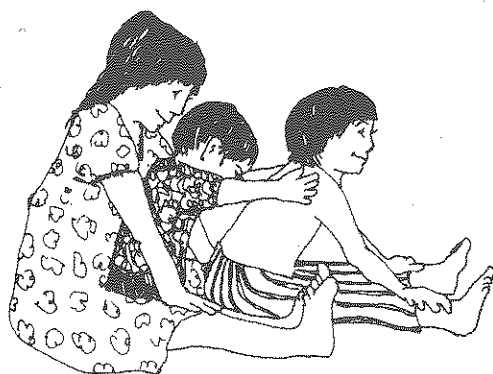
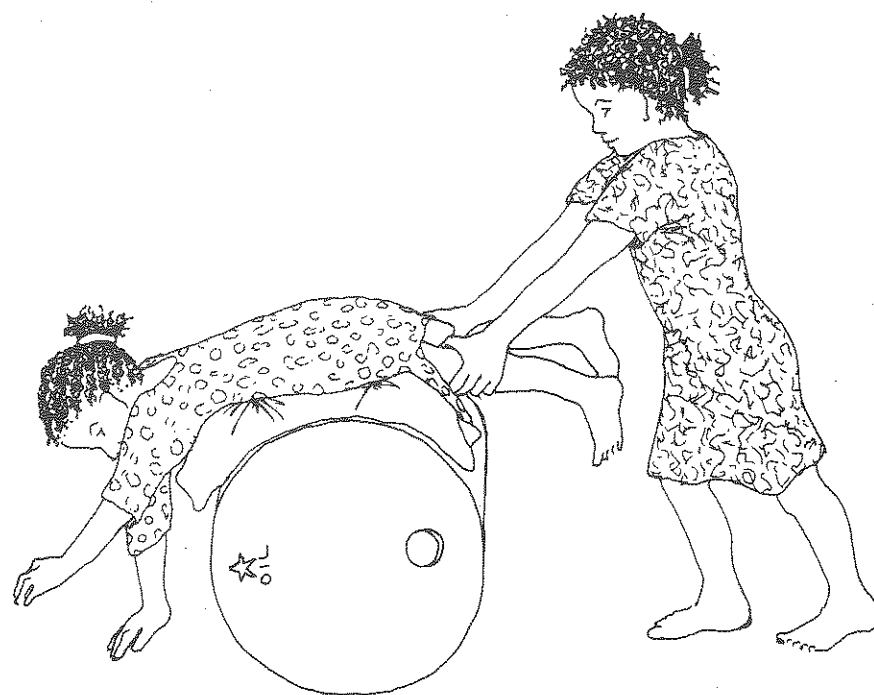


Healthlink Worldwide works to improve the health of poor and vulnerable communities by strengthening the provision, use and impact of information.



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MANUAL

We can play and move

Ideas to help disabled children
learn to move through play



Acknowledgements

We Can Play and Move was written by Sophie Levitt and illustrated by Shona Grant. The cover design was by Ingrid Emsden.

Healthlink Worldwide (formerly AHRTAG) thanks the individuals who gave their time and expertise to the original edition of this manual, particularly Sarah Cook, occupational therapist, and the students on the Community-based Rehabilitation for Developing Countries course, 1986-87, at the Institute of Child Health, University of London. The first edition of this manual, printed in 1987, was compiled by Deborah Birkett and received financial support from the Stanley Thomas Johnson Foundation. The second edition was printed in 1992.

This new edition, with a new cover and slightly modified contents, was published in 1998. Healthlink Worldwide thanks the States of Jersey Overseas Aid Committee for their financial support.

We Can Play and Move has been translated into Bangla/Bengali, Bulgarian, Chinese and Spanish. For details on how to obtain these editions, please contact Healthlink Worldwide at the address below. Healthlink Worldwide is interested to hear from individuals or organisations who would like to translate the manual into other languages.

We Can Play and Move

Published by Healthlink Worldwide (formerly AHRTAG)
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London EC1M 3JB, UK.
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E-mail: info@healthlink.org.uk

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ISBN 0 907320 13 9

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Printed by Russell Press Ltd

We can play and move

Ideas to help disabled children learn to move through play

By Sophie Levitt

Illustrations by Shona Grant

Healthlink Worldwide

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About the author

Sophie Levitt is a physiotherapist who has worked extensively with children with disabilities in Africa, India and Europe.

In 1960 she established the first clinic for cerebral palsied children in Harare, Zimbabwe. She initiated Adventure Playgrounds for Handicapped Children in the UK. Sophie Levitt was formerly a lecturer in rehabilitation to health workers at the Tropical Child Health Institute at the Institute of Child Health, University of London, 1975-85, and consultant and lecturer for courses on Community-based Rehabilitation for Developing Countries at the same institute, 1985-94. She acts as adviser to many organisations concerned with children with disabilities in the developing world.

Sophie Levitt is the author of three books on children with disabilities, including a book for parents, and also runs workshops for parents and carers.

About this book

Purpose

For disabled children to learn to move by playing with others, particularly with other children.

For older children, to help them play with any babies and younger children that they take care of.

Movements learnt in play are vital

This book presents those basic movements and postures that are needed for taking care of oneself, for working and for general daily life. For example, play stimulates and improves the following abilities:

- using hands
- keeping head steady
- sitting
- squatting or kneeling
- walking or moving from place to place

Who can use this book?

Community based rehabilitation workers, school teachers, youth workers and parents can use it to help all children to play with each other.

The drawings are presented so that older disabled and non-disabled children can use the book with only a little guidance.

Find specialist advice if you can

There may be people near you who have experience with disabled children. These might be physiotherapists, occupational therapists, speech therapists, special education teachers, nurses, psychologists or parents; check they are familiar with children's developmental therapy and learning. Their advice could be invaluable.

What does this book give you?

It shows play activities which help a child to move and balance.

Graded activities: the activities are graded in stages 1 to 4, from early and easy ones to later and more difficult ones. This is the way a baby and a disabled child can learn them.

Who plays with whom? The activities are chosen so a disabled child can use them in play with other disabled children or with non-disabled children. Also, an older child can use them with a younger child.

What it does not give you

The activities will not make a disabled child fully able-bodied, but s/he will learn to do many things a non-disabled child can do.

This book does not have every possible idea but shows those movements and postures that are important to any growing child. It should stimulate further ideas for particular children in particular places.

This book can help almost all disabled children

Movement problems are due to different physical disabilities, blindness, mental handicaps, or multiple disabilities. Also, babies who have been malnourished, very ill or have not been encouraged to play often have poor movement. The activities have been selected so that all these children can play together.

Guide to using this book

Playing and moving

When you play you need to be able to move and balance. If we help babies play we help them to learn movements. A disabled child is one who cannot move like other children of the same age. We can help a disabled child move through play.

We use the same easier movements and easier balance for babies and for disabled children. We then follow the same stages from easy to more difficult.

Differences between children

Non-disabled babies will in time do all the movements but disabled children will only learn to do as much as they can manage. Non-disabled babies will take time to learn the movements. Disabled children will take a longer time to learn them all or as much as they can.

Disabled children may look different. This does not mean they cannot do things. They could learn to do many movements in their own way and play with you.

How do we start?

Start with the child in one position. This position could be:

- lying on the stomach
- lying on the back
- sitting
- standing

Look at the drawings for that position.

Find out what the child can do, from easy stages (1 or 2) to more difficult stages (3 or 4). You and the child will get to know all the ways s/he can move and balance in that position.

Now do the same for each of the positions. Do use play activities in each position. The child could get stuck in one position if you don't get her/him to play in different positions.

Start with what the child likes doing. Then use a friendly way to help her/him enjoy other play activities.

How much should we help?

Let the child do as much as s/he can on her/his own. Hold the child and help her/him with the more difficult stages. If the position is new to the child, hold her/him for a while until s/he gets used to it. Make sure the child is comfortable and happy.

Give the child plenty of time to do an activity. If you wait, s/he may be able to do it on his/her own. S/he will start to be less frightened. Do not force the child to use any part of the body so that it hurts.

How do we carry on?

After many days of play, the child will be ready to try more difficult stages. Keep on with those stages s/he can do, but always keep trying the more difficult stages. As time goes on, s/he will need less help and less time to do the activity. S/he will also feel less afraid and more confident.

Now try more ideas

Try things which aren't shown in this book.

Try more ways to play with:

- looking and listening
- smelling and touching
- talking and singing
- playing music

Try more ways to move:

When playing, see if the child will reach out in other directions than the one shown in the drawing. This can be done in all positions. Kick or throw things in all positions, not only when standing. Try it when the child is kneeling upright, sitting (even in a wheelchair) or lying. Find ways to play running, jumping and hopping games, for when the child is ready and able to do these things.

Remember:

- to play in all positions
- to use what the child enjoys
- to give the child enough time
- if the child has been able to manage easier stages, try the more difficult stages as well

What can we find to play with?



WHAT CAN WE FIND TO PLAY WITH?

A basket of many things to discover!



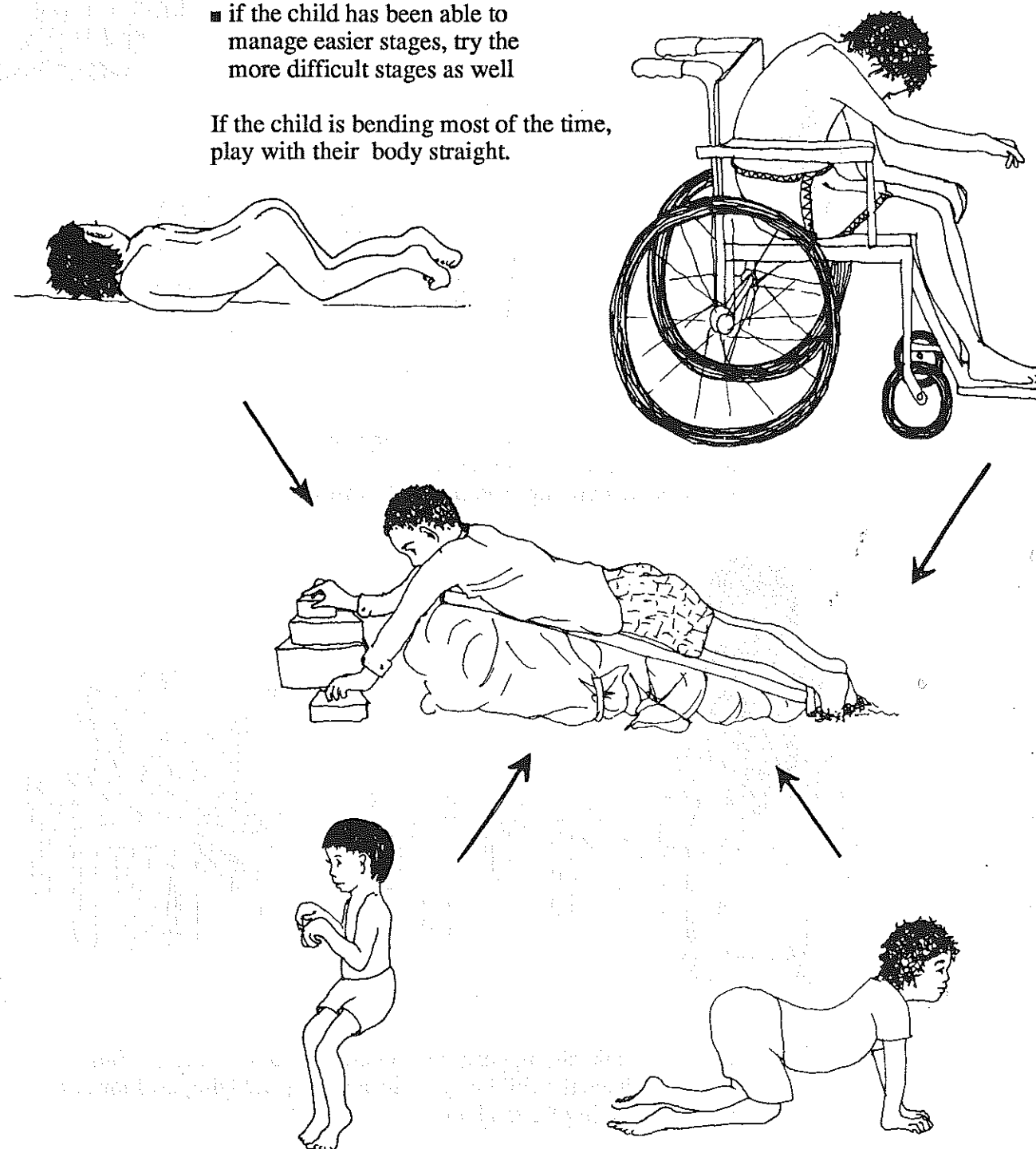
Some things to be careful about

A few children cannot feel pressure, heat or pain as non-disabled children can. Be sure to have soft padding to protect their hands, feet, arms, legs and body. But do play with these children.

Remember:

- to play in all positions
- to use what the child enjoys
- to give the child enough time
- if the child has been able to manage easier stages, try the more difficult stages as well

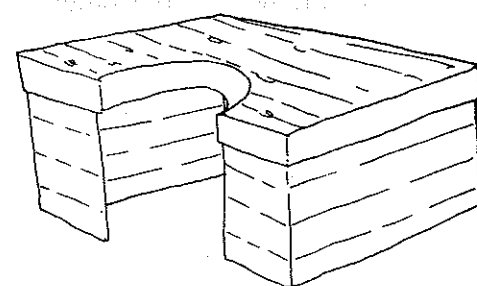
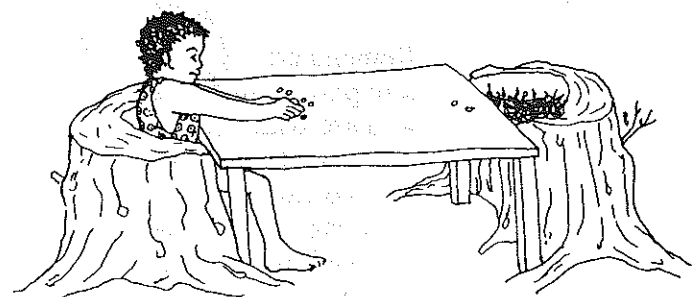
If the child is bending most of the time, play with their body straight.



