25.
Training package for a mother of a baby with a disability
Breast-feeding

What Is This Package For?
The instructions in this package will help you to breast-feed a baby with a disability.

World Health Organization
Geneva, 1989
25. Training package for a mother of a baby with a disability

Breast-feeding

Why should you breast-feed your baby?

- When you breast-feed your baby, your baby is close to you. This is a way of telling your baby that you love and want him or her. So your baby feels safe and happy. This is one important reason for you to breast-feed your baby.

- A baby who has a disability may be weaker than other babies. He or she may not be growing like other babies. Or the baby may easily become ill if not breast-fed. There are many other reasons why you should breast-feed your baby.

- Mother's milk is the best milk for your baby because of the following reasons:
  - It has all the good food in it that your baby needs.
  - It protects your baby against many diseases.
  - It is always clean and needs no preparation.
  - It costs nothing.

- You can feed your baby with only milk for the first 4 months. When the baby is 5 months old, he or she will also need other food. You can then give the baby cow's milk and porridge made from rice, wheat, or some other grain. Mashed fruit and cooked vegetables or other soft food are also good for babies.

Continue breast-feeding your baby for as long as possible. This gives your baby the nourishment that he or she needs to grow and be healthy.

- You need to eat and drink well to have enough breast milk for your baby. Milk, eggs, rice, green leafy vegetables, and fresh fruit are especially good food for a breast-feeding mother.
Cleanliness when breast-feeding

- It is important to be clean in everything you do, so that your baby stays healthy.
- Wash carefully every day with soap and water. Wash yourself and your baby.

- Wash your hands with soap and water before you feed your baby.

- If you use a cup and spoon to feed the baby, boil them for at least 5 minutes to clean them. Then when they are cool, use them to feed your baby.

How often to breast-feed your baby

- Start breast-feeding your baby the day the baby is born. This makes it easier for you to continue to breast-feed.
- If you breast-feed your baby often during the first few days, it will also be easier for you to continue to breast-feed.

- Keep your baby close to you so that you can feed him or her whenever he or she is hungry. Put your baby to sleep near you so that you can feed him or her at night when the baby is hungry.
Most babies cry when they are hungry. But some babies do not cry very much, even when they are hungry. They make other sounds and signs to show when they are hungry.

If your baby does not cry very much, it may be difficult for you to know when to feed him or her. Listen for and learn the other sounds or signs the baby makes to tell you when he or she is hungry.

How to hold your baby

- You can lie down or sit up when you feed your baby.
- Do not let the baby's head fall backward. Put your arm behind the baby's neck to stop the head from falling back. Put your other hand under the baby's chin to stop the head from falling forward.

How to begin breast-feeding your baby

- Hold your baby against your breast. The baby's mouth will open to search for the breast. Put your nipple and as much as possible of the dark area around the nipple into the baby's mouth. The baby will start sucking.
Your baby may not be able to breathe when his or her nose is pressed against your breast. If this happens, put your finger on your breast under the baby's nose to make enough room for the baby to breathe.

Let your baby suck from each breast each time he or she feeds. This way, you will feel more comfortable and you will have more milk for your baby.

Your baby will cough if too much milk goes into his or her mouth at once. Try not to let too much milk go into the baby's mouth at once. After you have breast-fed your baby for some time, you will know how much milk your baby can drink at once.

**About a baby who has difficulty sucking**

Your baby may be slow to suck. If so, you can encourage him or her to suck by gently pinching or stroking the baby's face or arms.

Some babies have a lower lip which falls down. If the baby's lips are open, he or she cannot suck or swallow any milk.

If your baby's lower lip is like this, hold it up with a finger of your hand around the baby's chin when you are breast-feeding.
Some babies cannot suck at all.

If your baby cannot suck at all, but can swallow, put the milk into the baby's mouth by pressing on your breast with your hand. Put the milk into the mouth a little at a time. Then the baby will have time to swallow the milk and to breathe. If you put too much milk in at once it will make your baby cough.

Or press the milk from your breast into a clean cup and feed your baby from the cup with a clean spoon.

If you feed the baby with a spoon, put the first spoonful of milk on one side of the tongue. Then put the next spoonful of milk on the other side of the tongue. Do not put the milk on the middle of the tongue.

Put the milk on the back of the baby's tongue so that he or she can swallow it easily.

About a baby who pushes the head back

Some babies push their head back most of the time. They hold their head far back. If your baby pushes his or her head back, place your arm under the baby's neck. Do not place your arm under the baby's head because this can make the baby push the head back even more.

About a baby who pushes out the tongue

Some babies push out their tongues when you put the nipple into their mouths. This may happen when something touches the middle of the baby's tongue.

If your baby pushes out his or her tongue, try to put the nipple to one side of the baby's mouth. In that way it does not touch the middle of the tongue.
About a baby who has a deformed mouth and lips

- Some babies who have a deformed mouth and lips can swallow, but cannot suck.

If your baby is like this, try to close the lip with your fingers. See if this helps your baby to suck.

- Some babies who have a deformed mouth and lips cannot swallow. The milk that the baby sucks comes out of the nose and the baby cannot swallow it.

If your baby is like this, press the milk from your breast into a clean cup. Then feed your baby with a clean spoon. Put the milk far back on the baby's tongue.

How to press the milk out of your breast

- If you need to press the milk out of your breast, do this by holding the breast with both hands and gently pressing it. Start from the outside edge of the breast and press towards the dark area around the nipple. As you reach the dark area, press it between your thumb and forefinger and press the milk out of the nipple. Repeat this with each breast until the breast is empty.

How to finish breast-feeding your baby

- Some babies do not stop sucking after they have finished feeding.

If your baby does not stop sucking, take your nipple out of the baby's mouth. Do this by putting your finger in the corner of the baby's mouth and opening the mouth gently.
Then hold the baby up and rub his or her back gently to bring up any air that was swallowed with the milk.

Feeding a baby who does not grow as fast as others

Some babies do not grow as fast as other babies of the same age. This may be because they have difficulty feeding. Or it may be because they do not get enough breast milk from their mothers.

You may have a baby who does not grow as fast as other babies. When the baby is about 5 months old, give him or her extra food such as cow’s milk and porridge made from rice, wheat, or some other grain. You can also give him or her mashed fruit and cooked vegetables or other soft food that is good for babies.

When your baby is hungry, breast-feed him or her first, before giving any other food. In this way the baby will get all the nourishment in your milk. It will also help you produce enough milk. The more milk the baby drinks the more milk you will produce.

If there is a health centre near you, take your child to the health centre to be weighed as often as possible, at least once a month. If your baby gains weight like other babies, he or she is feeding properly.
Results

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

Put the date in the box beside “Yes” or “No.”

| Breast-feeds and grows like other babies? | Yes | No |

If your answer is “Yes”, you have done well and your baby is healthy. Now you no longer need this package.

If your answer is “No”, it may be because of one of the reasons listed. Go through the list to find a possible reason for the “No” answer 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. Your breasts may not have enough milk.</td>
<td>Eat well and drink plenty of water and other liquids. Breast-feed the baby more often. Each time you feed your baby, let him or her suck until there is no more milk. This will help your breasts to make more milk. Continue to use this package.</td>
</tr>
<tr>
<td>2. Your breasts may have too much milk and may be swollen so that your baby cannot suck.</td>
<td>Empty some of the milk out of your breasts with your hands. Then breast-feed the baby, and continue to use the package.</td>
</tr>
<tr>
<td>3. You may not have followed the instructions in the package correctly.</td>
<td>Read the package again. If you think that you have not understood the instructions, speak to your Local Supervisor about it.</td>
</tr>
<tr>
<td>4. You may not be able to breast-feed your baby because of his or her disability.</td>
<td>Speak to your Local Supervisor about it before you stop using this package.</td>
</tr>
</tbody>
</table>

If you continue to use this package, answer the question again after some time. If the answer is “Yes” then you can stop using this package.
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
26.

Training package for a family member of a child with a disability

Play activities

What Is This Package For?

The instructions in this package will help you to train the child with a disability in play activities. This will stimulate the development of the child. The training includes how to communicate, move around, and take care of himself or herself. In this way you will be able to encourage the child to learn about people, about things, and about the community.

World Health Organization
Geneva, 1989
26. Training package for a family member of a child with a disability

Play activities

■ Children enjoy playing. Play helps to develop a child's seeing, hearing, speech, understanding, moving, and behaviour. By playing, a child learns about the world we live in. The child learns about people and about things and about what is happening in the community.

■ Play activity teaches a child to get along with others. It prepares a child to be a member of the family and the community. Play prepares a child to go to school.

■ Play is a normal activity for a child. A baby plays by smiling, making sounds, and moving the arms and legs. A young child also plays by making sounds and moving around. The child also plays with objects. An older child plays by speaking, moving, and using objects with other children, with adults or alone.

■ Most children play without being encouraged to do so. But some children do need to be encouraged to play.
Children who have difficulty seeing, hearing, speaking, moving, or learning will need encouragement to play. Some children will need a great deal of encouragement and will take a long time to learn to do play activities.

- A child with a disability needs to play more than other children. Play will help the child to develop as other children. Play will also help prevent a child's disability from getting worse.

- Some children do not have disabilities but are slow to develop. This could be because they have had a disease or there was a time when they did not get enough food. If you have such a child, play with him or her. It will help the child to develop as other children.

- Most of the activities in this package are to encourage your child to play. Some activities are to encourage your child to take care of himself or herself, to communicate and to move around.

- The child should enjoy playing. When you do these activities with the child, help the child to enjoy doing all the activities. Also, if the child likes doing an activity, he or she will learn the activity more easily.

### How to encourage a child to play

- Watch your child and find out what movements and sounds he or she makes. Encourage the child to repeat these movements and sounds. Let the child know that you are pleased with the movements and sounds.

You can encourage the child by talking and laughing with the child.

You can also encourage the child by patting or hugging him or her.
■ When you want to teach the child to do a new activity, show the child what you want him or her to do.

■ Talk to the child about what you want him or her to do.

■ Watch the child to see if he or she does the activity.

■ If the child does not do the activity, or does only part of it, help the child to do the activity.

■ Tell the child what you are going to do. Put your hands on the child’s hands. Do the activity slowly together with the child.

■ Repeat the activity many times with the child. Watch the child to see how much he or she can do without help. Let the child do as much as he or she can without help.

■ Repeat the activity with the child many times until he or she can do the activity without help.

■ When the child completes the activity with or without your help, show the child that you are pleased.
What to remember

■ To encourage a child to do an activity, you first need to find out how the child understands you. The child may understand by listening to your words or by watching the expressions on your face. The child may understand by watching the movements of your hands and body. Or the child may understand by touching you when you are doing something. Or the child may understand and learn by doing an activity with you.

To help the child learn, you need to speak and explain in a way that the child understands.

■ The child will learn best if you teach only one activity at a time.

■ Start with an activity that you think the child will like doing. If the child likes an activity, he or she will learn it more easily.

■ As soon as the child learns to do a new activity or does something well, show the child that you are pleased. Let the child know that he or she has done it without help. Then the child will be happy and will continue to try to do well.

■ Also show the child that you are pleased when he or she tries to do an activity. This will encourage the child to try again until he or she can do the activity.

■ You can show that you are pleased by the words you use, by the tone of your voice, and by smiling. You can also show this by touching and holding the child close to you, or by spending more time with him or her.

■ To show the child that he or she has done well, you can reward the child. Give the child something he or she likes, or let him or her do something special. Showing the child that you are pleased can also be a reward.

■ Play with the child as often as possible. Choose certain times of each day to play with him or her.
Play activities

- When you play with the child you should have the child's whole attention. You should make sure that he or she is not hungry or wet. If the child is hungry or wet he or she will not listen or learn.

Choose a quiet place where the child will think about playing with you. If there are people and noise where you are playing, he or she will want to look at what is happening. Then the child will not learn.

- Most children can play alone. Give the child you train as much time to play alone as he or she wants. Give the child objects that he or she likes to play with when the child plays alone.

- Keep the child interested in what he or she is doing. When the child plays at one thing for a long time, he or she may become tired of it. Then the child will not want to go on playing. Do not force the child to go on playing when he or she is tired.

If the child is tired of one activity, find out what other activity he or she wants to do. Then you can do this other activity with the child.

Or you can let the child play alone for some time and then start playing with the child again.

- Do not frighten the child with loud words or punishment. A frightened child cannot learn. If the child does something that he or she should not do, speak firmly but gently and explain to the child why it is not a good thing to do.

- Children should also be encouraged to play with other children. Sometimes an older brother or sister can play with the child by doing the activities described in the leaflets.

If a child plays with another child of the same age, these two children may at first sit beside each other, but each will play by himself or herself. Later on, as children grow, they will play more with each other.

- Encourage the child to play with other children. This will help your child to learn how to behave with other people.

- After the child has learned to do an activity, he or she needs to continue doing it. The more often the child does an activity, the better he or she will do it. This will also help the child to learn new activities more easily.
You should ask other family members to do some of the play activities with the child.

Some children need a very long time to learn to do certain activities. If the child you train is like this, you will need to continue teaching the child for a long time. If the child still does not learn certain activities, it may be because of his or her disability.

If you think that the child cannot learn an activity because of his or her disability, stop trying to teach the child this activity. Speak to your Local Supervisor about it. Instead try teaching the child another activity.

Your Local Supervisor may give you other Training Packages to help you teach your child how to do other activities.

**Things that can be used for toys**

- Many play activities need no special toys. Other play activities need toys. You can make toys with the things that you find around you.

Use many different kinds of objects and materials as toys and for making toys. The child needs to learn to use the things that he or she finds around the home.

The following objects can be used in play activities.

- Brightly coloured objects, bits of cloth, shiny objects, bells: for baby toys.

- Pots, pans, lids, cups, spoons, rattles: to make sounds. These things must not break easily.

- Pebbles, sticks, shells, seeds, nuts, coins, keys: to teach the child to handle, sort, and count things. Only older children should have small objects for play. Young children may swallow them.
Play activities

- Pieces of bamboo, boxes, tins of different sizes and shapes: for containers or things to handle.

- Flowers, leaves, fruits of different kinds and colours: to teach the child to smell, to see colours, to sort, and to count.

- Bits of cloth of different materials, papers, feathers, grasses: to blow and to sort.

- Buckets, tins, bottles, soap: to play in sand, mud, and water.

- Sticks, wood, bamboo, boxes, string, hammer, broken or used parts of machines: to use for building and making things.

- Paper, cardboard, newspaper, pencils, books: to use for cutting out pictures and shapes, for making balls, and for drawing and writing.
Stools, chairs, logs, drums, tyres, ropes: to use as large toys for the child to handle and for games with movement.

