22.

Training package for a family member of a person who has difficulty learning
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 learning. The instructions will help you to start training the person in the activities he or she needs to be able to do. The instructions also include what to do about unwanted behaviour, and how to try to change it.
22. Training package for a family member of a person who has difficulty learning

Information about the disability and what you can do about it

- People who have difficulty learning may develop more slowly than other people of the same age. Or their development may stop.

Because of this, the child or adult you train may behave like someone who is younger than his or her real age. The person may not have the same abilities as others of the same age.

- Difficulty with learning is caused by damage to the brain. The damage may come from an illness or an injury to the person's head. The damage may happen before or after birth. A person with this disability is still able to learn to do activities, but it may take a long time.

How the child or adult may be affected by the disability

- The person does not learn new activities as easily as other people.

- A child may have difficulty sitting up, using his or her hands, or moving from place to place.

- The person may be slow to respond to what others say and to what happens around him or her.
A person who has difficulty learning

- The person may not understand as well as other people what he or she sees, hears, touches, smells, and tastes.

- The person may not be able to express his or her needs or feelings in a way that other people understand.

- The person may not be able to think clearly. For example, the person may not be able to compare people or things. The person may not be able to understand the difference between here and there, now and later, or more and less. The person may not know the meaning of where, when, what, how much, and why.

- The person may remember only for a short time what he or she has been told or what has happened in the past. Or the person may not remember these things at all.

- The person may not be able to pay attention to one person or to one activity for long.

- The person may have difficulty controlling his or her feelings.

- The person may have difficulty making decisions. He or she may not know what to do, to say, to wear, and so on.

Activities that the person needs to be able to do

- A baby who has difficulty learning needs to breast-feed like other babies. The baby needs to know his or her mother's love.

The baby needs to play like other babies.
A child who has difficulty learning needs to be with other people. The child needs to play like other children. The child needs to communicate with others, to take care of himself or herself, and to get around alone.

A child needs to go to school with other children.

An adult who has difficulty learning needs to communicate with others, to take care of himself or herself, and to get around alone. He or she needs to do household activities, to work, and to have a social life.

An adult needs to have schooling if he or she has not had it. Schooling will develop his or her abilities.
Training a child

- If you are training a child, watch the child carefully to learn what he or she can do. Find out how far the child has developed.

Compare what the child you train can do with what other children of the same age can do. You then know if the child is able to do the same activities as other children of the same age.

The child may be only a little slower than other children of the same age. If so, he or she can probably learn to do the activities of other children of the same age.

Or the child may be much slower than children of the same age. If so, he or she may only be able to do the activities of a younger child.

- Babies and children who have difficulty learning can develop their abilities through play. Your Local Supervisor has a package called “Play Activities”. This package will show you how to help your child develop his or her abilities. Play can help your child to learn to behave like other children. Your child can also learn to do the things that other children do, such as to communicate with others through play. Speak to your Local Supervisor about this package.

Training an adult

- If you are training an adult, first find out what the person can and cannot do.

Then compare the activities that the person can do with activities of other adults.

- The person may be only a little slower than other adults. If so, he or she can probably learn to do the same activities.

Or the person may be much slower than other adults. If so, he or she may learn to do only a few of the activities of other adults.

- Your Local Supervisor has Training Packages to help you train the person to do different activities. If the person needs such training, speak to your Local Supervisor about it.
Behaviour problems the person may have

- "Behaviour" tells you how a person does activities. For example, "behaviour" is the way a person talks, the way a person moves, and the way a person does daily activities.

- A person learns behaviour. A person can learn wanted or unwanted behaviour.

- Some people who have difficulty learning do not behave in the same way as others. Sometimes they behave differently and in an unwanted way.

- A person who has difficulty learning and who behaves differently may be trying to get your attention. The person may want something. Watch and listen to learn what the person is expressing through different or unwanted behaviour. It is important to know why the person is behaving in an unwanted way. Knowing this will help you correct the person's unwanted behaviour.

- The following are some kinds of different or unwanted behaviour.

- The person may have a habit of hitting himself or herself or of hitting other people. The person may run away for no reason.

- The person may make strange faces, bite his or her hands, or scratch himself or herself. The person may also bite other people.

- The person may repeat again and again the same movements.

- The person may rock back and forth again and again.

- The person may not see or understand danger.