SOME THINGS TO BE CAREFUL ABOUT

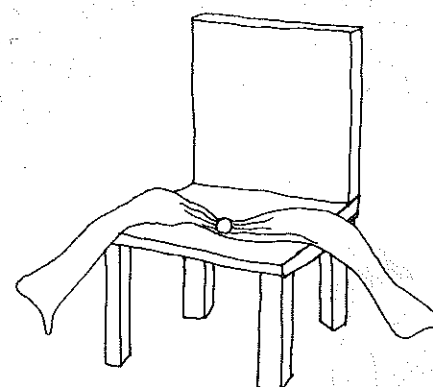
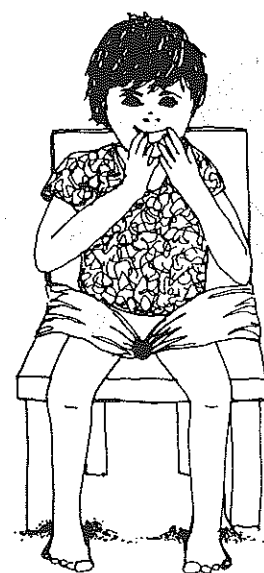
Many unsteady children find using hands for play easier:

- using a solid table
- leaning against a table
- leaning on elbows
- leaning forward at hips at first
- with both hips well back on seat
- with feet apart



If the child has trouble falling from the seat:

- tie back the hips on to the seat
- use the strap over hips and pull it downwards



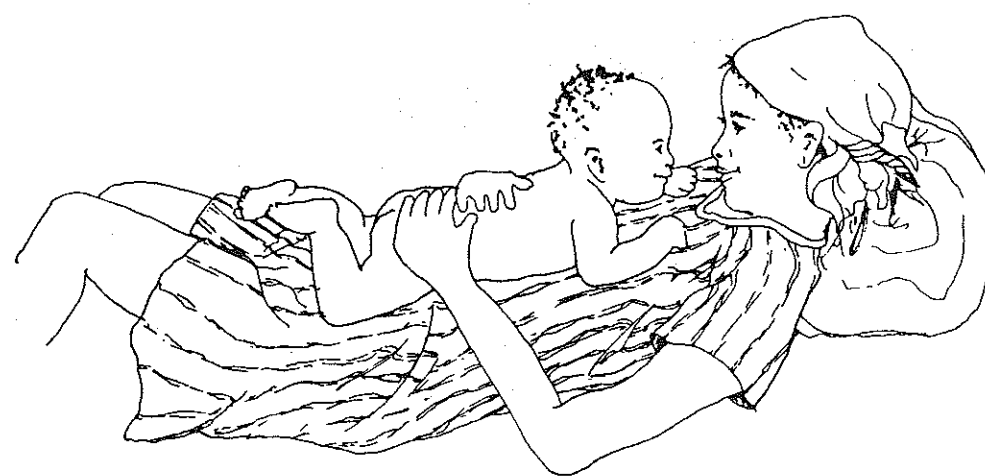
Note: this upright sitting position is important for all children. But remember to have the child playing in standing and lying positions as well, and not sitting for too long!

Play with child lying on stomach

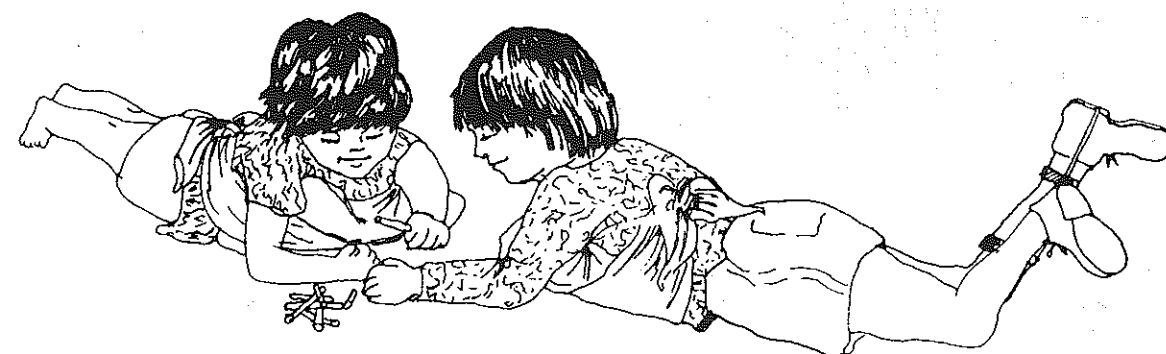
Stages 1 to 4

First stage

- Encourage the child to raise their head.
- Encourage the child to support themselves on elbows.
- Use padding where necessary.

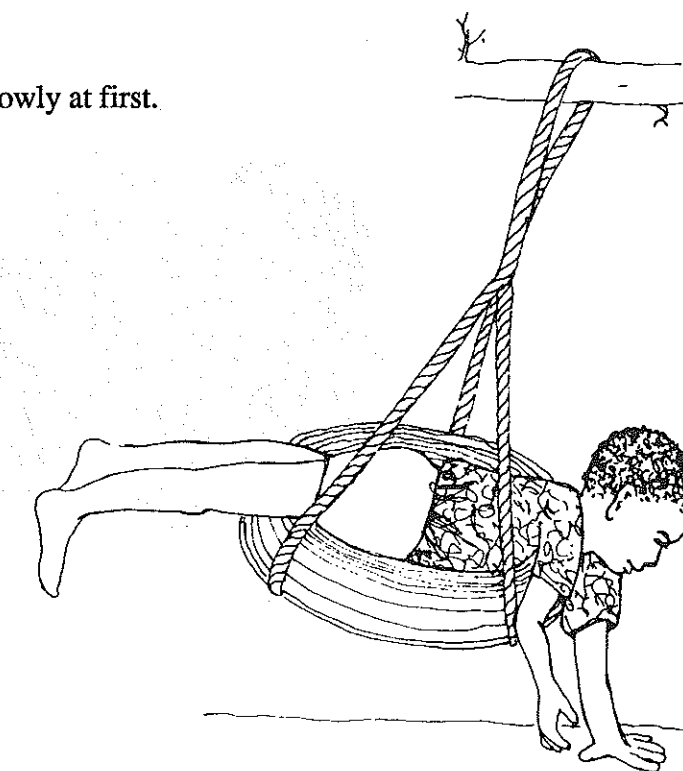
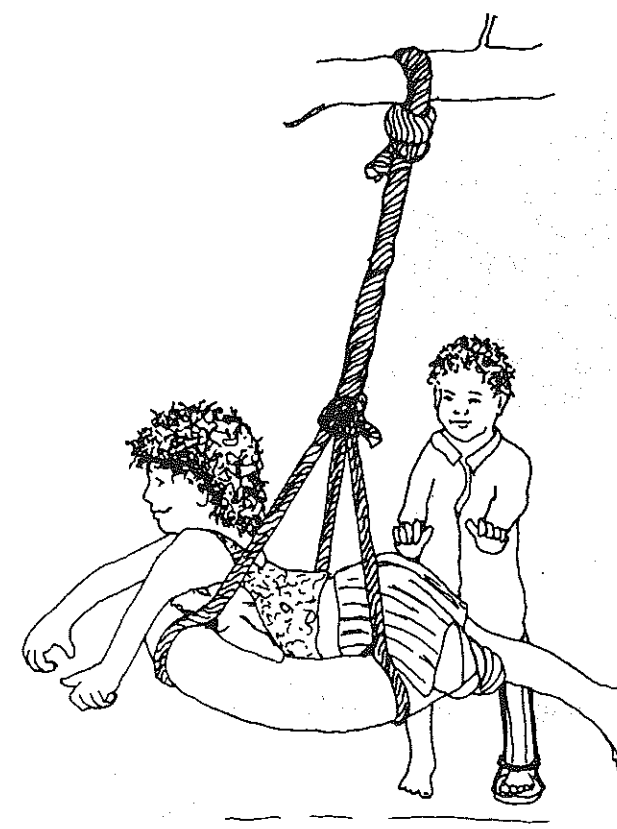


'Guess the smell.'

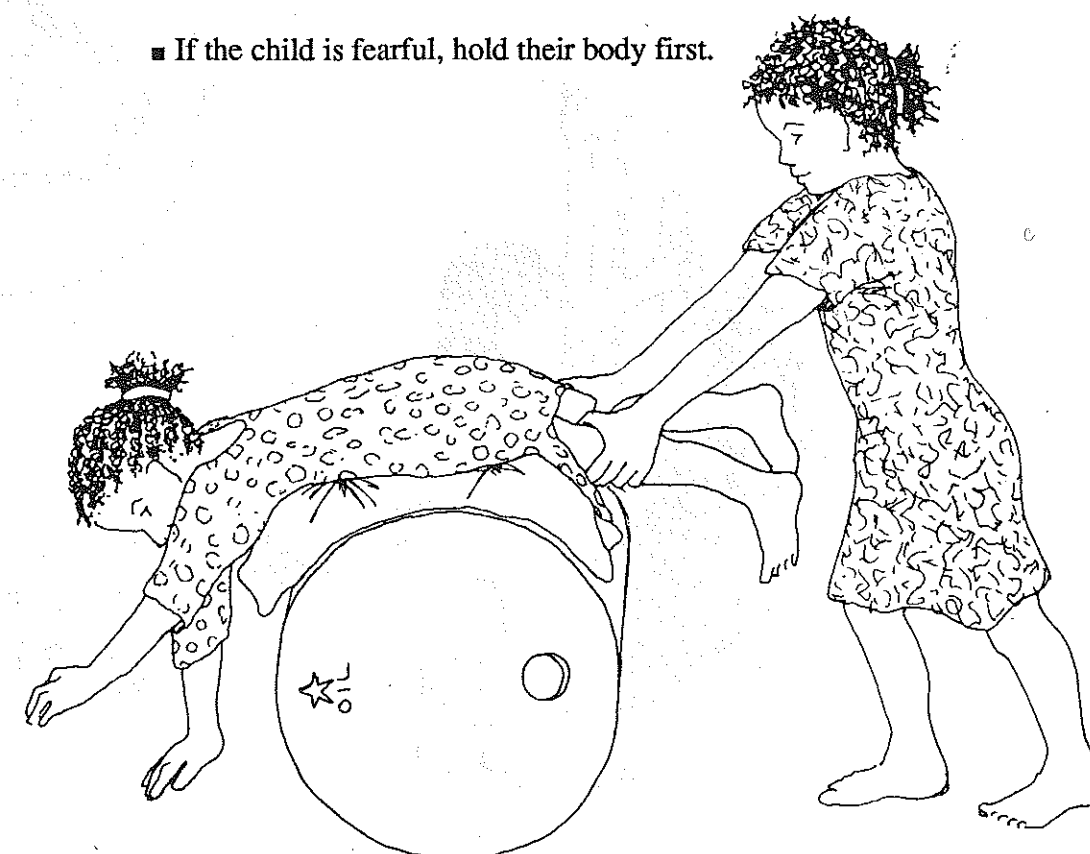


Second stage

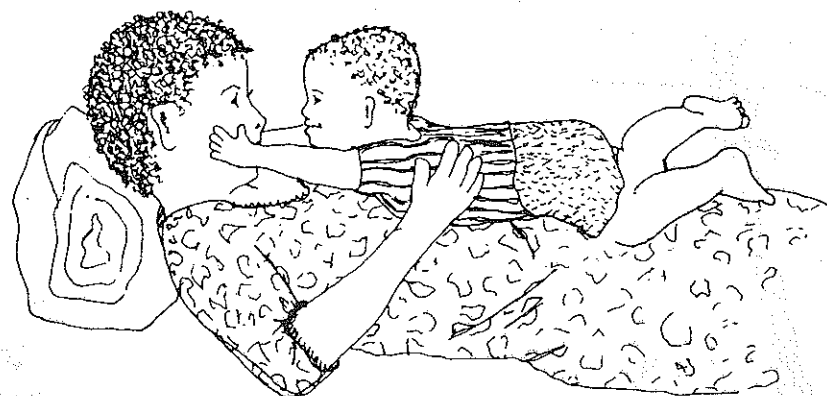
- Swing the child slowly at first.



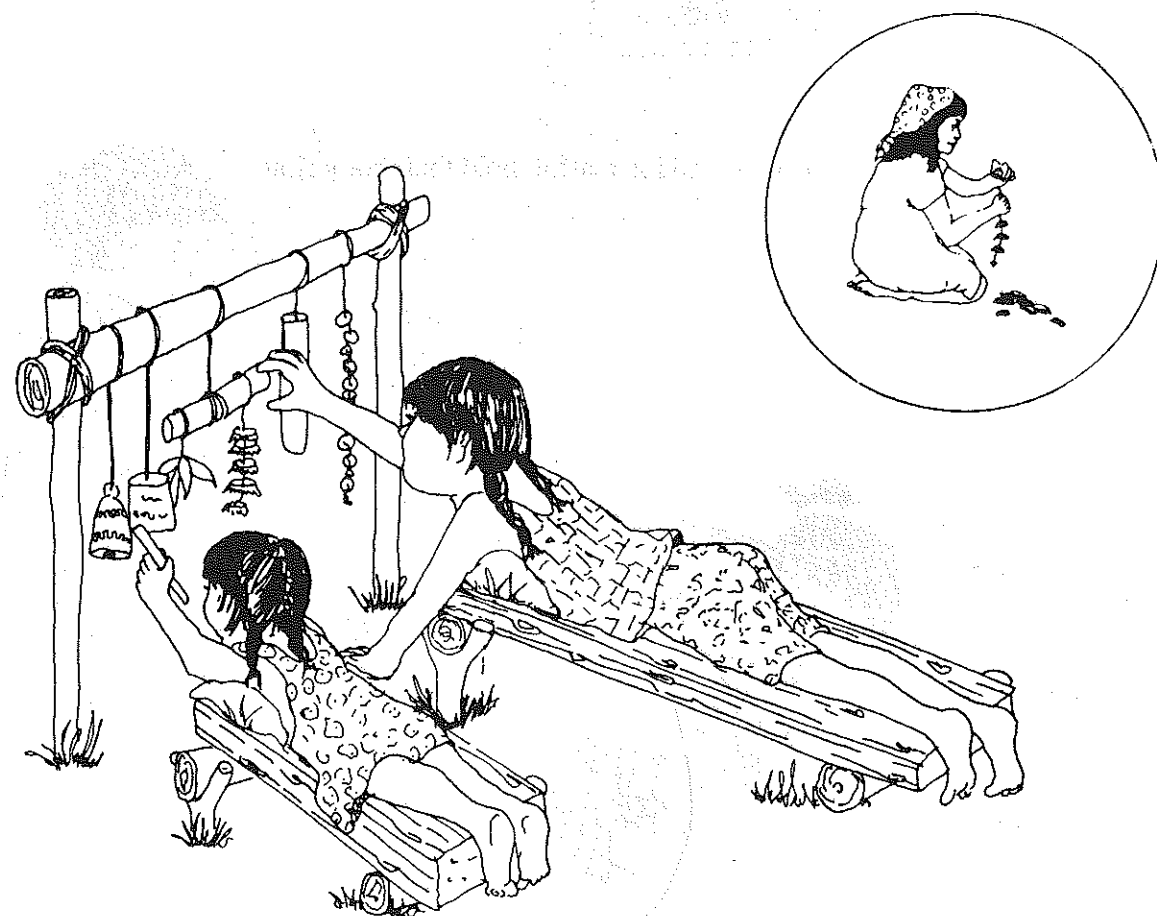
- If the child is fearful, hold their body first.