**Safety at play**

- Make sure the child's toys are safe.

- Keep the toys clean. Wash the things that the child puts in the mouth.

- Objects with sharp edges, such as tins, drums, or knives, are dangerous as toys for very young children. Give them to the child only when he or she is able to understand what can happen when these toys are not played with correctly. Teach the child how to handle objects without hurting himself or herself. If possible, show the child what can happen if the toys are played with in the wrong way.

- Do not give small objects that can be swallowed to very young children. Give them to the child only when he or she is able to understand what can happen if an object is swallowed. Teach the child the danger of swallowing small objects by explaining what can happen.

- Make sure that the place where the child plays is safe. Wells and fireplaces should be guarded by fences or walls.

- Do not let the child play close to traffic or rivers.
Finding out how far a child has developed

How to use the test charts

- The picture charts on pages 13 to 20 show eight groups of activities that children do as they grow and develop.

- For example Chart 1 shows some activities done by a child in an early stage of development.

<table>
<thead>
<tr>
<th>Communication and Behaviour</th>
<th>None</th>
<th>Some</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes sounds when talked to</td>
<td></td>
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- If the child does none or some of these activities, try the communication and behaviour activities in Leaflet 1.

- If the child does “All” of these activities, see if the child can do the communication and behaviour activities in Leaflet 2.

<table>
<thead>
<tr>
<th>Movement</th>
<th>None</th>
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</tr>
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<tbody>
<tr>
<td>Lies on back and reaches arms up</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Holds small object briefly</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Lies on stomach and holds head up</td>
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- If the child does none or some of these activities, try the movement activities in Leaflet 1.

- If the child does all of these activities, see if the child can do the movement and self-care activities in Leaflet 2.

- Each of the eight charts shows activities for communication and behaviour, and activities for movement. Charts 2 to 8 also show activities for self care.
Activities for communication help the child learn how to understand you and how to let you know what he or she wants to tell you. Communication includes expressions, movements, sounds, and speech.

Activities for behaviour help the child learn how to behave like other children in your community.

Activities for movement help the child learn how to use the hands, sit, stand, walk, and run.

Activities for self care help the child learn how to feed, dress, and bathe himself or herself, and to go to the latrine.

Each of the charts shows communication, behaviour, movement, and self-care activities that many children do at about the same time.

Some children develop faster in one type of activity than in other types of activities.

For example, some children learn to speak very early. Such children may be slow in learning to walk and to run.

Other children may learn to walk very early. Such children may be slow in learning to speak.

Some children develop slowly in all activities.

Look at the pictures in each of the charts on pages 13 to 20. See which pictures show activities that your child can do.

Write in the boxes for “Communication and Behaviour” whether your child does all of the activities in that group; some of the activities in that group; or none of the activities in that group.

Then do the same under “Movement and Self Care.”
Play activities

How to use the leaflets

■ This package has eight leaflets, one for each of the eight groups of activities shown on the charts. The leaflets give you examples of how to use play to encourage your child to do the activities on the charts.

The leaflets have activities for communication and behaviour, and activities for movement and self care.

■ Use the Charts 1 to 8 to see what activities your child can do. First find the chart where your child does some or none of the activities. Begin training your child with the leaflet which has the same number as that chart.

■ Often a child will show the same results for "Communication and Behaviour" as for "Movement and Self Care".

With such a child, you will begin with only one leaflet.

For example, if the child can do all of the activities in Chart 1, but only some of the communication and behaviour activities, and some of the movement and self-care activities in Chart 2, begin by using Leaflet 2.

■ Sometimes a child will be able to do better in "Communication and Behaviour" than in "Movement and Self Care." Or the reverse may happen.

Then you will start with one leaflet for communication and behaviour activities and another leaflet for movement and self-care activities.

For example, the child may be able to do only some of the communication and behaviour activities and all of the movement and self-care activities in Chart 2. But only some of the movement and self-care activities in Chart 3. If that happens, use Leaflet 2 for communication and behaviour activities and Leaflet 3 for movement and self-care activities.

■ When your child is able to do the communication and behaviour activities in one leaflet, go to the next leaflet for communication and behaviour activities.

Do the same for movement and self-care activities.

■ You should continue with the play activities until the child goes to school.
What to do about different kinds of disabilities

- Most children who have fits will be able to do all the activities described in the leaflets.

- Most children with difficulty learning will also be able to follow the activities. However, these children will be slower than others to learn new activities. If so, you may have to continue using the play activities even after other children of the same age have started school.

- A child who has difficulty seeing may not be able to follow the charts and leaflets in the same way as children who can see.

  The child who does not see at all will not be able to do some of the activities. For example, the child will not be able to look at or pick up small objects, catch a ball, name colours, and so on.

  The child who can see a little may be able to do more of these play activities, but not all of them.

- The child with difficulty hearing or speaking may not be able to repeat sounds made by others, understand questions, talk about what he or she does, and so on.

  The child who can hear a little may be able to do more of these play activities, but perhaps not all of them.

- The child who has difficulty moving the arms may not be able to push up on the hands, to play with objects, to drink from a cup, and so on. The child who has difficulty moving the legs may not be able to walk, to go up and down steps, to run and so on.

- Some children have more than one difficulty. For example, a child may have difficulty with both moving and seeing. This child may be able to do only some of the activities in the leaflets. The child may be able to do some activities in several leaflets, but may not be able to do all of the activities in any leaflet.

- You and your Local Supervisor should discuss which play activities your child may be able to do. Then, you can decide which parts of the leaflets your child will use.

- In order to go on with the activities you will, in each chart, write the answer "All" when the child is doing all the activities which he or she can possibly do. When your child is able to do all activities in one chart, you can go on to the next chart and leaflet.
Play Activities — Chart 1

- Look at the two groups of pictures. See if the child does the activities in each group.

- Mark one of the boxes next to “Communication and Behaviour.” Mark “None” if your child does none of the activities. Mark “Some” if your child does one or more activities, but does not do all the activities. Mark “All” if your child does all the activities in the pictures.

- Then do the same for “Movement.”

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- If the child does none or some of these activities, try the communication and behaviour activities in Leaflet 1.

- If the child does all of these activities, see if the child can do the communication and behaviour activities in Chart 2.

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- If the child does none or some of these activities, try the movement activities in Leaflet 1.

- If the child does all of these activities, see if the child can do the movement and self-care activities in Chart 2.
Play Activities — Chart 2

■ Look at the two groups of pictures. See if the child does the activities in each group.

■ Mark one of the boxes next to “Communication and Behaviour”. Mark “None” if your child does none of the activities. Mark “Some” if your child does one or more activities, but does not do all the activities. Mark “All” if your child does all the activities in the pictures.

■ Then do the same for “Movement and Self Care.”

<table>
<thead>
<tr>
<th>Communication and Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes specific sounds</td>
</tr>
<tr>
<td>Laughs at a person’s actions</td>
</tr>
<tr>
<td>Reaches out to be picked up</td>
</tr>
</tbody>
</table>

■ If the child does none or some of these activities, try the communication and behaviour activities in Leaflet 2.

■ If the child does all of these activities, see if the child can do the communication and behaviour activities in Chart 3.

<table>
<thead>
<tr>
<th>Movement and Self Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plays with objects using both hands</td>
</tr>
<tr>
<td>Takes objects to the mouth</td>
</tr>
<tr>
<td>Rolls from stomach to back</td>
</tr>
<tr>
<td>Sits briefly</td>
</tr>
<tr>
<td>Lies on stomach. Pushes up on hands</td>
</tr>
<tr>
<td>Drinks from cup held by another</td>
</tr>
</tbody>
</table>

■ If the child does none or some of these activities, try the movement and self-care activities in Leaflet 2.

■ If the child does all of these activities, see if the child can do the movement and self-care activities in Chart 3.
Play Activities — Chart 3

- Look at the two groups of pictures. See if the child does the activities in each group.

- Mark one of the boxes next to “Communication and Behaviour”. Mark “None” if your child does none of the activities. Mark “Some” if your child does one or more activities, but does not do all the activities. Mark “All” if your child does all the activities in the pictures.

- Then do the same for “Movement and Self Care.”

<table>
<thead>
<tr>
<th>Communication and Behaviour</th>
<th>None</th>
<th>Some</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeats sounds made by others</td>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
<tr>
<td>Responds to name</td>
<td><img src="image4.png" alt="Image" /></td>
<td><img src="image5.png" alt="Image" /></td>
<td><img src="image6.png" alt="Image" /></td>
</tr>
<tr>
<td>Stops when hears “No”</td>
<td><img src="image7.png" alt="Image" /></td>
<td><img src="image8.png" alt="Image" /></td>
<td><img src="image9.png" alt="Image" /></td>
</tr>
<tr>
<td>Recognizes family members</td>
<td><img src="image10.png" alt="Image" /></td>
<td><img src="image11.png" alt="Image" /></td>
<td><img src="image12.png" alt="Image" /></td>
</tr>
</tbody>
</table>

- If the child does none or some of these activities, try the communication and behaviour activities in Leaflet 3.

- If the child does all of these activities, see if the child can do the communication and behaviour activities in Chart 4.

<table>
<thead>
<tr>
<th>Movement and Self Care</th>
<th>None</th>
<th>Some</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sits without falling</td>
<td><img src="image13.png" alt="Image" /></td>
<td><img src="image14.png" alt="Image" /></td>
<td><img src="image15.png" alt="Image" /></td>
</tr>
<tr>
<td>Crawls</td>
<td><img src="image16.png" alt="Image" /></td>
<td><img src="image17.png" alt="Image" /></td>
<td><img src="image18.png" alt="Image" /></td>
</tr>
<tr>
<td>Picks up small objects</td>
<td><img src="image19.png" alt="Image" /></td>
<td><img src="image20.png" alt="Image" /></td>
<td><img src="image21.png" alt="Image" /></td>
</tr>
<tr>
<td>Feeds himself or herself biscuit</td>
<td><img src="image22.png" alt="Image" /></td>
<td><img src="image23.png" alt="Image" /></td>
<td><img src="image24.png" alt="Image" /></td>
</tr>
<tr>
<td>Rolls from back to stomach</td>
<td><img src="image25.png" alt="Image" /></td>
<td><img src="image26.png" alt="Image" /></td>
<td><img src="image27.png" alt="Image" /></td>
</tr>
</tbody>
</table>

- If the child does none or some of these activities, try the movement and self-care activities in Leaflet 3.

- If the child does all of these activities, see if the child can do the movement and self-care activities in Chart 4.
Play Activities — Chart 4

- Look at the two groups of pictures. See if the child does the activities in each group.

- Mark one of the boxes next to "Communication and Behaviour". Mark "None" if your child does none of the activities. Mark "Some" if your child does one or more activities, but does not do all the activities. Mark "All" if your child does all the activities in the pictures.

- Then do the same for "Movement and Self Care."

**Communication and Behaviour**

<table>
<thead>
<tr>
<th>Activity</th>
<th>None</th>
<th>Some</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Says a few words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repeats gestures of other people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands simple questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responds to simple commands</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- If the child does none or some of these activities, try the communication and behaviour activities in Leaflet 4.

- If the child does all of these activities, see if the child can do the communication and behaviour activities in Chart 5.

**Movement and Self Care**

<table>
<thead>
<tr>
<th>Activity</th>
<th>None</th>
<th>Some</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stands alone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walks alone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feeds self most foods without help</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Holds out arm or leg for dressing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Puts objects into box and takes them out</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- If the child does none or some of these activities, try the movement and self-care activities in Leaflet 4.

- If the child does all of these activities, see if the child can do the movement and self-care activities in Chart 5.
Play Activities — Chart 5

Look at the two groups of pictures. See if the child does the activities in each group.

Mark one of the boxes next to "Communication and Behaviour". Mark "None" if your child does none of the activities. Mark "Some" if your child does one or more activities, but does not do all the activities. Mark "All" if your child does all the activities in the pictures.

Then do the same for "Movement and Self Care."

<table>
<thead>
<tr>
<th>Communication and Behaviour</th>
<th>None</th>
<th>Some</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calls himself or herself by name</td>
<td><img src="image1" alt="Image" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points to body parts when asked</td>
<td><img src="image2" alt="Image" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks for things</td>
<td><img src="image3" alt="Image" /></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If the child does none or some of these activities, try the communication and behaviour activities in Leaflet 5.

If the child does all of these activities, see if the child can do the communication and behaviour activities in Chart 6.

<table>
<thead>
<tr>
<th>Movement and Self Care</th>
<th>None</th>
<th>Some</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Puts things together and takes them apart</td>
<td><img src="image4" alt="Image" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Runs</td>
<td><img src="image5" alt="Image" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walks up and down steps</td>
<td><img src="image6" alt="Image" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helps with undressing</td>
<td><img src="image7" alt="Image" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knows when to use latrine</td>
<td><img src="image8" alt="Image" /></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If the child does none or some of these activities, try the movement and self-care activities in Leaflet 5.

If the child does all of these activities, see if the child can do the movement and self-care activities in Chart 6.
Play Activities — Chart 6

- Look at the two groups of pictures. See if the child does the activities in each group.

- Mark one of the boxes next to “Communication and Behaviour”. Mark “None” if your child does none of the activities. Mark “Some” if your child does one or more activities, but does not do all the activities. Mark “All” if your child does all the activities in the pictures.

- Then do the same for “Movement and Self Care.”

<table>
<thead>
<tr>
<th>Communication and Behaviour</th>
<th>None</th>
<th>Some</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Names things that are familiar</td>
<td><img src="1" alt="Image" /> dog... cat...</td>
<td><img src="2" alt="Image" /> kitten</td>
<td><img src="3" alt="Image" /> child cleaning</td>
</tr>
<tr>
<td>Plays with other children</td>
<td><img src="4" alt="Image" /> children playing</td>
<td><img src="5" alt="Image" /> child cleaning</td>
<td></td>
</tr>
<tr>
<td>Tries to help parents</td>
<td><img src="6" alt="Image" /> child helping</td>
<td><img src="7" alt="Image" /> child helping</td>
<td></td>
</tr>
</tbody>
</table>

- If the child does none or some of these activities, try the communication and behaviour activities in Leaflet 6.

- If the child does all of these activities, see if the child can do the communication and behaviour activities in Chart 7.

<table>
<thead>
<tr>
<th>Movement and Self Care</th>
<th>None</th>
<th>Some</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Likes to climb</td>
<td><img src="8" alt="Image" /> child climbing</td>
<td><img src="9" alt="Image" /> child jumping</td>
<td></td>
</tr>
<tr>
<td>Jumps</td>
<td><img src="10" alt="Image" /> child jumping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undresses without help</td>
<td><img src="11" alt="Image" /> child undressing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses the latrine without help</td>
<td><img src="12" alt="Image" /> child using latrine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kicks ball</td>
<td><img src="13" alt="Image" /> child kicking</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- If the child does none or some of these activities, try the movement and self-care activities in Leaflet 6.