- The person may accidentally hurt himself or herself because of this behaviour. For example, the person may hit his or her head or go too close to an animal that stings or bites.
The person may not understand how to avoid things that are dirty. The person may put dirt in the mouth and even swallow it.

This kind of behaviour can be changed with training. With training, the person can learn wanted behaviour.

**How to change unwanted behaviour**

- A person learns wanted behaviour by imitating other people’s good behaviour. A child learns wanted behaviour by playing with other children who behave well and play well together. The child or adult you train may learn wanted behaviour from you and other family members in these ways.

- Teach the person wanted behaviour in these ways. Then the person may not behave anymore in an unwanted way.

- When the person shows unwanted behaviour, let the person know that you do not like such behaviour. If the person wants to please you, he or she will try not to repeat the unwanted behaviour.

- You will have to understand the person’s unwanted behaviour before you can correct it. First watch the person carefully to find out when the unwanted behaviour takes place, where it takes place, with whom, and why.

A person may repeat unwanted behaviour because he or she is rewarded for it. Find out what reward the person receives for his or her unwanted behaviour. Is the reward extra attention or is it getting his or her own way? What is the reward?

- Unwanted behaviour should be ignored, not rewarded. Ignore the person's unwanted behaviour unless it injures the person or another person.
Good behaviour should be rewarded. Give a reward immediately each time the person behaves well. Then he or she will want to behave well to get the reward again. Continue rewarding the person until he or she has learned to behave well. Then gradually stop the reward.

The person may injure another person or damage things when he or she behaves in an unwanted way.

The person should go and see the other person he or she has injured and find out what he or she has done. This may help the person to stop behaviour that injures others.

Help the person to repair any damage he or she has done because of unwanted behaviour. This may also cause the person to stop unwanted behaviour.

The person should not be punished. Punishment will not change unwanted behaviour. In fact, it may give the person more attention, which is a reward. Then the person will repeat the unwanted behaviour to get more attention.
Other disabilities the person may have

- People who have difficulty learning may have other disabilities, such as difficulty hearing, speaking, seeing, or moving. Or the person may have fits. If the person you train has other disabilities, your Local Supervisor will give you other Training Packages for this person. Speak to your Local Supervisor about it.

Results

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

- What causes difficulty in learning?
- How do you train a person with difficulty learning to do an activity?
- What should you do if the person shows unwanted behaviour?
- What should you do whenever the person learns well and shows wanted behaviour?

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

For family members of people who have difficulty seeing
1. Information about the disability and what you can do about it
2. How to train the person to take care of himself or herself
3. How to train the person to move around

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

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

For family members of people who have no feeling in the hands or feet
17. Information about the disability and what you can do about it
18. How to prevent injuries and deformities of the hands and feet

For family members of adults who show strange behaviour
19. Information about the disability and what you can do about it
20. How to train the person to take care of himself or herself

For family members of people who have fits
21. Information about the disability and what you can do about it

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

General
25. Breast-feeding a baby who has a disability
26. Play activities for a child who has a disability
27. Schooling
28. Social activities
29. Household activities
30. Job placement
23.
Training package for a family member of a child who has difficulty learning
How to train the child to take care of himself or herself

What Is This Package For?
The instructions in this package will help you to train the child who has difficulty learning to take better care of himself or herself. The training includes how to eat, drink, wash the hands, clean the teeth, bathe, use the latrine, and dress without help.
23. Training package for a family member of a child who has difficulty learning

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

- The child you train may be only a little slower than other children of the same age. If so, you may be able to train him or her to do all the activities of other children of the same age.

- The child may be like a much younger child. If so, you may be able to train the child to do only some of the activities of other children of the same age.

- Some children take longer than others to learn anything new. These children need more help during training and need to be trained for a longer time.

- The child you train needs to develop his or her abilities. This will make the child happier and healthier. If you can train the child to be less dependent on your help, you will have more time for other things.
Abilities the child needs to develop

- Every child needs to develop abilities such as the following:

- The ability to suck and chew.

- The ability to use the hands to feel; the ability to pick up, hold, and use objects such as spoons, cups, bowls, or buckets.

- The ability to understand what he or she hears, sees, smells, tastes, or touches; the ability to understand what other people say and what he or she says; the ability to understand what is happening around him or her.

- The ability to let you know when he or she is hungry or thirsty; when he or she is cold, warm, or uncomfortable; the ability to let you know when he or she needs to go to the latrine.
The ability to remember what he or she hears and sees; to remember how to eat, drink, keep clean, use the latrine, and dress; to remember when and where to do these activities.