Child reaching to play



Thread bottle tops, pods, beans or anything else you like on to a piece of string.

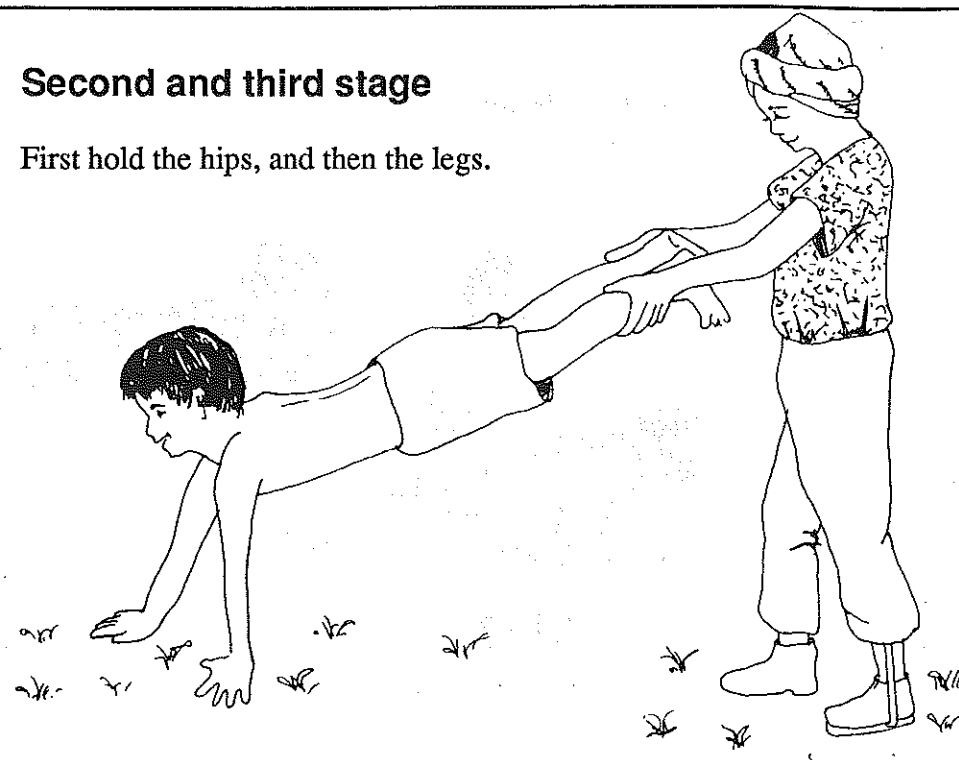


Second stage



Second and third stage

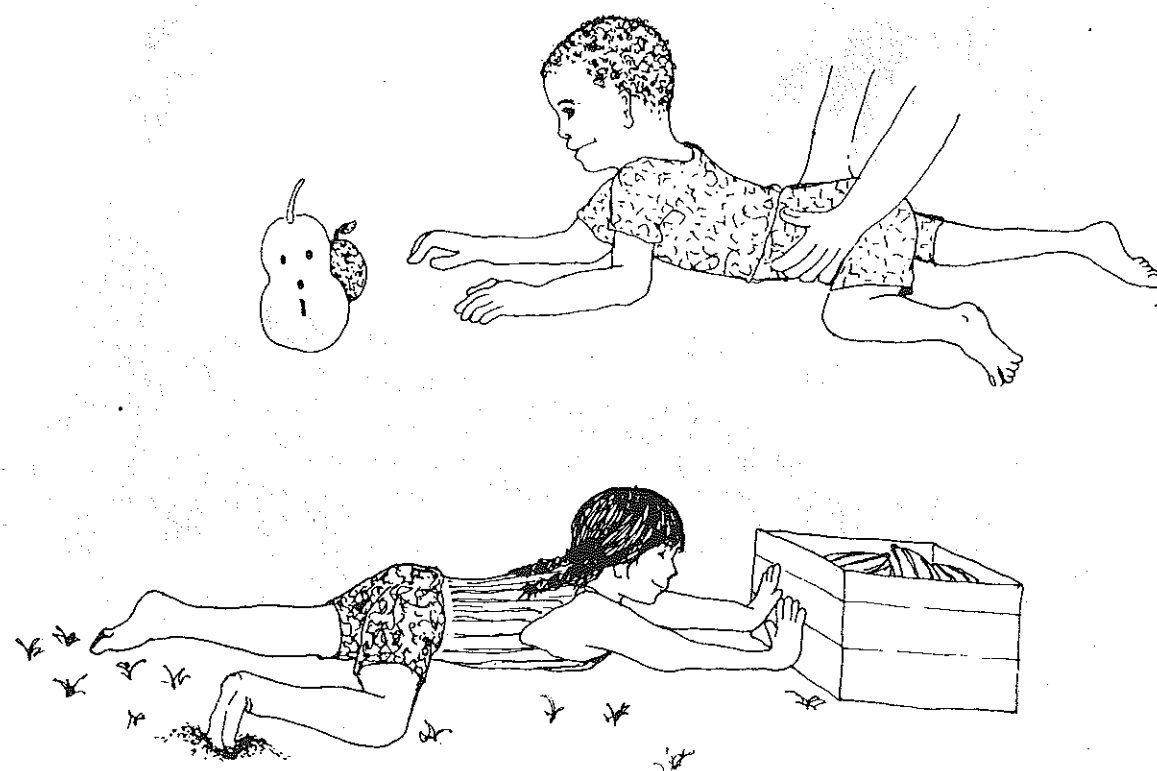
First hold the hips, and then the legs.



Third stage

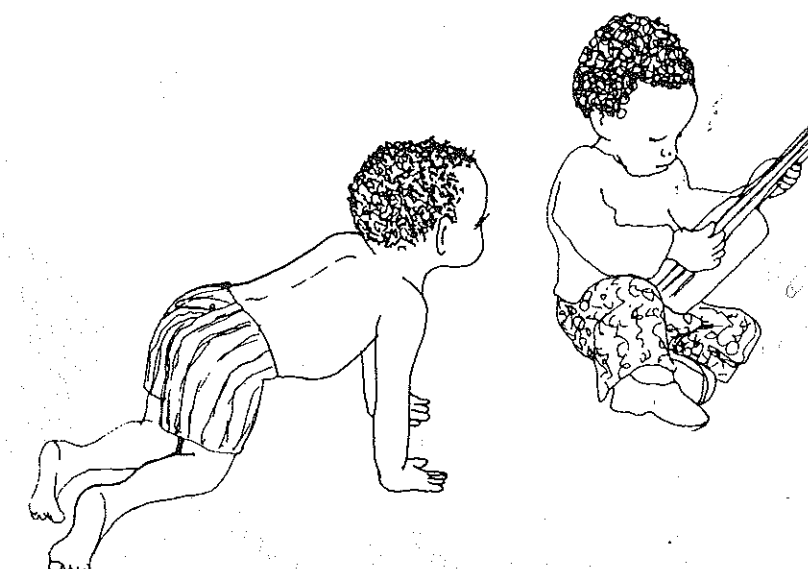
■ Creeping

Hold the hips, rock the child from side to side.



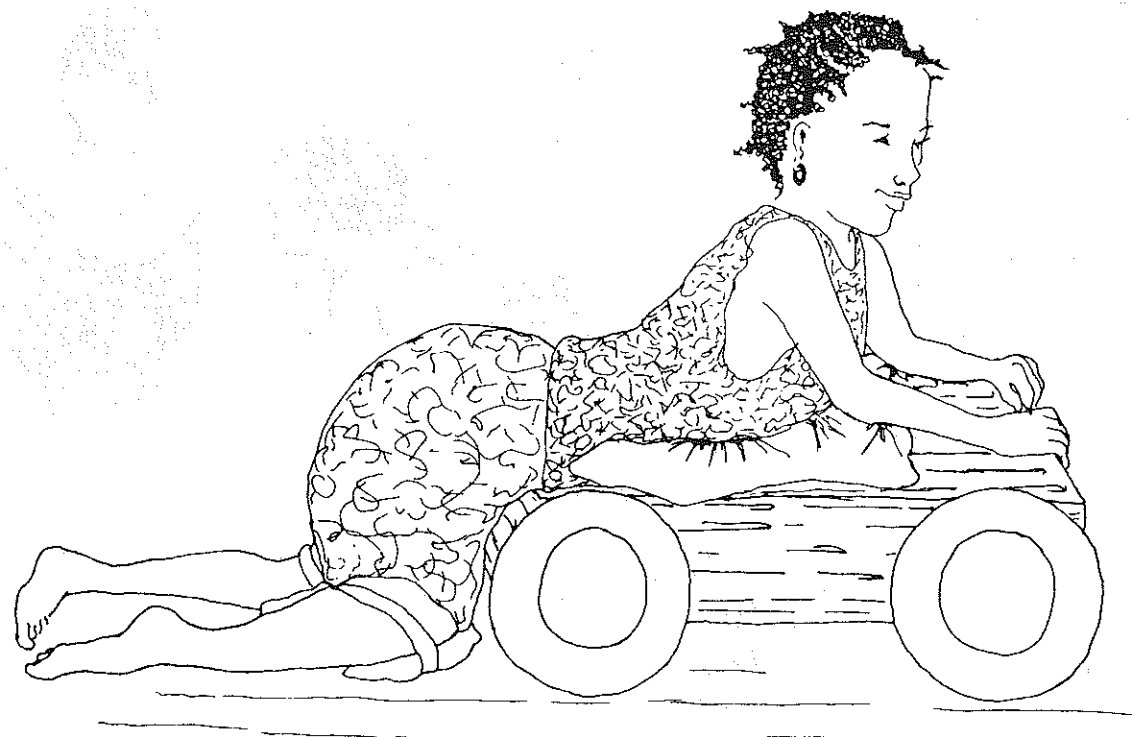
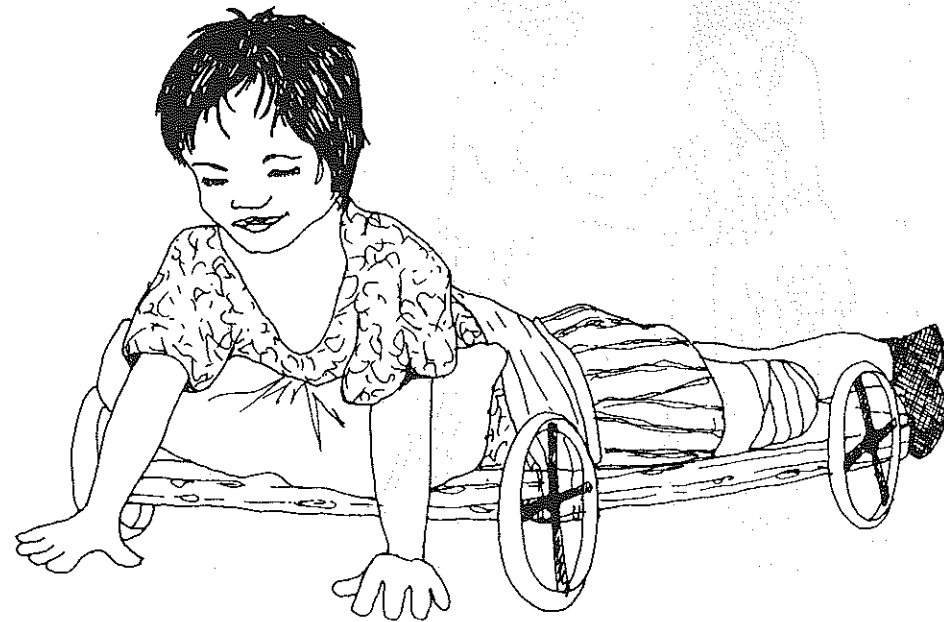
Third stage

■ Crawling



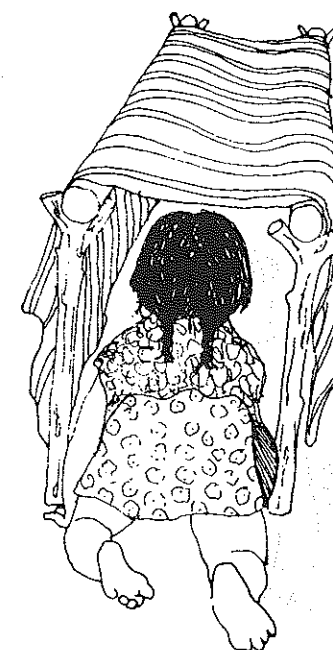
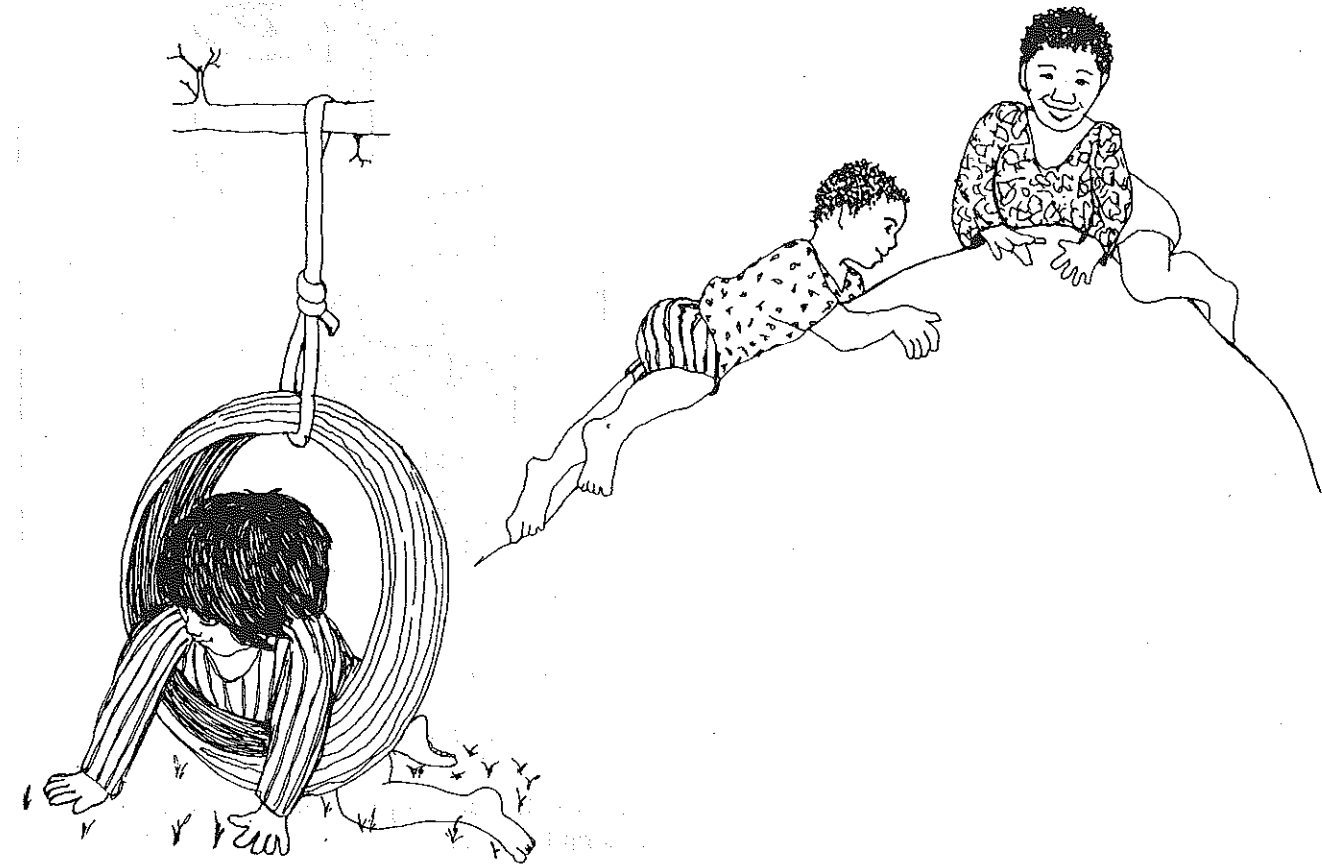
Third stage

Remember to check the child does not scrape arms or legs. Use padding if necessary.