- If the child does all of these activities, see if the child can do the movement and self-care activities in Chart 7.
Play Activities — Chart 7

- Look at the two groups of pictures. See if the child does the activities in each group.

- Mark one of the boxes next to "Communication and Behaviour". Mark "None" if your child does none of the activities. Mark "Some" if your child does one or more activities, but does not do all the activities. Mark "All" if your child does all the activities in the pictures.

- Then do the same for "Movement and Self Care."

### Communication and Behaviour

<table>
<thead>
<tr>
<th>None</th>
<th>Some</th>
<th>All</th>
</tr>
</thead>
</table>

- Talks about what he or she does
- Asks questions
- Arranges objects according to size
- Names colours
- Matches shapes

- If the child does none or some of these activities, try the communication and behaviour activities in Leaflet 7.

- If the child does all of these activities, see if the child can do the communication and behaviour activities in Chart 8.

### Movement and Self Care

<table>
<thead>
<tr>
<th>None</th>
<th>Some</th>
<th>All</th>
</tr>
</thead>
</table>

- Hops on one foot
- Walks on tip-toe
- Dresses without help
- Bathes without help

- If the child does none or some of these activities, try the movement and self-care activities in Leaflet 7.

- If the child does all of these activities, see if the child can do the movement and self-care activities in Chart 8.
Play Activities — Chart 8

- Look at the two groups of pictures. See if the child does the activities in each group.

- Mark one of the boxes next to "Communication and Behaviour." Mark "None" if your child does none of the activities. Mark "Some" if your child does one or more activities, but does not do all the activities. Mark "All" if your child does all the activities in the pictures.

- Then do the same for "Movement and Self Care."

<table>
<thead>
<tr>
<th>Communication and Behaviour</th>
<th>None</th>
<th>Some</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draws pictures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counts objects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helps family members with their work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takes care of younger children</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- If the child does none or some of these activities, try the communication and behaviour activities in Leaflet 8.

- If the child does all of these activities, you do not have to use any of the leaflets for communication and behaviour activities.

<table>
<thead>
<tr>
<th>Movement and Self Care</th>
<th>None</th>
<th>Some</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plays games with movement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skips</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goes to school</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- If the child does none or some of these activities, try the movement activities in Leaflet 8.

- If the child does all of these activities, you do not have to use any of the leaflets for movement and self-care activities.
Play Activities — Leaflet 1

Communication and Behaviour

Makes sounds when talked to

Turns in response to sounds

Looks at objects

Smiles when talked to

Movement

Lies on back and reaches arms up

Holds small object briefly

Lies on stomach and holds head up
Communication and behaviour

■ Sing and talk to the child. Use the child's name and call to him or her. The child will listen to the sound of your voice and make sounds of his or her own.

Even if the child does not respond to you, continue singing and talking to the child. This will help to get a response from him or her.

■ Hold the child in front of you so the child can see your face. Talk to the child and look at the child's eyes. Smile at the child. This will encourage the child to look at you and to smile.

■ Let the child know that you are pleased when he or she looks at you, smiles, or makes sounds. Do this by talking to the child and playing with his or her hands or feet.

■ Make a rattle by putting a few pebbles into a tin or bamboo. The rattle will make sounds when you shake it.

Shake the rattle in front of the child. Get the child's attention so that he or she will listen, look, and turn to where the sound comes from. The child can also respond by making sounds of his or her own.

Shake the rattle on each side of the child. The child should turn and look for the rattle.

Make rattles that have different sounds. Put sand into one rattle, large pebbles into another and seeds and nuts into another. Then the child can hear different sounds when you shake each rattle.
■ Make toys using brightly coloured objects which make a sound when they move. Hang these near the child so that he or she can hear and see them. Blow at them to make them move.

■ Hold a brightly coloured object in front of the child.

When the child is looking at the object, move the object to one side. The child's eyes should follow the object.

Do this with different objects so your child has different things to look at.

■ Look at the child and talk or sing as often as possible. The child should look at you. Sometimes the child will smile or make sounds when you are talking or singing.

When the child smiles or makes sounds, talk to him or her. This will encourage the child to smile and make more sounds.

Results

■ If your child does these activities, try the communication and behaviour activities in the next leaflet of this package.

If your child does not do these activities, he or she may have difficulty with seeing or hearing. Talk with your Local Supervisor about it.

Movement

■ Carry the child on your arm with his or her head up as often as possible.

Encourage the child to hold his or her head up and to look around. Ask a family member to talk to the child or to hold objects up for the child to see.
Hold a coloured object or rattle in front of the child. The child should reach towards the object.

If the child cannot take the object, put it in his or her hand.

At first the child may hold the object briefly and then drop it. Put the object in the child's hand again.

Play with the child several times each day. Talk to the child and put objects in his or her hand.

Lay the child on his or her stomach. The child should raise the head to look for you. Hold brightly coloured objects for the child to look at. Shake rattles to encourage the child to look up.

If your child does not raise the head, put a cushion under the child's chest. Then talk to the child or make sounds.

If your child does not raise the head, put your hand under the chin and raise the head. Talk to the child and see if the child can hold the head up.

Your child is not able to take care of himself or herself. You may be feeding the child. If he or she cannot eat food, you may be breast-feeding him or her. Talk or sing to your child while feeding him or her.

Results

If your child can do these activities, try the movement and self-care activities in the next leaflet of this package.

If your child does not do these activities, he or she may have difficulty moving. Continue to try the activities. Talk with your Local Supervisor.
Play Activities — Leaflet 2

Communication and Behaviour

Makes specific sounds

Laughs at a person's actions

Reaches out to be picked up

Movement and Self Care

Plays with objects using both hands

Takes objects to the mouth

Lies on stomach. Pushes up on hands

Rolls from stomach to back

Sits briefly

Drinks from cup held by another
Communication and behaviour

■ Hold the child on your lap.

Sing to the child. Rock and move the child about to the rhythm of your song.

■ Your child may make some sounds, such as “ba ba” or “ma ma”.

When your child makes these sounds you can also make the sounds. Then your child will know that you like to hear the sounds and he or she will repeat them.

■ You can make your child laugh by making sounds and movements with your face and hands.

You can also move the child’s arms and legs back and forth. Or move the child up and down on your knees. These movements will make the child laugh.

■ Make sure that the other family members spend time with the child. Show them how to play with the child and to make the child laugh. Ask them to give the child love and security.

■ Encourage the child to make sounds and to laugh by talking and making sounds to the child as often as possible.

■ Hold your arms out to the child and ask the child if he or she likes to come to you. Encourage the child to hold his or her arms out to you.

If the child does not hold his or her arms out, tell another family member to stand behind the child. When you hold your arms out to the child, the family member can hold the child’s arms out to you.

Then take the child in your arms and talk to him or her to let the child know that you are pleased.
Results

- If your child does all of these activities, try the communication and behaviour activities in the next leaflet of this package.

If your child does not do these activities, he or she may have difficulty with hearing or seeing or learning. Continue to do the activities. A child who has difficulty hearing or seeing needs more attention than a child who hears and sees well. Talk with your Local Supervisor.

**Movement and self care**

- Lay your child on his or her back.

Hold a toy out to the child and let him or her take it from you.

The child may put both hands on the toy. If he or she does not, help him or her to put both hands on the toy.

The child may also put the toy in the mouth. If he or she does not, you can help the child to do this. In this way, the child feels the toy with the hands, the mouth, and the tongue.

When you are not playing with the child give the child some objects for play. You can put up brightly coloured objects for the child to look at and to touch.

- Let your child sit and play with toys. Let him or her pick up different objects.

The child will try to put the toys in the mouth, shake them, bang them on the floor, and throw them around. Let the child do this. He or she is finding out about the toys and about the world around him or her.

- Lay your child on his or her stomach.

Talk to the child. Hold a brightly coloured object in front of the child. Shake a rattle or clap your hands in front of the child.

Get the child to look at you or the object. Then get the child to push up on his or her hands.
When the child is lying on the stomach, hold a toy in front of the child. Get the child’s attention and tell the child to touch the toy.

As the child reaches for the toy, move it in such a way that he or she will try to turn and get it. In this way you will make the child roll over.

When the child rolls over, give him or her the toy. Speak to him or her in a voice that will tell the child that you are pleased. Then the child will repeat what he or she did to please you.

Support your child in sitting. You can use pillows to support the child or support him or her against a wall or in a box. Place a pillow between the child's legs to keep them apart if necessary.

Let the child play while he or she sits in this position.

Then let your child sit without support.

At first he or she will sit briefly, then fall.

You can sit close to your child, or you can put pillows near him or her. This will protect the child when he or she falls.
When your child is able to do the activities in this part of the training package, he or she may be able to drink from a cup.

Support the child in sitting. Hold the cup so the child does not drop it or spill it. The child can help to hold the cup.

You can give your child different kinds of food to eat and drink. You can give cow’s milk and porridge made from rice or wheat. You can also give mashed fruits and vegetables or other food that is given to children of the same age.

Give each kind of food separately so that the child learns the taste and smell of different kinds of food.

If your child is still young, he or she should continue to breast-feed. This is necessary to give the child all the food he or she needs.

Results

If your child does all of these activities, try the movement and self-care activities in the next leaflet of this package.

If your child does not do these activities, he or she may have difficulty moving. Continue to try the activities. Talk with your Local Supervisor.
## Play Activities — Leaflet 3

### Communication and Behaviour

- **Repeats sounds made by others**
- **Responds to name**
- **Stops when hears “No”**
- **Recognizes family members**

### Movement and Self Care

- **Sits without falling**
- **Picks up small objects**
- **Rolls from back to stomach**
- **Crawls**
- **Feeds himself or herself biscuit**
Communication and behaviour

- Sit in front of your child.

- Talk to the child and listen to the sounds he or she makes.

Repeat sounds that the child makes, such as "oo"", "aaa", or "eee".

Encourage the child to look at you as you make the sounds. Then the child can see the movement of your lips. Let the child repeat the sounds. Show him or her that you are pleased. You can do this by hugging the child, or by talking and laughing with the child.

- If your child does not make sounds, you can try to teach him or her how to make some sounds.

Get your child to look at you. Then make different shapes with your lips as you make sounds. For example, open your lips wide as you make the sound "aaa".

Teach the child to do the same. Place the child's hands on your lips and let him or her feel the way your lips move. Then place the child's hands on his or her lips. Help the child to make the shape with the lips as he or she makes the sound. Then let the child try to make the sound.

Make the following shapes and sounds with your lips. Then let the child try to make these sounds.

- Open the lips wide like in yawning and say "aaa".

- Make the lips wide sideways and say "eee".

- Press the lips together and say "mmm".
Sit in front of the child. Put a cloth over your head. Pull it off and laugh at the child. Encourage the child to pull the cloth. Then laugh with the child.

Point to the child and say the child’s name. Take the child’s hand and point it at the child and say his or her name.

Put a cloth over the child’s head. Say the child’s name pulling the cloth down so the child will look at you. Repeat this until the child will pull the cloth down when you say his or her name. Laugh with the child when he or she pulls the cloth down.

When your child touches an object that he or she must not touch, say “No” very firmly.

The next time you see the child going near the object or trying to touch it, again say “No” to the child. Teach the child to repeat “No” after you. Move the child away from the object.

Do not give the child a lot of attention when he or she starts to do something you do not want the child to do. Say “No” and move the child away from what he or she is doing.

Later when the child does something you like him or her to do, show the child that you are pleased.
Your child will learn to recognize family members. When the child sees a family member, or someone he or she knows well, the child will be happy.

If the child does not recognize family members, tell the child who the person is. Ask the person to play with the child.

When the child sees someone he or she does not know, the child may be sad or afraid.

Tell the child about the person. Ask the person to talk to the child without making him or her more afraid.

Results

If your child does these activities, try the communication and behaviour activities in the next leaflet of this package.

If your child does not do these activities, he or she may have difficulty hearing or seeing or learning. Continue to try these activities. Talk with your Local Supervisor.
Movement and self care

- When your child can sit alone, give him or her objects to play with while sitting. Put some objects in front of the child and some objects beside the child. This will encourage the child to move and turn in the sitting position.

- Your child will like to play with objects of different sizes. Give the child objects which he or she can pick up with all the fingers.

Also give the child objects which he or she can pick up with the finger and thumb. The child should not have small objects which he or she could swallow.

- When your child is able to sit, he or she may try to push from lying on the stomach to sitting.

Children try this many, many times before they are able to get into the sitting position without help.

Encourage your child to do this when he or she lies on the stomach and pushes up on the arms. You can help the child to bend and turn the hips and then push backwards with the arms.
When your child is lying on the back, he or she may play with the feet and toes. If the child does not do this, help him or her to bring the feet up to the hands. The child may put the toes in the mouth and play with the feet.

Your child may roll from the back to the stomach. At first he or she may do this by turning to reach for an object.

When your child is able to roll from back to stomach, he or she will do this because it is easier for him or her to move on the stomach.

At first the child may move forward or backward with the stomach on the ground.

When your child is on the stomach, move a noisy toy in front of him or her. Let the child touch the toy.

Then move the toy away. Ask the child to come and get the toy.

After the child learns to move on the stomach, he or she may try to move on the hands and knees. You can help the child learn to do this. Put your hands under the child’s stomach and lift him or her up until the child is on the hands and knees. Then help the child to move and get the toy.
If the child cannot move without help, you can also support the child with a band of cloth around the waist. Use the band of cloth to lift the child on to the hands and knees. If the child does not move the arms and legs, teach him or her to do so by moving the child’s arms and legs forward yourself.

When your child can move without help, give him or her toys to push around on the ground.

You can make a ball out of cloth. Let the child push the ball and crawl after it.

Sometimes you can play with the child by pushing the ball back after he or she pushes it away.

When your child can sit and use the hands to play with objects, he or she will start to eat without help.

At first the child will feed himself or herself food that is easy to hold, like a biscuit.
Play activities

- The child will continue to need help to eat other foods, such as porridge or mashed foods.

- If your child is young, continue to breast-feed him or her. The child should also eat other food.

Results

- If your child can do these activities, try the movement and self-care activities in the next leaflet of this package.