The ability to give attention to the activity that he or she is doing at a certain time.

How the child can learn new activities

There are many ways that you can help the child to learn activities. You can use the following ways:

Doing activities that the child can see or hear.

Talking and explaining to the child about the activities you do.

Doing activities with the child.

Talking about the activities you and the child do together.

Talking to the child about the activities you see other children do.

Encouraging the child to do as many activities as possible without your help.

First find out how the child understands you. The child may understand you by listening to your words or by watching your face and the movements of your hands and body. Or the child may understand by touching you while you are doing something. The child may understand by doing an activity with you.

When you teach the child, speak and explain in the way that he or she understands best.
Teach the child to do activities at the time of the day that he or she should normally do the activity. For example, help the child learn to feed himself or herself when it is mealtime. Help the child learn to undress when it is time to change clothes or to go to sleep.

Begin training the child with an activity that you think that he or she will learn easily.

Teach the child only one activity at a time. When the child can do that activity well, teach another one.

Each day spend some time training the child.

The child may learn an activity more easily once he or she understands that it is an activity that other people do. For example, the child may learn to eat at regular times without help once the child understands that this is what other family members do.

There may be times when the child cannot learn new activities, even when you try teaching them. At this time, let the child continue doing the activities that he or she already knows. He or she will then become better at them.

Watch the child carefully to know when he or she is ready to learn a new activity. Then you can begin teaching the child new activities again.

When you teach the child, you should have all his or her attention. The child will not give you attention if he or she is hungry or wet. So be sure that he or she is not hungry or wet and is comfortable.

The child will not give you attention if there are many people and much noise when you are training together. He or she will want to watch what is happening around you. So choose a quiet place where the child will think about what you are doing together.
Some children can give their attention to one thing for a very short time only. If the child you train is like this, first train the child using activities or games that he or she likes. For example, you can roll a ball to the child and ask the child to roll it back. Or you can ask the child to build a little pile of stones and then let him or her push them down.

Do the activities the child likes for a longer time each day. In this way you train the child to keep his or her attention on one activity for a longer time. When the child can do this, start teaching the child other activities.

Always remember that if a child does the same activity for too long, he or she may get tired of it. Then the child may not want to do it anymore. For this reason, do not make him or her do the same activity for too long. Watch the child to see if he or she is becoming tired. Stop the activity before the child gets tired.

Be patient when training a child. Speak to the child quietly and slowly.

The child will not learn if you shout or frighten him or her. Also for this reason, do not hit the child. Hitting and shouting will not help a child to learn.

A child needs to keep doing an activity after having learned it. The more times the child does an activity, the better he or she will be able to do it.

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**How to use rewards to help a child learn**

Rewards can help children learn activities more quickly. When a child receives a reward for doing something correctly, the child will want to do it again. So let the child you train know that he or she is rewarded for doing an activity well.

Do this by giving a reward as soon as the child has done something correctly. Give a reward each time he or she does it correctly.

Watch the child to find out what he or she likes. Then you can give the child what he or she likes as a reward.
A child who has difficulty learning

- A reward may be any of the following things:
  
  A smile, a hug, praise, or attention.

  Letting the child have something special, such as fruit or a toy.

  Letting the child do something that he or she likes, such as playing or listening to songs and music.

- When the child has completed a short activity, such as drinking from a cup, give a small reward, such as a pat or hug.

When the child has completed a larger activity, such as eating all his or her food, give a larger reward. You may then let the child play or listen to music.

- A reward should be given only for an activity well done. If the child is rewarded for something that he or she should not have done, the child will do it again to get the reward.

Try to ignore the child when he or she does activities that you do not want him or her to repeat.

But if the child does an activity which can cause injury to himself or herself or to another person, you should not ignore the activity. Stop the child and encourage him or her to do another activity.

- Give a reward to the child when an activity is done at the correct time in the correct place. For example, give the child a reward if he or she dresses in the correct clothes or eats with family members at the correct time.

- Continue to give rewards until the child has learned to do the activity. When the child has learned to do the activity, gradually stop giving the rewards.
How to teach the child to do an activity

- You have observed the child you train and you know what his or her abilities are. You know how much of an activity the child may be able to do alone. You also know how much he or she may not be able to do. Always encourage the child in whatever he or she can do alone. Make sure the child does as much as possible without your help.