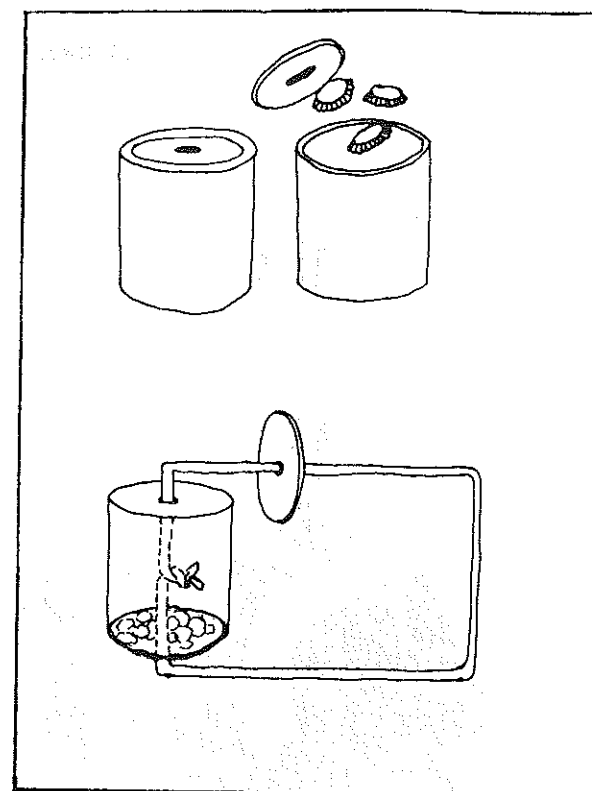
Fourth stage

■ Creep and crawl under, up, down, through and round things.

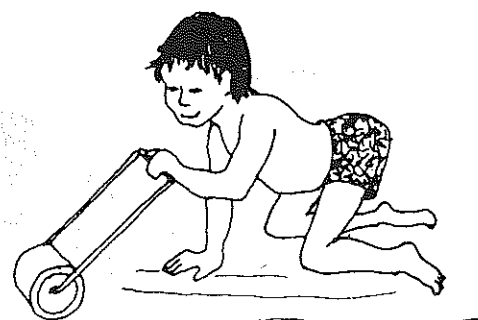


Fourth stage

■ Pushing things



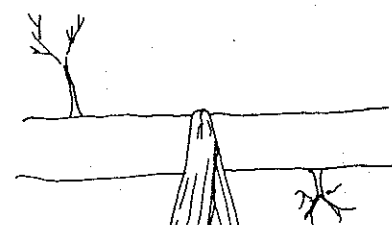
Filled with bottle tops, bells, rice, seeds, pebbles or small stones.



■ Kneel up to play



■ Child supports on hands and feet.

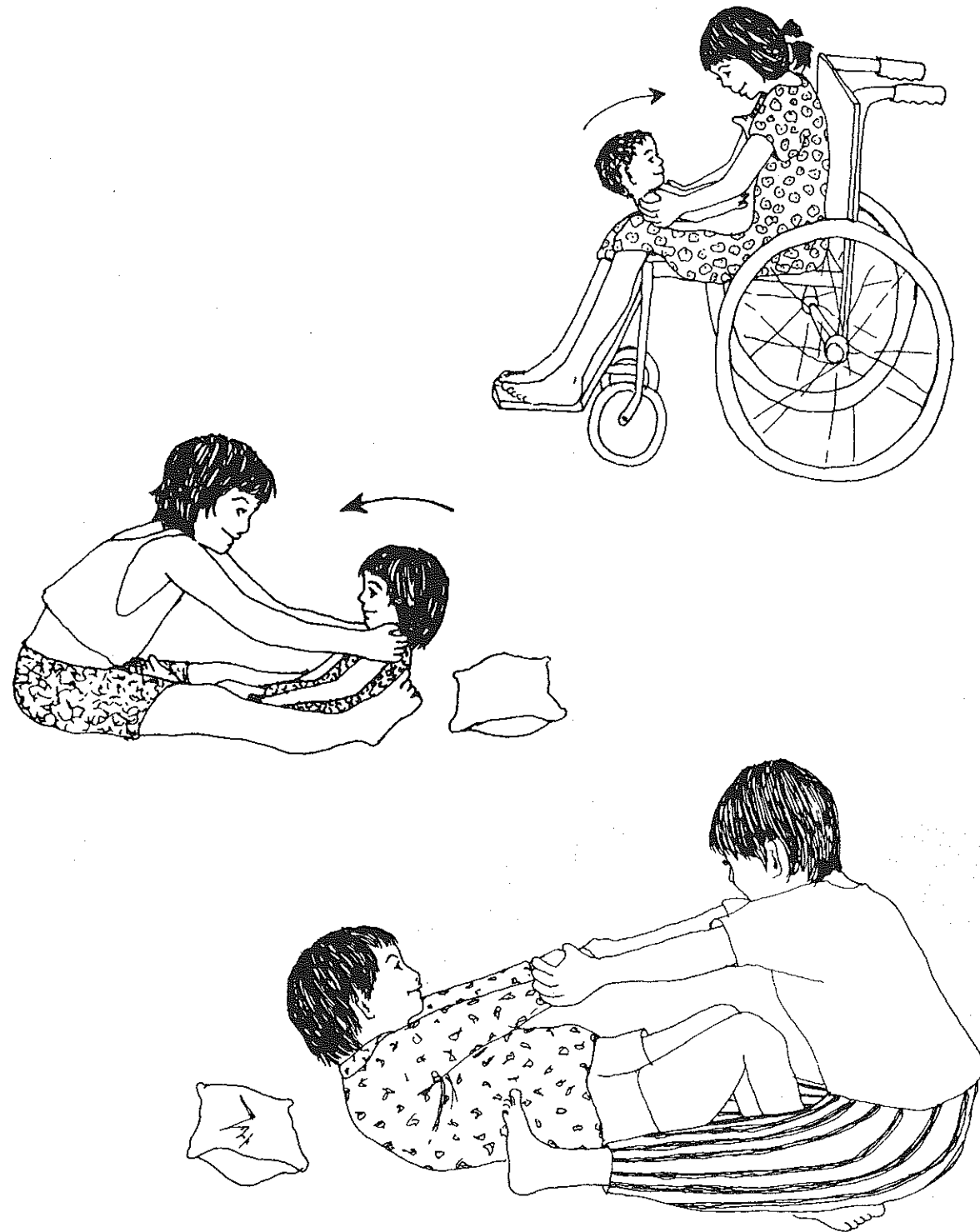


Sorting things for mother.

Stages 1 to 4

First stage

Encourage the child to raise his/her head. Sing or call to the child.



Be careful – do not pull if child's arms are very weak or if their head falls back.

Second stage

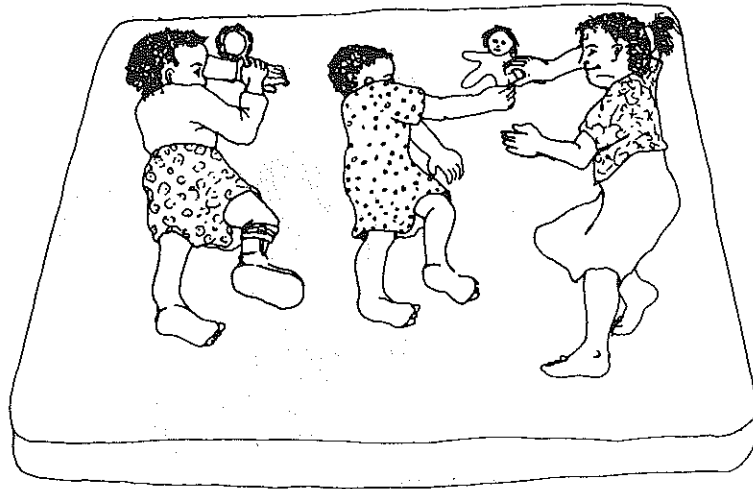
At first, help the child lift their hips.



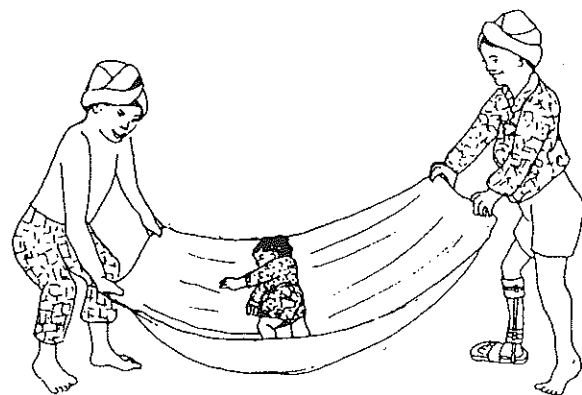
Second to fourth stage

■ Rolling

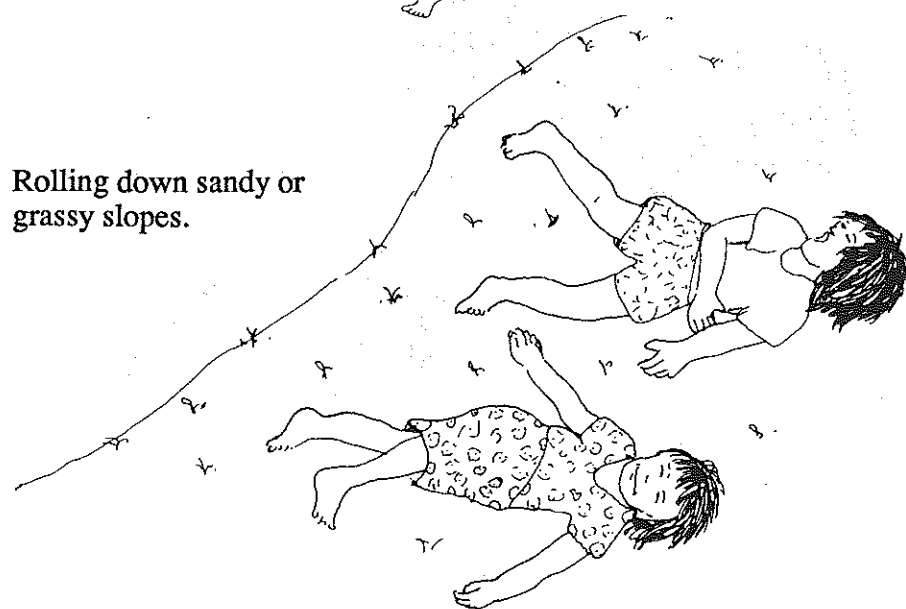
Roll over to touch nose or toy.



Roll and swing the child in a blanket slowly at first.



Rolling down sandy or grassy slopes.

