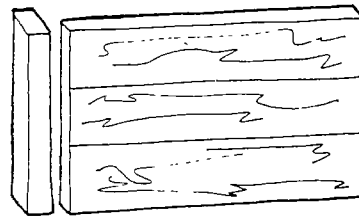


■ You will need three pieces of wood to put across the seat to hold it together.

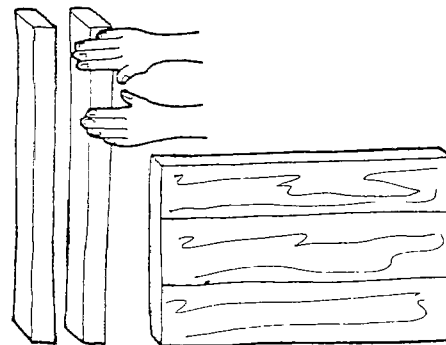
The pieces should be three fingers wide and three fingers thick.



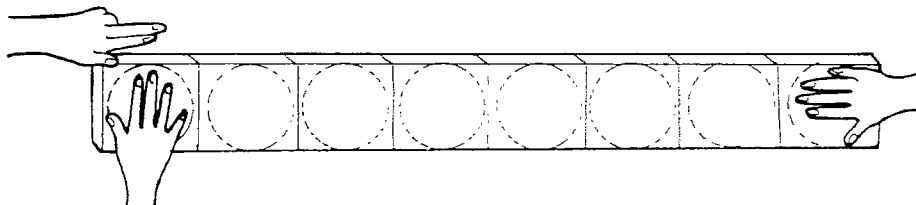
One of the pieces of wood should be as long as the width of the seat.



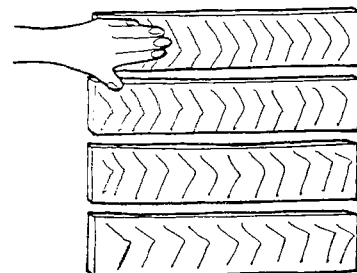
Two of these pieces of wood will be the axles. Each piece should be as long as the width of the seat, with twice the width of your hand added on.



■ You will need a strip of wood the thickness of two fingers, the width of your hand, and a length eight times the width of your hand. From this you will cut out eight pieces of wood. Each piece of wood will make a wheel. Each piece will be as wide as your hand in both length and breadth.

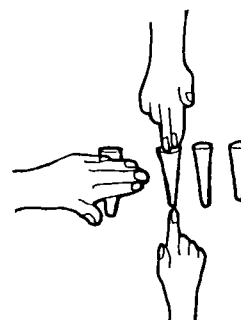


■ You will need four pieces of tyre rubber long enough to cover the rim of each wheel. The piece of rubber should be four fingers wide.



- You will need four pieces of wood to make four pins. Each pin should be as long as the width of your hand.

Each should be two fingers thick at one end and one finger thick at the other end.



- You will also need nails and glue.

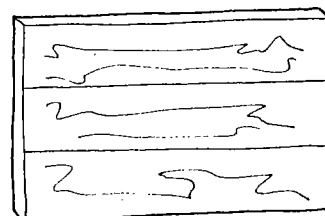


How to make the trolley

- Make the different parts of the trolley separately. Make the seat, axles, and wheels separately. Then put the parts together.

How to make the seat

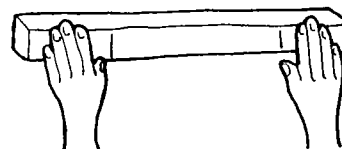
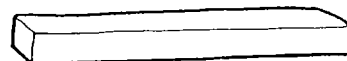
- Join the pieces of wood together with glue.



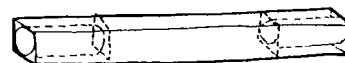
How to make the axles

- Take the two pieces of wood for the axles.

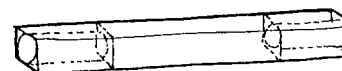
At each end of the pieces measure the width of your hand. These parts will be the ends of the axles.



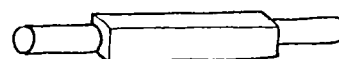
- To make the ends of the axles round, first draw a circle on the ends as shown in the picture.



- Then cut away the edges and make the ends of the axles round.



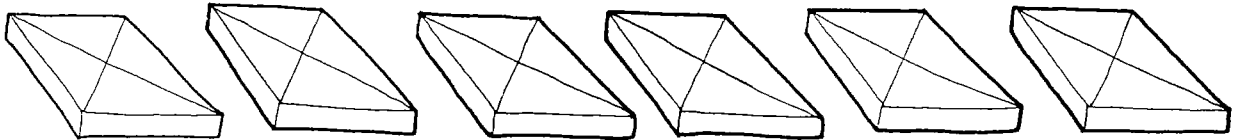
- Now you should have two axles like this:



How to make the wheels

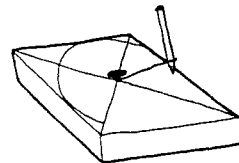
■ Take each piece of wood for the wheels.

■ On each piece, draw two lines between the opposite corners, as shown in the picture. In this way you will find the middle of the wheel.

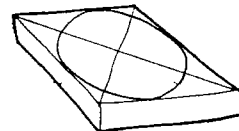


■ Now put a nail in the middle of the piece of wood.

Tie a piece of string to the nail. The string should be as long as half the width of your hand.

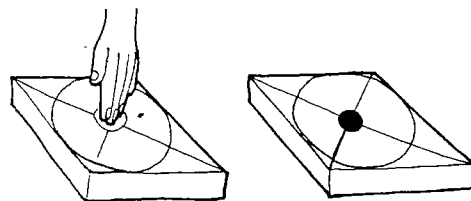


Tie a pencil or sharp stick to the other end of the string. With this mark a circle, as shown here.

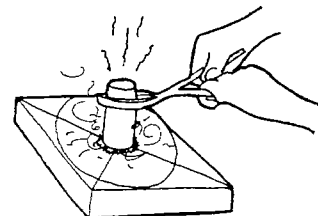


■ In the middle of the large circle, mark a small circle, three fingers wide.

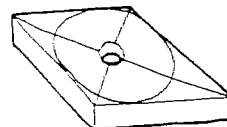
■ Cut out the smaller circle to make a hole. This hole is for the axle.



■ One way to cut the hole is by burning it through the wood. To do this you need an iron rod. Heat the rod. Then, using a pair of tongs, put the iron rod in the middle of the piece of wood.

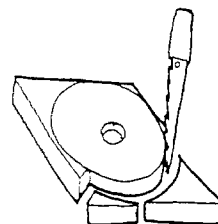


The hot iron rod will burn the wood and make a hole through it.

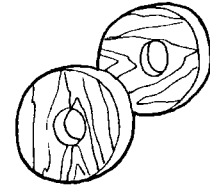


■ Put the pieces of wood on the ground or on something hard.

Cut away the corners of each piece of wood to make 8 circles.

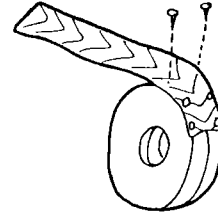


■ Two circles glued together make one wheel. Before you glue them, look at the lines in the wood. The lines in one piece of wood should go in one direction. The lines in the other piece should go in the opposite direction. Putting them together this way makes the wheel strong.



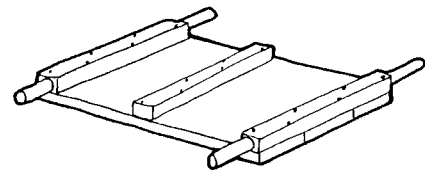
Make 4 wheels in this way.

■ Cover the rim of each wheel with a strip of tyre rubber.



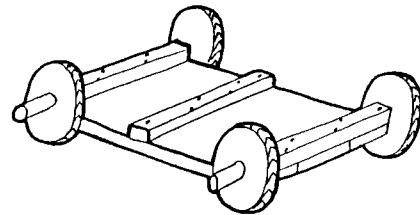
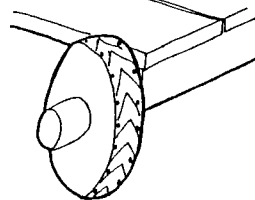
How to put the seat, axles, and wheels together

■ Use nails to fix the two axles to each end of the seat.



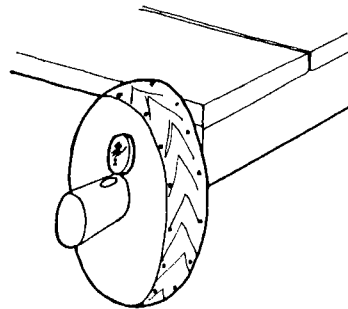
■ Fix the other piece of wood across the middle of the seat.

■ Now put the wheels on the axles.

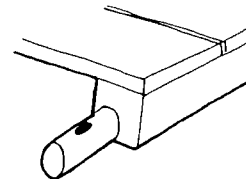


■ Put a coin on the axle, standing up next to the wheel.

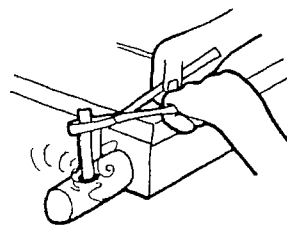
Mark a point on the axle next to the coin. This point is where you will make holes for the pins.



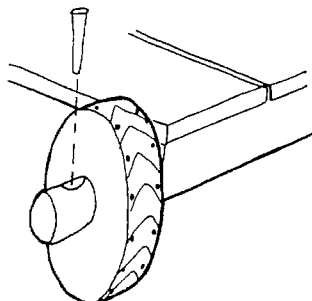
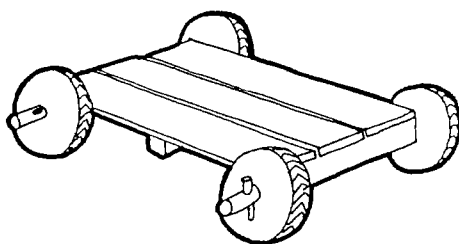
■ Now make the holes for the pins. Each hole should be one finger thick.



■ You can make these holes in the same way that you made the holes in the wheels, by burning the wood.

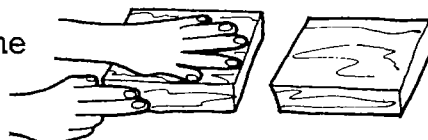


■ Now put the pins in the holes to hold the four wheels in place.



What you need to make hand pads

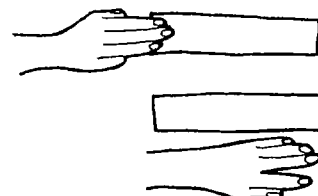
■ You will need two blocks of wood, each the size of the person's hand. They should be as thick as two fingers.



■ You will need two pieces of rubber, the same size as the blocks of wood.



■ You will need two straps of leather or rubber, which are as long as your hand. They should be three fingers wide.



■ You will also need nails and glue.

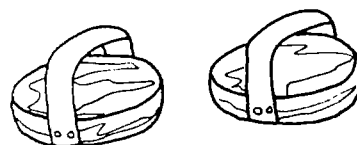


How to make hand pads

■ First cut the blocks of wood in a shape that the person can hold easily.



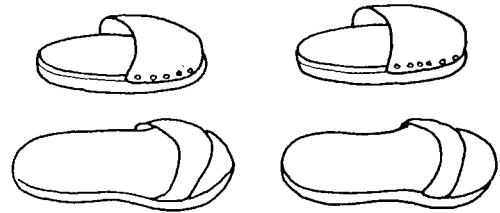
Smooth the wood and fix a strap of leather or rubber to each block so that the person can hold the block easily.



- Put the pieces of rubber on the bottom of each block. These will keep the pads from slipping.



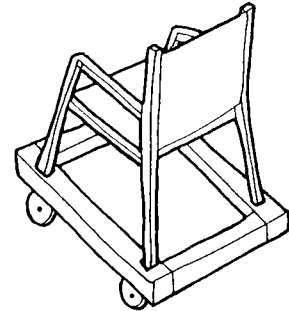
- Or the person can use slippers as hand pads.



Other ways for the person to move around

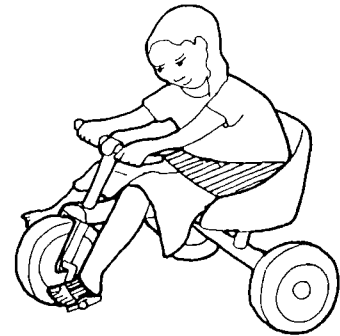
- Instead of making a trolley for the person to use to move around, you can make a wheelchair.

One way to make a wheelchair is to make a wooden base with four wheels. Then fix a chair to the base to make the wheelchair.

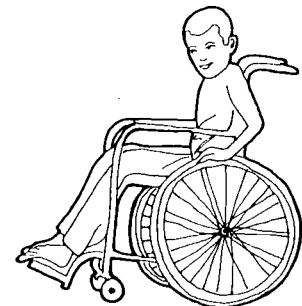


- Some children who cannot walk may be able to ride on a tricycle.

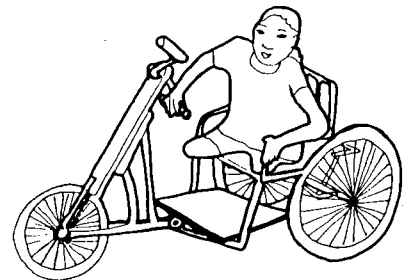
If the child you train cannot control his or her body very well, try training him or her to move around on a tricycle.



- Some people are able to move around on a wheelchair as shown in the picture.



- Some people who cannot use their legs, but who have strong arms can move around using a chair on three wheels. The front wheel of this chair is connected to a handle which the person turns with one hand.

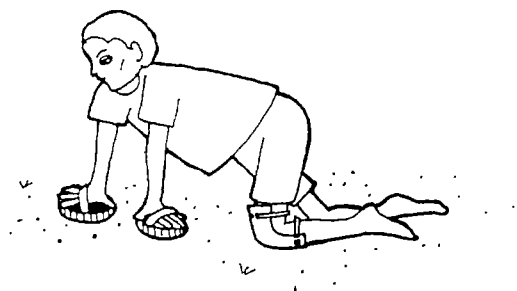


Training Leaflet 5

How the person can move by crawling

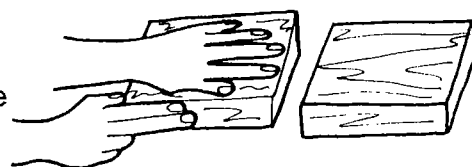
■ If the person cannot move by walking, he or she may move by crawling. If the person crawls, the hips and knees may be bent most of the time during the day. Tell the person to sit with the knees straight during the day. Also tell the person to sleep with the hips and knees straight at night.

■ If the person moves around by crawling, make hand and knee pads to protect the person's hands and knees from rubbing on the ground and becoming sore.



What you need to make hand pads

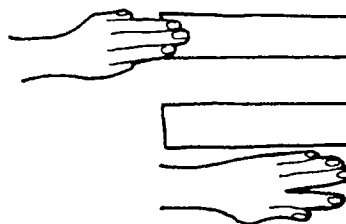
■ You will need two blocks of wood, each the size of the person's hand. They should be two fingers thick.



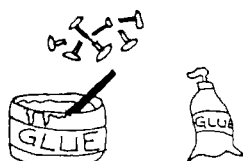
■ You will need two pieces of rubber, each the same size as the blocks of wood.



■ You will need two straps of leather or rubber that are as long as your hand. They should be three fingers wide.

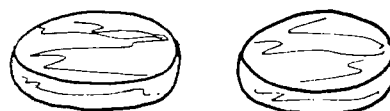


■ You will also need nails and glue.

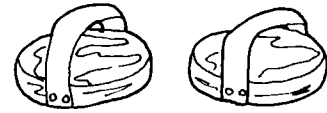


How to make hand pads

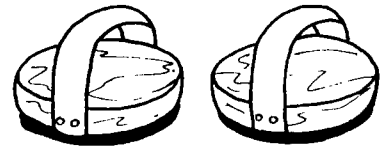
■ First cut the blocks of wood in a shape that the person can hold easily.



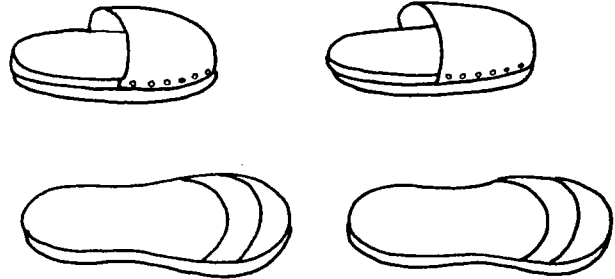
Smooth the wood and fix a strap of leather or rubber to each block so that the person can hold it easily.



■ Put the pieces of rubber on the bottom of each block. These will keep the pads from slipping.

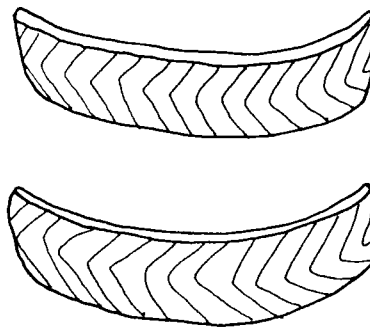


■ Or the person may use slippers as hand pads.

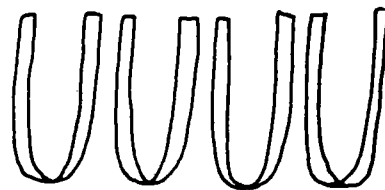


What you need to make knee pads

■ You will need two pieces of tyre rubber or leather.

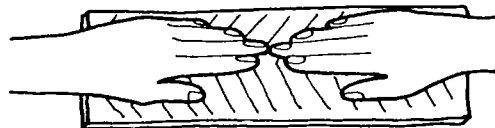


■ You will need four long pieces of cloth or soft leather to make straps.



How to measure for knee pads

■ The pads should be two hands long.

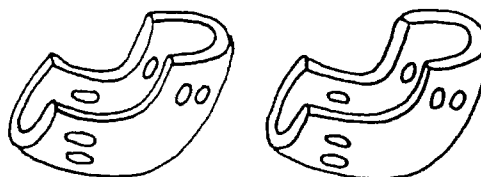


- The pads should be wide enough to cover the front of the person's knee.



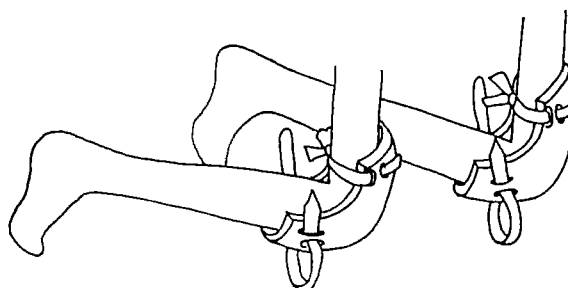
How to make knee pads

- Make four holes at each end of the pieces of tyre rubber or leather. Put the straps through the holes.



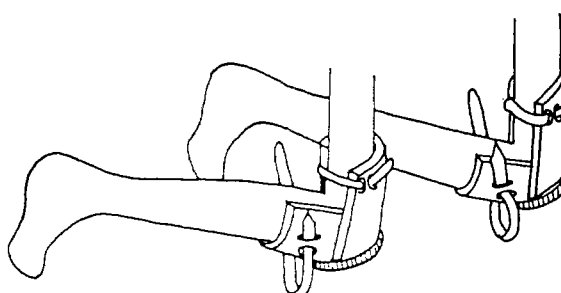
How to put on knee pads

- Put the middle of the pad over the middle of the person's knee. Tie the straps above and below the knee as shown in the picture.



Another way to make knee pads

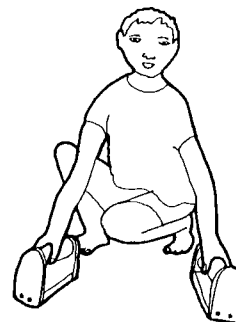
- You can also make knee pads from wood and leather or rubber.



Training Leaflet 6

How the person can move by crouching

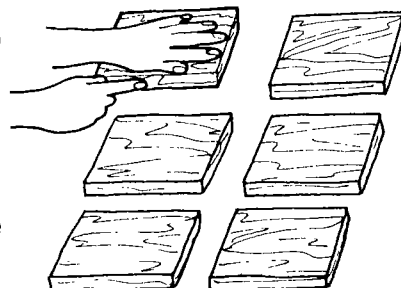
■ If the person cannot move by walking, he or she may move by crouching. If the person moves in this way, the hips and knees may be bent most of the time during the day. Tell the person to sit with the knees straight during the day. Also tell the person to sleep with the hips and knees straight at night.