- When you teach the child an activity, observe the child all the time you teach him or her. Always find out how much more of the activity the child can do alone without your help. Then help the child to do those parts of the activity that he or she cannot do alone.

- Remember these things whenever you teach the child to do an activity. You can use the following way to teach the child to do any activity.

1. Think about how the child should do the activity.
2. Explain the activity to the child.
3. When you help the child, tell the child to do as much of the activity as possible without your help.
4. Each time the child completes the activity with you, show the child that you are pleased by rewarding him or her.
5. Do the activity with the child in the same way every time the child needs to do the activity.
6. When the child learns to do more of the activity give the child less help and less instruction.
7. Continue training the child in this way until he or she has learned to do the whole activity without help.

- The following example describes how to teach the child to drink from a cup.

1. Think about how the child should do the activity.

Think about how the child should drink from the cup. The child should pick the cup up, take it to the mouth, take a drink from it and put the cup down.

2. Explain the activity to the child.

Explain to the child how he or she should drink from the cup. Also explain to the child why he or she should drink.
Show the child how to drink from the cup. Show the child by putting your hands on the child’s hands and helping him or her to drink.

3. When you help the child, tell the child to do as much of the activity as possible without your help. Tell the child clearly and simply what he or she must do with you to complete the activity.

- If the child cannot do any part of the activity, put your hands on the child’s hands. Then do the whole activity together.

- If the child can do part of the activity alone, help the child to do the parts that he or she cannot do. In this way help the child to complete the activity.

4. Each time the child completes the activity with you, show the child that you are pleased. Tell the child that he or she has done well. You can pat or hug the child to reward him or her for completing the activity. This will help the child to want to complete the activity with you again.
Help the child to complete the activity every time. When the child completes the activity even with your help, reward the child.

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

When the child does the activity well, show him or her that you are pleased. These rewards will encourage the child to try to do the activity without your help.

5. Do the activity with the child in the same way every time the child needs to do the activity. Instruct and reward the child in the same way every time you and the child repeat the activity together.

6. When the child learns to do more parts of the activity give the child less help and less instruction. Each time ask the child to do as much as possible without your help. Put your hands on the child’s hands and tell him or her what to do only when the child needs help to complete the activity.

7. Continue training the child in this way until he or she has learned to do the whole activity without help. This may take several days, weeks or months.

Activities the child needs to be able to do

Activities that the child needs to be able to do without help are given on the following pages.

The child should be able to do these activities in the same way as other family members. If the way an activity is described on the following pages is different from the way your family does it, change it to fit your way.
Eating

In this example, the child is holding a bowl of food in one hand. The child is eating with the fingers of the other hand.

- Holding bowl
- Picking up food
- Taking food to mouth
- Chewing food
- Swallowing food
- Getting ready to pick up more food
Washing his or her hands

- Keeping clean prevents diseases. A child will be more healthy if he or she washes his or her hands before cleaning the teeth, before and after every meal, and after using the latrine.

- In this example, the child is washing his or her hands with soap in a bowl of water.

- Putting hands in water  - Lifting hands out of water  - Picking up soap

- Rubbing soap on hands  - Putting down soap  - Putting hands in water

- Washing off soap  - Lifting hands out of water
Cleaning the teeth

- In this example, the child is cleaning his or her teeth with a finger using salt or charcoal powder. Then he or she is rinsing his or her mouth with water.

- Putting finger in salt or charcoal powder
- Taking finger to mouth
- Moving finger to rub teeth and gums

- Removing finger from mouth
- Picking up cup
- Taking cup to mouth

- Sipping water
- Washing mouth with water
- Spitting water out
- Putting down cup
Bathing

In this example, the water for bathing is in a bucket. The child is washing by pouring the water over himself or herself with a bowl.

- Filling bowl with water
- Pouring water over body
- Putting down bowl
- Picking up soap
- Rubbing soap on face and body
- Filling bowl with water
A child who has difficulty learning

- Washing soap off face
- Filling bowl with water
- Washing soap off body
- Putting down bowl
- Standing in the sun to dry or drying with a clean cloth
Using the latrine and cleaning himself or herself

In this example, the child is using the latrine and then cleaning himself or herself with water.

- Going to latrine
- Standing over latrine hole
- Lifting up clothes
- Squatting down
- Defecating
- Picking up bowl of water
A child who has difficulty learning

- Washing back
- Putting down bowl
- Standing up
- Pulling down clothes
- Washing hands with soap and water
- Going home
Dressing

- In this example, the child is taking off and putting on a dress.