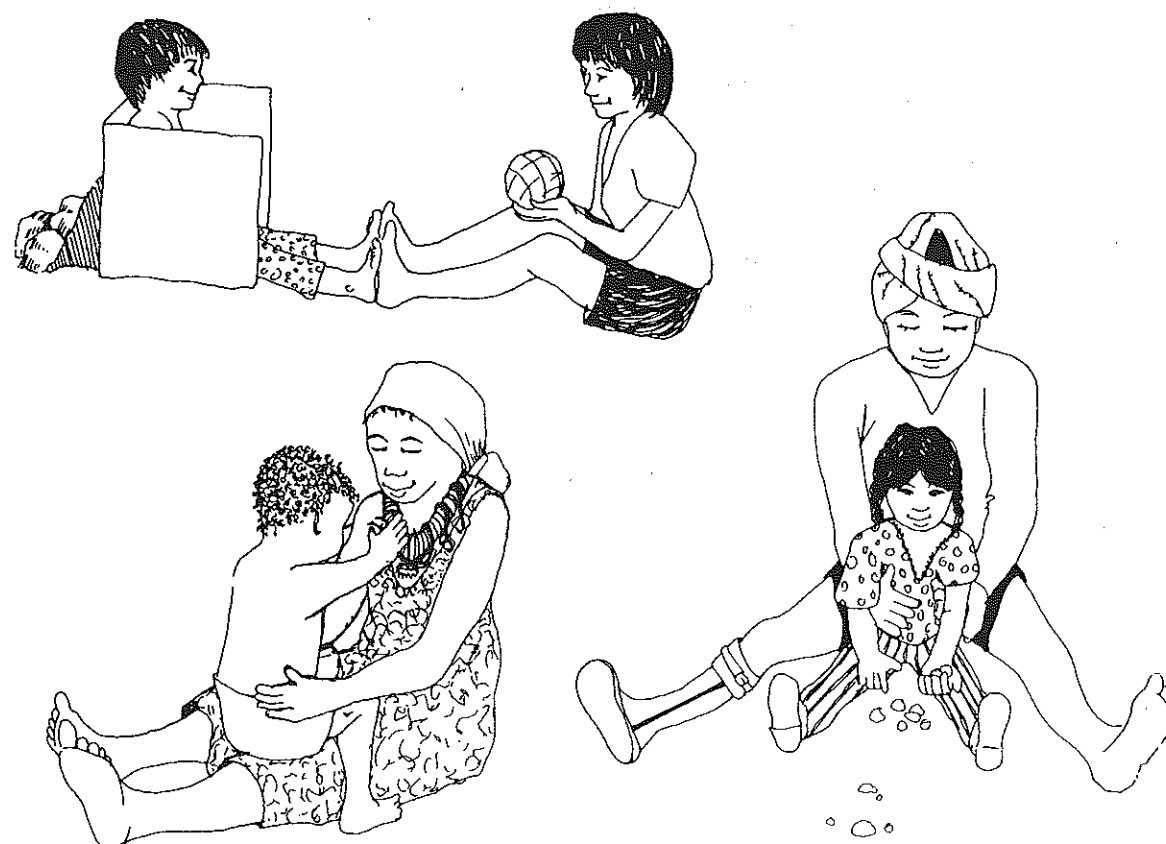


Play with child in sitting position

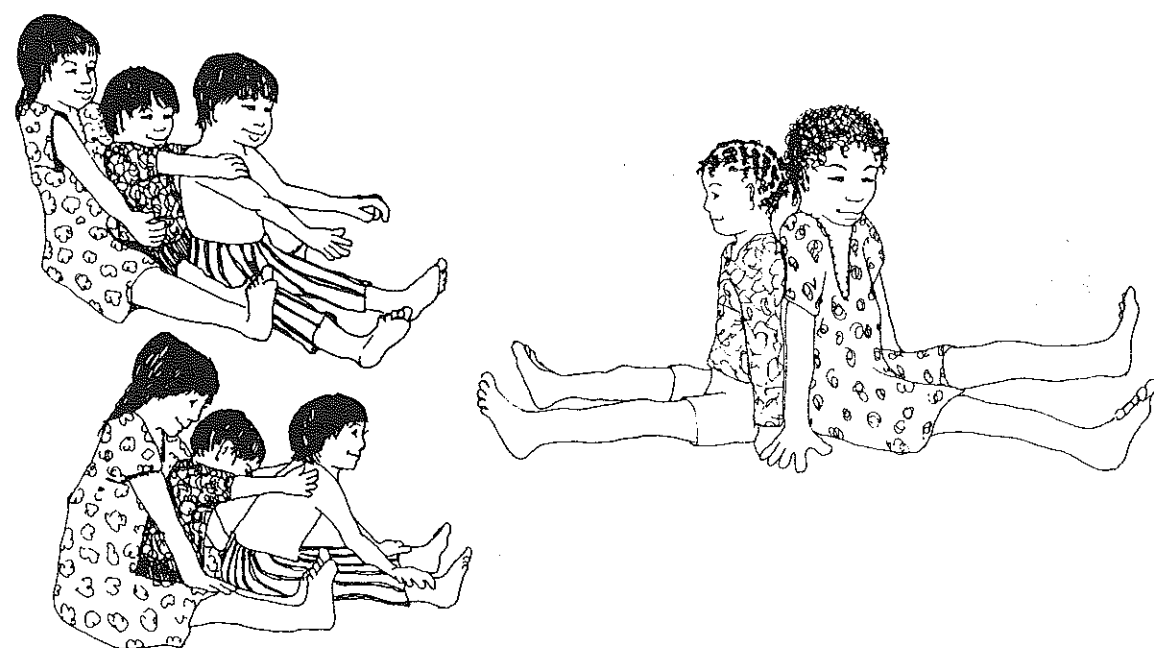
Stages 1 to 4

■ Sitting positions

Try many ways for the child to sit during play, stories and songs.



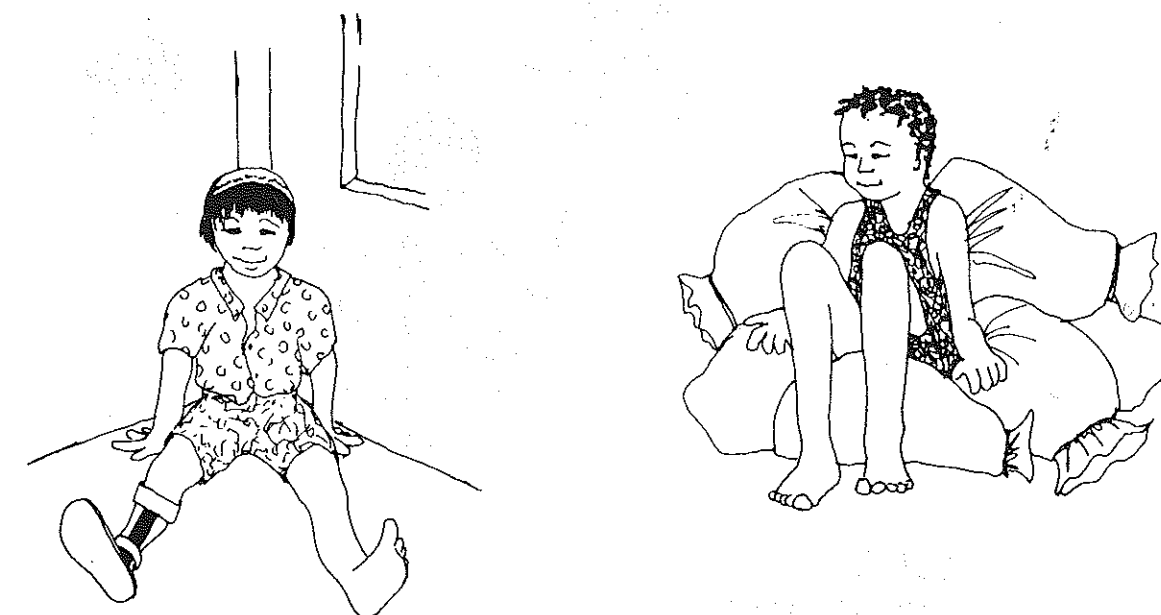
Rock back and forward, forward and back.



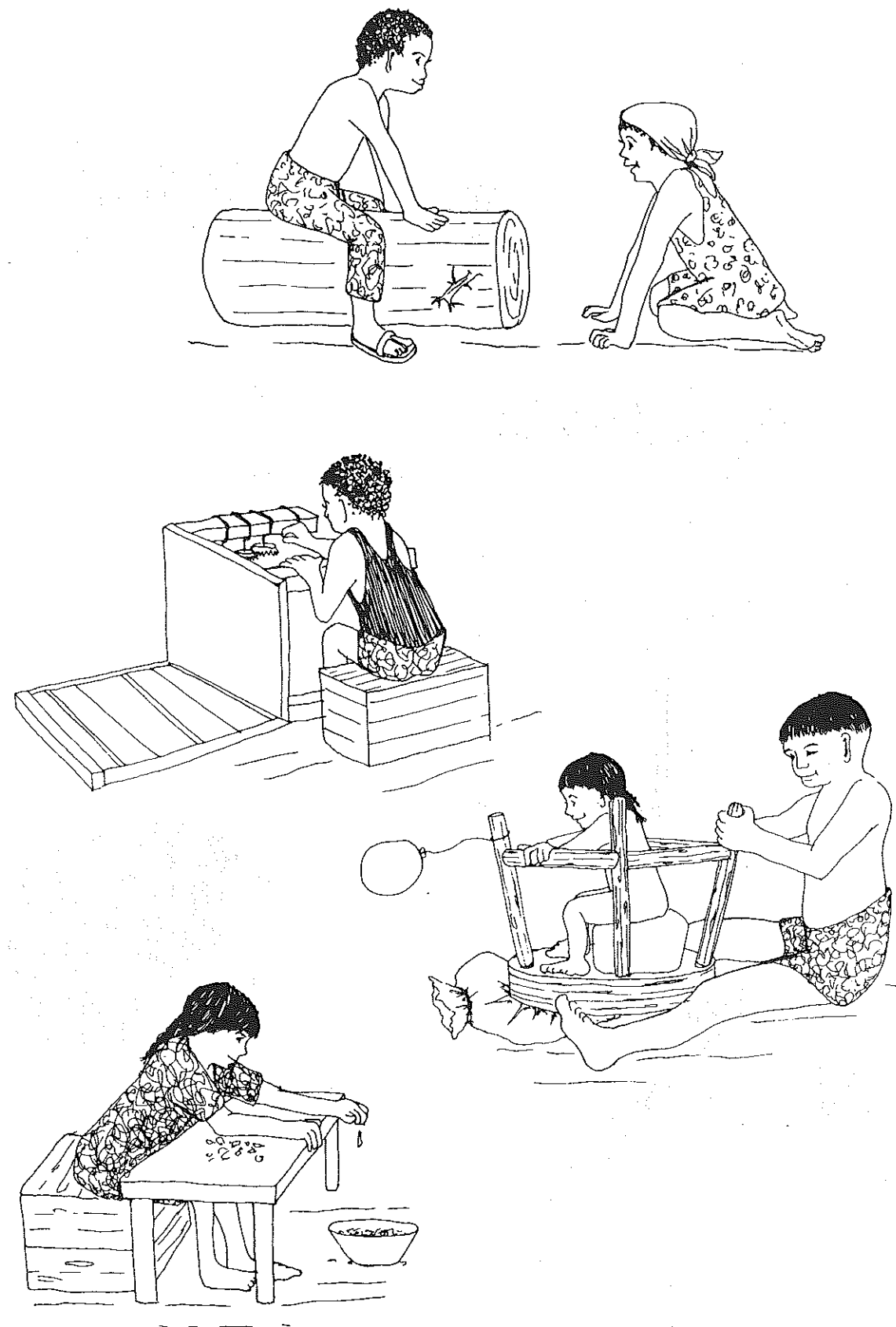
■ Sitting positions



A child grasps a support with one hand and plays with the other hand or with a foot.



■ Sitting positions



■ Sitting positions

Sit in tyres filled with grass, paper or rags.
Sitting on an inclined seat straightens the child's back even more.



Dig a hole in the sand for the child's bottom and heels.

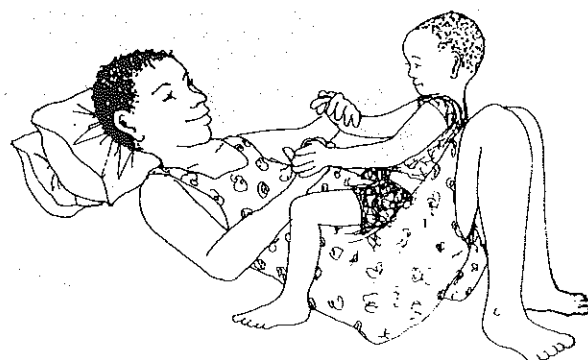
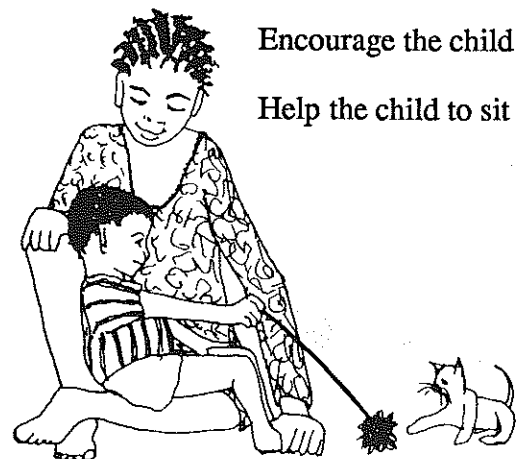


First stage

Try different positions – as you advance through the stages give less and less support to the child's body.

Encourage the child to raise and hold up head.

Help the child to sit upright.



Rock the child backwards and forwards and sing a song.

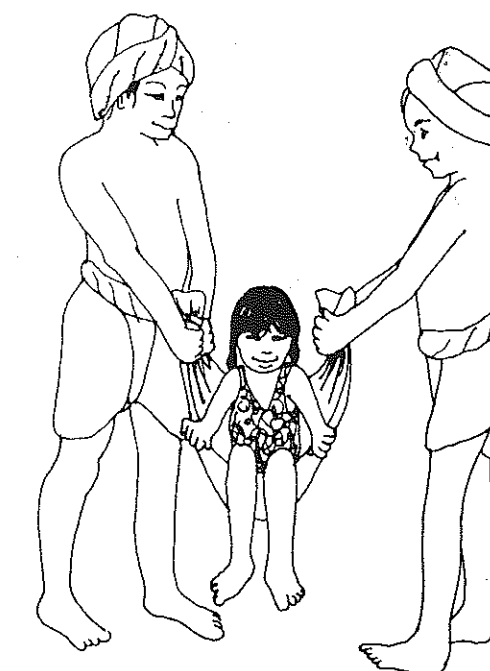


Use a ring of wire to blow bubbles.

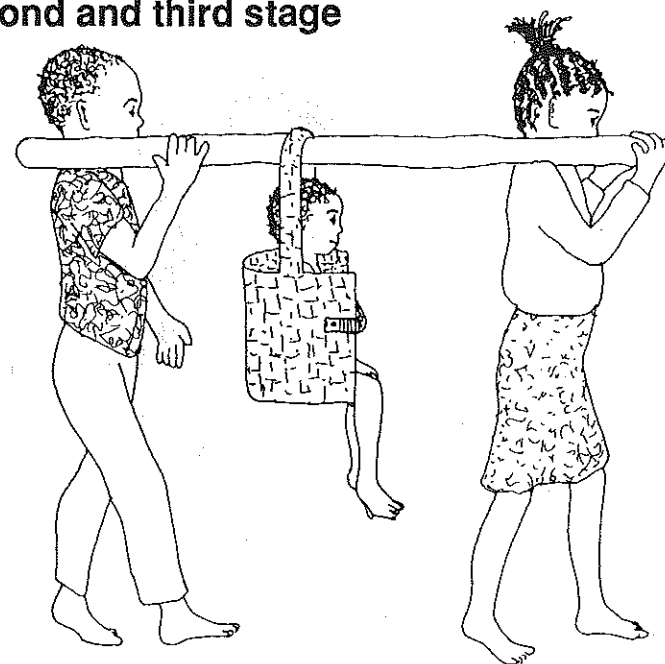
Second stage



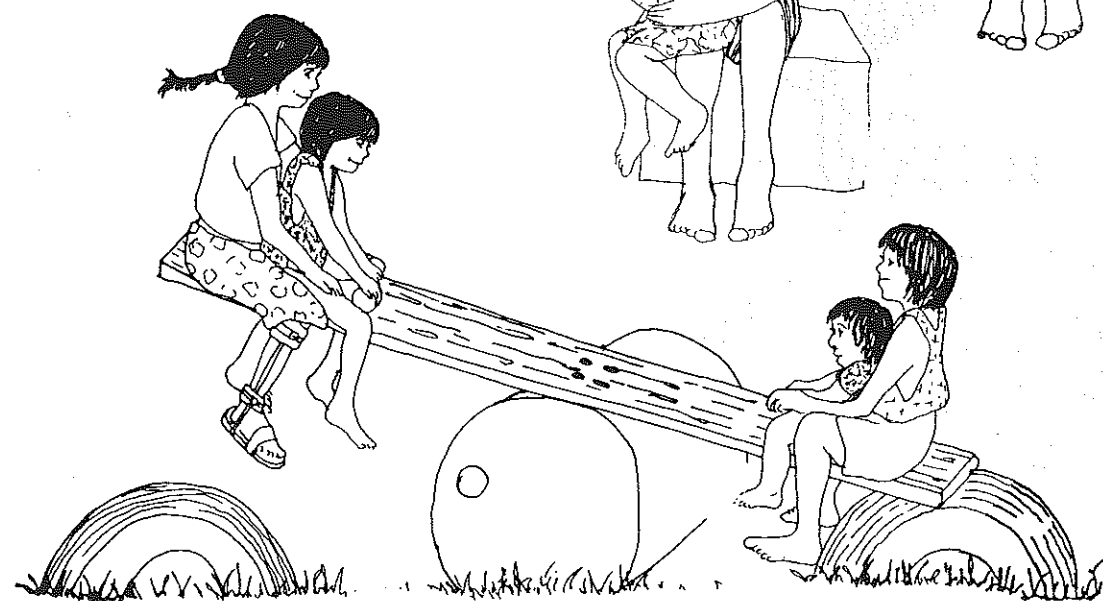
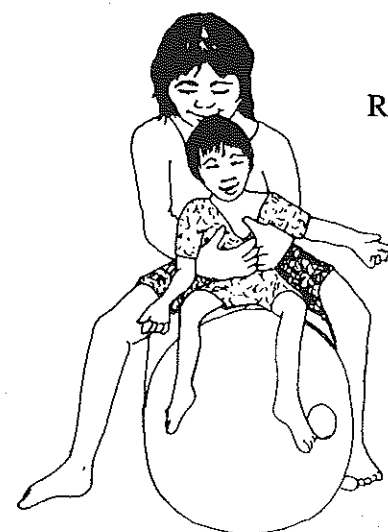
Swing the child