If your child does not do these activities, he or she may have difficulty moving. Continue to try the activities. Talk with your Local Supervisor.
Play Activities — Leaflet 4

Communication and Behaviour

Says a few words
Repeats gestures of other people
Understands simple questions
Responds to simple commands

Movement and Self Care

Stands alone
Walks alone
Puts objects into box and takes them out

Feeds self most foods without help
Holds out arm or leg for dressing
Communication and behaviour

- Your child will begin to say a few words.

- Talk to your child about objects and people in the home. Ask him or her to repeat the names of objects and people.

- Carry your child around the village.

Show the child people and objects, saying their names and describing them. Show and describe things that are close by and far away such as animals, trees, birds, and the sky.

Ask the child to name the things you see.

When you show the child an animal, make the sounds that the animal makes. Tell the child to repeat the sounds.

- When the child tries to name things, or make the sounds of an animal, show that you are pleased. You can do this by smiling or by patting or hugging the child.

- If your child has difficulty speaking, let him or her feel your face when you speak.

Place the child’s hands on your face and let the child feel the way your lips move when you speak.

Place the child’s hands on his or her own face. Teach the child to feel the movements of his or her lips when the child repeats what you say.
Place the child's hand on your throat and let him or her feel the movement in your throat when you speak.

Then place the child's hand on his or her throat when he or she speaks.

When the child makes sounds, show that you are pleased.

- Encourage your child to repeat movements that you make.

For example, clap your hands and ask the child to clap hands.

Wave "goodbye" to the child. Ask him or her to wave to you.

Reach up with your arms and ask the child to reach up.

If the child has difficulty with movement, help him or her to repeat the movements you make.

- Your child should learn to understand simple questions.

Talk to the child and point to the things you are talking about.

If he or she has difficulty understanding, repeat the question. Then help the child to answer the question.
Play activities

- Your child should also learn to follow simple directions. Play games with the child to help him or her learn.

For example, teach the child to follow directions, to sit down and to stand up. Do this by sitting down and saying “Sit down”. Then stand up and say “Stand up”. Or ask another family member to follow your directions. Then ask the child to do the same.

You can give your child other simple directions, such as “Give me the cup”. If the child does not follow your direction, repeat what you said to him or her. Then help the child to follow the direction. Play a game passing the cup or other objects to each other.

Talk to the child and point to the things you are talking about.

Results

- If your child does these activities, try the communication and behaviour activities in the next leaflet of this package.

If your child does not do these activities, he or she may have difficulty hearing, seeing, or learning. Continue to try the activities. It may take your child a long time to learn them. Talk with your Local Supervisor.

Movement and self care

- Put your child on the ground in front of a box or chair. Put some of the toys on the chair. Encourage the child to pull himself or herself up next to the chair and get the toys.

At first you can put the toys on the edge of the chair so the child can reach the toys by kneeling beside the chair.
A child with a disability

After the child can do this, put the toys in the centre of the chair or on a higher chair. Then encourage the child to move to standing and to play with the toys in the standing position.

If the child cannot pull up to kneeling or standing, you can help him or her.

Then help the child to stand and play with the toys.

- Your child may begin to walk holding on to boxes, chairs, tables, or walls.

- Hold the child’s hands to help him or her to walk.

- After walking with help, your child may try to stand alone.
Then the child may try to walk alone.

Sit in front of the child with a toy in your hands. Call to the child. Tell the child to walk to you and take the toy. When the child walks to you, give him or her the toy.

Instead of a toy, you can hold some food in your hands.

After your child takes a few steps, show that you are pleased. You can smile and talk to the child. You can also pat or hug the child.

If your child has difficulty standing, make a support for him or her.

You can use a wooden box to support the child in standing.

Instead of a box, you can make a wooden standing frame for your child. One piece of wood supports the child in front of the chest.

Another piece of wood supports the child just above the knees.

Cover those pieces of wood with thick layers of cloth. Fix a wide strap of cloth to the frame to support the child behind the buttocks.

Let the child stand in a box or with a strap for a very short time. Play with the child while he or she is in the box. Then let the child sit and play with toys.

Help the child to stand with support several times each day. Each time, the child should stand for a short time and then sit down.
A child with a disability

You can do other activities with your child to help him or her to use the legs. Play games with the child so he or she will enjoy the movement.

Let the child sit on a log, tyre, or small box and pretend that it is a bicycle. Teach the child to move his or her body up and down on it. Make the child feel that he or she is riding it. Teach the child to sit alone and play.

Instead of a bicycle, the child can pretend the log is an animal. Teach the child to make animal sounds as he or she rides on the log. Teach the child to make the sounds of a horse, a donkey and so on.

Or the child can pretend he or she is driving a bus. Teach the child to do this and make the sounds that the bus makes.

Sit the child on a stool or box and stand in front of him or her. Ask the child to stand up. You can help the child to stand by putting your hands under the child’s arms.

You can encourage the child to stand without help by holding a bright object for him or her to reach up and hold.

Do this many times until the child can stand without help.

You can help your child to walk. Stand behind him or her. Hold the child under the arms.

Place the child’s feet on yours. Then walk forward, moving him or her forward with you. This will give the child the feeling of walking.
When your child is able to walk, give him or her something to push.

Encourage the child by giving him or her an animal or other toy to push in the cart.

You can use a barrel, a box, or a cart. You can make a cart by fixing four wheels and a handle to the box. Teach the child how to push it.

When the child can walk easily, you can give him or her toys to pull.

Your child will continue to play with objects of different sizes. He or she will learn to put objects into boxes or tins and to take them out.

Collect some objects such as coloured seeds, sea shells, and stones of different sizes.

Place a tin in front of the child.

Help the child to pick up one of the objects and drop it into the tin. Tell the child to listen to the sound of the object dropping into the tin. Then tell him or her to drop another object in.

Start with larger objects and then use the smaller ones.

Help the child to shake the tin and tell him or her to listen to the sounds that it makes.

Help the child empty the tin.
Make holes in the bottom of a cardboard box. Turn the box upside-down and let the child drop objects into the holes.

Name the objects the child puts into the box. Then ask the child to try to name the objects.

Ask the child to look for the objects. When the child finds them under the box pretend that you are surprised. This will make the child laugh.

Let your child play with sand and water, or mud and water.

The child can make shapes out of the sand or mud. Encourage the child to pretend that he or she is making bread or biscuits. Help the child to make shapes that look like bread or biscuits.

Collect six boxes of different sizes. The boxes must fit inside each other.

Sit beside your child. Show him or her how to put the smallest box into the box of the next size. Take them apart and tell the child to do it. Give the child any help that is needed.

When the child can put two boxes one inside the other and take them apart, use three boxes. Teach the child how to put the three of them one inside the other and take them apart. Let the child do it.

Each time the child puts the boxes together or takes them apart, let him or her know that you are pleased.

Continue teaching the child, adding one box at a time until the child can put the six boxes inside each other and take them apart.

Encourage the child to use both hands by giving him or her a small bottle with a lid which he or she can open and close.

When the child plays with objects he or she may use one hand more than the other. Let the child use the hand he or she likes to use. Do not force the child to use one hand more than the other.
Play activities

- When your child is able to use the hands to play with many kinds of objects, the child will also be able to feed himself or herself.

When it is time for a meal, place some food that the child likes in front of him or her. Sit by the side of the child and tell the child what the food is.

Place your hand over the child’s hand. Help him or her to pick the food up and take it to the mouth. Repeat this, giving less help each time. Continue giving less help until the child can eat without help.

Talk to the child as he or she eats and tell the child stories.

As the child puts food into the mouth, tell him or her the name of the food.

Let the child smell different kinds of food and say their names.

- If you are breast-feeding your child, continue to breast-feed him or her although he or she is eating many kinds of food.

- Your child will begin to help with dressing himself or herself.

At first the child will hold out an arm or a leg when you are dressing him or her. You must continue to do most of the dressing for the child.

Results

- If your child can do these activities, try the movement and self-care activities in the next leaflet of this package.

If your child does not do these activities, he or she may have difficulty moving. Continue to try the activities. Talk with your Local Supervisor.
Play Activities — Leaflet 5

Communication and Behaviour

- Calls himself or herself by name
- Points to body parts when asked
- Asks for things

Movement and Self Care

- Puts things together and takes them apart
- Runs
- Walks up and down steps
- Helps with undressing
- Knows when to use latrine
Communication and behaviour

- Your child will learn to call himself or herself by his or her name.

Point to the child and ask, "What is your name?" Then say his or her name. Repeat this many times. Get the child to say his or her name with you when you ask "What is your name?" Continue asking this question from time to time until the child says his or her name by himself or herself.

Use the child's name when you talk with the child and play with him or her.

- Your child will also learn to name parts of his or her body. You can help the child learn to do this.

- Sit with the child. Point to the child's nose and say "Here is your nose".

Then ask the child, "Where is your nose?"

Guide the child's hand to his or her nose and teach the child to show you his or her nose. Let the child feel the nose and say "nose" when he or she touches it.

Give less help each time until the child knows what the nose is.

- Point to other parts of the body and teach the child their names in the same way.

- Sing songs or play games that name the parts of the body.

- When you talk with the child, use the names of the parts of the body.
Some children need a long time to learn to name objects. Play with your child each day and tell him or her the names of objects. You can let the child play by trying to name objects and dropping them into a box, or by finding objects and naming them.

- Your child will learn to ask for things, such as food or a toy.

You can help your child to learn by telling him or her the names of things such as food. Then ask him or her questions.

For example, you can ask the child what he or she wants to eat. Encourage the child to name the food he or she wants. Give the child the food as soon as he or she lets you know what he or she wants. If the child points to food, give it to the child and say the name of the food. Continue to encourage the child to name different kinds of food.

- When the child is learning to speak, the words will not be clear. The child may also make up words, or say half words.

Each time the child tries to communicate, show that you are pleased. This will encourage the child to continue to try to communicate and to speak.

Results

- If your child does these activities, try the communication and behaviour activities in the next leaflet of this package.

If your child does not do these activities, he or she may have difficulty hearing or learning. Continue to try the activities. Talk with your Local Supervisor.
Movement and self care

Your child will continue to like to play with objects of different sizes. He or she will continue to put objects in and out of boxes. The child will also like to take things apart and put them together.

Find a large box.

Put different objects into the box: paper balls, bits of cloth, flowers, fruits, leaves.

Teach the child to take the objects out of the box one by one and put them back into the box.

As the child takes each object out, say “out” and get the child to repeat the word “out”. As the child puts each object back into the box, teach the child to say “in”.

Help the child to climb into the box so that he or she feels what it is like to be “in”. Use the child’s name. Say to the child, “Leela in the box.” Ask the child to repeat it.

Help the child to climb out of the box. Say “Leela out of the box.” Ask the child to repeat it.

Give your child different kinds of objects to play with. Encourage the child to play games with the objects.

Give the child objects that he or she can put on top of each other. You can give the child blocks of wood or boxes of different sizes.

The child can build the blocks up and push them down. This will make the child laugh.
Teach the child how to use the wood and boxes to build houses, schools, bridges, and so on.

You can give your child objects to put on a string. Give the child a thick string and large beads or seeds with large holes in them. You can also use cloth to make small rings which can be put on a string.

Help the child to put the beads on the string and to take the beads off the string.

Then let the child put the beads on the string without help.

Give the child a large tin, or bucket of sand and a few small tins. Teach the child how to put sand into the tins. Teach the child to hold a tin in each hand and pour the sand from one tin to another.

Let the child play with the sand.

Give the child a large bowl, tin or bucket filled with water. Let the child move his or her hands in the water and play.

Give the child small sticks, boxes, or boats made from paper or leaves. Show the child how these move on the water. Let the child feel the way they move on the water. Let the child play with them.
- After your child is able to walk well, he or she will try to run.

- You can help your child to walk well by walking with him or her on uneven ground.

Walk with the child up and down steps.

Walk with the child up and down hills.

- When your child can use the arms and legs to do these activities, he or she will be able to help with undressing.

He or she may be able to take clothes off part of the way. Then you will have to help him or her.
Your child can also learn to use the latrine.

Watch the child and find out what time of the day he or she passes faeces. At the time of day that the child usually passes faeces, take the child to the latrine. Ask the child to pass the faeces into it.

Stay with the child and tell the child that you are pleased that he or she is going to use the latrine. You can tell the child stories at this time so the child will stay in the latrine until he or she has used it.

If the child cannot sit by himself or herself, place a box over the latrine. The child can sit on the box.

If the child has difficulty sitting, you can make a box with support for the back and arms.

As soon as the child has passed faeces into the latrine, tell the child that he or she has done well.

Clean the child. After a few days, start to teach the child to clean himself or herself.

Wash your hands each time after you take the child to the latrine.

Teach the child to wash his or her hands after he or she has used the latrine.

When the child can use the latrine for passing faeces, train him or her to use the latrine for passing urine. You can do it in the same way.

Results

If your child does these activities, try the movement and self-care activities in the next leaflet of this package.

If your child does not do these activities, he or she may have difficulty moving or learning. Continue to try the activities. Speak with your Local Supervisor.
Play Activities — Leaflet 6

Communication and Behaviour

- Names things that are familiar
- Plays with other children
- Tries to help parents

Movement and Self Care

- Likes to climb
- Jumps
- Kicks ball
- Undresses without help
- Uses the latrine without help
Communication and behaviour

- Your child is learning to do many activities. You may also find that the child is beginning to show many kinds of feelings.

For example, your child may feel sad or hurt or lonely. If this happens, speak to the child. Show the child that you want him or her near you and that you will not send him or her away.

Show the child love and affection. The more a child feels that he or she is loved, the more the child will try to do what you want him or her to do. Do not make the child feel that he or she is bad or unwanted.

- Children go through a stage when they will not do what the family wants them to do. This stage will often pass after some time. If your child shows this kind of behaviour, your family must be patient with the child.

Children who have difficulty doing activities that other children their age do may show this behaviour for a longer time.

- When the child does something that is correct or does what you want him or her to do, show the child that you are pleased. Tell the child that he or she has done well. When the child does or says what is correct, give the child something that he or she likes to have. Or let the child do something that he or she wants to do.

- Sometimes children become very angry and lose their temper.

The child may lose his or her temper for many reasons:

The child does not feel wanted, loved, and secure.

The child cannot do or have what he or she wants because it is against the wishes of the family.

The child is ill.

The child may not be able to communicate or do what he or she wants because of his or her disability.

The child is able to get what he or she wants by losing his or her temper.
• Watch the child and find out which of these reasons causes the child to lose his or her temper. Watch the child and find out what he or she wants. Find out also what things make the child get over his or her bad temper.

• The child may lose his or her temper often because that is the way the child gets what he or she wants. If so, stop responding to the child's bad temper.