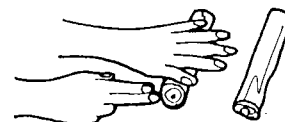
■ If the person moves by crouching, make hand-holds to protect the person's hands.

What you need to make hand-holds

■ You will need six pieces of wood, each the size of the person's hand. The wood should be one finger thick.



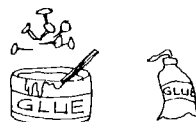
■ You will need two pieces of wood for handles. Each of them should be two fingers thick and as long as the width of the person's hand. You can cut these from a strong tree branch.



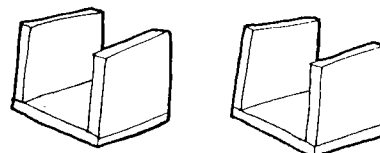
■ You will need two pieces of rubber, the same size as the pieces of wood, and nails and glue.



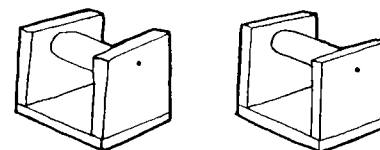
How to make hand-holds



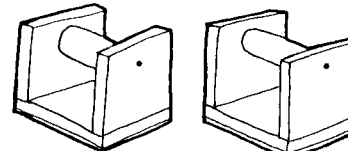
■ Use one piece of wood for the base and two pieces for the sides of each hand-hold.



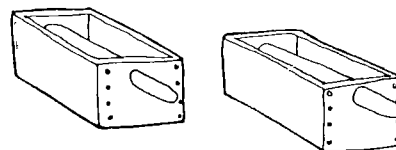
Fix two sides to each base with nails.



■ Fix the handles in place with nails.



■ Fix a piece of rubber to the bottom of each base to keep the hand-holds from slipping.



■ You can also make a hand-hold by putting a wooden stick through holes in each end of a small wooden box.

Training Leaflet 7

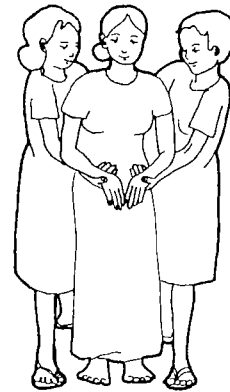
How the person can walk with two helpers

How to help the person stand up from sitting in a chair

- The two helpers stand on either side of the person.
- Each helper holds the person with one arm around the back. With the other arm, each helper holds the person under his or her bent elbow, forearm, and hand.
- The person puts his or her feet flat on the ground and leans forward.

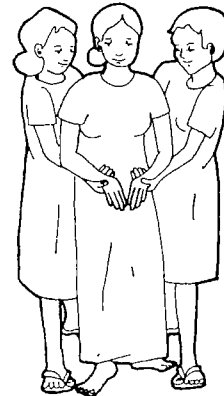


- Then the person stands up with the aid of the helpers.

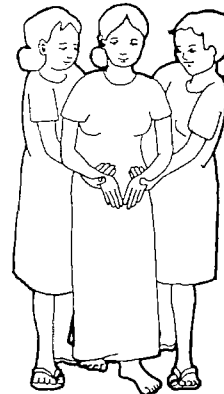


How the person can walk with two helpers

- The helpers stand on each side of the person. Each helper holds the person with one arm around the person's body and the other arm under his or her bent elbow, forearm, and hand.
- The person first moves the stronger leg and then the other leg forward.
- The helpers move forward with the person as he or she walks.



- Walk with the person several times each day. Ask the person to try to walk with less help each day. Then ask the person to try to walk with the help of one person.



Training Leaflet 8

How the person can walk with one helper

How to help the person stand up from sitting in a chair

- The helper stands on the weaker side of the person.
- The helper bends his or her hips and knees to lean forward.
- The helper holds the person with one arm around his or her back. With the other arm the helper holds the person under his or her bent elbow, forearm, and hand.
- The person puts his or her feet flat on the ground and leans forward.
- The person then stands up with the helper.



How to help the person walk

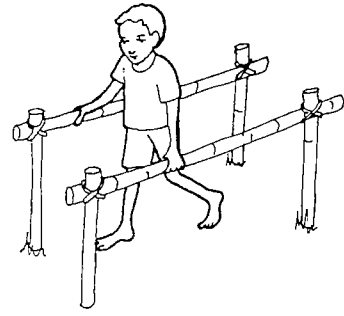
- The helper holds the person with one arm around the person's body and the other arm under the person's bent elbow, forearm, and hand.
- The person first moves the stronger leg and then the other leg forward.
- The helper moves forward with the person as he or she walks.
- If the person cannot move his or her weaker leg the helper must move this leg forward by pushing it.
- Walk with the person several times each day.
- Ask the person to try to walk with less help each day. Then ask the person to try to walk without help.



Training Leaflet 9

How the person can walk using two bars

■ The person can walk by using two bars as shown in the picture.



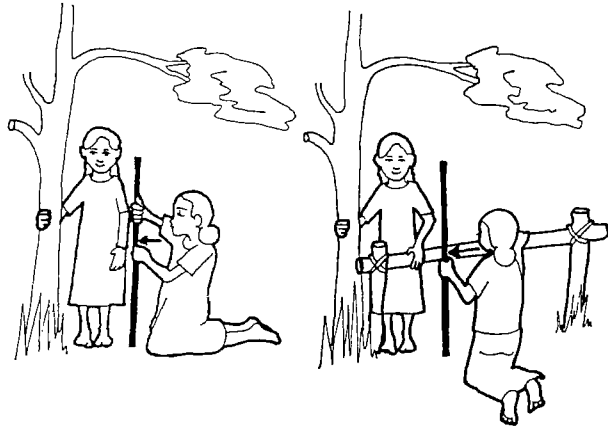
How to measure for the bars

■ The person stands up holding on to a tree or a wall with one hand. The other arm is by the side.

■ You then hold a long, thin stick at the person's side.

■ Mark the stick at the level of the person's wrist.

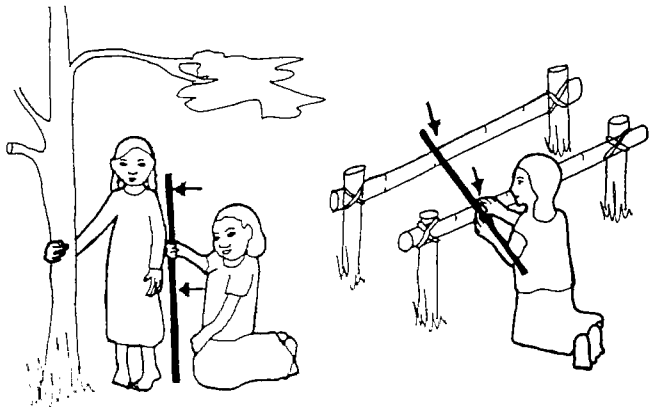
■ This point marks the height that the walking bars will be.



■ Now use the stick to measure the length of the person's arm.

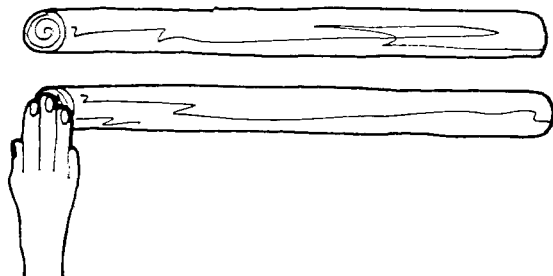
■ The bars should be as far apart as the length of the person's arm.

■ Make the bars as long as you like, according to how much space you have in the house or the yard.

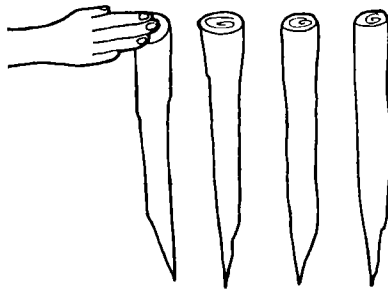


What you need to make the bars

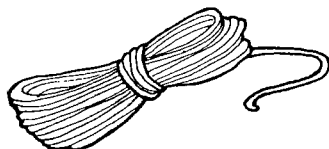
■ You will need two poles as long as the bars will be. You can use bamboo or tree branches as poles. They should be at least three fingers thick and strong enough to hold the person's weight.



■ You will need four posts to fix the poles to. If you want the bars to be very long, you will need six posts or more. The posts should be at least three fingers thick. You may use strong wood or tree branches as posts. Or you may use trees as posts.



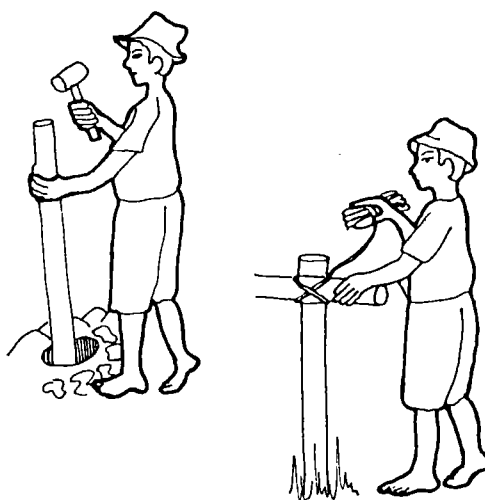
You will need rope to tie the bars to the posts.



How to make the bars

■ First dig deep holes to put the posts in the ground along the path where the bars will be. Push the posts all the way down into the deep holes.

■ Tie the poles to the posts to make the bars. Put the rope in water first and use wet rope to tie the bars. Then when the rope dries it will hold the poles well.



How to teach the person to stand between the bars

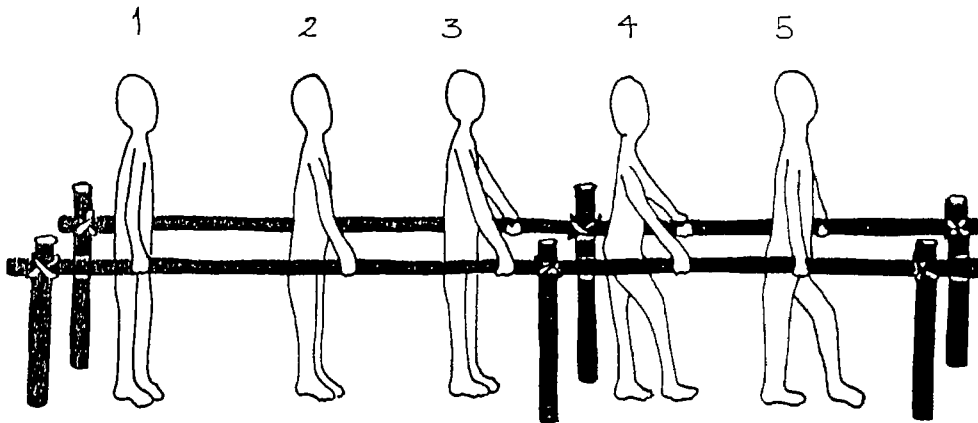
■ First make sure that the walking bars are strong enough. Push down on them to see if they can take your weight.

■ Then teach the person to stand holding on to the bars. The person should push down on the bars so that they take some of the person's body weight.



How to teach the person to walk between the bars

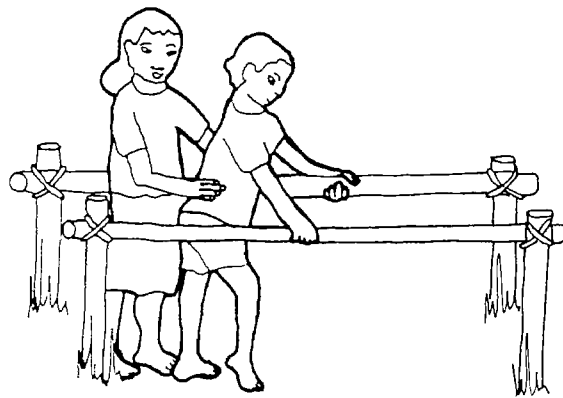
1. The person stands holding on to the bars.
2. The person moves one arm forward on one bar.
3. Then he or she moves the other arm forward on the other bar.
4. Next the person moves the weak or painful leg forward.
5. Then he or she moves the other leg forward.



■ Teach the person to repeat this, first moving each arm and then each leg.

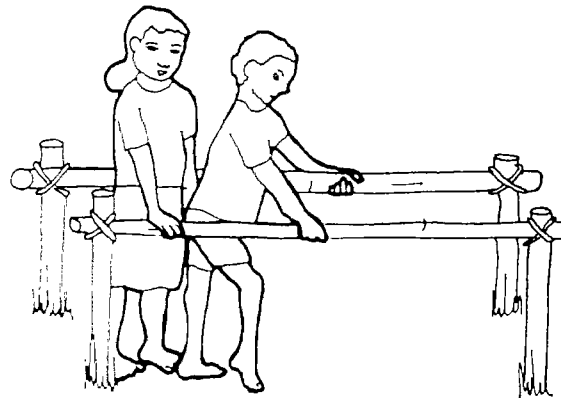
■ When the person first starts walking using the bars, you may need to support him or her.

You can do this by standing behind the person and holding his or her waist.



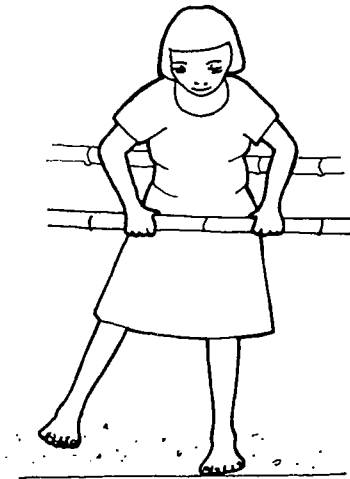
■ The person may need a splint for the knee or the ankle. Speak to your Local Supervisor about this.

■ You may need to support the person when he or she is using the bars. If so, try to let the person walk more and more without your help. Gradually give less support until the person can walk without your help.

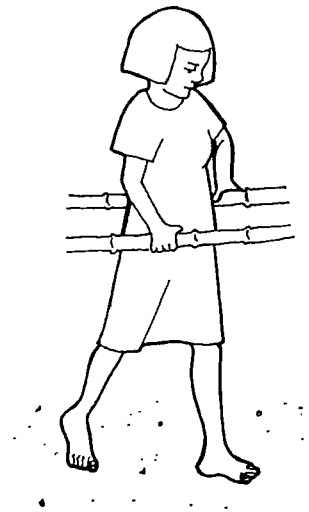


■ Then ask the person to do these activities in the bars:

Walk sideways.



Walk backwards.



Stand on one leg and hold on to one bar with the opposite hand.

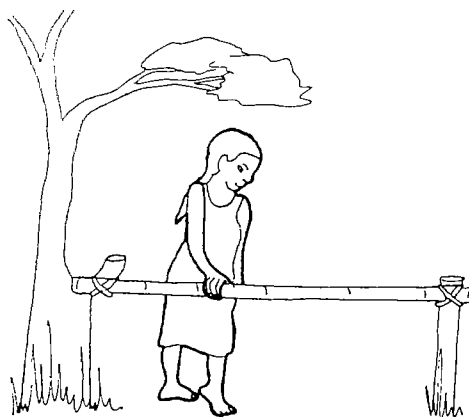


■ When the person is able to do these activities easily, he or she can try to walk using only one bar.

Training Leaflet 10

How the person can walk using one bar

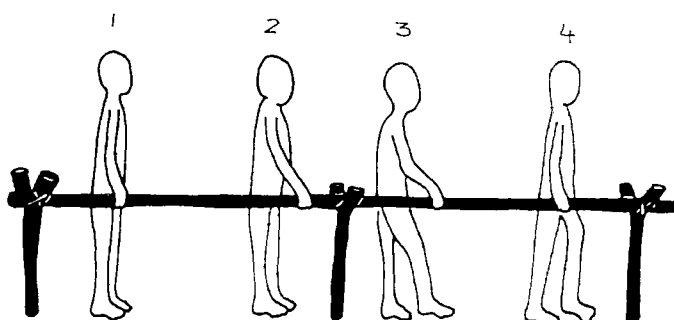
■ If the person you train does not need two bars, train the person to walk holding only one bar. Put the walking bar along a path that the person uses. It may be helpful to put it inside the home, in the yard, or along the path to the latrine.



■ Make the one walking bar in the same way as shown in Training Leaflet 9 for making two bars.

How to teach the person to walk using one bar

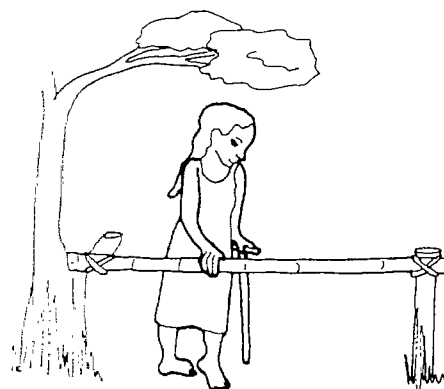
1. The person stands holding on to the bar, pushing down with one hand.
2. Then the person moves the arm that is holding the bar forward.
3. Next the person moves the weak or painful leg forward.
4. Then he or she moves the other leg forward.



■ Teach the person to repeat this, first moving forward the arm and then each leg.

■ If the person needs more support, he or she can lean on a stick held in the hand which is not holding the bar. Or if there is a wall close by the person can put the free hand on the wall for support.

■ The person may need a splint for the knee or the ankle. Speak to your Local Supervisor about this.



Training Leaflet 11

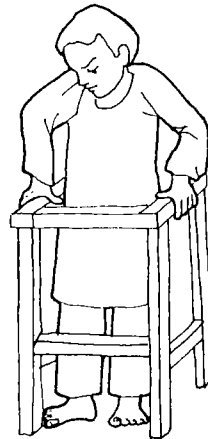
How the person can walk using a frame

■ Frames can be different heights according to how much support a person needs.

■ If the person you train needs support for the upper part of the body, then the frame must be tall. It must be tall enough for the person to rest the forearms on top of the frame while holding it.



■ If the person does not need support for the upper part of the body, make the frame shorter. Then the person can lean on the top of the frame with the hands.



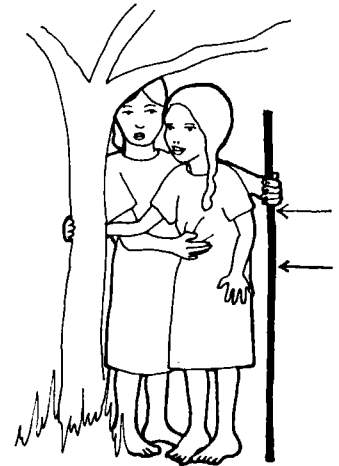
How to measure for the frame

■ First the person stand up holding on to a tree or wall with one hand. The other arm is by the side.

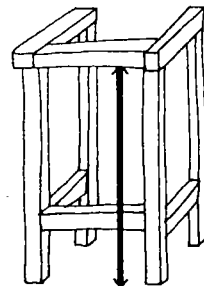
■ Then you hold a long, thin stick at the person's side.

■ If you are making a tall frame, mark the stick at a point about halfway between the person's armpit and waist.

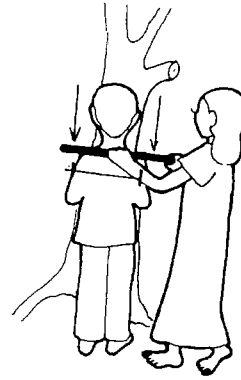
■ If you are making a short frame, mark the stick at the level of the person's wrist.



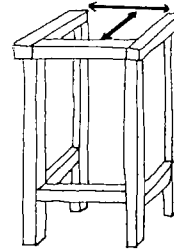
■ This point marks the height that the frame will be.



■ Now measure the distance between the person's shoulders with the stick.

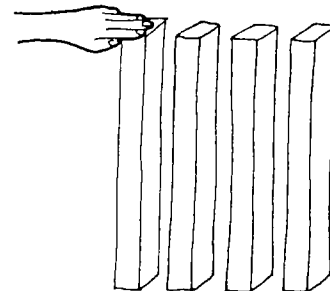


■ The inside of the frame should be as wide and as deep as this distance; it will be a square with one side missing.