- It may be easier for the child if you teach the child to take off the dress first. When the child can do this alone, then teach him or her to put on the dress.

Taking off dress

- Lifting up dress
- Removing one arm from sleeve
- Removing other arm from other sleeve
- Pulling dress over head
Putting on dress

- Picking up dress
- Putting head through neck of dress
- Putting one arm through one sleeve
- Putting other arm through other sleeve
- Pulling down dress
Results

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

Begin by watching the child 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 child always does the activity without help. Put the date in the box beside "With some help or sometimes" if the child needs help to do part of the activity, or needs help sometimes. Put the date in the box beside "Not at all" if the child cannot do any part of the activity without help.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Alone</th>
<th>With some help or sometimes</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeds himself or herself? (including eating and drinking)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keeps himself or herself clean? (including washing, bathing, and cleaning teeth)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses the latrine?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dresses and undresses?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

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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

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9. How to prevent deformities of the person’s arms and legs
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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
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General
25. Breast-feeding a baby who has a disability
26. Play activities for a child who has a disability
27. Schooling
28. Social activities
29. Household activities
30. Job placement
Training in the community for people with disabilities

24.

Training package for a family member of an adult who has difficulty learning
How to train the adult to take care of himself or herself

What Is This Package For?
The instructions in this package will help you to train the adult who has difficulty learning to be able to take better care of himself or herself. The instructions include how to eat, drink, clean the teeth, wash and bathe, use the latrine, dress, get around alone, count, write and read, and use money without help.

World Health Organization
Geneva, 1989
24. Training package for a family member of an adult who has difficulty learning

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

- The person who has difficulty learning has had this disability since birth or from a very early age. The person did not develop his or her abilities as a child in the way other people have.

Because of this, the person sometimes cannot take care of himself or herself, get around alone or communicate with others. The person sometimes cannot do household activities, do a job, or join in social activities. The person probably has not had any schooling.

- If you can train the person to do these activities you will have more free time to do other things. The person you train may also be able to help you with housework or some other tasks.

- Although the person does not have the same abilities as other adults, he or she is still an adult. Always remember this and treat the person as an adult. Tell family members, friends and neighbours that they must do the same.
How the person can learn new activities

There are many ways that help the person to learn activities. You can use the following ways:

Doing activities that the person can see or hear.

Talking and explaining to the person about the activities you do.

Doing activities with the person.

Talking about the activities you and the person do together.

Talking to the person about the activities you see other people do.

Encouraging the person to do as many activities as possible without your help.

First find out how the person understands you. The person may understand you by listening to your words or by watching your face and the movements of your hands and body. Or the person may understand by touching you while you are doing something. The person may understand by doing an activity with you.

When you teach the person, speak and explain in the way that he or she understands best.

Teach the person to do activities at the time of the day that he or she should normally do the activity. For example, help the person learn to feed himself or herself when it is mealtime. Help the person learn to undress when it is time to change clothes or to go to sleep.

Begin training the person with an activity that you think that he or she will learn easily.

Teach the person only one activity at a time. When the person can do that activity well, teach another.

Each day spend some time training the person.
The person may learn an activity more easily once he or she understands that it is an activity that other people do. For example, the person may learn to eat at regular times and without help once the person understands that this is what other family members do.

There may be times when the person cannot learn new activities, even when you try teaching them. At this time, let the person continue doing the activities that he or she already knows. He or she will then become better at them.

Watch the person carefully to know when he or she is ready to learn a new activity. Then you can begin teaching the person new activities again.

When you teach the person, you should have all his or her attention. The person will not give you attention if he or she is hungry or not comfortable. So be sure that he or she is comfortable.

The person will not give you attention if there are many people and a lot of noise when you are training together. He or she will want to watch what is happening around you. So choose a quiet place where the person will think about what you are doing together.

Some people can give their attention to one thing for a very short time only. If the person you train is like this, first train the person using activities or games that he or she likes.

Do the activities the person likes for a longer time each day. In this way you train him or her to be able to keep his or her attention to doing one thing for a longer time. When the person can keep his or her attention to one thing for a longer time, start teaching the person other activities.
■ Always remember that if a person does the same activity for too long, he or she may get tired of it. Then the person may not want to do it anymore. For this reason, do not make him or her do the same activity for too long. Watch the person to see if he or she is becoming tired. Stop the activity before the person gets tired.