The next time the child has a bad temper, do not take notice of the child. Do not give the child what he or she wants or any of the things that usually make him or her get over the bad temper. Do not even look at the child. After some time, the child will get over his or her bad temper.

Later, when the child is doing something you want him or her to do, give the child love and attention.

• Perhaps the child loses his or her temper often because he or she cannot do some activities because of his or her disability.

Train the child to do as much as he or she can without help. Let the child know that you will help him or her to do the things that he or she cannot do without help.
If the child continues to lose his or her temper often, speak to your Local Supervisor about it.

Sometimes your child will try to do everything that you ask him or her to do.

The child may try to help you do your work. Encourage your child to do this even if he or she is not really able to help you.

The child may also repeat activities which he or she sees you do. Give the child a small broom or some pots and encourage him or her to do what you are doing.

Tell your child to pretend that he is a father or that she is a mother. Give the child an animal or a doll to help him or her pretend.

When your child does these things, show him or her that you are pleased. You can thank him or her for helping you.
You can do many activities with your child to help him or her learn about the things around you.

These activities will help the child to name the things and to understand how things work.

- Collect a few different objects from the house and yard. Get the child to help you collect the objects. Put them out on the ground or on a table. Sit in front of the objects with the child.

Pick up one of the objects and give it to the child to hold. Ask the child, “What is this?” If the child cannot answer correctly, help him or her to do so.

Now tell the child to ask you a question about the object. Answer the question yourself.

Next tell the child to pick up an object and ask you “What is this?” You say what the object is. Then ask the child a question about that object. If the child cannot answer, help him or her to do so.

Continue asking each other questions in turn about the objects that you collected.

- Give your child pictures from cards, calendars, or books. Ask the child to match pictures with objects in the house or yard.

Encourage the child to draw pictures. Let him or her play with a pencil and paper or a stick in the sand.

- Red, yellow, and blue are often the first colours that a child learns to know. Teach your child to recognize and name these colours.

Collect with the child some objects of different colours from the house and yard, such as flowers, fruits, clothing, and mugs.

Begin by teaching the child to put objects of the same colour together. Put red objects and yellow objects in front of your child. Show him or her which objects are red and which ones are yellow. Then ask the child to put all of the red objects together and all of the yellow objects together.
When the child can do this, put other coloured objects, especially blue ones with the red and yellow objects. Ask the child to take all of the red objects and put them together. Then ask him or her to take all of the yellow objects and put them together. Next ask the child to take the blue objects.

After the child does this with red, yellow, and blue objects, give him or her objects of other colours.

- Describe to the child what you and the child do during the day: eating, sleeping, cooking, cleaning, and playing.

After a few days, begin to ask the child, “What am I doing?” and “What are you doing?”

If the child cannot answer, tell him or her the name of the activity. Ask the question again and help him or her to answer.

You can make this a game by asking each other questions in turn.

- Ask other children to play with your child. At first the children may play alone beside each other. Each child will do an activity by himself or herself.

After some time the children will play with each other.

- Encourage the children to play with objects and pretend they are something else. For example, the children can use boxes for houses, sticks for animals, and dolls for babies.

Results

- If your child can do these activities, try the communication and behaviour activities in the next leaflet of this package.

If your child does not do these activities, he or she may have difficulty seeing, hearing, or learning. Continue to try the activities. Talk with your Local Supervisor.
Movement and self care

- When your child is able to walk and run, he or she will try other movements.

The child will like to climb on objects in the home and outside the home.

Although you must watch your child so he or she does not fall, you can encourage him or her to climb.

Show the child how to climb over fences, gates, and barrels. Let the child climb over these things. Give the child the help that he or she needs until he or she can do it without help.

Show the child how to crawl and creep under fences and gates or through barrels.

- You can also show your child how to jump off low objects, such as a small log or box.
When your child can jump without help, he or she will jump off bigger objects.

**Ask another child to play with your child.** Make a ball out of cloth. Teach the children to throw the ball to each other in different ways. They can throw the ball high, low, over the head and between the legs.

Make up games for the children to play with the ball.

Show your child how to kick the ball.

**When your child is able to do the activities in this part of the training package, he or she may also be able to undress without help.**

If your child has difficulty taking his or her clothes off, you can help the child.

Place your hands over the child's hands and help him or her to take the clothes off. Talk to the child about what you are doing.
Each time you help the child to undress, ask him or her to do as much as possible without help.

As the child learns to undress, give less help until he or she can do it without help.

The child may continue to need help to put his or her clothes on.

After your child has learned when to use the latrine, he or she can learn to go to the latrine without help.

If the latrine that the adults use is too big for the child, train the child to use a pot or tin.

If the child has difficulty squatting over the latrine, you can put one or two poles beside the latrine for the child to hold.
Help your child until he or she can go to the latrine and wash his or her hands without help.

Results

- If your child does these activities, try the movement and self-care activities in the next leaflet of this package.

If your child does not do these activities, he or she may have difficulty moving or learning. Continue to try the activities. Speak with your Local Supervisor.
Play Activities — Leaflet 7

**Communication and Behaviour**
- Talks about what he or she does
- Asks questions
- Matches shapes
- Arranges objects according to size
- Names colours

**Movement and Self Care**
- Hops on one foot
- Walks on tip-toe
- Dresses without help
- Bathes without help
Communication and behaviour

- Encourage your child to tell you about the things he or she does. Ask the child to tell you about the children he or she has played with and the things he or she has seen and done during the day.

- Tell the child a story. From time to time ask the child a question about the story.

As you continue the story, get the child to ask you questions about the story.

Then ask the child to tell you a story. You can ask him or her questions about the story.

Sometimes you can tell your child a story about a child who does the things your child does. But you can also make the child in the story do things your child does not do. Tell the child about things that will make your child laugh.

- Take the child for walks outside the village. Tell the child what you know about the things you see. Tell the child about the sun, moon, land, rivers, plants, animals, and birds.

Show and explain to the child the differences between, for example, hills and valleys, rivers and lakes, and trees and bushes.

From time to time, ask the child questions about what you have told him or her. Help the child to answer.

Tell the child to ask you questions. Explain to the child what he or she wants to know.
You can also show your child pictures, for example, of animals, trees, and people. Ask the child to name the things in the pictures.

Help the child to collect sticks of different lengths. Show him or her how to arrange them according to size. Mix them up. Ask the child to arrange the sticks without help. Give the child any help that he or she needs.

You can also use pebbles of different sizes.

Help the child to make up stories using the sticks or pebbles as people and animals.

Let the child play with other children. Encourage the children to play games using sticks, pebbles, or other objects as people or animals.

Let the child play with objects that have different shapes, such as round or square.

Show the child how to arrange them according to their shape. Put them together and ask the child to arrange them without help.

Ask the child to name the different shapes.
- Show the child how to draw shapes in the sand with a stick. Or you can teach the child to draw on paper with a pencil or charcoal.

- You can draw shapes such as crosses, circles and squares. Then ask the child to draw the same shapes. Let the child name the shapes as he or she draws them.

- From a large piece of paper or cardboard, cut out different shapes: rounds, half rounds, squares, and so on.

  Help the child to put the pieces into the correct holes in the cardboard. Take the pieces out and ask the child to put the pieces back without help.

- You can also show your child how to count the objects he or she plays with.

  Show the child how to count two objects, then three objects, and so on.

- Then you can ask the child to arrange objects by shape or size and count the objects that are the same shape or size. For example, the child can count how many round objects and how many square objects there are. Or the child can count the small objects and the big objects.

  You can help the child to count many things such as fingers, toes, and eyes. Count family members, windows in a room, etc.
Collect with the child a few objects of different colours from the house and yard, such as flowers, fruits, clothing, and cups. Find as many red, yellow, and blue objects as possible.

Put the objects of different colours in front of the child. Say to the child “Give me something that is red.” When the child gives you the object, ask the child, “What colour is this?” Help the child to answer.

Do the same activity for the yellow and blue objects.

Each time the child chooses the correct colour, tell the child that he or she has done well.

After the child knows the colours red, yellow, and blue, teach him or her other colours in the same way.

Results

If your child does these activities, try the communication and behaviour activities in the next leaflet of this package.

If your child does not do these activities, he or she may have difficulty hearing, seeing, or learning. Continue to do the activities. Speak with your Local Superviaor.
Movement and self care

- Children who are able to run and jump like to try other kinds of movement. Play games with your child to help him or her enjoy different movements.

- If your child is able to jump off small boxes or logs, let him or her try to jump from larger boxes or logs.

- Ask your child to jump over small objects on the ground. You can put small sticks or pieces of rope on the ground and ask the child to jump over them.

- Ask your child to stand on one foot for as long as possible. Then ask him or her to stand on the other foot.

Tell the child to try to stand on one foot as long as he or she stands on the other foot. You can count while the child stands on each foot to see if the time is the same for both feet. Ask the child to count with you.

- When the child can stand on one foot, ask him or her to hop on one foot.

Then ask the child to hop on the other foot.
Your child may also be able to walk on tip-toe. Ask him or her to stand up on the toes and then to walk.

Your child may like to play on a swing. Make a swing by tying a rope to a tree branch. Use a piece of wood for the seat. The rope, branch, and wood must be strong enough to take the child's weight.

Let the child sit on the seat and hold the rope. Push the swing so that he or she will move forward and backward in the air.

If the child can sit easily on the swing, ask him or her to move the body and try to swing without your help.

If the child cannot sit on the piece of wood, make a seat with three sides on it and strap the child into the seat.

When your child is able to undress without help, you can teach him or her to dress without help.

The child may be able to put some clothes on without help. Let him or her do what he or she can without help.

Then give the child the help he or she needs to put on the rest of the clothes.

Each day ask the child to do as much as he or she can without help. Do this until he or she can dress without help.
You can also teach your child to bathe without help.

Help the child first to pour water over himself or herself.

Next place your hand over the child’s hands and pick up the soap. Help the child to rub the soap on his or her body.

Show the child how to wash the different parts of his or her body: face, hair, arms, legs, front, and back.

Talk with the child as you bathe him or her. Teach the child names of different parts of the body.

Then help the child to wash the soap away.

With your hands over the child’s hands, help the child to dry himself or herself with a clean cloth.

As the child does more for himself or herself, give less help until the child can wash and bathe without help.

Each time the child does something without help or does something well, let the child know that you are pleased.

Results

If your child does these activities, try the movement and self-care activities in the next leaflet of this package.

If your child does not do these activities, he or she may have difficulty moving or learning. Continue to try the activities. Talk with your Local Supervisor.
Play Activities — Leaflet 8

Communication and Behaviour

Draws pictures  Counts objects  Helps family members with their work  Takes care of younger children

Movement and Self Care

Plays games with movement  Skips  Goes to school
Communications and Behaviour

- If your child has done the other activities in this Training Package, he or she may be ready to learn new activities.

- Give your child a piece of cloth. Teach him or her to fold it into different shapes and sizes.

  Give the child small objects to wrap and tie in the cloth.

- You can also teach the child to fold paper into different shapes and sizes. Then he or she can tear paper into different shapes and sizes.

  Show the child how to make toys with paper. Show the child how to make boats, dolls, and animals.

- Draw the shape of a man on a piece of paper. Cut it out. Cut away the head, hands, arms, feet, and legs so that the man is now in many parts.

  Show the child the different parts on his or her own body.

  Show the child how to put together the different parts of the man.

  Ask the child to name the different parts of the man's body. Ask the child to point to that part on his or her own body at the same time.

- Give the child two tins or buckets, one with water and the other with dirt.

  Let the child make mud by mixing the dirt with water. Show the child how to make toys with mud, such as houses, animals, people, and bridges.

  Let the child play with the mud toys.
Encourage the child to make drawings of people, animals, houses, and trees. You can draw the pictures to show the child how to draw.

Show the child the drawings in this package. Show the child other pictures that you have in the home. Describe the drawings and pictures to the child.

When your child draws a picture, ask the child to describe the picture. Tell the child that you like the picture. Encourage him or her to draw more pictures.

Show the child a picture on a paper. Cut the picture into pieces of different sizes. Tell the child to put the picture together again. Give the child the help that he or she needs.

When the child can do this without help, cut the picture into smaller pieces. Ask the child to put the pieces together.

Make a drawing in the sand or dirt with lines going in many directions and making many shapes. In between the lines draw certain objects such as fish, people, balls.

Show the drawing to the child and tell him or her how many objects there are in the drawing.

For example, in this drawing there are three fish.

Ask the child to find the fish. Tell the child to count out to you as he or she finds each fish.

If the child cannot find all the fish, help him or her to do so.
Collect two sets of flowers with the child. The two sets must be the same. Each set must have five flowers of one colour, four flowers of another colour, three flowers of a third colour, and so on.

Sit with the child. Give one set of flowers to the child and keep the other set.

From your set take a group of flowers in the same colour group and place them in front of the child.

Ask the child to put the same number of flowers next to yours. Help the child to choose the number by the colour of the group.

Help the child to count the number of flowers in each group.

Repeat this using different numbers and colours until the child can count up to five.

Give five flowers to the child. Ask the child to give you one. Then give the flower back and ask the child to give you two.

Continue up to five.

Next ask for the number of flowers in a different order, such as three, one, four and so on.

Repeat this from time to time until the child can count up to five.

Instead of flowers you can use seeds, paper balls, or other objects.

Give the child 10 to 12 pebbles and a box.

Let the child stand six steps away from the box. Mark this point. Ask the child to throw the pebbles into the box, one at a time.

Tell the child to count out each time a pebble falls into the box. Help the child to count out if necessary.

Let the child play this from time to time. Tell the child to try to drop more pebbles into the box each time.
Sit with your child and show him or her how to look at books. Explain the pictures in the book to the child.

Give the child books that he or she can look at alone.

Find books with pictures that have a few words under the pictures. Read these books to the child many times. Let the child tell you what it says under the pictures.

Then show the child different letters in the books. Help the child to find the same letters on other pages of the books. Tell the child to look for the letters without help.

Write letters on paper or in the sand and let the child trace them with his or her fingers. Teach the child to copy your letters. Teach the child to say the letters and to recognize them.

Show the child how to write numbers and letters.

Some children use their right hand for drawing and writing. Others use their left hand. Let your child use whichever hand he or she likes to use.

Ask two or three children to play with your child.

Encourage them to play "shop". Tell them first to collect objects from the yard, such as leaves, seeds, nuts, pebbles, and flowers. Show them how to use these as vegetables and fruits in the shop.

One child pretends to be the shopkeeper. The others pretend to be people in the village who come to buy things from the shop. Help the children to make up stories about the shop and the people as they play.

Show the children how to use paper or leaves as money. Show them how to count the money to buy and sell things.