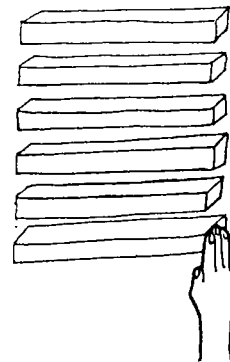


What you need to make a wooden frame

■ You will need four pieces of wood as high as the frame will be.



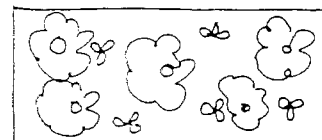
■ You will need six pieces of wood as long as the width of the frame. The wood should be three fingers thick and very strong. You can use tree branches for this.



■ You will need screws and glue.



■ You will need cloth to make padding.

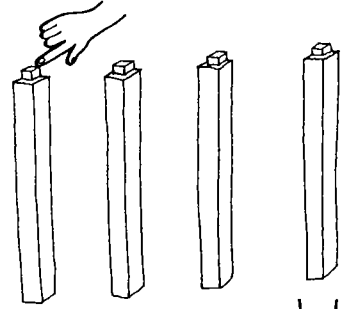


■ You will need four small pieces of rubber for the ends of the legs of the frame.

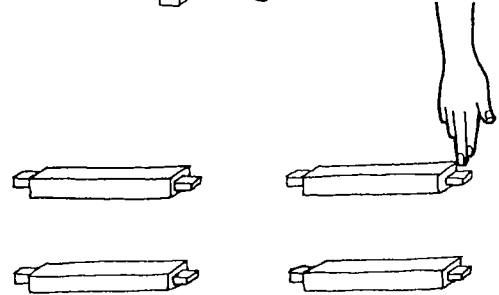


How to make a wooden frame

■ Take the four long pieces of wood. Cut each piece out at one end to make a square-shaped peg. The peg should be the thickness of one finger.

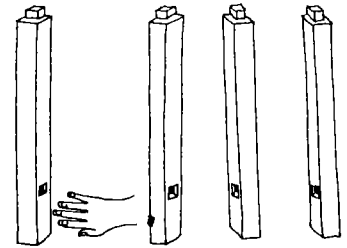


■ Take four short pieces. Cut a piece of wood away at one end. The piece you cut off should be two fingers in width. Cut each out at both ends to make square-shaped pegs as you did for the long pieces.



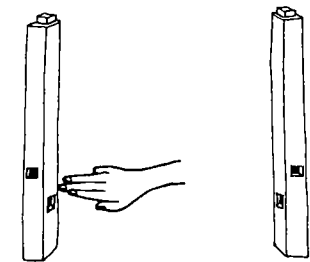
■ At the lower end of each of the four long pieces mark a point the width of your hand from the ground.

Make holes at these points. Make the holes so that the pegs of the short pieces will fit into them.



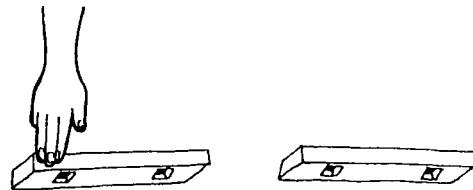
■ On two long pieces mark a point three fingers above the level of the holes you made. Mark these points on one side of the long piece only. Mark each point on a side next to the one in which you made the first holes. Look at the picture to see how this is done.

Make holes at these two points into which the pegs will fit.



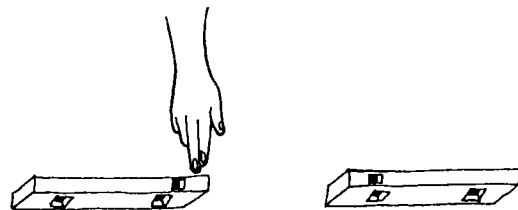
■ Take the two short pieces of wood that you have not yet used. In each of them make 2 holes.

The pegs of the long pieces will fit into these holes. Make the holes three fingers from the edge of the wood.



■ Take the two short pieces in which you made holes. Make two more holes as in the picture. Make each hole two fingers from the edge of the wood.

Make the holes so that the pegs of the short pieces will fit into them.



- Make one side of the frame by joining two long pieces with two short pieces.

Put one short piece with pegs into the lower holes of two long pieces.

Put one short piece with holes across the top.

- Join the other two long pieces in the same way using two short pieces. This makes the other side of the frame.

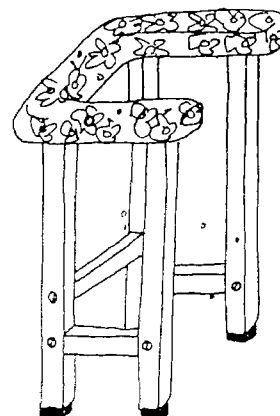
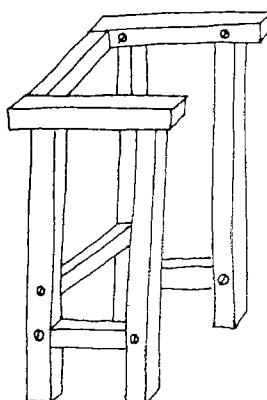
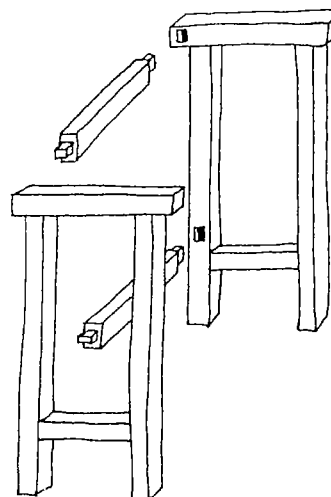
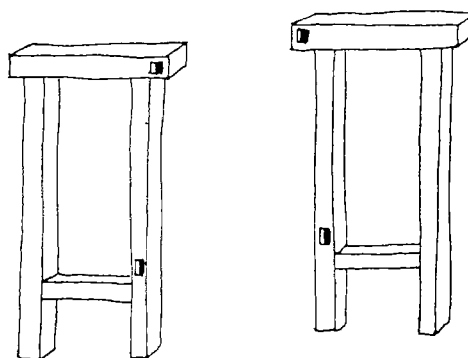
- You now have two short pieces with pegs left over. Fit these into the two sides of the frame as shown in the picture. Fix together using glue.

- Put in screws to keep the pegs in place.

- Make the top part of the frame smooth so that it will not hurt the person's hands.

Or you can wrap a piece of cloth around this part of the frame so that it will be easier for the person to hold.

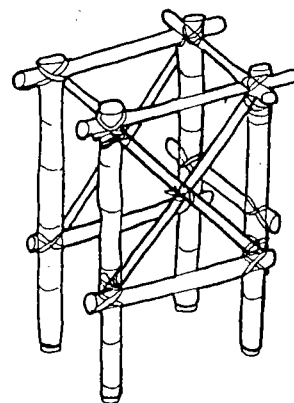
- Fix pieces of rubber to the bottom of the legs of the frame so that it will not slip.



A frame made of bamboo

■ You can also make a frame of bamboo. To do this, tie together bamboo in the form of a frame with strong rope.

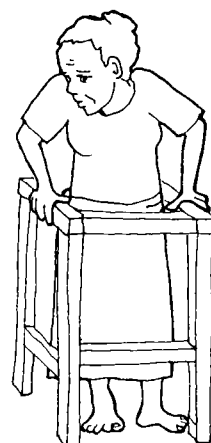
First put the rope in water and use the wet rope to tie the bamboo. Then when the rope dries it will hold the bamboo firmly together.



How to teach the person to stand using a frame

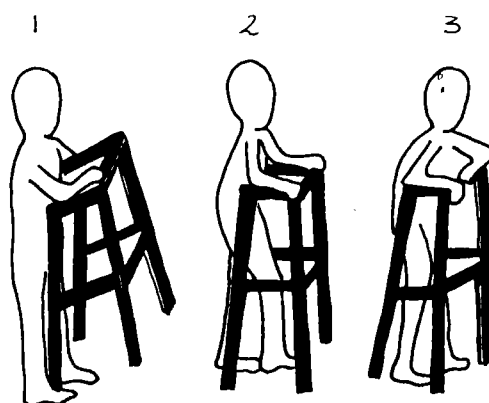
■ The person stands holding the top of the frame. His or her feet must be placed in the middle of the frame.

The person leans forward on the frame so that the frame holds some of the person's body weight.



How to teach the person to walk using a frame

1. First the person moves the frame forward by lifting or by pushing it.
2. Then he or she moves the weak or painful leg forward.
3. Then he or she moves the other leg forward.



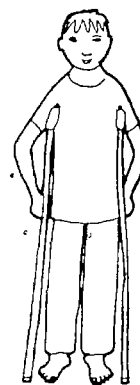
■ Teach the person to repeat this, first moving the frame and then each leg forward.

■ The person may need a splint for the knee or the ankle. Speak to your Local Supervisor about this.

Training Leaflet 12

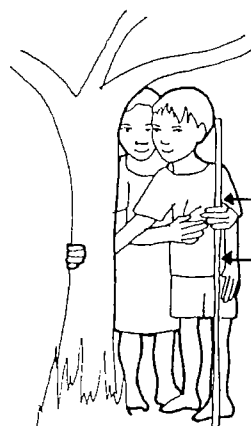
How the person can walk using two crutches

- The person can walk using two crutches as shown in the picture.



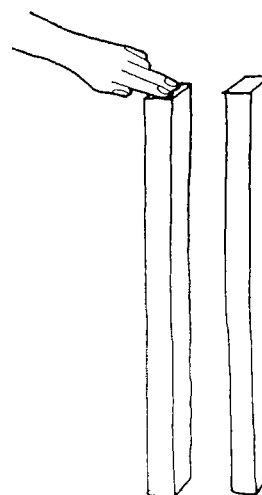
How to measure for the crutches

- First the person stands up holding on to a tree or wall with one arm. The other arm is by the person's side.
- Then you hold a long stick against the person's side.
- Put two fingers below the armpit of the person and mark the stick at this point. This point marks how long the crutches will be.
- Then mark the stick at the level of the person's wrist. This will be the place for the piece of wood for the person's hand.

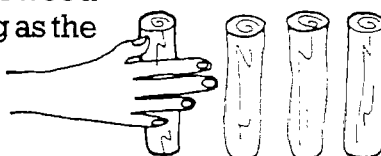


What you need to make the crutches

- You will need two pieces of wood that are as high as the crutches and as thick as two fingers.



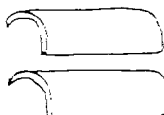
- You will need four round pieces of wood that are two fingers thick and as long as the width of your hand.



- You will need screws and glue.



- You will need cloth or soft rubber for padding.



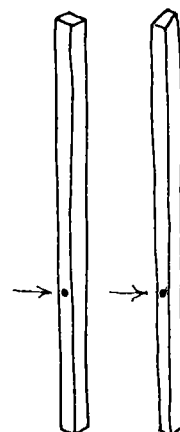
- You will need two pieces of rubber for the bottom of the crutches.



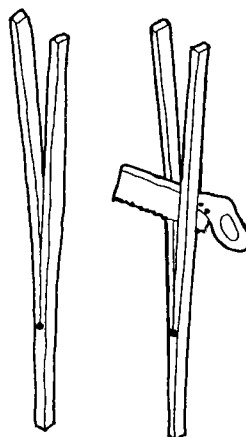
How to make crutches

■ Each long piece of wood is to make one crutch. On each of the long pieces of wood, mark a point at one-third of its length from the ground up.

■ Make a hole through the wood at this point. The hole should be the size of your little finger. Make very sure that you make the hole in the centre of the piece of wood.

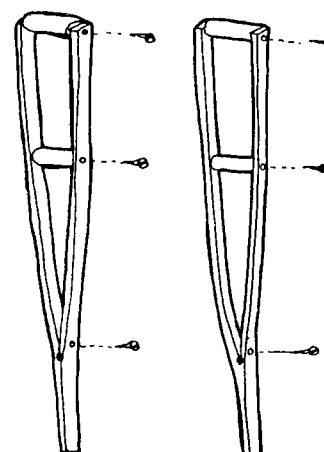


■ Split each piece of wood from the top down to the point that you have marked.



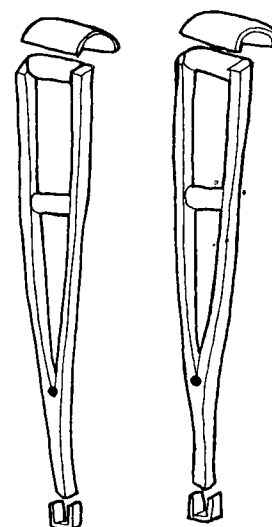
■ Now put two short pieces of wood in each crutch. One piece goes at the mark you have made for the position of the hand. The other piece goes at the top of the crutch inside the split wood.

■ Screw these in place. Also put a screw just above the point where the split in the wood ends. This will prevent the crutch from breaking.



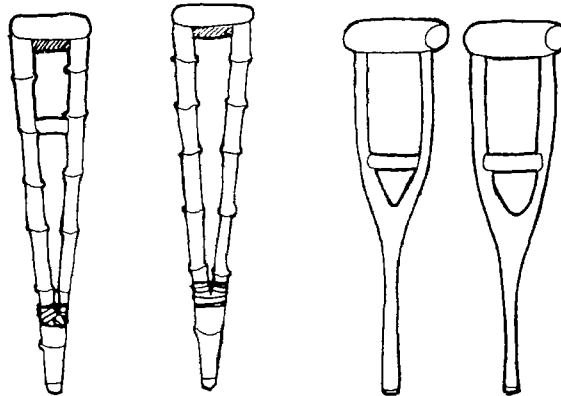
■ Fix cloth or soft rubber on to the top piece. This is padding for the sharp edges to prevent the crutch from hurting the person.

■ Fix a piece of rubber to the bottom of each crutch to prevent it from slipping.



How to make crutches from bamboo or tree branches

- You can also make crutches from bamboo or tree branches.

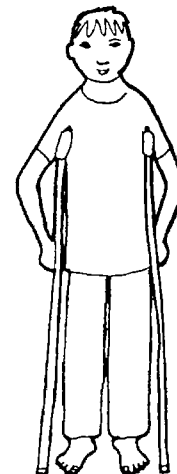


How to teach the person to stand using two crutches

- The person must hold the crutches at the lower bar. The elbows should be slightly bent.



- The person must press the upper bar against the chest and not into the armpits.



■ The bottom of the crutches should be on the ground, a little in front and to the side of the toes.

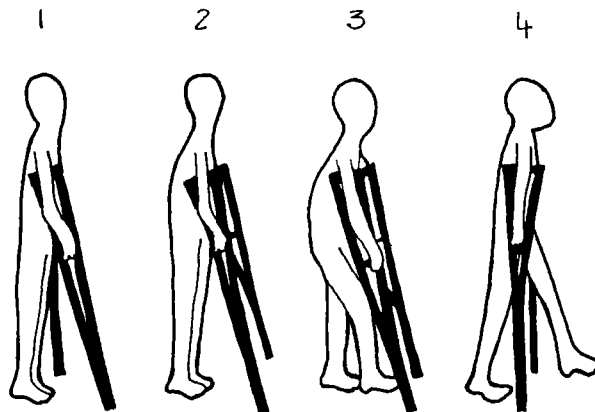
■ The person should lean forward on the crutches, putting his or her weight on the hands and not on the top bar of the crutches.

When the person is standing, he or she should always push down on the crutches for support.



How to teach a person to walk using two crutches

1. The person moves one crutch forward.
2. Then he or she moves the other crutch forward.
3. Next the person moves the weak or painful leg forward.
4. Then he or she moves the other leg forward.



■ Teach the person to repeat this, first moving each crutch forward and then each leg.

■ The person may need a splint for the knee or the ankle. Speak to your Local Supervisor about this.

How the person can walk using a long pole

■ Instead of crutches the person may find it easier to use a long pole for moving around.



Training Leaflet 13

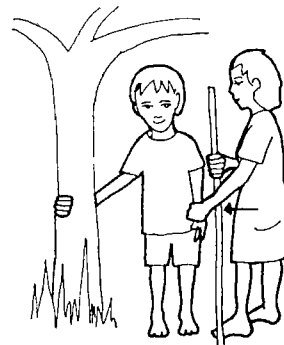
How the person can walk using two sticks

- The person can walk using two sticks as shown in the picture.



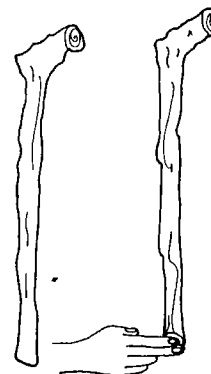
How to measure for the sticks

- First the person stands up holding on to a tree or wall with one hand. The other arm is by the person's side.
- Then you hold a long, thin stick against the person's side.
- Mark the point on the stick which is at the level of the person's wrist. This point marks how long the sticks will be.



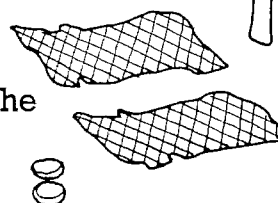
What you need to make the sticks

- You will need two strong tree branches shaped like this. The branches should be as long as the distance you measured above. The branches should be two fingers thick. They must be strong enough to hold the person's weight.

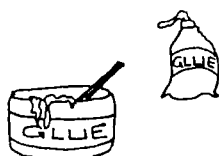


- You will need cloth for the handles.

- You will need two pieces of rubber for the bottom of the sticks.



- You will need glue.

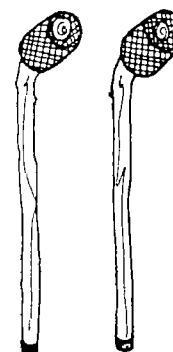


How to make the sticks

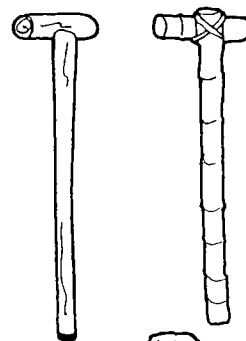
- First smooth the ends of the sticks that will be the handles so that the wood will not hurt the person's hands.

Or wrap pieces of cloth around the handles to make them easier for the person to hold.

- Fix the pieces of rubber to the bottom of the sticks so that they will not slip.

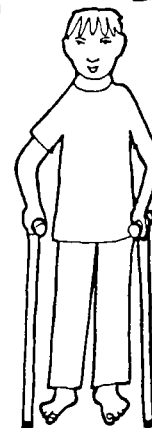


- You can also make sticks from strong wood or bamboo.



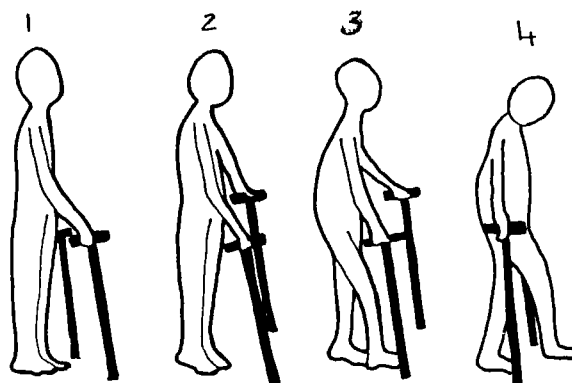
How to teach the person to stand using two sticks

- The person holds one stick in each hand so that the ends of the sticks are on the ground a little in front of and to the side of the toes.
- The person should push down on the sticks so that they hold his or her weight at all times.



How to teach the person to walk using two sticks

1. The person moves one stick forward.
2. Then he or she moves the other stick forward.
3. Then he or she moves the weak or painful leg forward.
4. Then he or she moves the other leg forward.



- Teach the person to repeat this, first moving each stick and then each leg forward.
- The person may need a splint for the knee or the ankle. Speak to your Local Supervisor about this.

Training Leaflet 14

How the person can walk using one stick

■ If the person you train does not need the support of two sticks, you may be able to train the person to walk using just one stick. The way to make sticks is described in Training Leaflet 13.

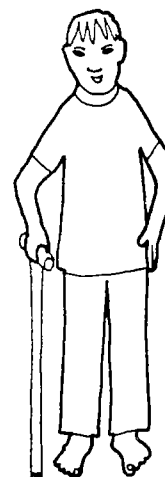


How to teach the person to stand using one stick

■ The person stands holding the stick in the hand on his or her stronger side.