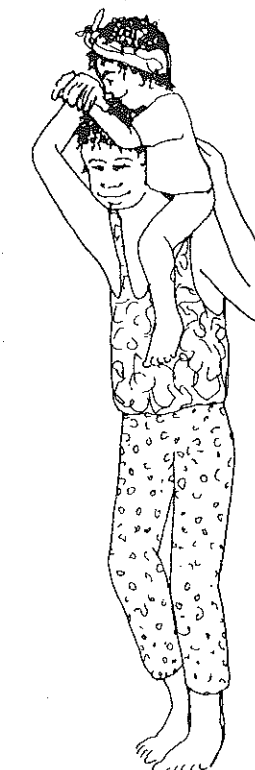
Second and third stage



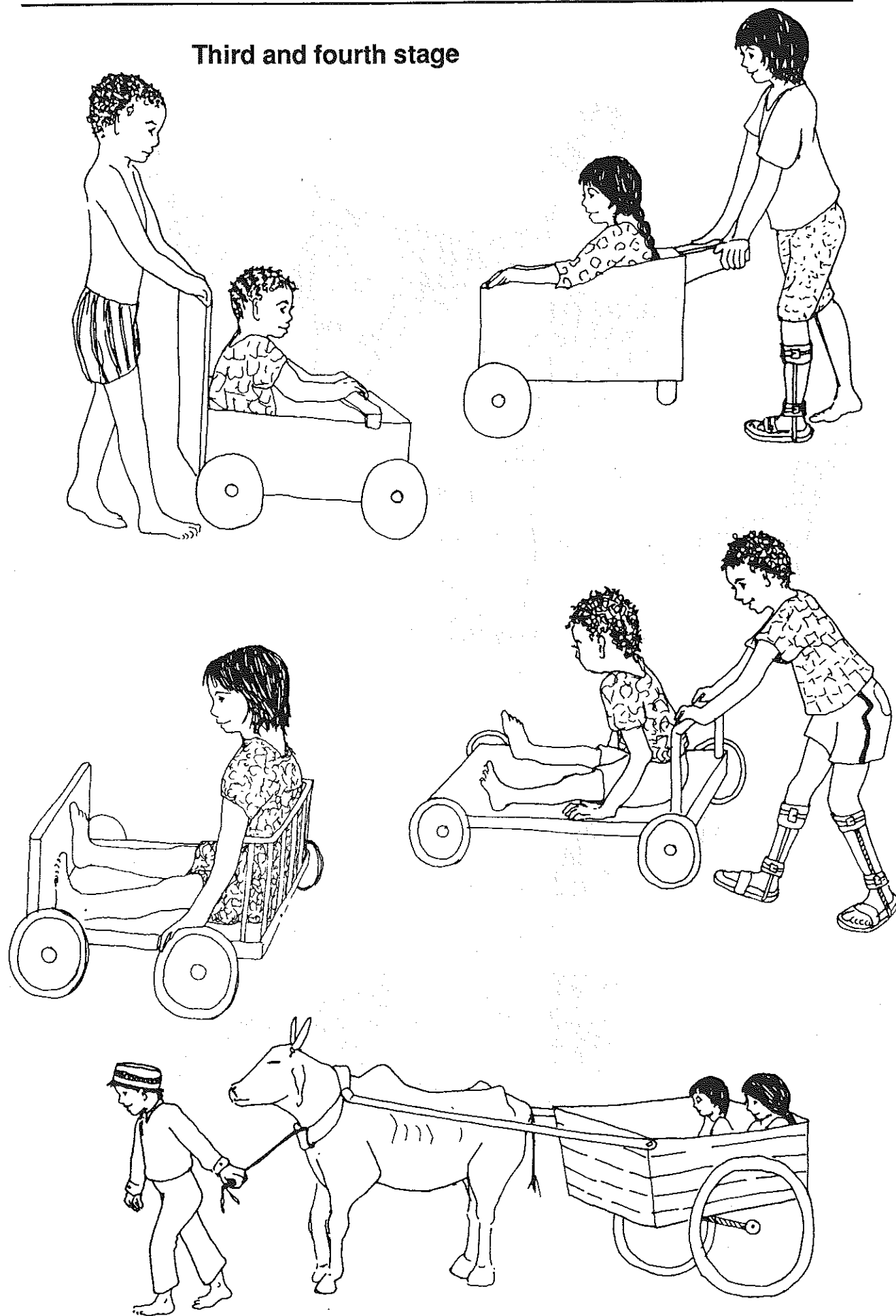
Rock from side to side.



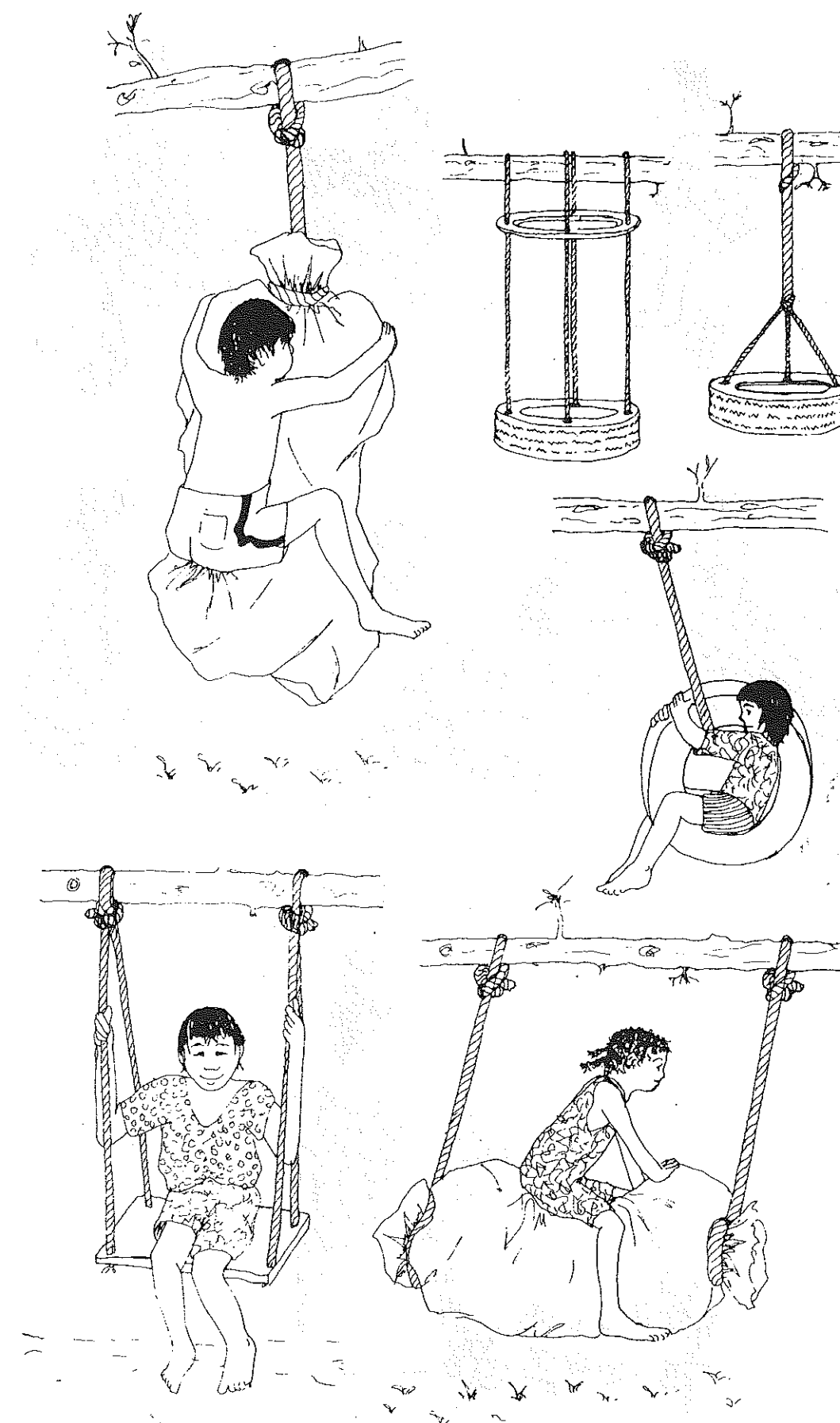
Third and fourth stage



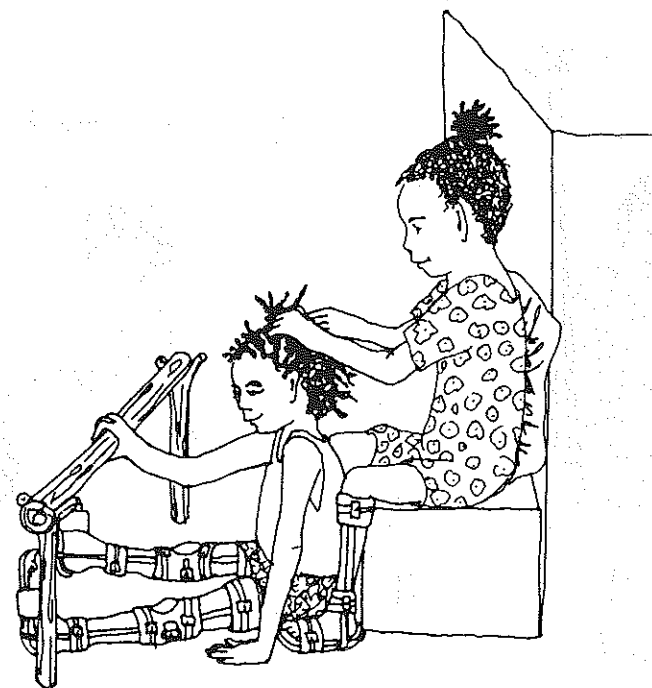
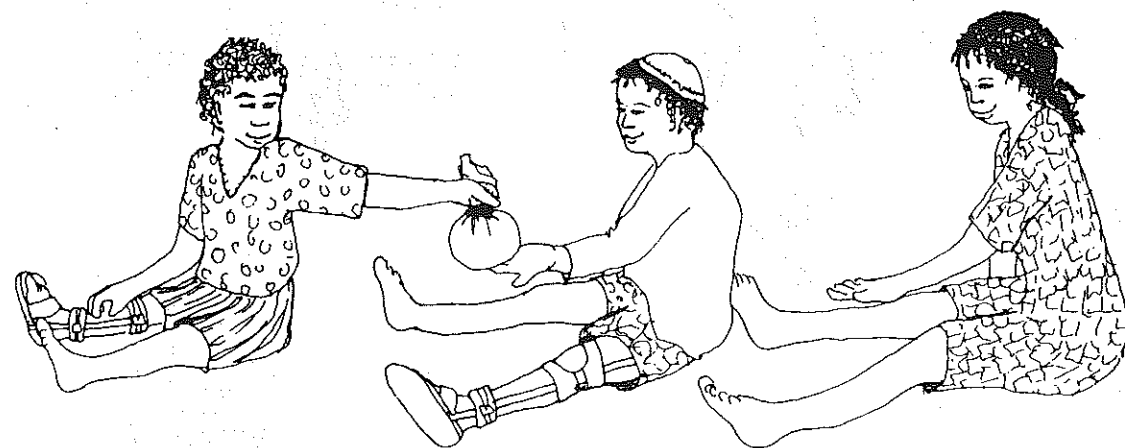
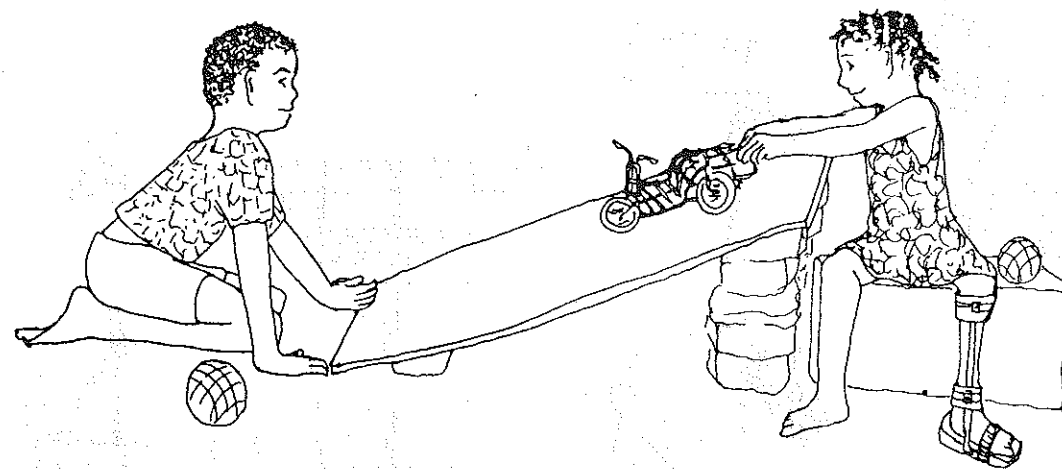
Third and fourth stage