Encourage the children also to play "house", "school", and "health centre". The children can pretend to be fathers, mothers, teachers, schoolchildren, health workers, or nurses.
Let your child help you when you do your household activities.

Keep the child near you when you cook. Give the child tasks to do and let him or her help you with the cooking.

The child can also help you with washing clothes, cleaning the home and other such activities.

If your child can help you with these activities, he or she may also be able to take care of a younger child.

You can also teach your child to go to the market for you.

Take your child to the market with you. Talk to him or her about the houses, shops, and roads that you pass on the way to the market.

When you are at the market, show the child how to find the things you buy.

After you have taken the child to the market with you many times, let him or her lead the way to the market.

Ask the child to find the things you want to buy in the market. Then let the child lead the way home from the market.
Let the child lead you to and from the market many times. When you think the child can go to the market alone, let the child go to the market for you.

In this way you will teach the child to find his or her way around the village.

- You can teach your child to help in the garden.

Teach the child to plant seeds of vegetables, fruits, and flowers. Then the child can watch them grow.

Teach the child how to look after the plants, giving them water and keeping away harmful insects. Show the child the difference between the plants and weeds. Show him or her how to remove weeds.

Results

- If your child does these activities, you and the child have done well. Your child is ready to go to school.

If your child does not do these activities, he or she may have difficulty seeing, hearing, or learning. Continue to try the activities. Talk with your Local Supervisor.

Movement and self care

If your child has done the other movement activities in this training package, he or she may like to do more activities with movement.

There are many activities that you can teach your child. He or she may also learn some of these activities from other children.

- Find an old bicycle tyre or wheel. Teach the child to run along with the tyre or wheel, rolling it with the hands or with a stick.
Show the child how to draw shapes on the ground in patterns.

Tell the child to jump into the shapes.

Teach the child to hop on one leg from one shape to the other.

Get another child to play with your child. Teach them how to play "leap frog".

One child crouches down in the crawling position. The other child becomes the "frog" by placing his or her hands on the first child's back. He or she jumps over and crouches down in front of his or her playmate. Now they have changed places. The playmate who was crouching down becomes the "frog" and "leaps" over the child who is now in the crouching position. They may continue to play in this way as long as they keep changing places.

If other children in your village are flying kites, help your child to make a kite and to fly it.

To make a kite, cut a large piece of thin paper into a shape the child likes. Tie light sticks of wood together as a frame for the kite and glue the paper to it. Tie bits of paper or light cloth to a string and attach it to the kite as a tail. Add a long string for the child to hold.

Get a group of three or more children together. Tell the children stories. Use different expressions on your face and move your arms, legs, and body to make what you say clear.

Then ask the children to tell each other stories in the same way.
- Teach the children to tell each other stories without using words. Teach them to use expressions on their faces and movement of their arms, legs, and bodies to say what they want to say.

- Get a group of four or more children together to play with your child. Teach the children to sing and dance as a group. Show them how to move around in a circle as they sing and to clap their hands. Teach them to move in different ways to the rhythm of their singing.

- You can teach the children to play catcher.

   In this game, one child pretends to be asleep and is called the catcher. The other children dance and run around the catcher in a marked circle.

   The catcher pretends to wake up quickly and must touch one of the other children.

   The child who is touched becomes the next catcher.
Ask two or more children to play with your child. Teach them to play "Hide and Seek."

Tell the children that one of them must hide and the others will try to find him or her. Help one of the children to hide and tell him or her to call out from time to time. Tell the other children to look for and find the child who has hidden.

Each child must get a chance to hide.

You can teach the children games that can be played with a rope.

Two children hold the rope at each end and move it round in a circle. Another child stands in the middle and jumps over the rope as it comes down. Teach the children to count out together each time the rope brushes the ground and the child jumps over it.

Teach each child to skip with the rope by himself or herself. Ask the children to count out as they skip. Make a game out of skipping. The person who skips the most number of times without stopping is the winner.

Your child can also use a rope in this way: Place the rope in a straight line on the ground. The child can walk placing his or her feet on the rope with long steps.

The child can walk placing his or her feet on the rope with small steps. The heel of the foot the child places in front must touch the toes of the other foot.
The child can cross his or her feet from one side to the other side of the rope while walking.

- Teach your child to walk balancing books and other objects on the head.

Get together three or more children to run races with your child balancing objects on their heads.

- If there are lakes and rivers in your area, teach your child to swim.

Go with the child to the river or lake and play in the water with the child.

When your child is not afraid of the water, teach him or her to swim. Then it will be safer for the child to play in the water. If you cannot teach the child, find someone else to do it. Find a family member, friend or neighbour to teach the child.

If your child does not learn to swim, teach him or her not to go into the river or lake.
■ Before your child goes to school, teach him or her how to get to school safely.

Teach very young children not to go near traffic. Before older children start going to school, teach them to deal with traffic and to cross roads safely.

Take your child to the roadside. Teach the child to walk on the side of the road which faces oncoming traffic. In this way he or she can see the cars or other vehicles as they approach.

When you train your child to cross the road, teach him or her to look and listen for traffic approaching from both directions first. Explain to the child 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 must cross a road or street, teach the child to cross at these places.

Cross the road with the child many times, describing and explaining to the child how to do it.

Then tell the child to cross the road alone and watch him or her. Repeat this until you are sure that the child can cross the road safely alone.

If there is a lot of traffic on some roads, tell the child to ask an adult for help to cross the road.

Results

■ After you have used this package for some time, you can check your results by answering the question below.

Begin by watching the child you are training. Then answer the question by putting the date in one box after each question. Put the date in the box beside "yes" if the child plays like other children of the same age. Put the date in the box beside "No, plays like children below his or her age" if the child does some play activities but does not play like other children his or her age. Put the date in the box beside "No, does not play at all" if the child does not do any of the play activities.
Play activities

Plays like other children of the same age?  
Yes  
No, plays like children below his or her age  
No, does not play at all

If your answer is "Yes," you and the child have done well. Continue to use this package until the child has done the activities in all of the leaflets.

If your answer is "No" it may be because of one of the reasons listed.

Go through the list to find a possible reason for the "No" answer and to 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 child do all he or she can do.</td>
<td>Let the child try to do all that he or she can do. Continue the training until the child does the activities. Then stop using this package.</td>
</tr>
<tr>
<td>2. The child does not do all of the activities that he or she can do.</td>
<td>Encourage the child to do the activities. Ask other children to play with the child. Continue the training until the child does the activities. Then stop using this package.</td>
</tr>
<tr>
<td>3. You have not trained the child long enough.</td>
<td>Continue training the child until he or she does all of the activities. Then stop using this package.</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, discuss them with your Local Supervisor. Then continue to use the leaflets.</td>
</tr>
<tr>
<td>5. The child cannot play like children of his or her age because of his or her disability.</td>
<td>The child may still be able to do more activities than he or she is doing now. Discuss this with your Local Supervisor. You may continue to use the leaflets.</td>
</tr>
</tbody>
</table>

If you continue to use this package, train the child for some time. Then answer the question again to see if the child does more play 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
27.

Training package for a family member of a child with a disability

Schooling

What Is This Package For?
The instructions in this package will help you to arrange for the child who has a disability to go to school.

World Health Organization
Geneva, 1989
27. Training package for a family member of a child with a disability

Schooling

Why the child should go to school

Schooling helps children to develop their minds, to learn about the world around them, and to become useful members of the community.

It is possible that the child with a disability is not able to learn to read, write, and count as well as other children. But it is important that the child goes to school for the following reasons:

Schooling develops the abilities that the child has.

Schooling helps the child to make friends and gives him or her the feeling of belonging to a group.

Schooling teaches the child how to get along with others, how to work with others, and how to behave in company.

Schooling teaches the child to accept rules.
Schooling teaches the child to take responsibility.

Schooling helps the child become an independent adult.

Schooling prepares the child to be able to earn money for himself or herself.

Schooling teaches the child the activities that will help the child to carry out his or her part in the family and community.

- All this helps to develop the abilities that your child has.

- If your community has a preschool class, ask the schoolteachers if the child can go there. Then the child will be better prepared for primary school.

- The schoolteacher may not be used to having a child with a disability in the classroom. The teacher may not be ready to take your child into school. If you have difficulty getting your child into a school tell your Local Supervisor about it. Ask your Local Supervisor to discuss this with the teacher.

- It is best for the child to be able to go to the same school as other children in your community.

**Going to school and coming back home**

- The child should be able to go to school and come back by himself or herself.

  If the child is not able to do this, try to train the child.

- To help the child learn to go and come back alone, always go the same way when you walk together.

  As you walk, point out what is happening on the way. Show the child landmarks such as trees and houses. Point out sounds such as those of rivers, roads, or people working.
Teach the child how to cross roads and what to do when there is traffic. The child should watch and listen for any vehicles. He or she should cross only when the road is clear or the vehicles have stopped.

Walk with the child to school and back many times. This is how the child will learn to find his or her own way.

The child may not be able to learn to walk to school by himself or herself. Or you may not want the child to walk to school alone. If so, take the child to school and bring him or her back yourself.

If you cannot take the child yourself, find someone else to do it. A family member, neighbour, friend, or a schoolmate can take the child to school and bring him or her back.

The child may not be able to walk and may be too heavy to carry. If so, use a trolley, a wheelbarrow, or an animal, or something similar to carry the child to the school and back.

The child should be at school on time and should go to school regularly. This will help the child to fit in and feel comfortable with the other children.

When you first take the child to school, explain the following to the teacher:

What the child is able to do.
Tell the teacher for example, how the child moves around and how the child communicates.

What difficulties the child may have.
What medicine the child should take while at school.

Ask the teacher to see that the child takes the medicine at the correct times.

How often the child needs to go to the latrine.

At this time you can also speak with the teacher about any other problems that the child may have.
- Ask the teacher what the child should learn at home. Help the child at home with this schoolwork. If you cannot help the child, arrange for someone else to do it. Another family member, friend, neighbour, or schoolmate can help the child. In these ways you help the child to learn.

- You may need to stay with the child in school for the first few days. This will help the child feel comfortable and help the child, the teacher, and the other children to get to know each other.

- Make sure that the child joins in school activities that he or she enjoys, such as school games, sports, music, field trips, and scouting.

- The teacher may arrange the activities that the child wants to join in such a way that the child is able to do them.

- Perhaps the child can join in only some activities. For example, the child may not be able to play very active games.

The teacher may then provide other activities for the child when other children are doing things that the child you train cannot do.
When the child does well at school, do not forget to tell the child that you are pleased. This will make the child happy and will encourage him or her to do even better in the future.

When a child with a disability is at school there might be problems with the other children. The other children may call the child bad names or even hit him or her. If this happens, talk to the teacher about it. Ask the teacher or your Local Supervisor for advice on what can be done to help.

The teacher will try to change the behaviour of the other children. He or she may tell the other children about the child's disability. The teacher may tell the other children to help the child learn. These children should understand that it is important to be kind to the child with a disability.

If necessary, the teacher could speak to the parents of the other children in the class. The parents can then talk with their own children so they behave well towards the child with a disability and help and protect him or her.

If the teacher needs help at school, the community should try to provide a volunteer to help the teacher and any children with disabilities. The volunteer may also give your child any extra help needed during school hours.

If you have the time, you can volunteer yourself to help the teacher at school.

From time to time, perhaps at the end of every school term, meet with the teacher. Together you can talk about how the child is doing. Ask the teacher about any problems the child may have.

If the child has any problems in school, now is the time for you and the teacher to find ways to solve them or get around them.

Make sure that the child you train gets all the years of schooling that a child in your community can have.
Results

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

Put the date in the box beside the sentence that describes what the child does.

<table>
<thead>
<tr>
<th>Goes to school?</th>
<th>Yes, does normal school work</th>
<th>Yes, but does school work below his or her age</th>
<th>Yes, but does not do school work</th>
<th>No</th>
</tr>
</thead>
</table>

If your answer is "Yes, does normal school work," the child has done well. You no longer need this package.

If your answer shows that the child does not do normal school work, or does not go to school, it may be because of one of the reasons listed. Go through the list to find the reason and to see what you can do about it.

<table>
<thead>
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</tr>
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<tbody>
<tr>
<td>1. You think that the child cannot do normal school work because of his or her disability.</td>
<td>Read the package again. Discuss it with the teacher and your Local Supervisor. You may decide to let the child stay at school.</td>
</tr>
<tr>
<td>2. You do not send the child to school because you think that the child will not be helped by schooling.</td>
<td>Read the package again. Discuss it with the teacher and your Local Supervisor. You may then decide to send the child to school.</td>
</tr>
<tr>
<td>3. The child may not go to school because you have not found a way to get the child to school and back.</td>
<td>Ask your Local Supervisor to help you find a way to get the child to school.</td>
</tr>
<tr>
<td>4. The school may not have accepted the child.</td>
<td>Speak to the teacher about it. You can also ask your community leaders to help you.</td>
</tr>
<tr>
<td>5. There is no school in your community.</td>
<td>Speak to the community leaders about starting a school.</td>
</tr>
</tbody>
</table>

If you continue to use this package, answer the question again after some time. If the answer is "Yes, does normal school work," you and the child have done well. You no longer need this package.
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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
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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
28.
Training package for a family member of a person with a disability
Social activities

What Is This Package For?
The information in this package will help you to understand the person with a disability. The instructions will help you to make others understand the person with a disability. The instructions also include how to help the person to join in family and community activities.

World Health Organization
Geneva, 1989
28. Training package for a family member of a person with a disability

Social activities

- The person you train may be your grandmother, grandfather, mother, father, husband, wife, aunt, uncle, sister, brother, or your child. The person may be your friend. He or she needs to be an equally important member of a family. He or she needs to join in family life, even if he or she has a disability.

Every person needs to be an active member of a community. The person you train should be able to join in community activities.

- Both the family and community should think of a person with a disability as an equal member of the family and the community. The family and community should not overprotect him or her because of the disability. They should not make the person feel less important because of the disability.

- People with a disability may not be able to do all the activities other people do. Or they may not do them in the same way. But the family and the community can teach their members with disabilities to do as much as possible.

- Sometimes a person with a disability cannot learn to do all the things that other people do. Then that person should have the help of family and friends to do whatever he or she cannot do. Family and friends can help the person to be an active member of the family and community, even with the disability.
Members with disabilities may not be well accepted in some families and communities. There are many reasons for this. Some community members believe that disabilities are caused by evil spirits. They may believe that a person is given a disability as a punishment. They may believe that they can get a disability if they look at or touch a person with a disability. Because of these beliefs families and communities sometimes keep their members with disabilities at home, which makes them feel less important.