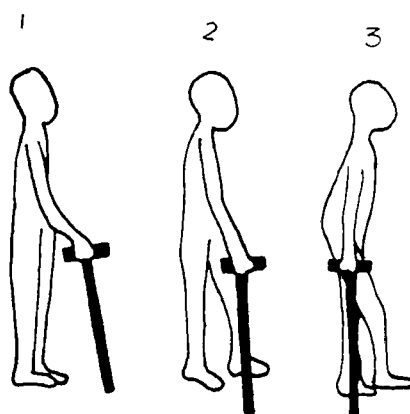
■ He or she puts the end of the stick a little in front of and to the side of the toes.

■ The person should push down on the stick at all times so that it holds some of the person's body weight.



How to teach the person to walk using one stick

1. The person moves the stick forward.
2. Then he or she moves the weaker leg forward.
3. Next the person moves the other leg forward and puts it in front of the weaker leg.



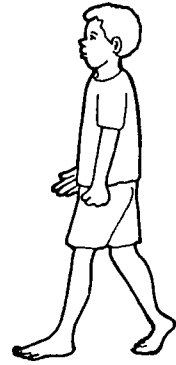
■ Teach the person to repeat this, first moving the stick and then each leg.

■ The person may need a splint for the knee or the ankle. Speak to your Local Supervisor about this.

Training Leaflet 15

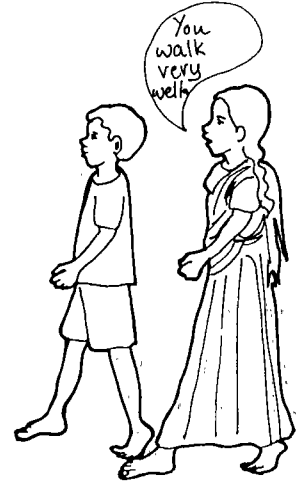
How the person can walk without help

■ If the person you train has no weakness of the body or legs, you may be able to train him or her to walk without help.



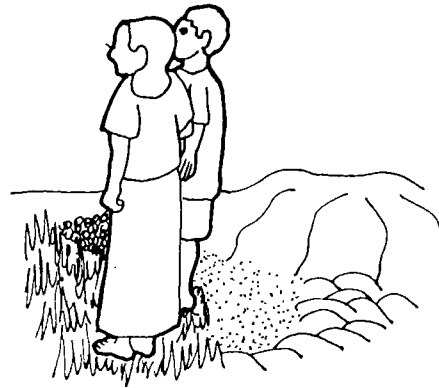
How to train the person to walk without help

■ Stand close to the person as he or she is walking. Talk with the person as you walk together. Count as you walk and teach the person to move a foot each time you count.



■ When you feel that the person is trying hard or is walking well, tell him or her. Show the person that you are pleased. This will encourage him or her to keep trying.

■ Walk together inside the home and in the yard. Walk on different types of ground. Walk on sandy, grassy, hilly, or uneven ground.



■ Take the person for walks around the village.

■ Take the person for walks as often as possible. Little by little, increase the distance you walk. Little by little, walk faster.

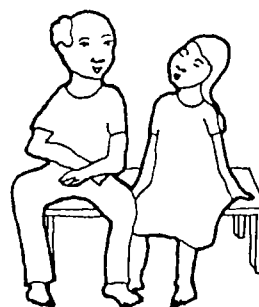


At the same time, make sure that the person does not get tired.

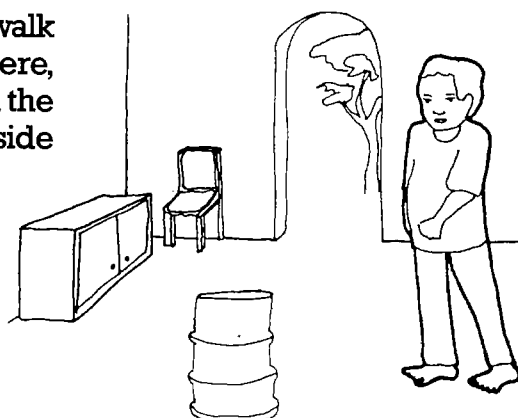
■ There may be times when the person needs help when walking. Ask the person to hold your elbow when he or she needs help.



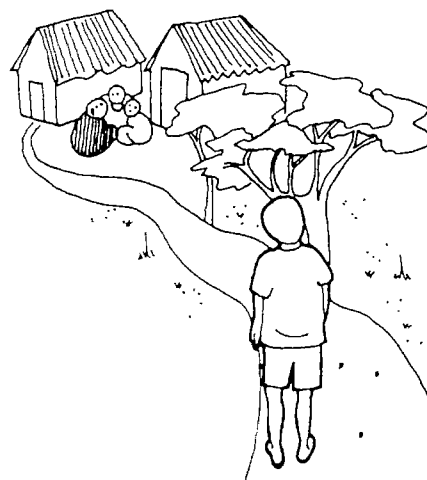
■ There may be times when the person needs to rest from walking. Then you should sit down and stop for a while. When the person has rested, continue walking together.



■ When you think that the person can walk without help and without you being there, tell the person to try to walk alone. Tell the person to begin trying to walk alone inside the home.



■ When he or she can do this, tell him or her to try to walk alone outside the home. The person should begin with a short distance and gradually increase the distance until he or she can walk longer distances.



Tell the person to visit neighbours and friends or go to meetings and religious places by himself or herself.

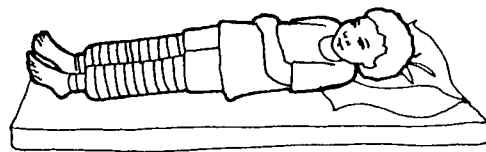
Training Leaflet 16

How to make a splint for the knee

■ The person's knee may bend forward when he or she stands. Or the knee may bend too far backward when the person stands. Then the knee is not in a good position for walking.

If the person's knee is not in a good position when he or she walks, make a splint to support the knee.

■ Make splints for a person's knees if the person sits or crawls during the day and cannot keep the knees straight at night. The person can wear the splints at night to prevent the knees becoming stiff in the bent position.



How to measure for the splint

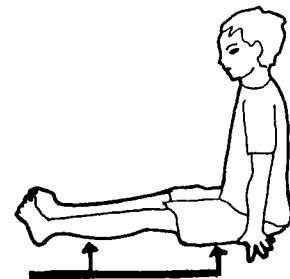
■ The person first sits with the knees straight.

■ Then you hold a long, thin stick next to the person's leg to measure for the length of the splint.

■ Place one end of the stick at the point which is halfway between the knee and the person's buttock.

■ Then mark the stick at the point which is halfway between the person's knee and heel.

■ The splint must be as long as the distance between these two points. If the splint is shorter than this it will not support the knee.

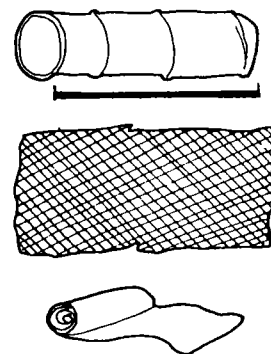


What you need to make the splint from bamboo

■ You will need a piece of strong bamboo which is as long as the splint will be.

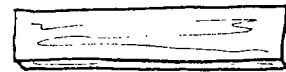
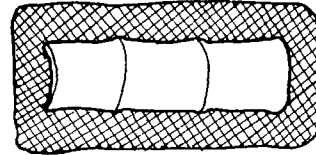
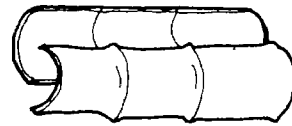
■ You will need a piece of cloth to cover the bamboo.

■ You will need bandages or cloth to hold the splint on the leg.



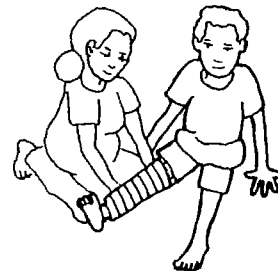
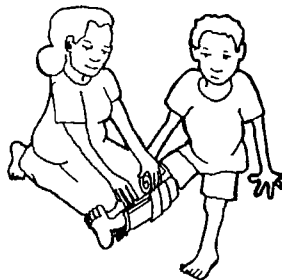
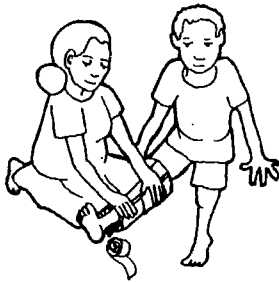
How to make the splint

- Split the bamboo into two pieces along its length.
- Smooth the bamboo on the inside. Cover the inside with the cloth.
- You can make the splint from wood instead of bamboo.
- If the person is a child, you can use very thick layers of paper, such as newspapers instead of bamboo or wood to make the splint.



How to put on the splint

- Put on the splint so that the middle of the splint is behind the middle of the person's knee.
- Wrap the bandages or cloth around the knee and the splint to hold the splint well against the leg, without being too tight.



- Make splints for both knees if necessary.



- Teach the person to put the splint on and to take it off without help.

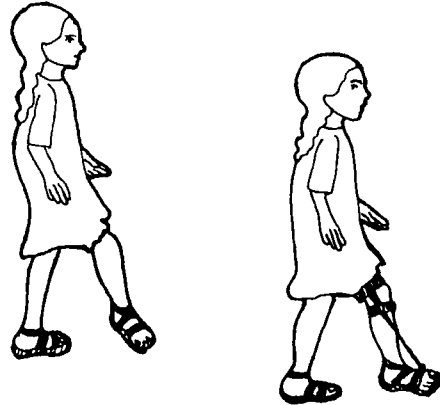
- Teach the person to walk using the splint.



Training Leaflet 17

How to make a splint for the foot

■ The person's foot may drag on the ground when he or she walks. Make a splint for the person to wear when walking so that the foot will not drag on the ground.

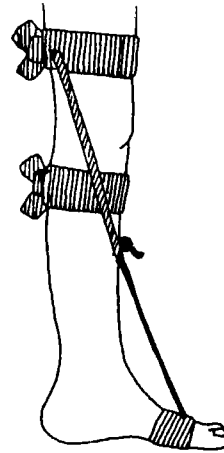


How to wear the splint

■ Tie two wide straps firmly on the leg. Tie one above the knee and the other below. A narrow piece of cloth holds the two straps together.

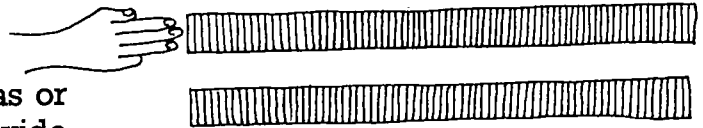
■ Put a strap around the foot. The strap has a piece of string or elastic sewn to it. The string should be on the middle of the person's foot.

■ Tie the other end of the elastic to the narrow piece of cloth which holds the straps together.



What you need to make the splint

■ You will need two straps of canvas or thick cloth which are three fingers wide and long enough to tie around the leg.



■ You will need a strap of canvas or thick cloth which is two fingers wide. It should be as long as the straps which are tied around the leg.



■ You will need a strap of canvas or thick cloth that will fit around the person's foot. It should be three fingers wide.



■ You will need a piece of string or elastic which is the length of the person's leg from the knee to the ground.

■ You will need a needle and thread.

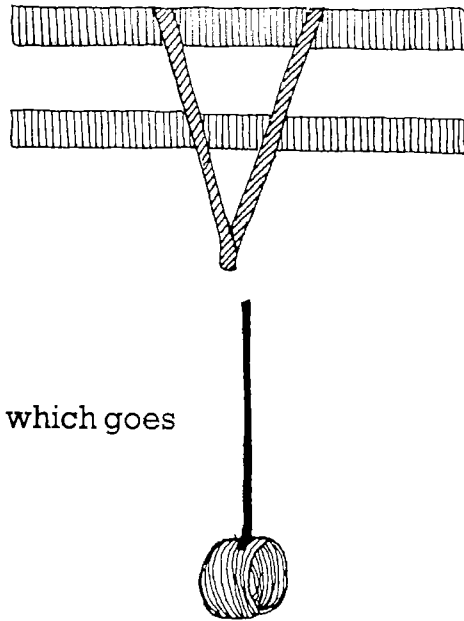


How to make the splint

■ Put the two wide straps flat on the ground or on a table. The distance between them should be the length of your hand.

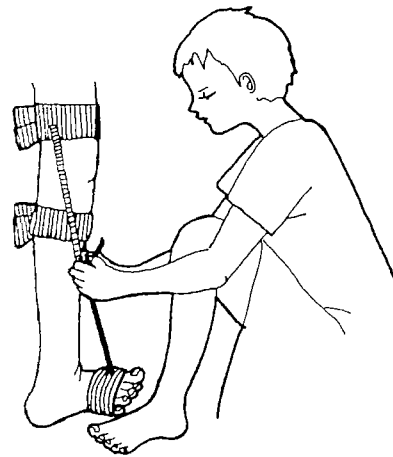
■ Fold the narrow strap in two. Fix this strap to the wide straps so that it will lie on each side of the knee, as shown in the drawing.

■ Fix the piece of string or elastic to the strap which goes around the foot.



■ If the person does not wear shoes or sandals, make a strap to go around the person's foot. If the person wears shoes or sandals, the strap can go around them.

When the person puts on the splint, tie the string to the narrow strip. Tie the string so that it will hold the person's foot up when he or she walks.



■ Make splints for both feet, if necessary.



■ Teach the person how to tie on the splint. Put the strap around the foot. Fix the string to the narrow strap.

■ Teach the person to take off the splints without help.



■ Walk with the person. Find out if he or she has difficulty using the splint. If the person has difficulty walking he or she may need to use sticks. Talk to your Local Supervisor about it.

Training Leaflet 18

How to make a shoe raise

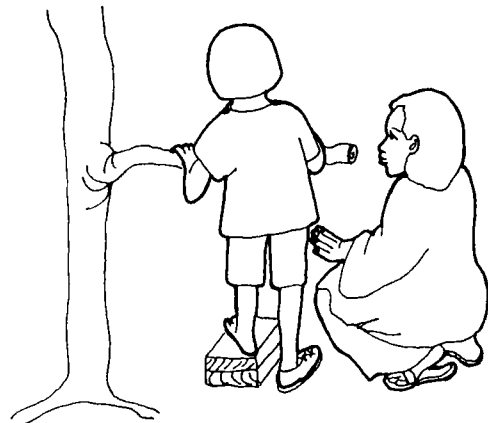
■ One of the person's legs may be shorter than the other. Make a raise for the shoe that the person wears on the foot of the shorter leg.



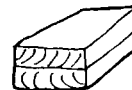
How to measure for the shoe raise

■ First the person stands up holding on to a tree or wall.

■ Put pieces of flat wood under the foot of the shorter leg until the person is able to stand up perfectly straight.



■ Now measure carefully the pieces of wood that you put under the foot. You will need to know exactly how high they are. This will be the height of the shoe.



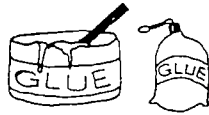
What you need to make the shoe raise

■ You will need a piece of cork or light wood. Make this the same width, length, and shape as the bottom of the person's shoe.



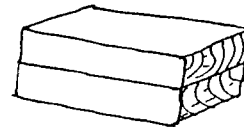
■ You will need a thin piece of rubber in the same shape as the cork or light wood.

■ You will need glue.



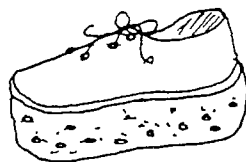
How to make the shoe raise

■ Cut the cork or light wood to make it the correct height.

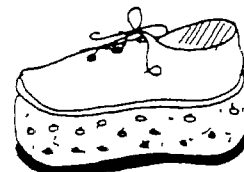


Shape the raise to the bottom of the shoe.

■ Fix the raise to the shoe.



■ Fix the rubber to the bottom of the raise. This prevents the shoe from slipping.



■ Teach the person to walk using the shoe raise.

Results

After you have used the 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 the home or village without the help of another person, or if the person walks without a person or support (except a splint or a shoe raise). Put the date in the box beside "With bars, frame, crutches, or cane" if the person walks using one of these aids. Put the date in the box beside "With help of a person" if the person moves around or walks with help from another person. Put the date in the box beside "Not at all" if the person does not move around or walk in the house or the village.

<p>Moves inside the home? (including walking, crouching, crawling, or using trolley)</p>	<p>Alone</p> <p>With help of a person</p> <p>Not at all</p>	<div style="text-align: right;"> <div style="border: 1px solid black; width: 80px; height: 30px; margin-bottom: 10px;"></div> <div style="border: 1px solid black; width: 80px; height: 30px; margin-bottom: 10px;"></div> <div style="border: 1px solid black; width: 80px; height: 30px;"></div> </div>
<p>Moves around the village? (including walking, crouching, crawling, or using trolley)</p>	<p>Alone</p> <p>With help of a person</p> <p>Not at all</p>	<div style="text-align: right;"> <div style="border: 1px solid black; width: 80px; height: 30px; margin-bottom: 10px;"></div> <div style="border: 1px solid black; width: 80px; height: 30px; margin-bottom: 10px;"></div> <div style="border: 1px solid black; width: 80px; height: 30px;"></div> </div>
<p>Walks at least 10 steps?</p>	<p>Alone</p> <p>With bars, frame, crutches or cane</p> <p>With help of a person</p> <p>Not at all</p>	<div style="text-align: right;"> <div style="border: 1px solid black; width: 80px; height: 30px; margin-bottom: 10px;"></div> <div style="border: 1px solid black; width: 80px; height: 30px; margin-bottom: 10px;"></div> <div style="border: 1px solid black; width: 80px; height: 30px; margin-bottom: 10px;"></div> <div style="border: 1px solid black; width: 80px; height: 30px;"></div> </div>

If all of your answers are "Alone," you and the person have done well. Now you no longer need this package.

If any answer is "With the help of a person", "With bars, frame, crutches, or cane", 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 the answer and see what you can do about it.

REASON	WHAT TO DO ABOUT IT
1. The person does not wish to do this activity.	Talk with the person about why it is important to move around. Tell the person about the activities he or she can do in the house or yard or village. If the person still does not wish to move around, 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 carefully.	Read the package again. If you think 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 the 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 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. How to train a child who has difficulty hearing and has not learned to speak — how to train the child to communicate
6. How to train an adult who has difficulty hearing but can speak — how to train the person to communicate
7. How to train a 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 and 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 legs

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

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. Feeding a baby who has a disability
26. Exercises for a child who has a disability
27. Dressing
28. Feeding activities
29. Cleaning activities
30. Bathing

14.

Training package for a family member of a person who has difficulty moving

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 the person who has difficulty moving to take better care of himself or herself. The training includes how to eat, drink, bathe, clean the teeth, wash clothes, use the latrine, and dress without help.



**World Health Organization
Geneva, 1989**

14. Training package for a family member of a person who has difficulty moving

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

■ A person who can take care of himself or herself will be happy that he or she can do so. The person will not feel dependent on other people.

Help a child or an adult with difficulty moving to be as independent as possible by training the person to take care of himself or herself.

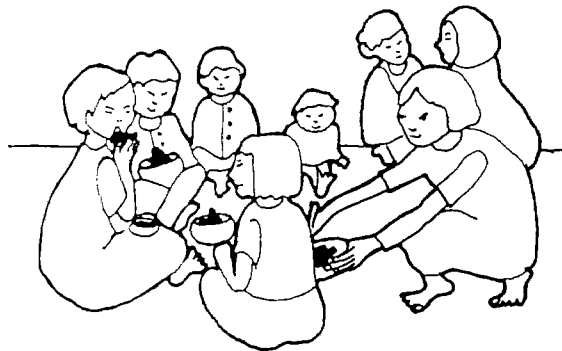
Feeding oneself is important

■ Feeding oneself is important. People with disabilities who do not feed themselves may not get enough food. They may become ill for this reason.

■ A person who has a disability needs the same food and drink as other people of the same age. Make sure that the person you train eats the same food as others of the same age.

■ People eat in many different ways. Some people use fingers. Other people use spoons or sticks. Some use one hand, others use both hands.