Fourth stage



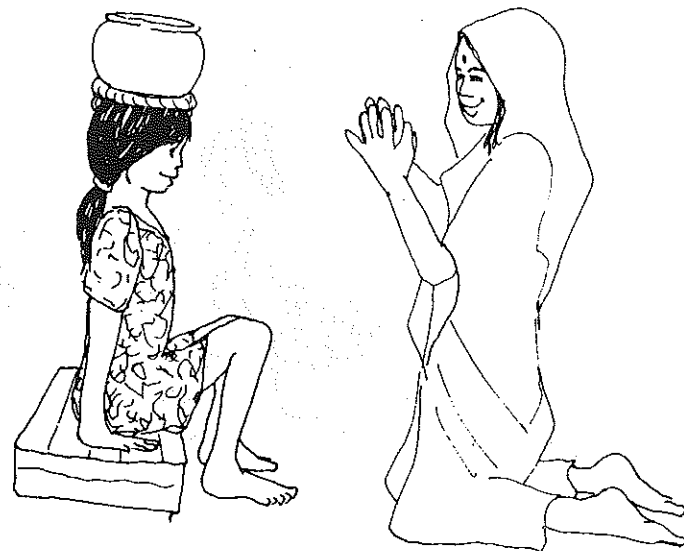
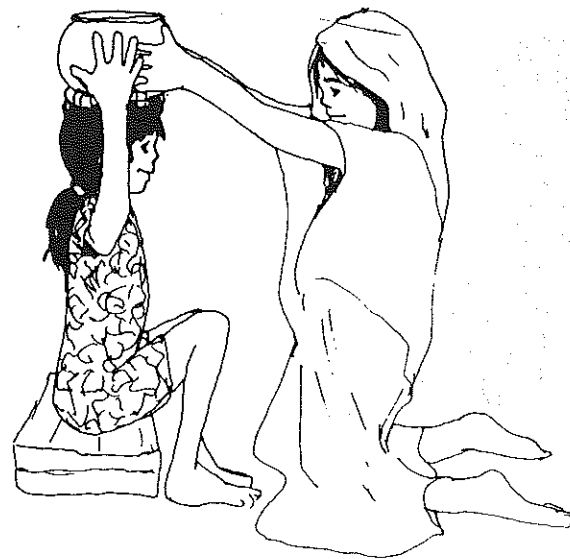
Fourth stage



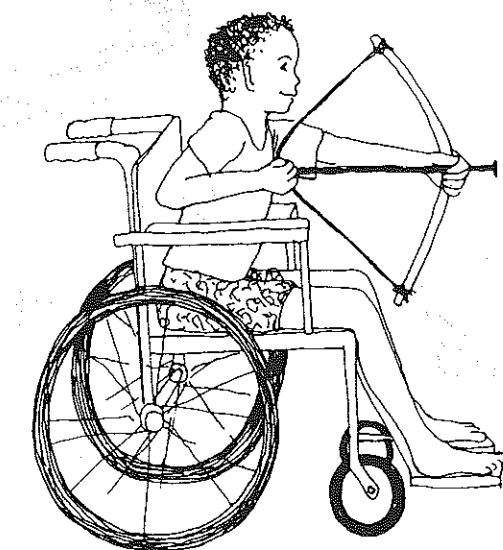
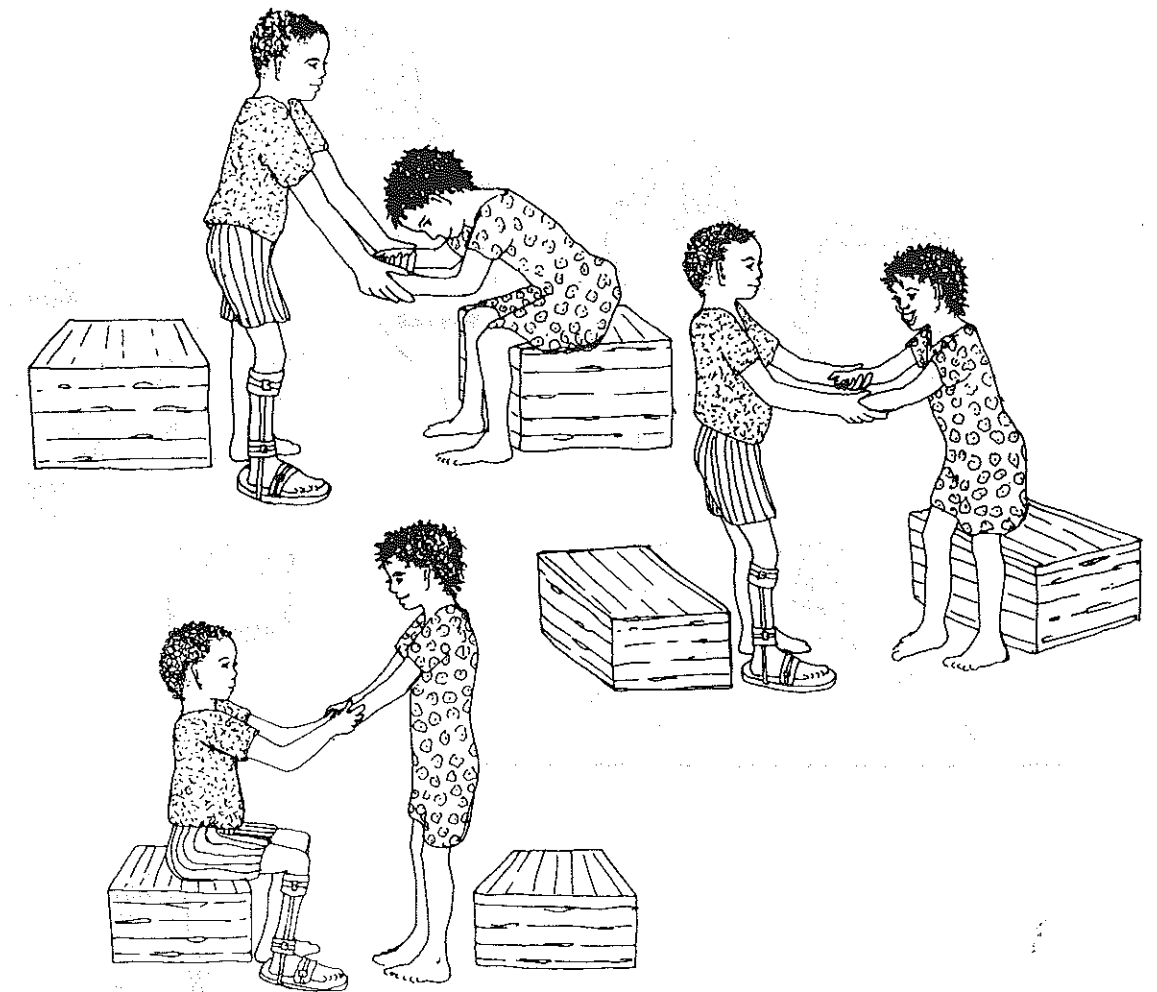
Fourth stage



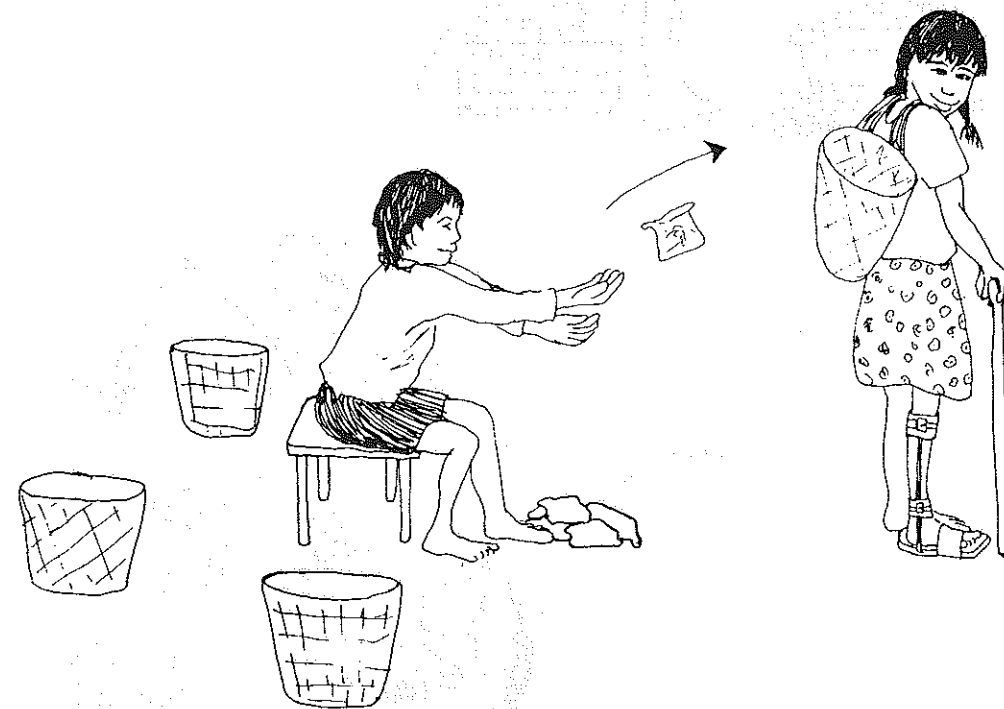
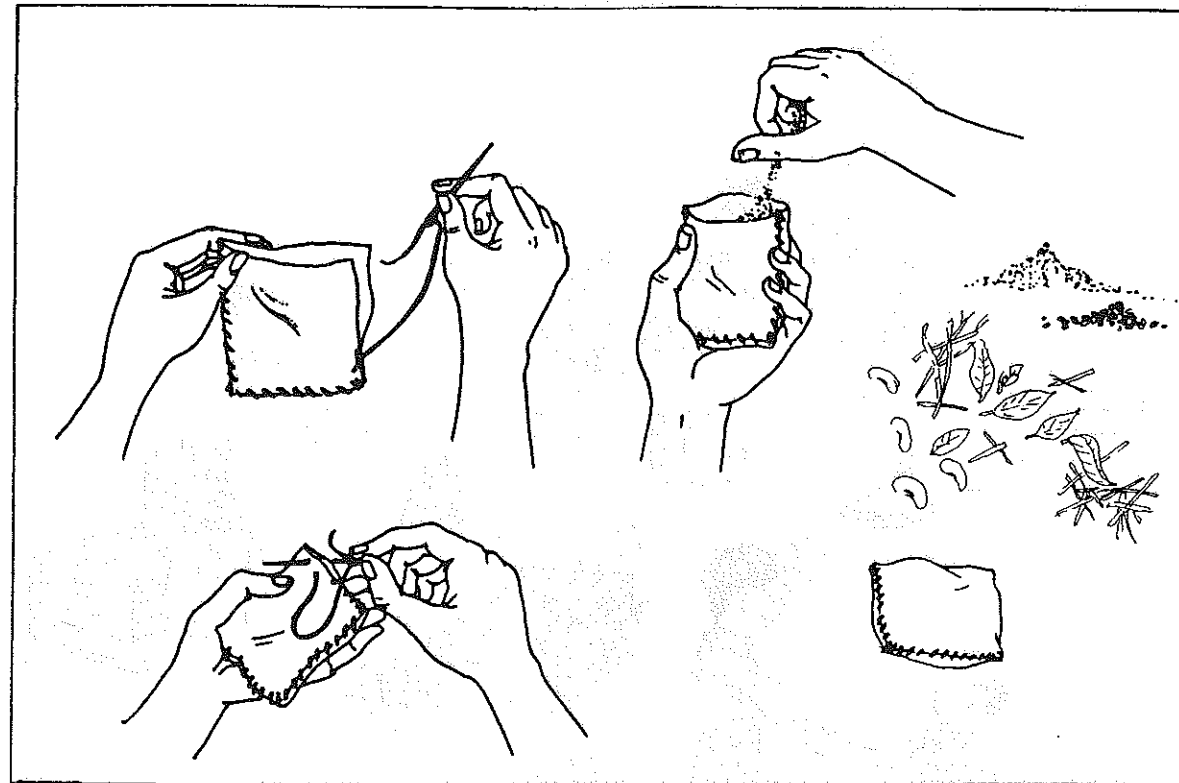
Fourth stage