Because of their disability some people look, speak, and behave in ways that others find different. People then think that people with disabilities are not like them. But people are still people whether they have disabilities or not.

Children and adults in the community may not notice what their members with disabilities say or may laugh at their problems. Members with disabilities may be seen as being less important than other community members.

People who laugh at a person with a disability do not understand. They do not know very much about people with disabilities. They do not know about disabilities, or what causes disabilities. This is what makes them afraid.

Ask your Local Supervisor to teach these people about disabilities and their causes. Then they will understand better the members of their community with disabilities. Then their fears will disappear. Families and communities will then accept people with disabilities as equals.
Helping other people understand “disability”

- Children or adults with disabilities need to meet friends and neighbours in the village and to get to know them. Do not try to hide the person you train. He or she needs to be with people just like others.

- Take the person around the village to meet people and to learn about the village.

Then let the person go around the village alone.

- If the person cannot move around the village alone, train him or her to do this. Ask your Local Supervisor for a package which you can use to train the person to move around the village alone.

- Tell friends and neighbours about the person's disability. Tell them what the person is able to do. Let them know that the person can do all or almost all of the things that they do.

- When you walk around with the person talk to him or her. Describe what is happening around you. If the person you train cannot see, tell the person about the people you see and meet.
- Take the person to visit friends and neighbours. Then teach the person to visit friends and neighbours alone.

Arrange for the person to meet other people of the same age. Help them to meet often and help them to become friends.

- Explain to others that people with disabilities often feel cut off from their families and communities. Elderly people with disabilities often feel like this. They may feel lonely. Tell others to help these members feel that they belong to the family and the community.

- When you are in a group include the person in your conversations. Make sure that he or she understands what is said. Make sure the person gets a chance to say what he or she wants to say. You may need to give the person a longer time to say something.

- If the person has difficulty hearing and so cannot communicate well, teach others how to communicate with him or her. Tell them they should help the person to understand what they say. Tell them that otherwise the person may misunderstand.

If the person cannot speak clearly, other people may not understand what he or she is saying. They will need to listen carefully. Then they will be able to understand better what the person says.
Social activities

- If the person cannot see, he or she may not know when other people are near. Tell friends and neighbours to speak to the person first so that he or she will know that they are near.

Joining in family activities

- Bring together the family of the person. Talk with the family about how the person can participate in family activities and be an important member of the family.

- If the person is a child, he or she needs to play with other children and to do the same activities that other children do.

- The child needs to go to school at the same age as other children.
Encourage the person to do activities that help others in the family, such as household activities. The person may not know how to do household activities. If so, ask your Local Supervisor for a package which you can use to train the person to do household activities.

Make it possible for the person to join the family in doing what the family does together. For example, the person should eat meals with the family.

The person should participate in family conversations. The person should join in games with the family. When the family listens to the radio or watches television, the person should also be encouraged to join in as part of the family.

The person should join the family in festivals. He or she should travel with the family, for example, to religious meeting places. The family should also take the person with them to marriages, funerals, and other events.

If the person is an adult who wants to get married, help him or her. Help the person to raise a family if he or she wants to raise a family. You could ask your Local Supervisor to give the person advice about marriage, and also advice about having children.

Talk with the family about what each family member can do to help the person participate in activities in the community. For example, family members can help the person meet other people, go to the religious meeting place or go to the health centre.
Social activities

Bring the family together from time to time. Talk about what the person is able to do and what more he or she can learn to do.

- If the person cannot do a certain activity, talk about this with the family. Find out why he or she cannot learn to do it. Try to find ways for the person to do the activity.

- Arrange for families who have members with disabilities to meet from time to time. Then such families can discuss their problems, share experiences, and help each other.

Joining in community activities

- Make it possible for the person to join in community activities when he or she wants to.

Tell the person about meetings, religious activities, and other activities in the community. Ask the person if he or she wants to join in these activities.

- If the person cannot go alone to the place where these activities are held, take him or her to the place. If you cannot take the person yourself, arrange for someone else to do it. Arrange for a family member, friend, or neighbour to take the person.

- Tell the person about any voluntary organizations in the village such as youth, scouting, women's, agriculture, or sports organizations. Find out if the person wants to be a member of any of these organizations. If he or she wants to be a member, go with the person to the organizations. Ask them to help the person become a member.
Ask the person if he or she wants to take responsibility in community organizations, such as village councils, or health and school committees.

If the person wants to take responsibility in any organization, make sure that the person knows when the elections are held. Then he or she may ask to be elected to that council or committee.

You will need to make sure that the person's name is on the election register so that he or she can vote.

You or the person may think that more can be done for members of the community who are disabled. If so, ask the Community Rehabilitation Committee to start a group or an organization for them.

People with different disabilities and parents of children with disabilities can belong to such a group or organization.

This group can be responsible for making sure that members of the community with disabilities have the same opportunities as others. They should be able to use all community services, get employment, housing, schooling, transport, and water supply, and take part in social activities.

Ask your Local Supervisor for a guide about how to set up community organizations of people with disabilities.
Results

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

Begin by watching the person you are training. Then, on the checklist, mark “Yes” if the person does the activity. Mark “No” if the person does not do the activity.

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family activities</td>
<td>Yes</td>
</tr>
<tr>
<td>Has meals with family?</td>
<td>No</td>
</tr>
<tr>
<td>Helps other family members?</td>
<td></td>
</tr>
<tr>
<td>Joins in activities with family inside the home?</td>
<td></td>
</tr>
<tr>
<td>Joins in activities with family outside the home?</td>
<td></td>
</tr>
<tr>
<td>Community activities</td>
<td></td>
</tr>
<tr>
<td>Visits friends and neighbours?</td>
<td></td>
</tr>
<tr>
<td>Joins in religious activities?</td>
<td></td>
</tr>
<tr>
<td>Is a member of a community group or groups?</td>
<td></td>
</tr>
<tr>
<td>Votes at elections?</td>
<td></td>
</tr>
<tr>
<td>Holds responsible post or posts in the community?</td>
<td></td>
</tr>
</tbody>
</table>

Now answer the next two questions for the family activities and for the community activities. If all of your answers on the checklist are “Yes”, put the date in the box beside “Yes” for the question that refers to that part.

If some of your answers in one part are “Yes” and some are “No”, put the date in the box beside “Sometimes” for that part.

If all of your answers in one part are “No”, put the date in the box beside “Not at all” for that part.

| Joins in family activities?                   | Yes |
|                                              |     |
|                                              | Sometimes |
|                                              | Not at all |

| Joins in community activities?                | Yes |
|                                              |     |
|                                              | Sometimes |
|                                              | Not at all |

If both of your answers are “Yes”, you have done well and the person is able to join in family and community activities. You no longer need this package.

If one or both of your answers are “Sometimes” or “Not at all”, it may be because of one of the reasons listed. Go through the list to find the 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. The person does not want to join in an activity.</td>
<td>Explain to the person how joining in with the activity can help him or her.</td>
</tr>
<tr>
<td>If the person now wants to join in the activity —</td>
<td>Repeat the training until the person can do the activity. Then you no longer need</td>
</tr>
<tr>
<td></td>
<td>this package.</td>
</tr>
<tr>
<td>If the person still does not want to join in the activity —</td>
<td>Stop asking the person to do the activity. After some time you can try again to</td>
</tr>
<tr>
<td></td>
<td>get the person to do the activity.</td>
</tr>
<tr>
<td>2. The family and community have not accepted the person as an equal</td>
<td>Explain to them again why they should accept the person. Give reasons why, and how</td>
</tr>
<tr>
<td>member.</td>
<td>this can help the person with a disability.</td>
</tr>
<tr>
<td>3. You have not trained the person long enough.</td>
<td>Continue training the person. If you have no results after six months, ask your</td>
</tr>
<tr>
<td></td>
<td>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,</td>
</tr>
<tr>
<td></td>
<td>speak to your Local Supervisor. Then repeat the training until the person can do</td>
</tr>
<tr>
<td></td>
<td>the activity. Then stop using this package.</td>
</tr>
<tr>
<td>5. The person cannot be trained to do the activity because of his or</td>
<td>Stop using this package.</td>
</tr>
<tr>
<td>her disability.</td>
<td></td>
</tr>
</tbody>
</table>

If you continue to use this package, train the person for some time. Then answer 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
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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
29.

Training package for a family member of a person with a disability

Household activities

What Is This Package For?
The instructions in this package will help you to teach the person with a disability to do household activities more easily. The training includes activities such as cooking; marketing; pounding, grinding, and sifting grain; fetching water; fetching firewood; washing clothes; taking care of children; sewing; cleaning the home; and growing vegetables.
29. Training package for a family member of a person with a disability

Household activities

- Some common household activities that most people need to do include cooking; washing; pounding, grinding, and sifting grain; fetching water; fetching firewood; washing clothes; taking care of children; sewing; cleaning the home and yard; repairing the home; and growing vegetables. The person you train may not need to do all of them. Try to train the person to do all the activities that he or she needs to do. Or you can train the person to help someone else to do some of the household activities.

- Some household activities may be difficult for a person with a disability to do. The person may have to go a long way to fetch water and firewood or to wash clothes. The person may have to carry water and firewood alone over hilly or sandy ground. Pounding and grinding grain may be tiring for a person with a disability. And these activities may take up most of the person's day.

  The person you train may not be able to do some of the household activities by himself or herself. If so, the family should help the person to do these difficult activities.

- This package describes how you can train a person with a disability to do household activities. You can also use this package to make it easier for the person to do household activities.

  There may still be certain activities that you cannot train the person to do, such as fetching water. Then you can arrange for a friend or neighbour to do the activity for the person. The person you train could then do something else for the friend or neighbour in return, such as baking bread.
How to teach the person to do an activity

- Perhaps the person you train was doing household activities before becoming disabled and still knows how to do them. If so, follow the instructions in this Training Package to help make the activities easier.

- The person you train may have forgotten how to do the activities or may have never done them before. If so, you need to teach the person how to do them.

- To teach an activity, do it yourself first. Show and explain to the person what you are doing. Let the person watch and listen. Let the person touch and feel how you are doing the activity.

- Then ask the person to try to do the activity. Put your hands over the person's hands and do the activity with him or her. Let the person do as much as possible without help. But give the person the help he or she needs to complete the activity.

- Train the person like this every day. Repeat this every time you train the person. Each time give the person less help until he or she can do the activity without your help.
What to remember when teaching the person an activity

- First, you need to find out how the person understands you. He or she may understand by listening to you, by watching you, or by touching you as you do an activity. The person may understand you best by doing an activity with you.

Find out how the person you train understands you. Teach in the way that is easiest for the person to understand.

- Teach the person only one activity at a time. Only begin teaching another activity when he or she has learned to do the previous activity well.

- Start with an activity that you think the person will learn easily.

- It is easier to do an activity when the things needed for it are always in the same place. Also it is easier when the work is done in the same way each time.

So teach the person to keep the things such as pots, pans, and tools always in the same place. Also teach the person to do the work in the same way each time.

- Sometimes a person with a disability does not want to do household activities. If the person you train feels this way, try to encourage him or her to want to do these activities. Explain to the person that it will make him or her feel needed and useful. The person you train can make the family happier by being helpful.
When the person learns to do a new activity, or does something well, show the person that you are pleased. Let the person know that he or she has done it without help. The person's family should do the same. This will make the person happy and he or she will want to do well and to help again.

Activities that the person needs to be able to do

Cooking

To stay healthy, a person needs green vegetables and fresh fruit as well as rice or potatoes. Help the person learn how to grow soya beans, green leafy vegetables, peas, papaya, or other vegetables and fruit that grow well in your area. Teach the person to use some of these every day for family meals.

Tell the person to make sure that good things in the food, such as vitamins, are not lost during cooking. He or she should cook the food in just a little water and should not let it cook too long. The person can use water left after cooking for drinking or for making soup.

Teach the person to wash his or her hands before and after preparing food. Explain to him or her that cleanliness helps prevent diseases.

Also teach the person to wash the dishes and other things used for cooking and eating. They should be washed before and after use.
The person may have difficulty working while sitting on the ground. If so, make a small table of wood so that the person can prepare food on the table. This way he or she can work while standing up.

Place the table near the fireplace so that the person does not need to lift heavy pots up and down or to carry them too far.

If it is easier for the person to work while sitting, he or she can work at the table while sitting on a stool.

Tell the person to wear gloves when holding hot pots so that he or she will not be burned. Or teach the person to use a thick cloth to hold the pots.

Make two gloves like this from a piece of thick cloth.

Make the fireplace higher so that the person can cook while sitting on a stool. You can use bricks to raise the fireplace.
■ If necessary, put a layer of bricks in front of the fireplace to protect the person from the fire.

■ The person needs to have spoons with long handles so that he or she does not have to reach too close to the fire.

Fix long handles to the spoons that the person uses for cooking. You can also fix long handles to the lids of pots and pans.

■ Pots should have handles to make them easier for the person to lift. Wooden, cane, or bamboo handles will protect the hands from burns. So make sure that the pots and pans the person uses have wooden, cane, or bamboo handles.

■ Thick handles are easier for the person to hold. Cover handles with pieces of bamboo or cane to make them thicker.

■ The person can use tongs to pick up hot food.

You can make tongs like this out of cane.
If the person cannot see when water in a pot is boiling, he or she will need to know this by listening. Find a small stone to put in the pot. The stone will move and make a sound when the water in the pot boils. Then the person will hear the stone moving and know that the water is boiling.

The person often needs to measure different kinds of food or liquids for cooking. You can teach the person to use containers of different sizes to measure food or liquids.

**Going to and from the market**

- Make it easier for the person to carry things to and from the market.
- You can make a trolley for the person to use to carry things.
- Or you can make a wheelbarrow for the person to use to carry things.
- Or you can teach the person to use animals, such as donkeys, to carry things.
Pounding, grinding, and sifting grain

This is one of the more difficult household activities. If the person you train cannot pound his or her own grain, the person should ask for help to do this.

The person may have difficulty grinding grain while sitting on the ground. If so, raise the grinding stone by placing it on bricks. Then the person can grind while sitting on a stool.

You can teach the person to sift flour at a table, while sitting on a stool.

Fetching water

Make sure that there is clean water for the person's daily use. Clean water helps prevent diseases.

If there is no source of clean water such as a well in your community, go to your community leaders for help.

Teach the person to boil water and then cool it for drinking. This also helps to prevent diseases.
- Water pumps should have long handles. Then it is easier to pump the water.

If the person you train needs to pump water from a well, make sure that the pump has a long handle.

- The person may need to draw water from a well. If so, pass the rope over two pulleys, as shown in this picture, to make it easier to pull up the buckets of water.