■ If the person was able to eat alone before becoming disabled, teach him or her to eat in the way the person did before becoming disabled. Choose another way only if this is not possible.



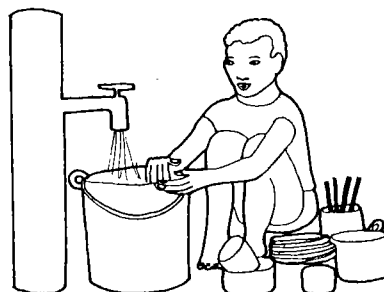
Keeping clean when eating and drinking

■ Keeping clean helps to prevent disease. So you should teach the person to wash his or her hands with soap and water before and after eating.



■ Teach the person to wash things used for eating and drinking, such as plates, spoons, and cups, after every meal.

Tell the person to keep them in a place away from dust and flies.



■ Pots with water for drinking should be covered with lids to protect the water from dirt, flies and other insects.



■ Teach the person always to boil water to be used for drinking. And then to cool it. Clean water helps prevent disease.

How to sit while eating and drinking

■ The person you train should be in a comfortable position for eating. If possible, he or she should be sitting so that the hands are free.

■ If the person cannot sit alone with the hands free, help him or her to sit supported in the following ways:

■ Sit on one side of the person and support him or her with your arm. Then the person's hands will be free for eating and drinking.

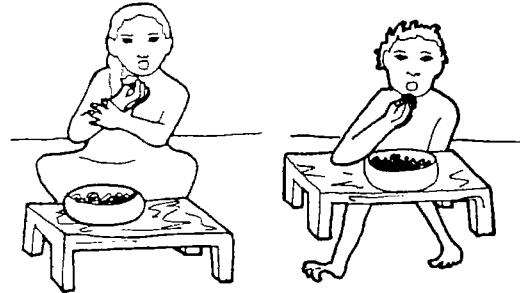


- Or find a box for the person to sit in so that the body is supported and the hands are free.



- The person may be able to sit on a chair and lean on a table for support while eating.

Leaning forward will help the person to keep the head from falling back.



- If the person cannot hold up his or her head, put your arm behind the person's neck to keep the head from falling back.

Holding your hand under the person's chin will keep the head from falling too far forward.

You can also use a collar to hold the person's head up. Ask your Local Supervisor for advice on how to make a collar.

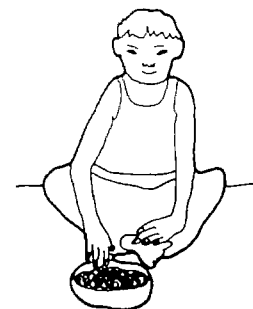


- If the person's head always turns to one side, sit on the other side of the person and turn the person's face forward with your hand.



What to remember when beginning the training

- Let the person eat and drink slowly. Do not try to make him or her eat faster.



■ When you first begin training the person, he or she may not be able to eat a whole meal without help. Let the person eat as much as possible without help. Then feed him or her the rest of the meal.



■ When the person you train learns to eat in the way you are teaching him or her to, or learns to eat alone, show that you are pleased. In this way you encourage him or her to want to learn more.



Eating

How to pick up food and take it to the mouth

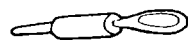
■ Teach the person to pick up food and take it to the mouth using one or both hands.



■ If the person can use a spoon for eating, make it easier for the person to hold the spoon by making the handle thicker.



■ Use cane or bamboo to make the handle thicker.



■ If the person does not have fingers or cannot use the fingers to hold a spoon, make an arm band with a pocket for the spoon.

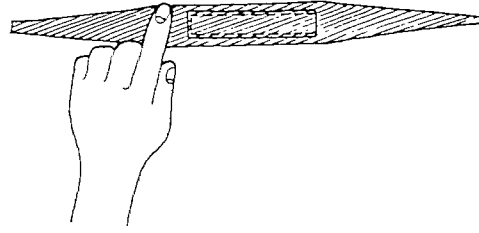


■ Fix the band to the person's arm or hand.

Then teach the person to pick up the food with the spoon and take it to the mouth.

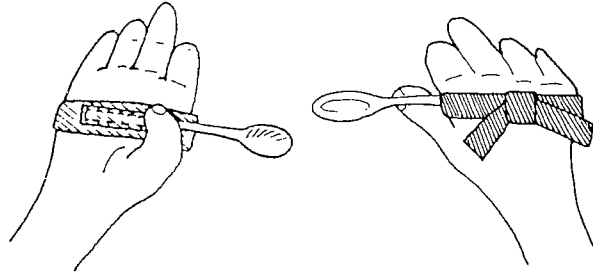


■ Make the band like this out of cloth. It should be as wide as half the length of one finger. Make a pocket on the band.



Put the handle of the spoon into this pocket.

Then tie the band to the person's hand.

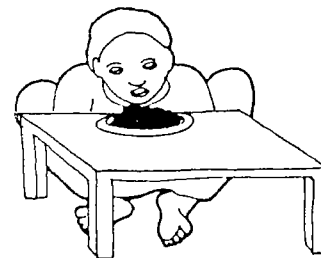


■ The person may not be able to lift his or her hand to the mouth. If so, tell the person to rest the elbow on the ground, the knee, or on a table.

Or teach the person to lift the hand to the mouth using the other hand.



■ The person may not be able to use the arms for eating. If so, teach the person to bend the head and bring the mouth down to the food on the plate. You may have to put a heavy object next to the plate to prevent it from moving.



How to take food into the mouth

■ Teach the person to put food and drink into the mouth from the front. He or she should not put food and drink into the mouth from the side of the mouth.

■ The person should put only a small amount of food or drink into the mouth at one time.



- Teach the person to take food into the mouth with the lips and not with the teeth.



- The person may push the food out when it is put on the middle of the tongue. Teach the person to put the food on one side of the tongue. Put one spoonful of food on one side, and the next spoonful on the other side of the tongue.



- If the person's head falls back, support the head. This will help the person to control the tongue.

How to chew and swallow

- Train the person to keep the head straight and in line with the body when swallowing food or drink. If the head is too far back, it is difficult for the person to swallow.



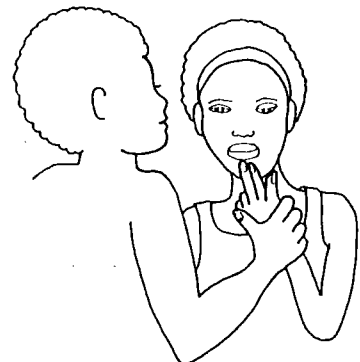
- Teach the person to keep the lips closed when chewing and swallowing.



- If the person's lower lip falls down, teach the person to hold it up with the fingers.



- If the person cannot chew, teach him or her to chew. Put the person's hand on his or her jaws. Then put your hand over the person's hand. Keep the lips closed and move the person's jaws with your hand.



If the person's head falls back, support the head.

■ If the person has difficulty swallowing food and drink, help him or her to swallow. Do this by gently rubbing downward with two fingers on the front of the person's neck as he or she tries to swallow.

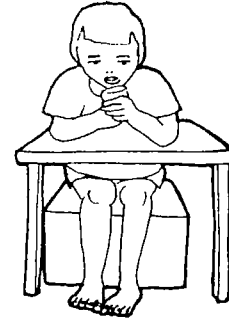


Drinking

How to hold the cup and take it to the mouth

■ Teach the person to hold a cup and take it to the mouth using one or both hands.

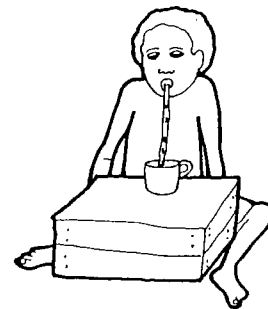
The cup can have one or two handles to make it easier to hold.



How to take the drink into the mouth and swallow

■ If the person cannot hold a cup or cannot take it to the mouth, teach him or her to drink using a hollow stem. Put one end of the stem in the cup and the other end in the person's mouth.

Instead of a stem, the person can use a straw or a hollow piece of cane or bamboo.



■ If the person cannot sip or suck, teach him or her to drink using a spoon.

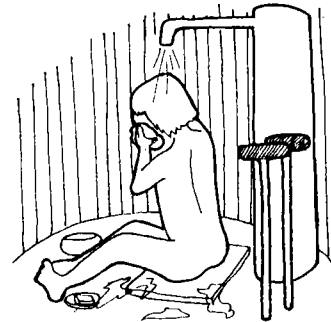


Keeping clean is important

■ Keeping clean is important because dirt causes disease. The person you train needs to know this. It will help him or her to stay healthy.

Washing and bathing

■ Train a person who has difficulty moving to bathe in a way that is easy and safe for him or her. For example, the person can bathe while sitting under a tap or in a tub of water. The person can then use a bowl to pour the water over himself or herself. The person can also go to the well, lake, or river to bathe.

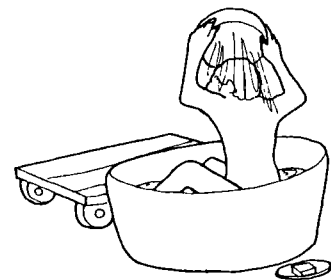


■ If the person cannot go to the bathing place alone, find someone else to take him or her. Perhaps a family member, a friend, or a neighbour can take the person.



■ Or arrange for the person to bathe at home, sitting in a tub of water.

After putting water in a tub or a bucket, show the person how to use a bowl to pour the water over himself or herself.



■ Some people cannot squat or stand. Or perhaps they cannot stand for a long time. If the person you train is like this, he or she can sit on a stool or box while bathing.

The person may need another box or a table to lean on while bathing.



■ The person you train should wash his or her head and body with soap and water every day. Teach the person to wash his or her head and body every day.

■ If the person you train cannot hold the piece of soap, tie the soap on a string around the person's neck. To do this make a hole in the soap and put a string through it.

■ If the person cannot move one arm and so cannot reach part of his or her body, teach the person to use a brush. A long handle on the brush will help the person reach all parts of his or her body while soaping and washing.

Make a brush from coconut husk or other fibre and a long handle from wood or bamboo. Tie the handle on to the brush with string.



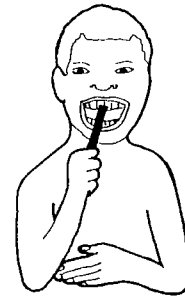
Cleaning the teeth

■ Teach the person to clean his or her teeth every day.

The person can clean them with a brush, a soft stick or a finger. He or she can use charcoal powder or salt on the brush, stick, or finger.

The brush, stick, or finger must always be moved away from the gums towards the edges of the teeth while cleaning. The person should clean the teeth on the inside and outside. He or she should also clean the teeth in the back of the mouth.

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



Combing the hair

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



■ If the person cannot lift his or her arms to reach the hair, a long handle on the comb will help. Make the handle from wood or bamboo and then tie it to the comb with string.

Or the person can lean on a table while combing the hair.



Caring for the nails

■ Teach the person to cut his or her nails often.

Teach the person to clean his or her nails every day with a brush, soap, and water.

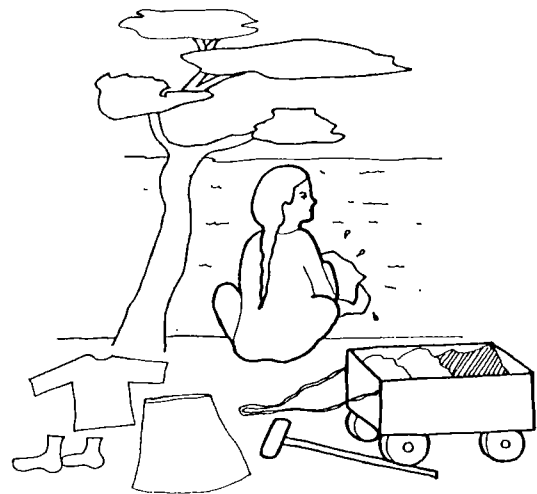
■ If the person cannot cut or clean his or her own nails help the person to do this.



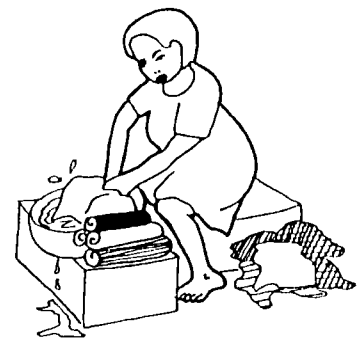
Washing clothes

■ Train the person to wash his or her clothes often and to put on clean clothes after bathing.

The person can wash his or her clothes before bathing so that they will dry in the sun while he or she is bathing.

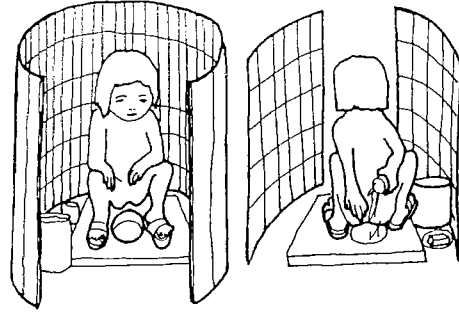


■ If the person cannot sit on the ground to wash clothes, teach the person to sit on a stool or on a box.



Using the latrine

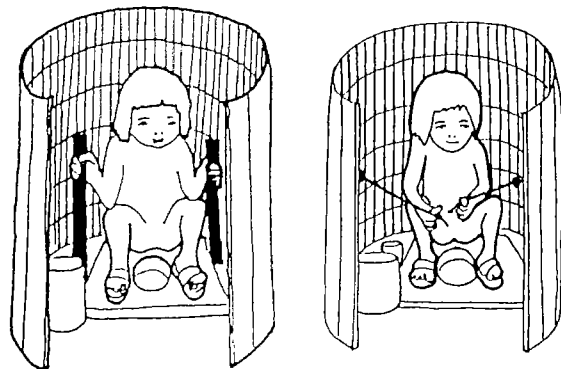
■ The person should use the latrine that other family members use.



■ If the person cannot go to the latrine alone, arrange for him or her to be taken there. The person can get there in the same way that he or she goes to the bathing place.

■ If the person has difficulty squatting, fix two poles by the latrine. The person can hold the poles when bending down and standing up.

Or tie a rope to the latrine wall for the person to hold while using the latrine.



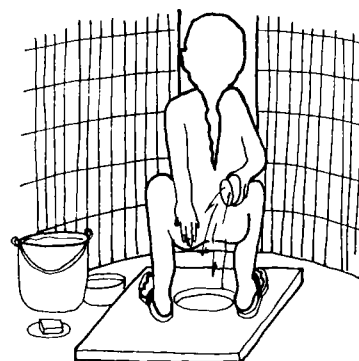
■ Or place a wooden box with a hole in it over the latrine. The person can sit on the box to use the latrine. The box should be cleaned every time it has been used.



■ If the person you train cannot use the latrine, he or she can learn to use a pot. The pot can be emptied into the family latrine and should be cleaned every time it has been used.



- The person should clean himself or herself every time after he or she has used the latrine or the pot.



- The person should wash his or her hands with soap and water every time after he or she has used the latrine or the pot.



- When the person you train learns a new task or does something well, show the person that you are pleased. In this way, you encourage him or her to learn to do more.

Dressing by oneself is important

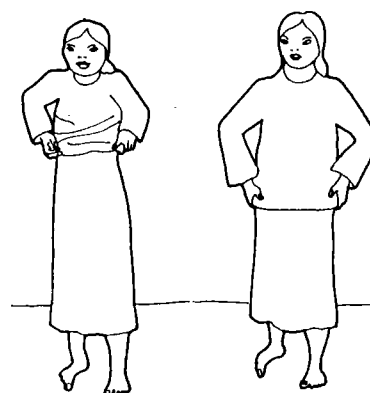
- To be able to dress and undress by oneself is important. If the person you train can dress and undress by himself or herself, he or she will not feel dependent on other people.

- The person needs to wear the same kind of clothes as other family members so that he or she feels part of the family.



How to begin the training

- If the person was able to dress without help before being disabled, teach the person to dress in the way the person dressed before. Choose a new way only if this is not possible.



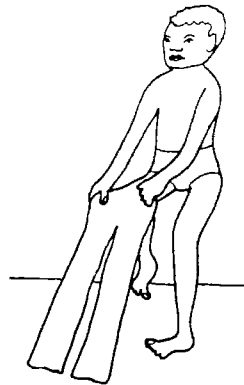
- When beginning the training, it is easier for the person to learn how to take off the clothes first.



- After the person has learned to take off his or her clothes, he or she can then learn to put them on.



- Choose a position that makes dressing easier for the person you train.



- If the person cannot stand easily, train the person to dress while sitting on the ground, on a stool, or on a bed.



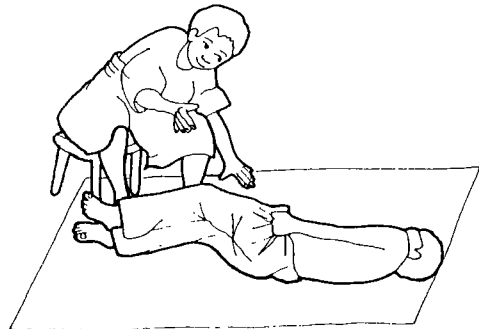
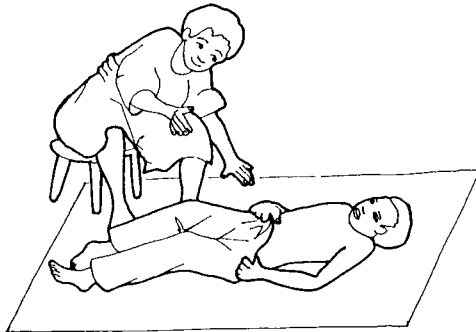
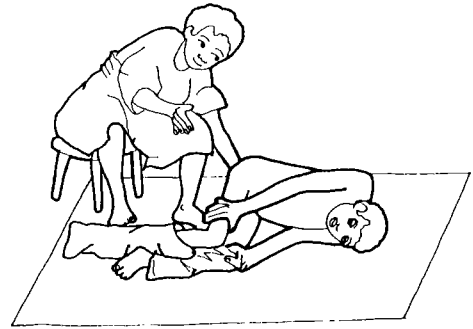
- Or the person can sit leaning against a wall.



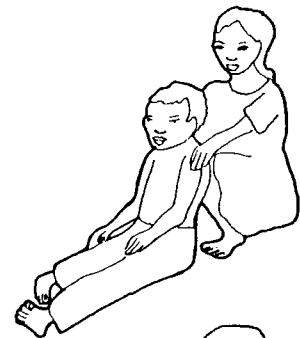
- Or the person can sit on a chair.



■ If the person cannot sit, or cannot sit for a long time, train the person to dress while lying down.

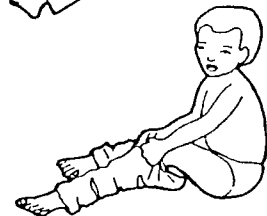


■ When the person you train learns a new activity or does something well, show that you are pleased. Praise the person. In this way you encourage him or her to want to do more.



Taking clothes off

■ If the person wears trousers, teach him or her to take the stronger leg out of the trousers first, and then the weaker leg.



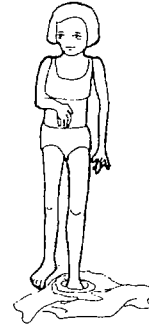
■ If the person wears a blouse with sleeves, teach her to take the stronger arm out of the blouse first, and then the weaker arm. Show the person how to use the stronger arm to help the weaker arm.

If the person wears a dress, a coat, or a shirt with sleeves, teach him or her to take it off in the same way.



- It is often easier to take off a dress or a skirt by letting it down and then stepping out of it.

If the person wears a dress, skirt, or loose trousers, teach him or her to take it off in this way.

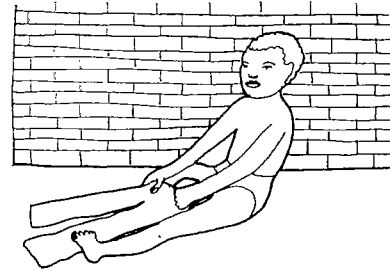


Putting clothes on

- If the person wears trousers, teach him or her to put the weaker leg into the trousers first, and then the stronger leg.

- If the person wears a shirt with sleeves, teach him or her to put the weaker arm into one shirt sleeve first. Then put the stronger arm into the other shirt sleeve.