■ Be patient when training a person. Speak to the person quietly and slowly.

The person will not learn if you shout or frighten him or her. Also for this reason, do not hit the person. Hitting and shouting will not help a person learn.

■ A person needs to keep doing an activity after having learned it. The more times the person does an activity, the better he or she will be able to do it.

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How to use rewards to help a person learn

■ Rewards can help people learn activities more quickly. When a person receives a reward for doing something correctly, the person will want to do it again. So let the person you train know that he or she is rewarded for doing an activity well.

■ Do this by giving a reward as soon as the person has done something correctly. Give a reward each time he or she does it correctly.

■ Watch the person to find out what he or she likes. Then you can give the person what he or she likes as a reward.

■ A reward may be any of the following things:

  A smile, a hug, praise, or attention.

  Letting the person have something special, such as food the person likes.

  Letting the person do something that he or she likes, such as listening to songs and music.

  When the person has completed a short activity, such as dressing, give a small reward, such as a pat or a hug.
When the person has completed a larger activity, such as going to the market for you, give a larger reward. You may then let the person visit friends or listen to music.

- A reward should be given only for an activity well done. If the person is rewarded for something that he or she should not do, the person will do it again to get the reward.

- Try to ignore the person when he or she does activities that you do not want him or her to repeat.

But if the person does an activity which can cause injury to himself or herself or to another person, you should not ignore the activity. Stop the person and encourage him or her to do another activity.

- Give a reward to the person when an activity is done at the correct time in the correct place. For example, give the person a reward if he or she dresses in the correct clothes or eats with the family members at the correct time.

- Continue to give rewards until the person has learned to do the activity. When the person has learned to do the activity, gradually stop the rewards.

**How to teach the person to do an activity**

- You have observed the person you train and you know what his or her 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. Always encourage the person in whatever he or she can do alone. Make sure the person does as much as possible without your help.

- When you teach the person an activity, observe the person all the time you teach him or her. 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 that he or she cannot do alone.
Remember these things whenever you teach the person to do an activity. You can use the following way to teach the person to do any activity.

1. Think about how the person should do the activity.
2. Explain the activity to the person.
3. When you help the person, tell him or her to do as much of the activity as possible without your help.
4. Each time the person completes the activity with you, show the person that you are pleased by rewarding him or her.
5. Do the activity with the person in the same way every time the person needs to do the activity.
6. When the person learns to do more of the activity give him or her less help and less instruction.
7. Continue training the person in this way until he or she has learned to do the whole activity.

The following example describes how to teach the person to take off trousers.

1. Think about how the person should do the activity.

Think about how the person should take off the trousers. The person should pull the trousers down, take one leg out of the trousers and then take the other leg out of the trousers.

2. Explain the activity to the person.

Explain to the person how he or she should take off the trousers. Also explain to the person why he or she should do it.

Show the person how to take off the trousers. Show the person by putting your hands on the person’s hands and helping him or her to take off the trousers.
3. When you help the person, tell him or her to do as much of the activity as possible without your help. Tell the person clearly and simply exactly what he or she must do with you to complete the activity.

- If the person cannot do any part of the activity, put your hands on the person’s hands. Then do the whole activity together.

- If the person can do part of the activity alone, help the person to do the parts that he or she cannot do. In this way help the person to complete the activity.
4. Each time the person completes the activity with you, show the person that you are pleased. Tell the person that he or she has done well. You can pat or hug the person to reward him or her for completing the activity. This will help the person to want to complete the activity with you again.

- Help the person to complete the activity every time. When the person completes the activity even with your help, reward the person.

- 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 him or her that you are pleased. These rewards will encourage the person to try to do the activity without your help.

5. Do the activity with the person in the same way every time the person needs to do the activity. Instruct and reward the person in the same way every time you and the person repeat the activity together.
6. When the person learns to do more parts of the activity give him or her less help and less instruction. Each time ask the person to do as much as possible without your help. Put your hands on the person's hands and tell him or her what to do only when the person needs help to complete the activity.

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

![Image of a person doing different activities]

Activities you can train the person to do

- The person you train may be only a little slower than other people of the same age. If so, you will be able to train the person to do all the activities of other adults.

- The person may have only some of the abilities of other adults. If so, you will be able to train the person to do only some of the activities of other adults.

- Perhaps you have already tried many times to train the person to do activities that others do. You may have succeeded in training the person to do some activities.