- The person should not lift or carry a pot of water if it is very heavy.

- Make sure that buckets or drums the person uses for carrying water are not heavy. They add to the weight of the water that the person has to carry.

- If the source of water is nearby, the person can carry small amounts of water and go to the source more often.

- Or you can use a pole to make a yoke to carry buckets of water. Fix two buckets of water to the yoke at the ends. The person wears the yoke on the shoulders. Then the weight is carried by the shoulders.
If the person must go a long way to fetch water, he or she can use a wheelbarrow or an animal to carry the water. He or she can use the same wheelbarrow or animal that is used to carry things from market.

Or the person can use the trolley to carry water.

If the person uses a trolley make a piece of wood with holes cut in it to keep the buckets in place on the trolley. Put the piece of wood inside the trolley and place the buckets in the holes.

Or the person can use carts pulled by animals such as donkeys, horses, and bullocks to carry water.

**Fetching firewood**

Teach the person to carry firewood using the same yoke, wheelbarrow, animal, trolley, or cart that he or she uses to fetch water.
Aaxes used for chopping wood should have long handles. Make the handles thicker with bamboo or cane so that they are easier to hold.

Teach the person to place wood on a higher level for chopping. This way the person chopping wood will become less tired.

**Washing clothes**

The person may not be able to sit on the ground to wash clothes. If so, teach the person to wash clothes on a table or large stone. Then the person can wash clothes sitting on a stool or standing up.

If the person washes clothes at the river, teach the person to wash clothes on top of large stones.

**Taking care of children**

If you are training a woman who is going to have a baby, take her to see the health worker. The health worker can teach her how to take care of herself and to be ready when the baby comes.

The health worker will ask the woman to come to see her regularly. Make sure that the woman goes to the health worker on the days that the health worker has asked her to come.
If a woman, who is going to have a baby, carries very heavy things, it could hurt her and the baby. Make sure that she does not carry other big children or heavy things during this time.

Mothers who are disabled should breast-feed their babies like other mothers.

If the person you train is a woman who has a new baby, take her to the health worker. The health worker will teach her about breast-feeding and about taking care of the child. Make sure that the woman understands the health worker and learns to do the things that will help her and her baby.

The person you train may be a mother who cannot carry her baby in her arms because of her disability. If so, show her how to carry the baby on her back. Or she can carry the baby in front if this is easier. The woman can wrap cloth around the baby and her body to hold the baby close to her.

Also make sure that other people in the family let the woman take care of her own child. But tell other family members that they should share this responsibility with the mother. They should play with the child and help the mother to take care of the child.
**Sewing**

- Place the sewing machine where the person can use it most easily. For example, you can place it on the ground or on a table.

  Make the handle of the machine thicker with cloth, pieces of cane, or bamboo. A thicker handle is easier for the person to hold.

- Teach the person to use objects such as stones to keep in place the material that is being sewn. This will make it easier for the person to sew the material.

**Cleaning the home and yard**

- It is better if brooms and brushes used to clean the home and yard have long handles. Then the person will not have to bend over when using them. He or she will then be less tired when cleaning.

**Making repairs to the home**

- If mats are used in the home for floors, walls, or roofs, teach the person how to weave these mats.
Teach the person to smear or paint the floors and walls of the home when necessary to keep them in good condition.

**Growing vegetables**

Teach the person to grow vegetables and fruits that can be used for family meals. Help him or her to plant vegetables and fruit that grow well in your area, such as soya beans, green leaves, peas, or papaya.

Vegetables do not always need to be planted on the ground. The person can plant vegetables in boxes or pots. Place the boxes or pots where the person can reach them most easily. You can place them on larger boxes or on bricks or stones.
Results

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

Begin by crossing out the activities that the person does not need to do.

Watch the person you are training. Then, on the checklist, mark “Yes” if the person can do the activity. Mark “No” if the person cannot do the activity.

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities</td>
<td>Yes</td>
</tr>
<tr>
<td>Cooks?</td>
<td></td>
</tr>
<tr>
<td>Goes to and from market?</td>
<td></td>
</tr>
<tr>
<td>Pounds, grinds, and sifts grain?</td>
<td></td>
</tr>
<tr>
<td>Gets water?</td>
<td></td>
</tr>
<tr>
<td>Gets firewood?</td>
<td></td>
</tr>
<tr>
<td>Washes clothes?</td>
<td></td>
</tr>
<tr>
<td>Takes care of children?</td>
<td></td>
</tr>
<tr>
<td>Sews?</td>
<td></td>
</tr>
<tr>
<td>Cleans the home and yard?</td>
<td></td>
</tr>
<tr>
<td>Makes repairs to the home?</td>
<td></td>
</tr>
<tr>
<td>Grows vegetables?</td>
<td></td>
</tr>
</tbody>
</table>

Now answer the next question. If all your answers on the checklist are “Yes”, put the date in the box beside “Yes, all.”

If some of your questions are “Yes” and some are “No”, put the date in the box beside “Some, but not all.”

If all your answers are “No”, put the date in the box beside “None.”
If your answer is “Yes, all,” you and the person have done well. The person is able to do each household activity that he or she needs to do. Then you no longer need this package.

If your answer is “Some, but not all” or “None”, it may be because of one of the reasons listed. Go through the list to find a possible reason and see what you can do about it.

<table>
<thead>
<tr>
<th>REASON</th>
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<tbody>
<tr>
<td>1. You do not let the person do all 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 the package.</td>
</tr>
<tr>
<td>2. The person does not try to do all the household activities that he or she needs to do.</td>
<td>Encourage the person to try to do more of the activities. Repeat the training until the person can do each activity. Then stop using the 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 that you have not understood the instructions, speak to your Local Supervisor. Then repeat the training until the person can do each activity.</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 to do the activities. 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 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
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3. How to train the person to move around

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15. How to train a person who has aches and pains in the back or the joints to do daily activities
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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
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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
30.
Training package for a family member of a person with a disability
Job placement

What Is This Package For?
The information in this package will help you to understand why a person who has a disability should do a job, and what kinds of jobs are available to such a person. The instructions will help you and the person to choose a job and to train for it.
30. Training package for a family member of a person with a disability

Job placement

What do we mean by a job?

A job is work that a person does to be useful to himself or herself and to other people.

When a person works he or she gets payment for it. The person may be paid with money, food, clothing, or shelter.

A person can work at home or a person can work outside the home. The person can work alone or can work with the family to do a job together with them.

A person can work for a certain number of hours, or every day or night. The hours and days may always be the same. A person may work only a few days a week. He or she may work only a few months a year or all year long.

A job can mean different things to different people. For example, one person may do poultry farming. His or her job is to care for the poultry, to collect the eggs, and to sell the eggs. Another person's job may be only to sell eggs collected by someone else.

Why a person with a disability should do a job

Doing a job makes a person feel useful. A person who works feels that he or she is helping himself or herself, the family, and the community.

A person who works can use the payment that he or she gets to take care of the family or to help the family.

A person who works is important to his or her family. Both the family and the person need to know this.
A person with a disability who works like others in the community is helping the community. This makes the person important to his or her community. Both the community and the person need to know this.

A job also helps a person who has a disability to meet other people. This helps the person to learn more about life and to have interests outside the home.

- A job lets a person with a disability use his or her abilities. A job keeps the body and mind active and can help to develop them. With most people, being active helps to prevent a disability from getting worse.

- The person you are training may have worked before. If so, you should find out if the person can return to the job he or she did before. If the person was employed before getting the disability, ask the employer if the person can return to the same job. If this is not possible, ask if the employer has another job.

- If the person was not employed before, but worked at home or in the fields, let the person try to do the same job again.

- If the person cannot get a job in this way, you may have to try to find a new job. Follow the advice in this package.

**Jobs the person can do**

- The family and community should encourage the person you train to be useful. The person should do a job that will meet his or her own needs as well as the needs of the family and community. For example, he or she can produce food, make or repair articles, such as clothes or tools, make handicrafts, or work in community services.

- This Training Package gives you some examples of jobs that people with disabilities can do. People without disabilities also do these jobs. Read pages 3 – 11 to find out what the person you train may be able to do. Discuss these jobs with him or her.
**Producing food**

- Some of these jobs may be done in your community. Others may not.

Some examples of jobs that people do to produce more food for the family and community are the following:

- Growing vegetables and fruits.
- Looking after crops and pulling out weeds.
- Watering plants.
- Picking vegetables and fruits.
Selling vegetables and fruits.

Cutting and bundling grass and straw.

Ploughing fields and sowing seeds.

Poultry farming.

Fishing and fish farming.

Feeding animals.
- Milking cows.
- Looking after sheep.
- Pounding, grinding, and sifting grain.
- Making oil for cooking.
- Preparing and selling food and drinks.
- Working on tea, coffee, cocoa, or other plantations.
Making or repairing articles

Some of these jobs may be done in your community. Others may not.

Some examples of jobs that people do to make or repair things that are useful to the community are the following:

- Making bricks.
- Masonry.
- Making and repairing furniture and other wooden articles.
- Building houses.
Making aids used by people with disabilities.

Metalwork.

Stitching jute bags.

Tailoring.
Making sandals and shoes.
Making brooms.
Making rope.

Weaving palm-leaf mats.
Making pottery.

Making soap.
Making candles.
Job placement

Repairing clocks and radios.

Tapping and making rubber.

**Making handicrafts**

Different communities make different handicrafts from material that they find in their surroundings.

Some of these may be made in your community. Others may not.

Some examples of handicrafts are the following:

Textile printing, batik work, and dyeing.

Carpet-making.
- Knitting.
- Embroidery.
- Making furniture and chair-weaving.
- Basket-making.
- Leatherwork.
- Handloom weaving and spinning.
- Local arts.
Working in community services

Services for health care, education, and transportation should be available to your community.

Some of these jobs may be done in your community. Others may not.

Some examples of jobs in these and other community services are the following:

- Maintenance of roads and water supply.
- Transportation of provisions and firewood.
- Health work.
- Office work, for example as a messenger in a cooperative store.
- Keeping records and files.
Choosing a job

■ Your Local Supervisor may have a list of jobs for people with disabilities. There are jobs that need to be done in your community. Ask your Local Supervisor for this list.

■ Read the list with the person you train and the family. Talk together about the jobs that the person may be able to do.

Ask your Local Supervisor for advice if you need it.

Ask the person to choose a job by discussing the following questions:

1. What activities can the person do well?

   One person may be good at making things by hand, for example, arts and handicrafts. Another person may be good at working in the fields. Help the person to choose a job that the person thinks he or she can do well.

2. What jobs would the person like to do?

   Ask the person the following questions:

   Does the person like to work alone or to work together with other people? Does the person find a certain job more interesting than another? Does the person not like certain jobs?

   The person needs to enjoy working and to want to do a job. Then he or she will do it better.

3. What activities does the person need to do for the job that he or she has chosen?

4. Can the person learn how to do the job he or she likes to do?

   A job that is easy for one person may be difficult for another. The person’s disability may make a job too difficult for him or her to learn.

5. Will the job bring the person enough money for himself or herself and a family?

6. Will the person need tools or raw materials to do the job? Find out if these are easy to get. Can the community help with money to buy tools or raw materials?

7. If the person wants to make things, can they be sold easily? If the person needs help to sell what he or she makes, how can the person find ways of selling them?
Ask your Local Supervisor for help in the discussions if necessary.

If you think that the person can learn to do the job, then give the person the chance to learn.

If you think that the person cannot learn to do the job, help the person to choose another job. This job must be one that you and the family think the person will be able to learn to do.

Training for the job

The person may need to learn how to do the job. If it is a job that you know how to do, you can teach the person. If not, another family member or a friend may be able to teach the person.

If you, the family, or friends cannot teach the person, find another way for the person to have training.

Community members can help train each other. For example, the person you train may want to learn how to keep a cow. Then he or she can be trained by a community member who has a cow. Community members with job experience can teach farming, the making or repairing of useful articles, or the making of handicrafts.

If the person cannot have training from a community member, speak to your Local Supervisor or your Community Rehabilitation Committee about it.

With their help, find out if your district council, local government, or voluntary organizations give job training. If so, help the person you train to apply for job training to one of these places and to get it.
How to teach a person to do a job

Some people have more difficulty than others learning a job. These people need more help during training and may need training for a longer time.

If the person you train takes longer to learn than others, teach him or her in the following way:

- First think about what the person must do on the job.

- Divide the job into steps. For example, the pictures here show some of the steps for the job of preparing and using bricks for building.

- Then teach the person how to do the job step by step.

- Teach the person the first step. Repeat this until the person can do the step.

- Then teach the next step.

- Continue in this way, teaching one step at a time, until the person can do the whole job.

- Each time that the person learns to do something new or has done something well, show that you are pleased. This will make him or her happy. With this encouragement, the person will want to learn more. The person will learn to do all the steps of the job.
Money for starting the job

- The person you train may need money to start working. The person may need money for training or for buying tools and raw materials.

- Arrange for the person to take a loan for starting the job. When the person begins to earn money from his or her work the person can pay back the loan.

- If you can do so, lend the person the money he or she needs. Or another family member may be able to help the person with the money.

- If you and the family cannot lend the person the money, find out how other community members get loans for starting jobs. Find out if the person you train can get a loan in the same way.

- If you still have difficulty getting a loan for the person, speak to your Local Supervisor or your Community Rehabilitation Committee about it. Ask for their help to get the person a loan to start work.

Results

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

Put the date in the top box if the person has a full-time job or has an income that is adequate for his or her needs. Put the date in the middle box if the person has part-time work or an income that is not adequate for his or her needs. Put the date in the bottom box if the person has no job and no income.

Has a job or has an income? Full-time job or income adequate for his or her needs Part-time or seasonal job or some income No job and no income
If your answer is "Full-time job or income adequate for his or her needs", you and the person have done well. You can stop using this package.

Your answer may show that the person does not have an income adequate for his or her needs, or has no income. If so, it may be because of one of the reasons listed. Go through the list to find a possible reason and see what you can do about it.

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<td>1. The person does not want to work.</td>
<td>Discuss with the person again how work could help him or her. If the person still does not want to work, you do not need this package.</td>
</tr>
<tr>
<td>2. There may be no jobs available for the person.</td>
<td>Speak to your community leaders about finding more jobs in your community. If the person still cannot find a job, ask the community to help support the person, if possible. Then you no longer need this package.</td>
</tr>
<tr>
<td>3. 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 person can do each activity.</td>
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<td>4. The person cannot be trained to work because of his or her disability.</td>
<td>Ask the community to help support the person, if possible. Then you no longer need this package.</td>
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If you continue to use this package, work with the person for some time. Then answer the question again.
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