If the person wears a coat, a dress, or a blouse with sleeves, teach him or her to put it on in the same way.



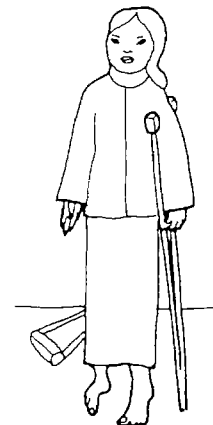
How to make it easier for the person to dress

- The clothes that people wear in your community may be difficult to take off and put on. If so, change them so that the person you train will be able to dress more easily. Some suggestions follow:

- Clothes that are a little looser than normal are easier to take off and put on. It is also easier to move around in loose clothes.

- For this reason, make the person's trouser legs or sleeves of dresses, shirts, coats, and blouses a little looser than normal.

- You can use elastic or draw strings, instead of buttons or zippers to close trousers or skirts.



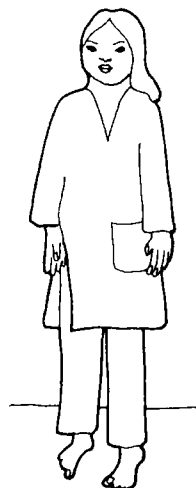
- Add pockets to clothing so that the person can carry things in them.



- If the person wears skirts, make them so that they wrap around the body.



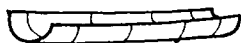
- You can also add openings at the front, shoulders, or sides of blouses, shirts, or dresses to make dressing easier for the person.



- If the person cannot use buttons to fasten clothes, change these to strings. Then the person can tie the strings to fasten the clothes.



- Show the person how to use a piece of bamboo or a stick to help put on and take off shoes or socks.



- If the person still has difficulty feeding, bathing, using the latrine, or dressing, try other ways of doing these activities. You and the person may find better ways for the person to do the activities.

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 does part of the activity and needs help with some other part of the activity, or if the person sometimes does the activity alone and sometimes needs help. 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 With some help or sometimes Not at all	<div style="text-align: right;"> <input type="text"/> <input type="text"/> <input type="text"/> </div>
Keeps himself or herself clean? (including washing, bathing and cleaning teeth)	Alone With some help or sometimes Not at all	<div style="text-align: right;"> <input type="text"/> <input type="text"/> <input type="text"/> </div>
Uses the latrine?	Alone With some help or sometimes Not at all	<div style="text-align: right;"> <input type="text"/> <input type="text"/> <input type="text"/> </div>
Dresses and undresses?	Alone With some help or sometimes Not at all	<div style="text-align: right;"> <input type="text"/> <input type="text"/> <input type="text"/> </div>

If all of your answers are "Alone," you have done well and the person is able to do these activities without help. Now you no longer need 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. Go through the list to find a possible reason for these answers and see what you can do about it.

REASON	WHAT TO DO ABOUT IT
1. 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.
2. 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 about it. Then repeat the training until the person can do each activity. Then stop using this package.
3. 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

15.

Training package for a family member of a person who has difficulty moving

**How to train the person who has aches
and pains in the back or the joints to do
daily activities**

What Is This Package For?

The instructions in this package will help you to train the person who has difficulty moving to do daily activities with fewer aches and pains. The training includes what to do about pain and swelling, and how to make activities easier for the person. The training also includes some exercises for the person.



**World Health Organization
Geneva, 1989**

15. Training package for a family member of a person who has difficulty moving

How to train the person who has aches and pains in the back or the joints to do daily activities

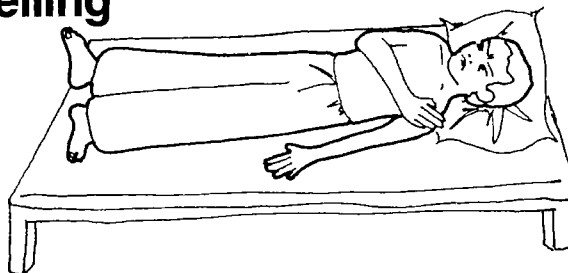
■ The person you train has aches and pains when doing daily activities. If these aches and pains are in the joints or in the back you may be able to help the person to have fewer aches and pains. To do this, follow the suggestions given in this Training Package.

■ This package should not be used for a person who has a fever or has severe pain in the joints or the back.



What to do about pain and swelling

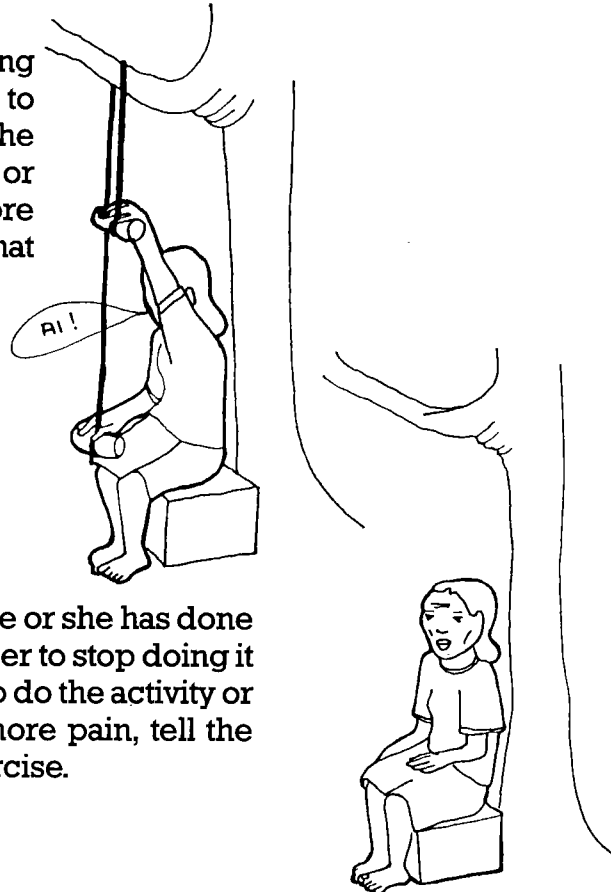
■ If the person has pain which causes him or her to wake up during the night, tell your Local Supervisor about it.



■ The person may have pain which does not wake him or her at night, but which stops him or her from working. If so, tell the person to stop working for a day or two. If the pain still stops him or her from working after a day or two of rest, tell your Local Supervisor about it.

■ The person may have aches or pains which do not cause him or her to wake up at night, and which do not stop him or her from working. If so, the person can do the activities and exercises in this training package.

■ If the person gets more pain while doing an activity or exercise tell the person to stop doing it for a few days. Then the person should try to do the activity or exercise again. If he or she still gets more pain, tell the person to stop doing that activity or exercise.



■ The person may get more pain after he or she has done an activity or exercise. If so, tell him or her to stop doing it for a few days. Then the person can try to do the activity or exercise again. If he or she still gets more pain, tell the person to stop doing that activity or exercise.

■ When the person begins to do the activity or exercise again, tell him or her to do it slowly. Tell the person to move as much as possible, but to try to move without causing the pain.

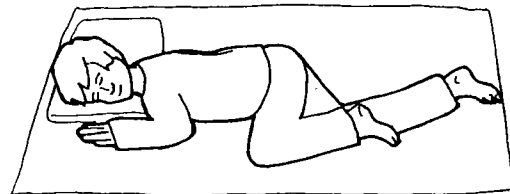
■ The person may at first get swelling in the legs or hands after he or she has done an activity or exercise. If so, the person should continue to do it. But then if the swelling gets worse, tell him or her to stop doing the activity or exercise that causes the swelling.

Advice for a person who gets aches and pains in the back

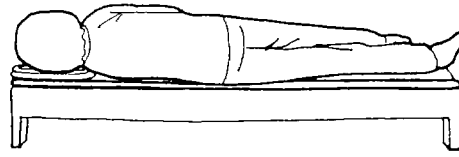
Ways to make activities easier

■ The person you train may get pain in the back at night. If so, help him or her to find a new sleeping position in which there will be no pain. Or find a position in which the pain will be less.

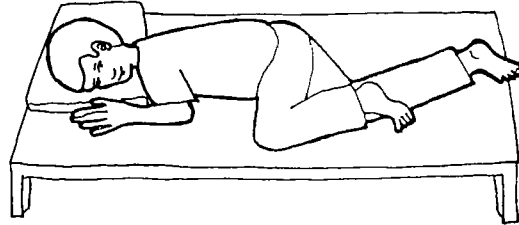
■ The person may have more pain when sleeping on the back or on the stomach. If so, tell the person to try lying on one side. The person should lie on one side with the hips and knees bent.



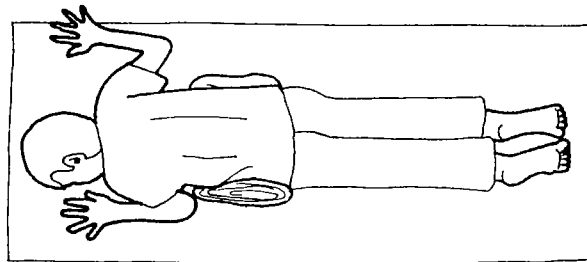
■ The person may often feel less pain if he or she sleeps on a firm surface. Tell the person to try sleeping on the ground or on a board placed on the bed. If the person uses a mattress place a board under the mattress.



■ The person should not stay in the same position for a long time. For example, when the person is lying down he or she should change sides from time to time.

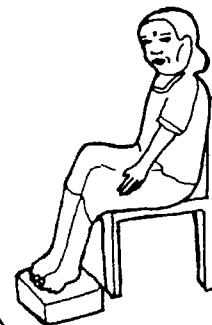


■ The person may have less back pain if he or she lies on a pillow placed under the stomach.

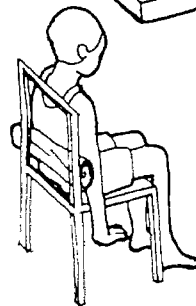


■ If the person gets pain when he or she sits for some time help the person to find a new, less painful position in which to sit.

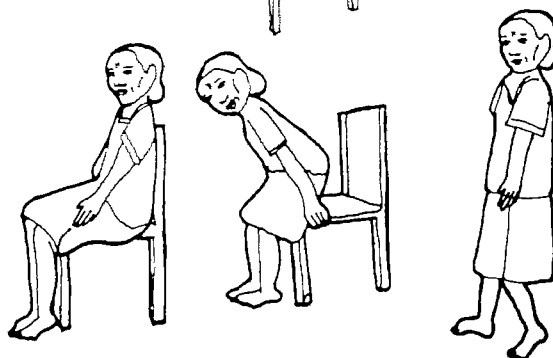
For example, tell him or her to try sitting with the knees higher than the hips. The person can place the feet on a small box or stool so that the knees are higher than the hips.



■ The person may feel less pain if he or she sits with the feet on the ground and with a small pillow behind the lower back.



■ The person must not sit in one way for long periods at a time. Tell him or her to stand up and walk a short distance from time to time.



■ The person you train probably needs to bend down while doing daily activities. Teach the person to bend in the following way:

First bend the hips and knees to squat.
Then reach forward to the ground.



■ To avoid injury to the back, the person should not lift heavy objects.

When the person needs to lift objects from the ground, teach the person to do it in the following way:

Stand close to the object and bend the knees. Hold the object close to the body and then stand up.

For example, to lift a child, the person first stands close to the child.



■ He or she bends the hips and knees. The person and the child put their arms around each other.



■ Then, holding the child, the person stands up by straightening the hips and knees.



■ The person should lift other objects in the same way. The person bends the hips and knees to reach and take hold of the object. The person holds the object close to the body. Then he or she stands up straightening the hips and knees.



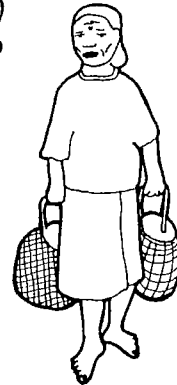
■ The person can use a yoke to carry heavy things like buckets of water.



■ If the person carries an object on the back he or she should carry it high on the back. Teach the person not to bend the back too far forward.



■ If the person needs to carry an object in the hands, he or she should hold it as close to the body as possible.



■ If the person needs to take an object from, or put an object on, a high shelf, teach the person to do it in the following way:

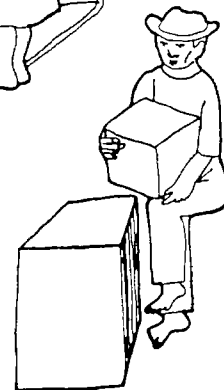
The person first stands as near as possible to the shelf.

Then he or she stretches the arm up to reach the shelf.



■ If the person needs to move large objects on or off a low shelf, teach the person to do it in the following way:

The person supports the object with the knee when moving it on to the shelf or off the shelf.

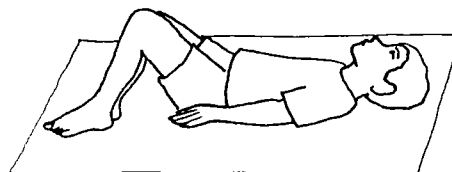


Exercises

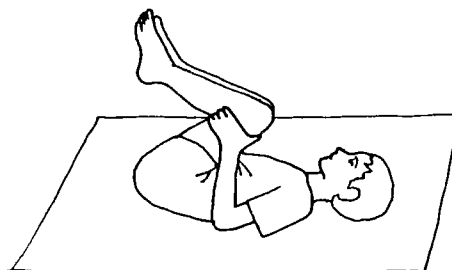
The person can do the following exercises if they do not cause pain.

Exercise 1

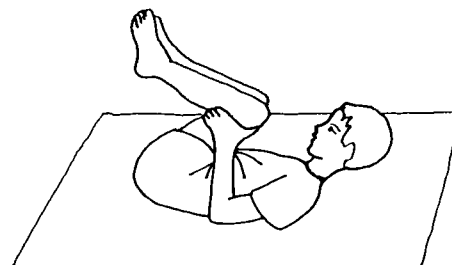
■ The person lies on the back on the ground or on a bed, with the knees bent.



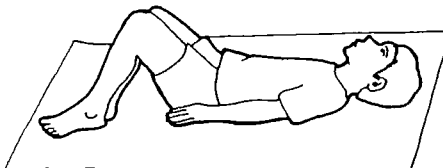
■ The person pulls the knees up, and holds the legs with the hands.



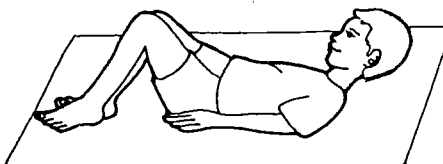
■ The person lifts the head towards the knees and holds this position while he or she counts from one to six.



■ The person lowers the head first, then the feet.



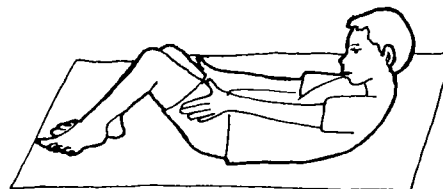
■ If this exercise is too difficult, the person can let the feet stay on the ground and lift the head.



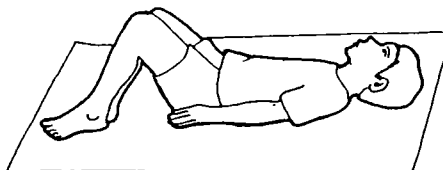
■ Do the exercise 10 times.

Exercise 2

■ The person lifts the head and shoulders. The hands reach forward beside the knees. The person holds this position while he or she counts from one to six.

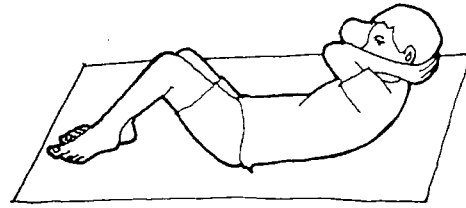


■ The person then lies down slowly, keeping the knees bent.



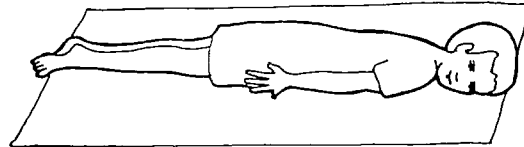
■ If the person can do this exercise easily, ask him or her to put the hands behind the head and lift the head and shoulders.

■ At first this exercise should be done 5 times. Each day the person can try to do more, until he or she does the exercise 10 times.



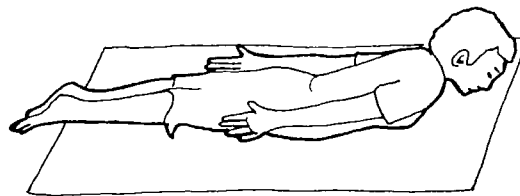
Exercise 3

■ The person lies on the stomach on the ground or on a bed.



■ The person lifts the head and shoulders up from the ground. The person holds this position while he or she counts from one to six.

■ Then the person lowers the head and shoulders.



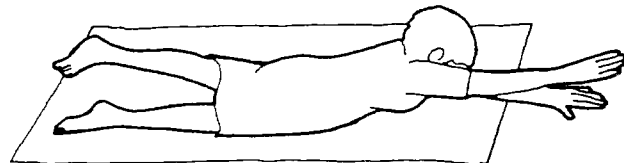
■ Do the exercise 10 times.

If the person can do this exercise easily, teach the following exercise:

■ The person places the arms up beside the head.

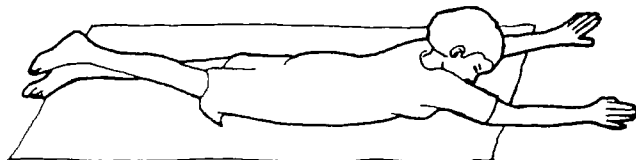


■ Then the person lifts the head, one arm and the leg on the other side. The person holds this position while he or she counts from one to six.



■ Next the person brings the head, arm and leg down slowly.

■ Then the person repeats the exercise with the other arm and leg.



■ Do the exercise 5 times. Each day the person can try to do more, until he or she can do the exercise 10 times.

For a person who gets aches and pains in the arms and hands

Ways to make activities easier

■ Instead of using just one hand, the person should use both hands together for lifting objects.

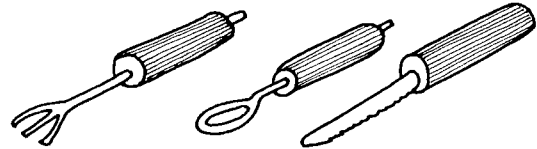


■ The person should hold the arms close to the body when doing activities with the hands.



■ To make work easier, all hand tools should have thick handles.

You can use cane or bamboo to make the handles thick.



■ Long handles on tools used for daily activities make work easier. You can use bamboo or wood to make long handles for brooms, brushes, water pumps, and so on.



■ The person will need to do exercises for the arms and hands. Ask your Local Supervisor for the Training Package about this.

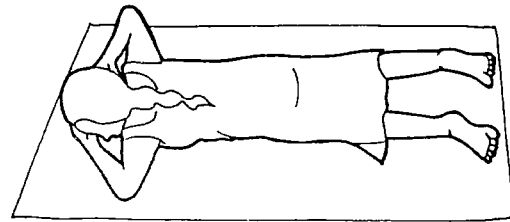
For a person who gets aches and pains in the hips, knees, or feet

Ways to make activities easier

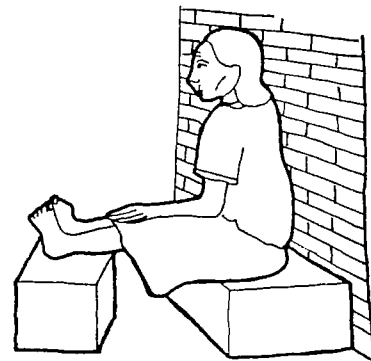
■ If the person you train is very heavy, he or she should lose weight. The person can do this by eating less and by changing the food that he or she eats. The person should eat more green leaves, vegetables and fruits, and less rice, potatoes, maize, bread, and fat.



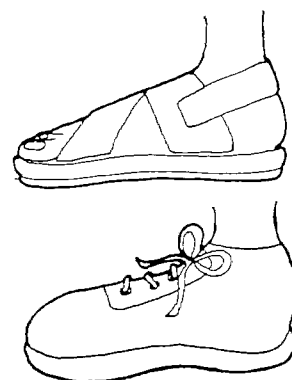
■ Every day the person should lie for some time on the stomach with the hips and knees straight. He or she can even sleep in this position.