Or you may not have succeeded. There can be many reasons for this. Many people who have difficulty learning need a different kind of training from others. They also need training for longer. So you must try again to train the person to do the activities he or she cannot do.

- The person you train should do activities in the same way as other people in the family. The person you train will need more help and encouragement. He or she will need to repeat an activity more times in order to learn the activity. You will need more time and patience to teach the person.
Taking care of himself or herself

- Train the person to take care of himself or herself in the same way as other family members.

- Train the person to do the following activities without help:
  - Eat
  - Drink
  - Clean his or her teeth
  - Bathe
  - Use the latrine and clean himself or herself
  - Dress
Communicating with others

Communication is how we understand what is being said to us and how we express to other people our thoughts, needs, and feelings.

Find out ways by which the person understands you. He or she may understand you by listening to your words or by watching the expressions on your face and movements of your hands and body. Or the person may understand you by doing an activity together with you.

When you communicate with the person, use ways that the person understands.

Teach the person to express himself or herself in ways that other people can understand. Teach him or her to do this by using words, expressions on his or her face, and movements of his or her hands and body.

Teach other people how to communicate with the person using these ways.

Getting around alone

If the person has never learned to get around alone, train him or her to do so.

Take the person with you in the village many times. Always go the same way. Explain to the person what is happening along the way. Show the person landmarks, such as trees and houses, and rivers and streams. Show him or her people at work.

Explain to the person how long it takes to go to different places in the village.
When you think the person is ready to do so, let him or her walk in front of you. Find out if the person knows the way.

Then give the person a task to do so that he or she has to go alone to some place nearby.

As the person learns to go to nearby places alone, send him or her to places that are farther away.

Teach the person how to cross roads and how to deal with traffic. Take the person to the roadside. Teach the person to walk on the side of the road, facing the direction in which traffic is coming.

When you train the person to cross the road, teach him or her to look and listen for traffic that can come from both sides. Explain to the person that he or she must cross the road only when the road is clear or the traffic has stopped. If there are signs to show where people can cross the road, teach the person to cross the road there.

Train the person to travel alone by bus if necessary. Try to choose a time when the buses are not full. Go with the person by bus and explain to him or her what you do.

Teach the person to recognize which bus he or she must take by the number or sign on the bus. Tell the person to ask other people where the buses go and where to get off. Teach him or her to ask for any other help he or she needs.
Counting, reading, and writing

- If the person has not had any schooling, perhaps he or she will not be able to count, read, or write.

- If schooling is not possible, try to give the person schooling at home. Start by helping the person to learn to count.

Next try to help the person to write his or her name. Start by writing only the name the person is called. Ask the person to copy it many times. If this is possible you could next try to help the person to write his or her other names if this is necessary.

- The person may not be able to read. But you can teach the person to recognize simple labels, such as on bottles of medicines, bags of seed, and on traffic signs.
Using money

- When you have taught the person to count, try to help him or her to write numbers. You could then try to help him or her to do simple sums.

- If the person can do this, you can try to help him or her to use money. First teach the person to recognize the different coins. Show the person how smaller coins add up to bigger coins. Show how bigger coins are changed into smaller ones. Then try to teach the same with notes.

- If the person can do this, take him or her along to the market and show how you buy things for money. Try to train the person to give the money for what you are buying and to receive the correct amount of change back. Repeat this many times, so you are sure that the person can do it.

- If the person can do this, take him or her to the bus and show how to buy a ticket for money. Also show how to make sure that you receive the correct amount of change back. Repeat this many times. Then let the person buy the ticket himself or herself.

Other activities you should train the person to do

- Train the person to do household activities. The person should do a job and join in family and community activities.

If the person needs training in any of these activities, your Local Supervisor will give you other Training Packages. Speak to your Local Supervisor about it.
## 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” or “With help” if the person needs help with part of the activity or needs help sometimes. Put the date in the box beside “Not at all” if the person needs help to do the whole activity, or does not do the activity.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Alone</th>
<th>With some help or sometimes</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeds himself or herself?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(including eating and drinking)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keeps himself or herself clean?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(including washing, bathing, and cleaning teeth)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses latrine?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dresses and undresses?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moves around village?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
If all of your answers are "Alone," you and the person have done well. You can stop using this package.

If any answer is "With some help or sometimes", "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 these answers and see what you can do about it.

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

If you continue to use this package, train the person for some time. Then answer all the questions above 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