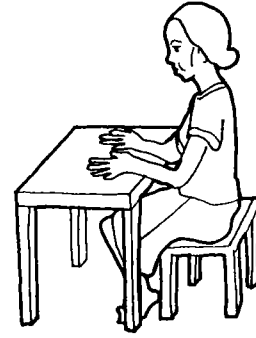
■ If the person has aches and pains in the hips, knees and feet, he or she should not walk long distances without resting. The person should stop from time to time and sit down on a stool or a log for a short rest. He or she may rest with the feet up on another stool or log.



■ If the person wears shoes, they should be comfortable and give support to the person's feet.



■ The person should not stand for a long time. Whenever possible, he or she should sit down to do activities.



■ When sitting, the person should not stay in the same position for a long time. Before the aches and pains get worse, the person should change his or her position. The person may do this by standing up and then sitting down again.

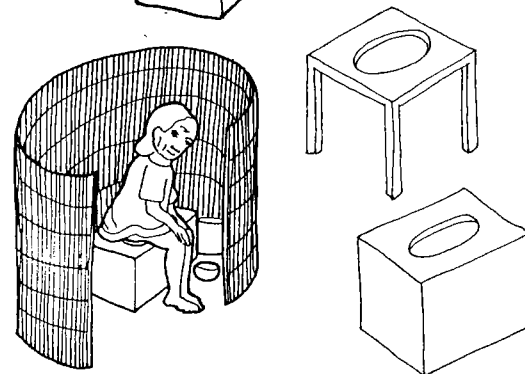


Teach the person to straighten and bend the knees while sitting. He or she can also move the feet up and down while sitting.

■ If the person feels pain when squatting, he or she can sit on a box, a stool or a chair instead of squatting.



If the person is not able to squat, make a seat for the person to use over the latrine. Make a stool or a box with a hole in it.



■ If the person has one hip, knee, or foot which is painful, the person may feel better using a stick to walk with. He or she should use the stick holding it in the hand on the side opposite to the painful hip, knee, or foot.



■ If both hips, knees, or feet are painful, the person may feel better walking with two sticks.

■ The sticks will help to carry some of the person's weight. In this way, the person's hips, knees, and feet will do less work and may not be so painful.



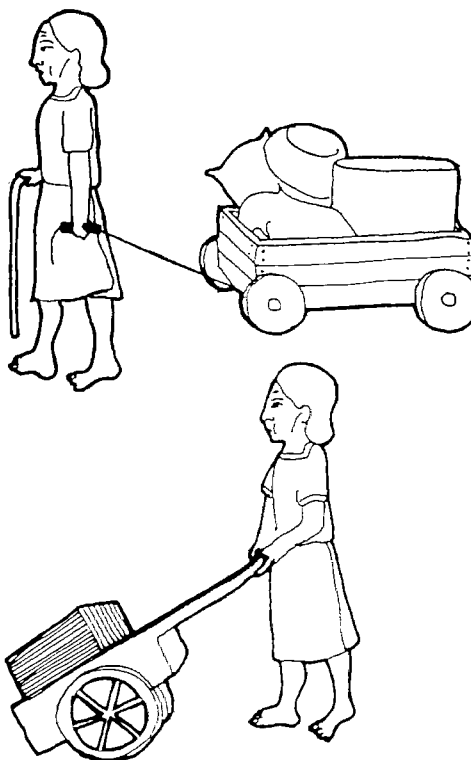
■ Your Local Supervisor has a Training Package with instructions on how to make and use sticks for people who have difficulty moving around. If the person you train needs to use sticks for moving around, speak to your Local Supervisor about it.

■ The person should not carry heavy objects in the hands or on the head or shoulders.

If the person has to carry heavy objects, train him or her to pull these on a trolley.

■ Or the person can use a wheelbarrow to carry heavy objects.

■ The person will feel less pain if the arms are held close to the body when moving trolleys and wheelbarrows.



■ The person will need to do exercises for the hips, knees, and feet. Ask your Local Supervisor for the Training Package about this.

■ When the person you train does an activity well, tell him or her that you are pleased. Explain to the person that he or she has done it without help. Then the person will be encouraged and will want to learn more.

Results

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

Begin by watching the person you are training. Then put the date in one of the boxes after the question. Put the date in the box beside "Very rarely or not at all" if the person does all activities without pain. Put the date in the box beside "Sometimes, but can still work" if the person still has aches and pains, but is able to do his or her work. Put the date in the box beside "Disturb work but not sleep" if the person is not able to work because of aches and pains, but is able to sleep at night. Put the date in the box beside "Disturb sleep" if aches and pains keep the person from sleeping at night.

Has aches and pains in the back or the joints?	Very rarely or not at all	<input type="text"/>
	Sometimes but can still work	<input type="text"/>
	Disturb work but not sleep	<input type="text"/>
	Disturb sleep	<input type="text"/>

If your answer is "Very rarely or not at all," you and the person have done well. You can stop using this package.

If your answer shows that the person still has aches and pains, it may be because of one of the reasons listed. Go through the list to find a possible reason for the answer and see what you can do about it.

REASONS	WHAT TO DO ABOUT IT
1. You have not trained the person long enough.	Continue training the person until he or she does daily activities with fewer aches and pains. If you have no results after some time, ask your Local Supervisor for advice.
2. You have not followed the instructions correctly.	Read the package again. If you think you have not understood the instructions, speak to your Local Supervisor. Then repeat the training until the person does daily activities with fewer aches and pains. Then stop using this package.
3. You have not done all you can to make the activity easier.	Look at the activity and then see if the package tells you how to make it easier for the person to do. Discuss this with your Local Supervisor.
4. The person cannot do daily activities with fewer aches and pains 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 the question again to see if the person does more activities without pain.

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 and 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. How to feed a baby who has a disability
26. Play activities for a child who has a disability
27. Sewing
28. Social activities
29. Household activities
30. Job placement

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

16.

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

**Exercises for weak, stiff, or painful
arms and legs**

What Is This Package For?

The instructions in this package will help you to teach the person who has difficulty moving to do exercises for arms and legs that are weak, stiff, or painful. The exercises will prevent the weak, stiff, or painful joints from becoming worse. They may also help the person to increase strength and movement.



**World Health Organization
Geneva, 1989**

16. Training package for a family member of a person who has difficulty moving

Exercises for weak, stiff, or painful arms and legs

- The person you train may have weakness, stiffness, or pain in the arms or legs.
- The person may have weakness, stiffness or pain for one of the following reasons:

The person was sick and in bed for a long time. Now the person is weak.



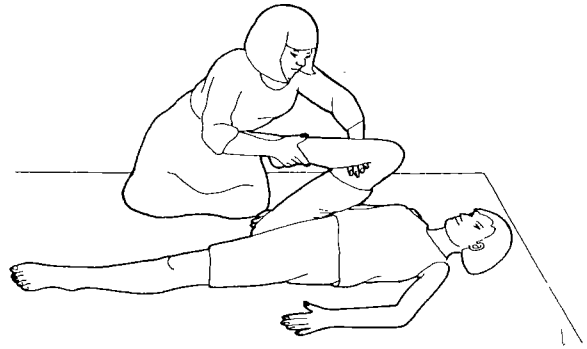
The person had a disease or injury which left part of the body weak. Now the person must strengthen the other parts of the body.

The person injured an arm or a leg and could not use it for a long time. Now the arm or leg is weak and stiff.



The person has pain in one or more joints of the arms or legs. Now the person also feels weak and stiff in the arms or legs.

■ If the person has very weak, stiff, or painful arms and legs, he or she may not be able to do some of the exercises in this package without your help. Help the person to do the exercises for the arm or the leg. Do this by putting your hands on the person's arm or leg and helping the person to move the arm or leg. Tell the person to do as much of the exercise as possible without your help.



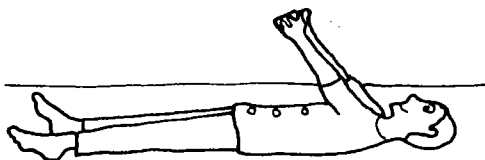
■ If the person has less weak, stiff, or painful arms and legs, encourage the person to do the exercises without your help.

■ Help the person each day to do the exercises. Encourage the person to do the exercises without your help. When the person does an exercise alone, let him or her know that you are pleased.

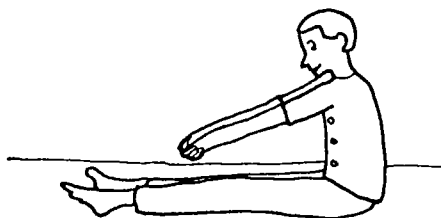
■ If the person cannot do any of the exercises in this package, speak to your Local Supervisor about it. Ask your Local Supervisor for a Training Package which will help you to prevent stiffness and deformity of the person's arms and legs.

Exercises for the arms

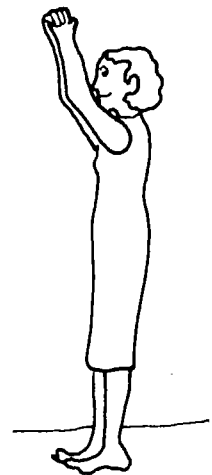
■ Exercises for the arms are done better in some positions than in others. Find out which position is best for the person you train. The person can lie on the ground or on a bed, sit on the ground or on a chair, or stand. Choose one of these positions for the person to do exercises.



■ Lying on the ground
or on a firm bed.



■ Sitting on the ground
or on a chair.



■ Standing.

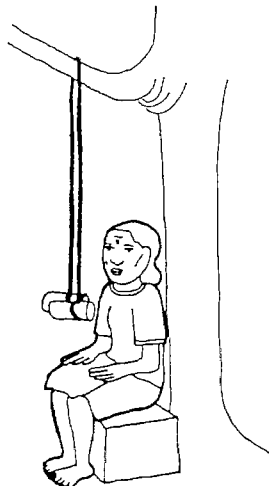
For a person with a very weak, stiff, or painful shoulder

■ If the person has a very weak, very stiff, or very painful shoulder, teach him or her to do the following exercises.

Exercise 1

■ Pass a rope over a strong tree branch.

Tell the person to sit on a stool or box under the tree branch so that the rope hangs down past the shoulders. Cut the rope at the level of the person's shoulders. Fix handles to the ends of the rope.



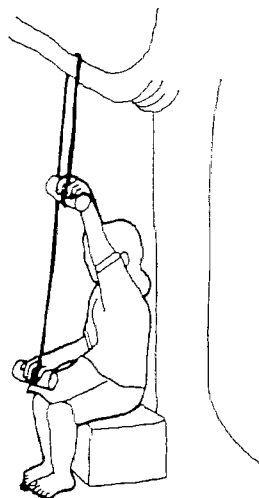
■ The person should sit on the stool or box under the tree branch holding the handles in each hand.



■ Then he or she slowly pulls the weak, stiff, or painful arm straight up by pulling the rope down with the other arm.

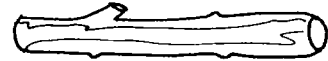
After lifting the stiff or painful arm as far as possible, the person slowly lowers the arm by raising the other arm.

■ Do the exercise 10 times.



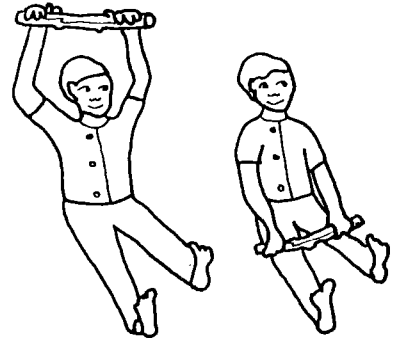
Exercise 2

- Find a wooden rod. You can make one from a thick tree branch.



- The person holds the rod in both hands and lifts it above the head. The other arm can help to lift the arm which is weak, stiff, or painful. Then the person lowers the rod and starts again.

- Do the exercise 10 times.

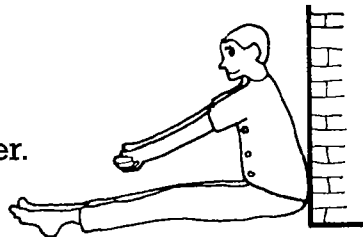


For a person with less weak, stiff, or painful shoulders

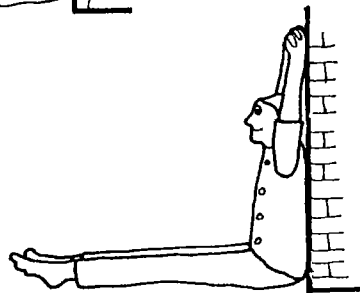
- If the person's shoulders are not very weak, not very stiff or not very painful, teach him or her to do the following exercises while sitting against the wall:

Exercise 1

- Clasp the hands together.

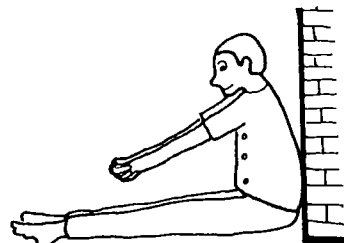


- Lift the arms forward and upward above the head to touch the wall.



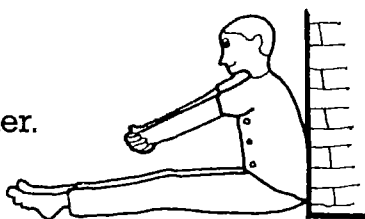
- Bring the arms down, and start again.

- Do the exercise 10 times.

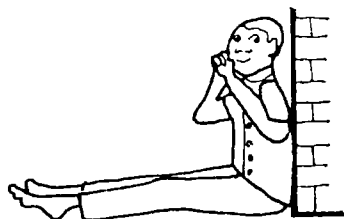


Exercise 2

- Clasp the hands together.

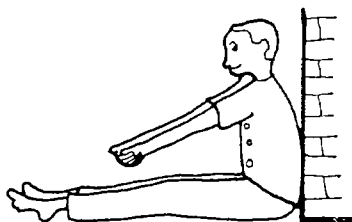


- Bring the hands to the mouth.



- Stretch the arms out, and start again.

- Do the exercise 10 times.

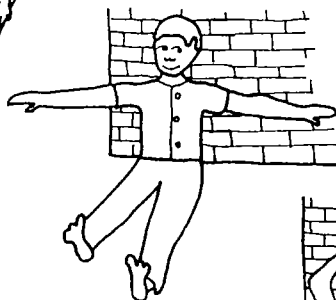


Exercise 3

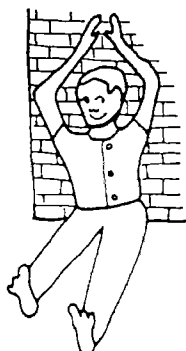
- Place the hands by the side.



- Lift the arms sideways and upward.

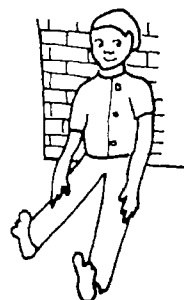


- Touch the wall above the head.



- Bring the arms down to place the hands by the side, and start again.

- Do the exercise 10 times.



Exercise 4

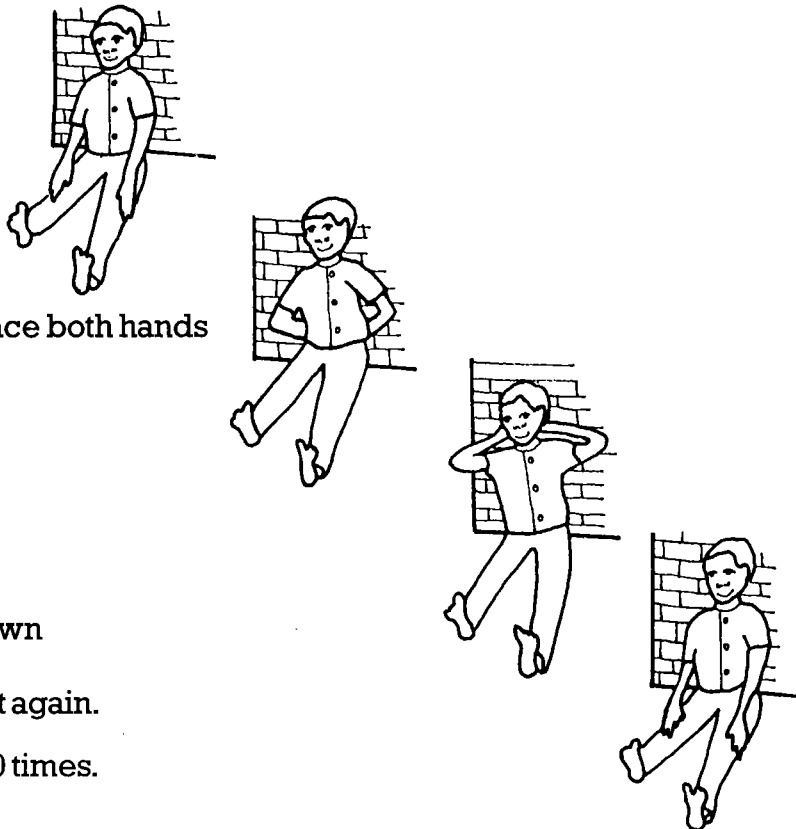
■ Place the hands by the side.

■ Lift the arms to place both hands behind the waist.

■ Place both hands behind the neck.

■ Bring the arms down to place the hands by the side, and start again.

■ Do the exercise 10 times.



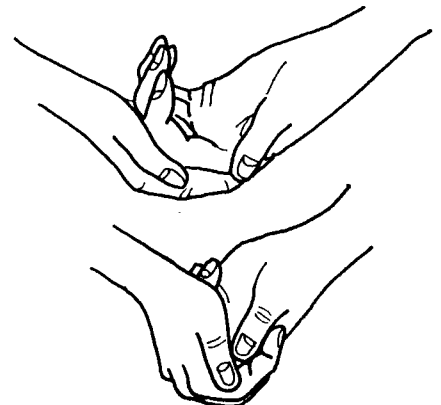
For a person with very weak, stiff, or painful hands

■ If the person has very weak, very stiff, or very painful hands, teach him or her to do the following exercise.

■ The person sits with the hands resting on the lap or on a table.



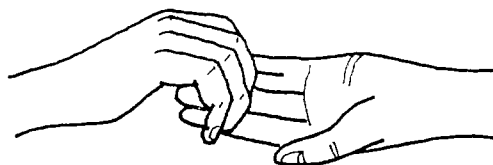
■ The person puts the back of one hand in the palm of the other hand.



■ He or she bends the palm and fingers of the hand that is on the bottom. This bends the fingers of the other hand.

■ The person then stretches out all the fingers of the hand that is on top with the help of the other hand.

■ Do the exercise 10 times.



■ Then the person should do the same exercise 10 times with the other hand on top.

■ The person may have less pain if he or she does this exercise in warm water.

For a person with less weak, stiff, or painful hands

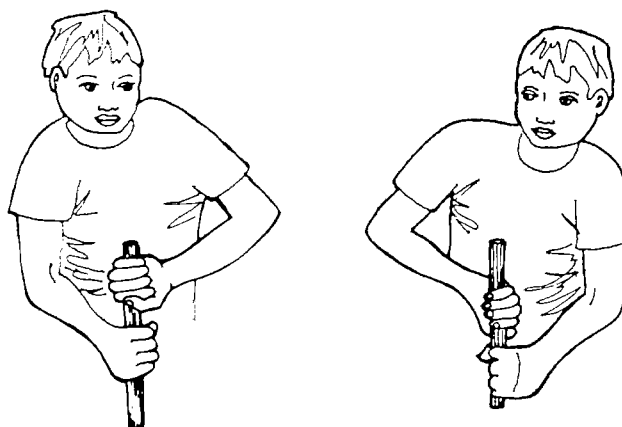
■ If the person's hands are not very weak, not very stiff, or not very painful, teach him or her to do the following exercises.

Exercise 1

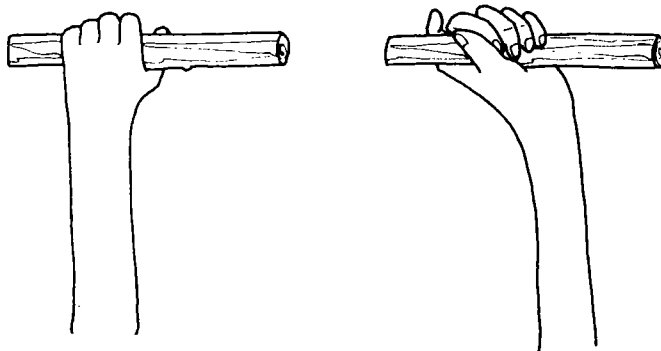
■ You will need a wooden rod for this exercise. You can make one from a thick tree branch.

The person can use the wooden rod to do the following activities:

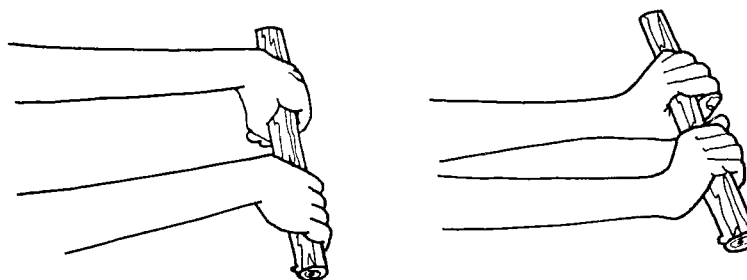
■ Turning the rod upside down with both hands.



- Turning the rod around with one hand then with the other hand.



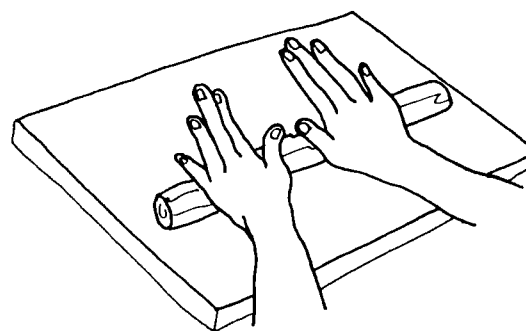
- Holding the rod in both hands and lifting it up and down from the wrist.



- Holding the rod tightly and then loosely and then tightly again.

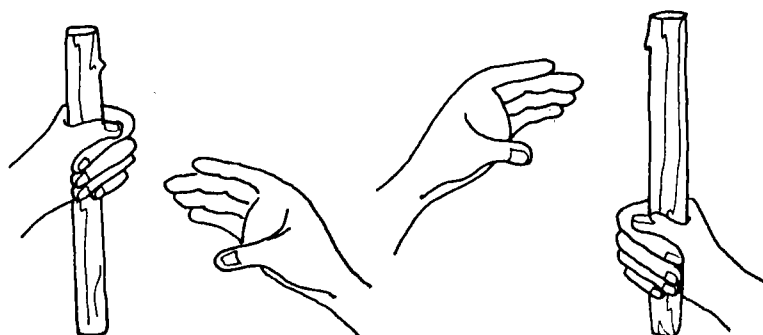


- Rolling the rod backwards and forwards on a board using the palms of the hands.



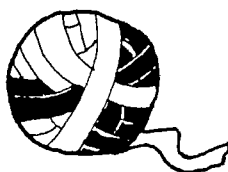
- Passing the rod from hand to hand. The person should try to do this as fast as possible.

- Do each activity 10 times.



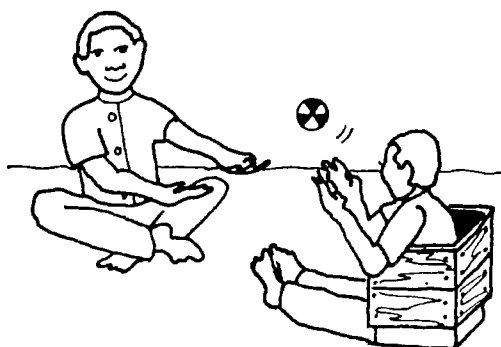
Exercise 2

■ You will need a ball for this exercise. Make a ball from pieces of cloth and rubber. Instead of a ball, you can use an old dry fruit or something similar.

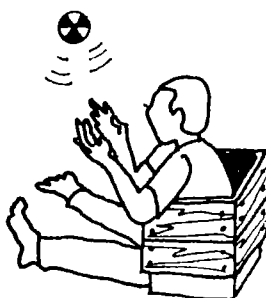


The person can use the ball to do the following activities:

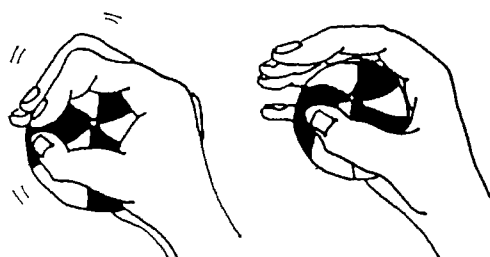
■ Throw the ball to the person in different ways. Throw the ball high, low, sideways. The person catches the ball and throws it back to you in the same way.



■ Teach the person to throw the ball up in the air and catch it.



■ Hold the ball very tightly in each hand and then loosen the hand while still holding the ball, then hold it tightly again.



■ Other activities with the ball, such as throwing it from hand to hand.

■ Each activity should be done 10 times.

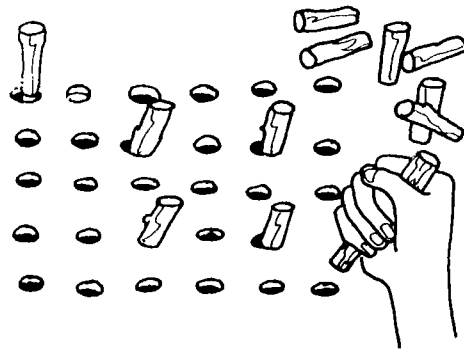


Exercise 3

- You will need some small sticks for this exercise.
- The person should do each of the following activities with each hand:
- Make holes in the ground using the sticks. The holes should be just large enough to make the sticks stay up straight in them.

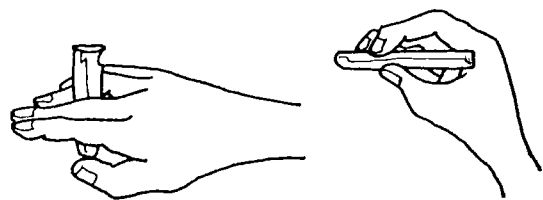


- The person holds each of the sticks and puts them in the holes.
- Next he or she moves the sticks from place to place making different patterns in the ground.



- By using the following two different ways to pick up the sticks, the person can repeat the exercise:

The person can pick the sticks up by using the tips of the thumb and the finger. The person can pick the sticks up by using just two straight fingers.



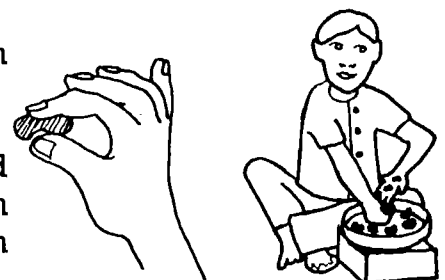
Exercise 4

- For this exercise you will need 40 beans in a bowl.

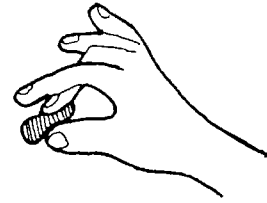


- The person should do the activities with each hand in turn.

- Tell the person to pick up a bean between the thumb and first finger of one hand. Then tell the person to put the bean into his or her other hand. The person moves 10 beans in this way.



■ Next tell the person to pick up a bean between the thumb and middle finger and put the bean into his or her other hand. The person moves 10 beans in this way.



■ Then tell the person to move 10 beans using the thumb and the next finger.



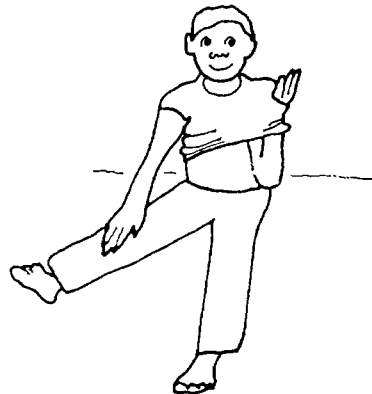
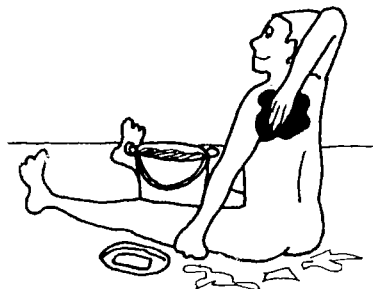
■ The last 10 beans are moved using the thumb and little finger.



Instead of beans you can use seeds, matches or small pebbles.

Exercise 5

■ Teach the person to use both arms and hands as much as possible in his or her daily activities, such as eating, washing, and dressing.



Exercises for the legs

■ Exercises for the legs can be done in different positions. The person can lie on the ground or on a bed, sit on the ground or on a chair, or stand.

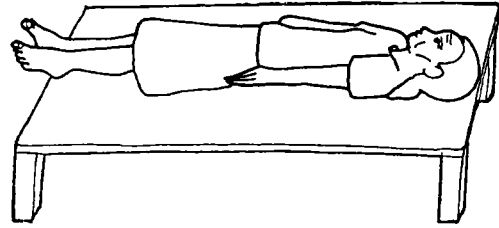
The person can do the exercises lying down in the morning. Then the person can do the exercises sitting and standing during the day.

For a person with weak, stiff, or painful hips or knees

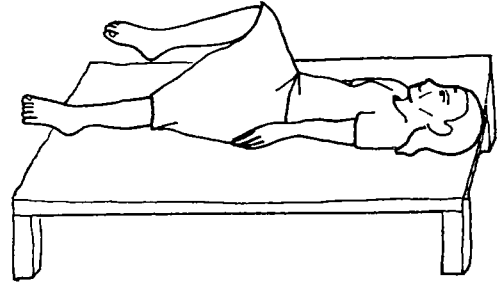
■ If the person has weak, stiff, or painful hips or knees, teach him or her to do the following exercises.

Exercise 1

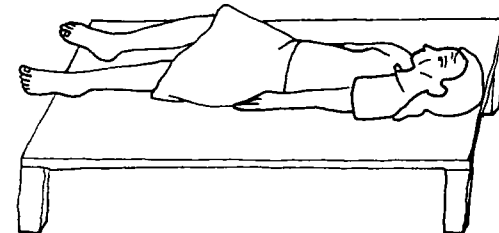
■ The person lies on his or her back on the ground or on a bed with a firm surface.



■ The person bends at the hip and brings the knee towards the body as much as possible.



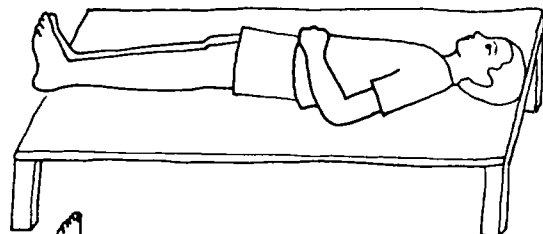
■ Then the person straightens the leg and knee out slowly.



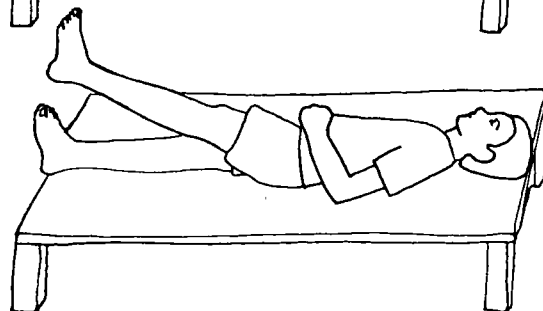
■ Do the exercise 10 times with each leg.

Exercise 2

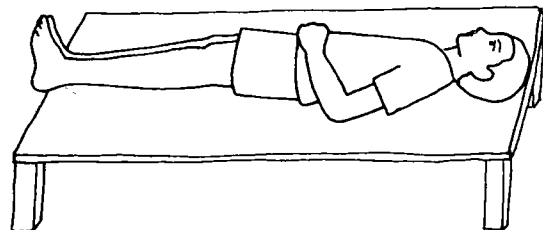
■ The person lies on his or her back with the knees straight.



■ He or she keeps the knee straight and slowly lifts the leg up as far as possible.



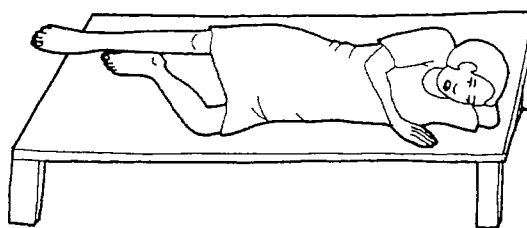
■ Then the person slowly lowers the leg to the ground or bed.



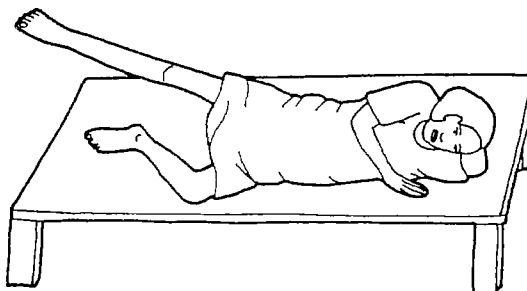
■ Do the exercise 10 times with each leg.

Exercise 3

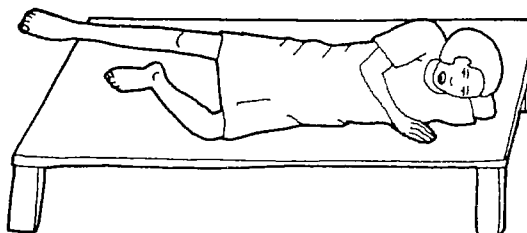
■ The person lies on his or her side. He or she bends the bottom leg and keeps the top leg straight.



■ Then the person lifts the top leg as far as possible.



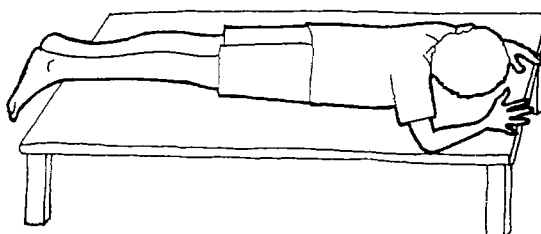
■ Then the person slowly lowers the leg to the ground or bed.



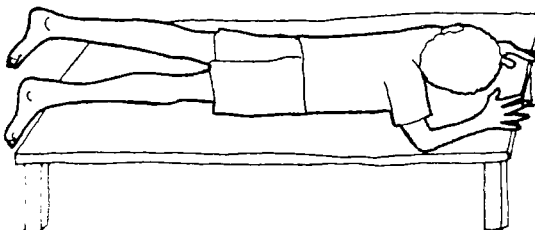
■ Do the exercise 10 times on each side.

Exercise 4

■ The person lies on the stomach. He or she keeps both knees straight.

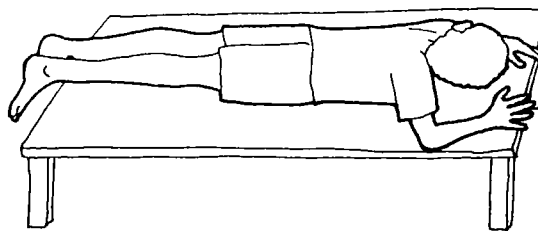


■ The person lifts one leg up with the knee straight.



■ Then the person slowly lowers the leg to the ground or bed.

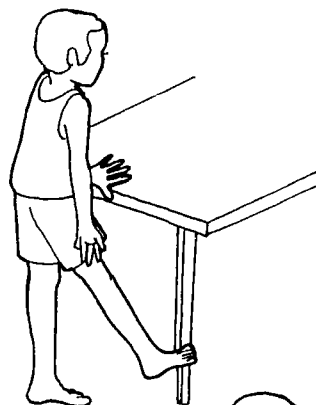
■ Do this exercise 10 times with each leg.



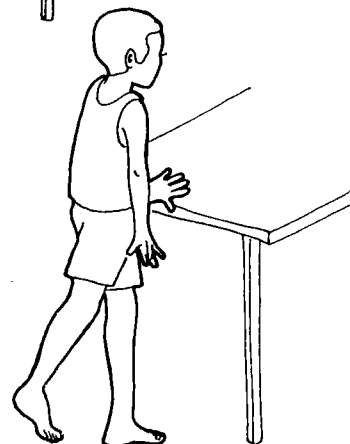
Exercise 5

■ Teach the person to do the following activities during the day:

■ The person stands and holds on to a chair, a table, or the wall.

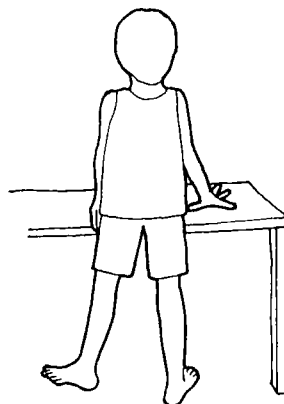


■ The person moves one leg forward and backward 10 times. The person should move only the leg. The person should not bend the body forward or backward.



■ Then the person moves the leg out to the side and lowers it, 10 times. The person should not bend the body to the side.

■ The person repeats the activities with the other leg.



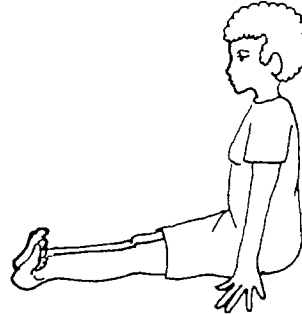
For a person with weak, stiff, or painful feet

- If the person has weak, stiff or painful feet, teach him or her to do the following exercises.

Exercise 1

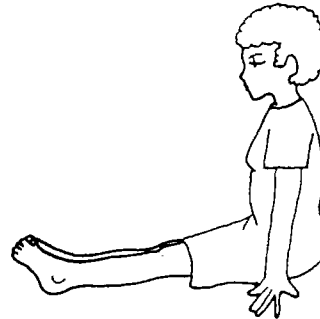
- The person sits with the legs out straight.

- He or she keeps the knees straight and bends both feet towards the body as far as possible.



- Then the person straightens both feet away from the body as far as possible.

- Do the exercise 10 times.

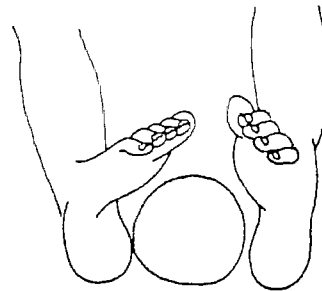


Exercise 2

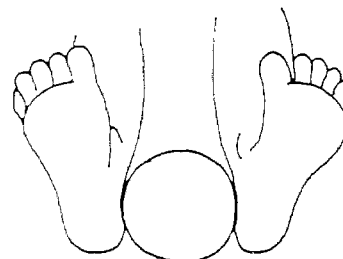
- The person sits with the legs out straight.

- He or she turns the feet towards each other.

The person can turn the feet over a roll of cloth or a ball.



- Then he or she turns the feet away from each other.



- Do the exercise 10 times.

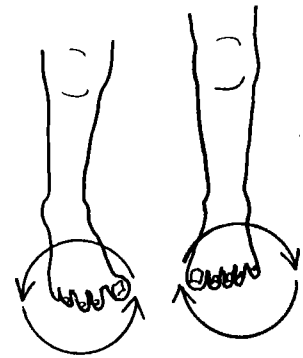
Exercise 3

■ The person sits with the legs out straight.

■ He or she keeps the feet together and moves them in a circle.

The person does this by moving the feet to one side, up, to the other side, and down.

■ Do the exercise 20 times.



Results

1. If the person has weakness, stiffness, or pain, is he or she doing exercises every day?

YES

☐

NO

☐

2. If the person is doing exercises, does he or she have less weakness, stiffness, or pain?

☐☐

If your answer to Question 1 is "No", read this package again. Then you can teach the person how to do the exercises.

If your answer to Question 1 is "Yes", but your answer to Question 2 is "No", it may be because of one of the following reasons:

The person is not doing the exercises correctly.

The person has not done the exercises long enough.

The exercises will not help the person. If you think this is the reason, speak to your Local Supervisor.

If your answers to Questions 1 and 2 are "Yes," you and the person have done well. Tell the person to continue the exercises until he or she no longer feels weak, stiff, or painful in the arms or legs.

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. Feeding a baby who has a disability
26. Activities for a child who has a disability
27. Dressing
28. Household activities
29. Household activities
30. Assessment