Fourth stage



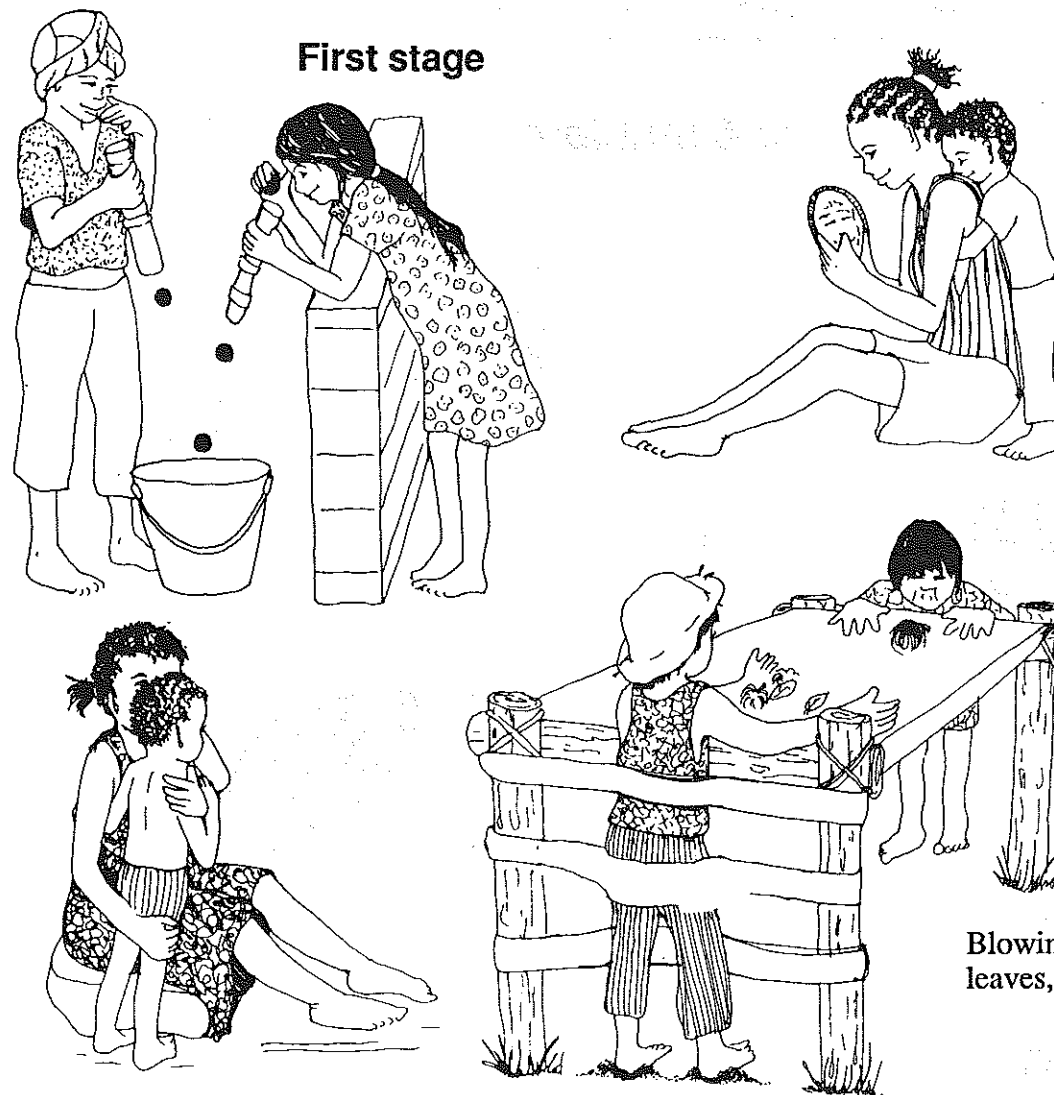
Fourth stage



Play with child standing

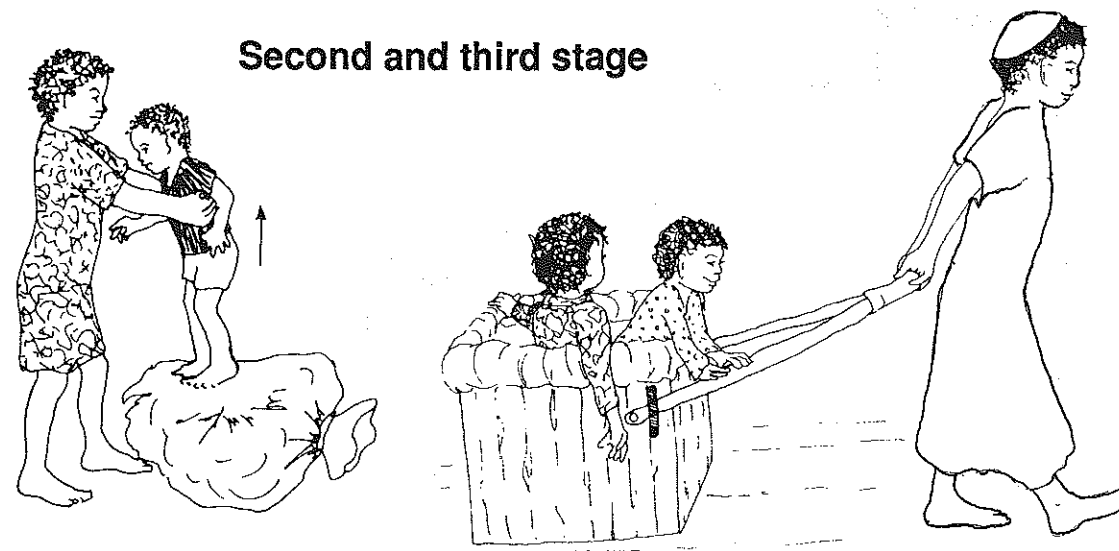
Stages 1 to 4 and later

First stage



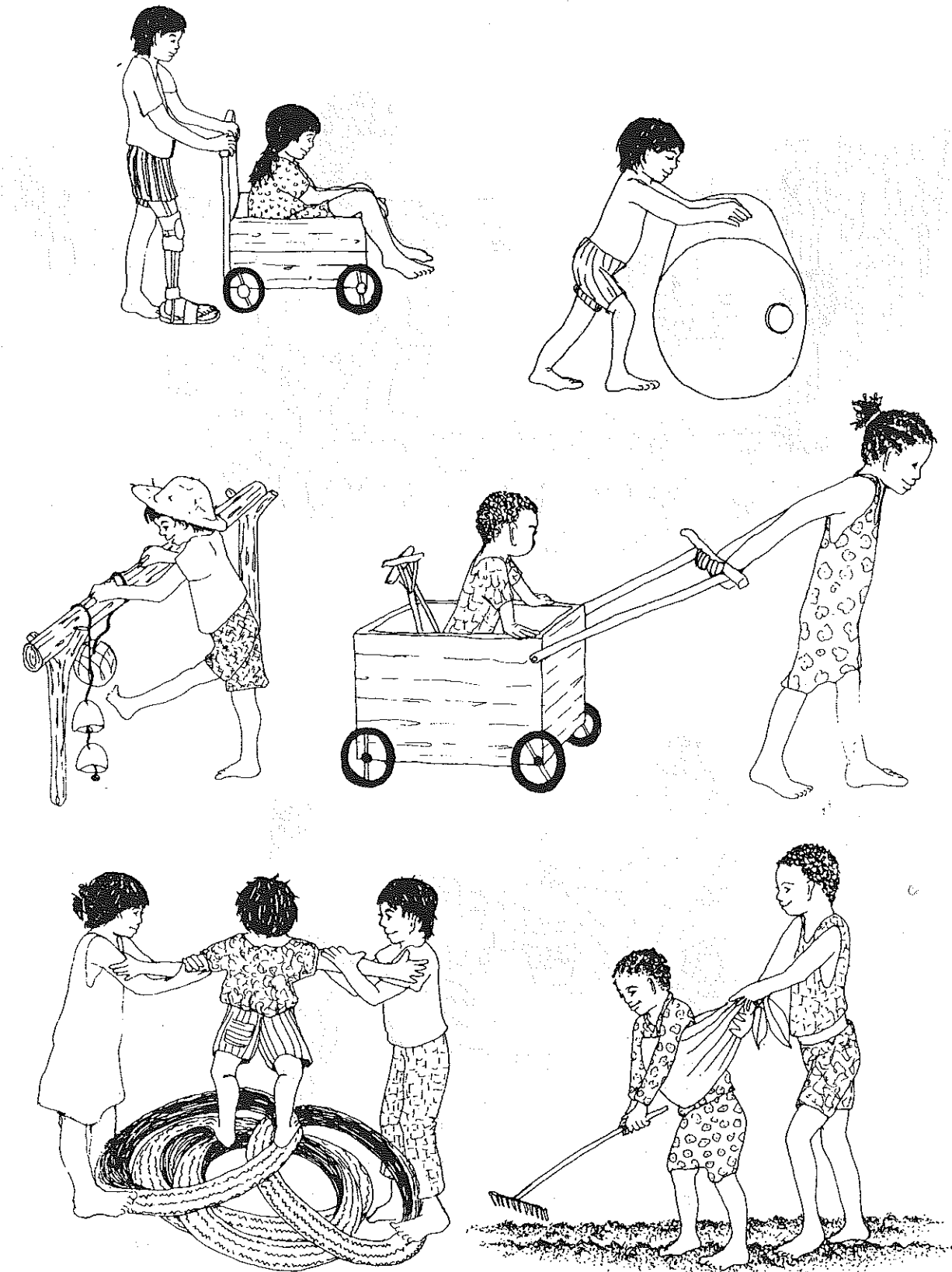
Blowing feathers, leaves, paper.

Second and third stage

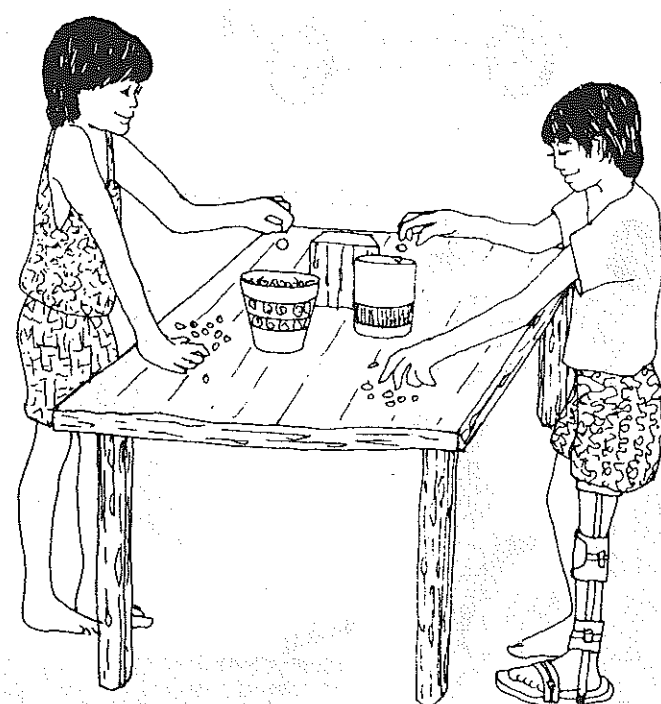
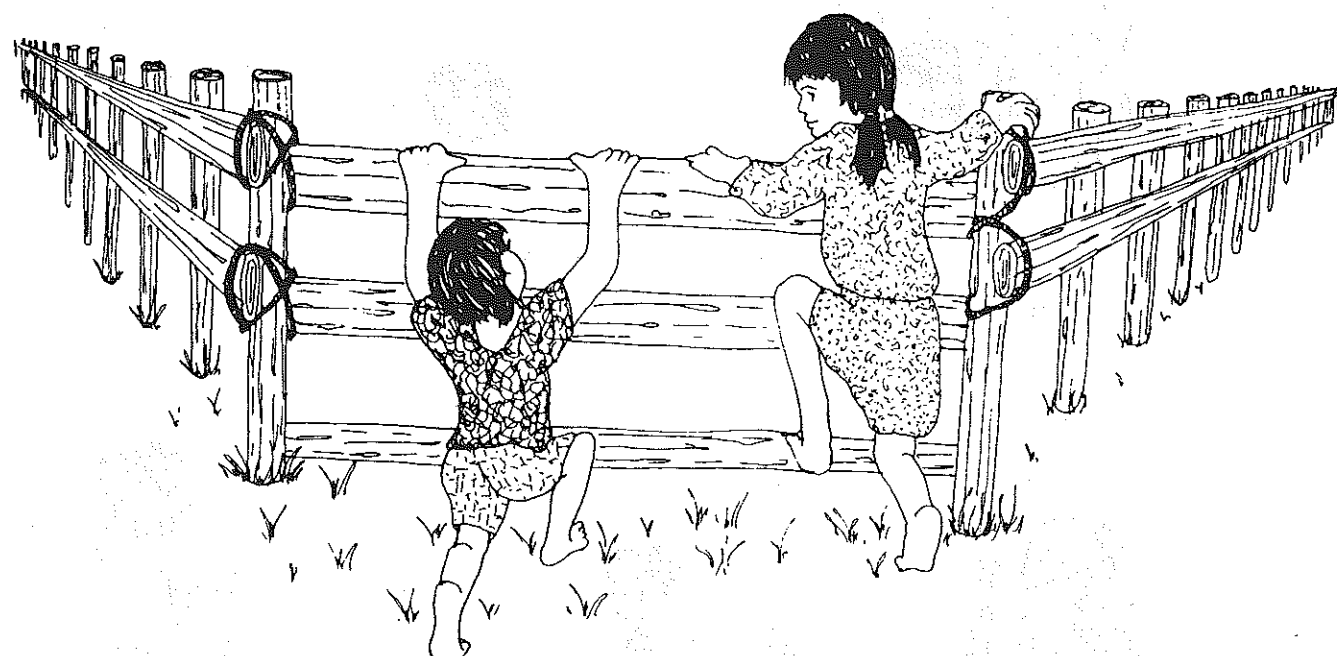


Bounce the child on a sack of leaves, sand or straw.

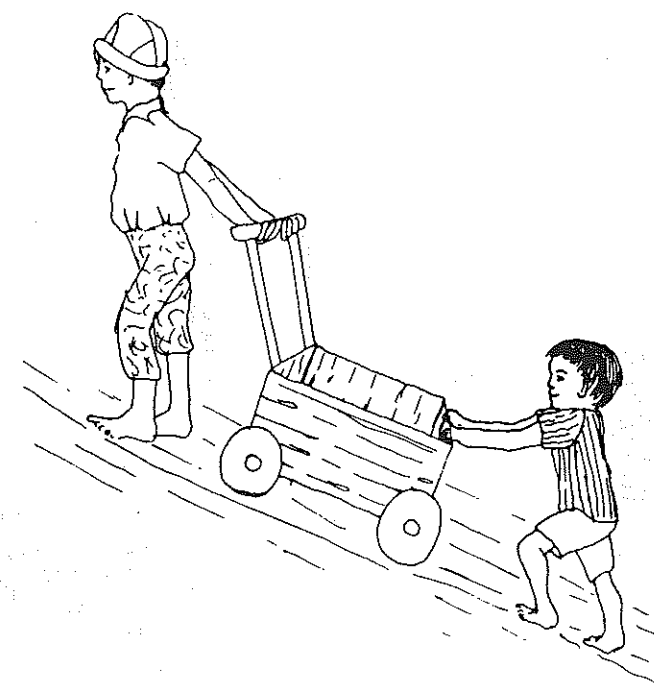
Third and fourth stage



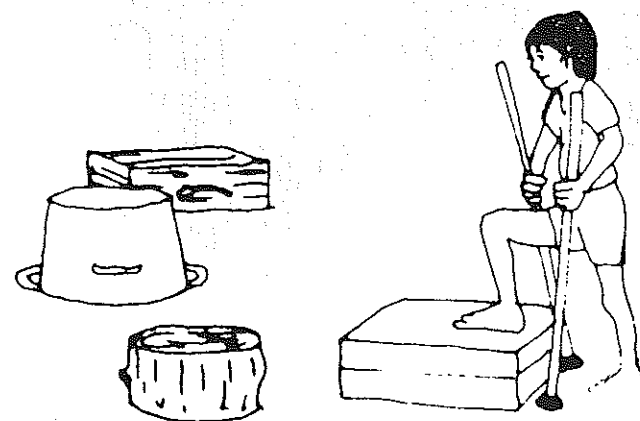
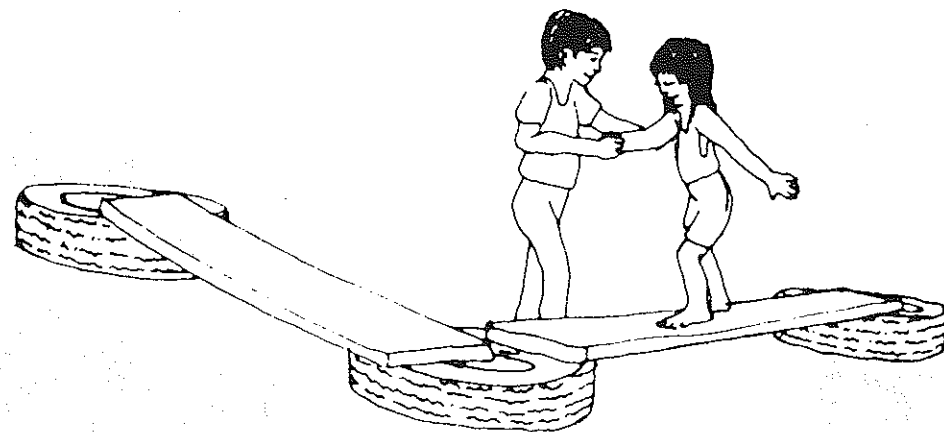
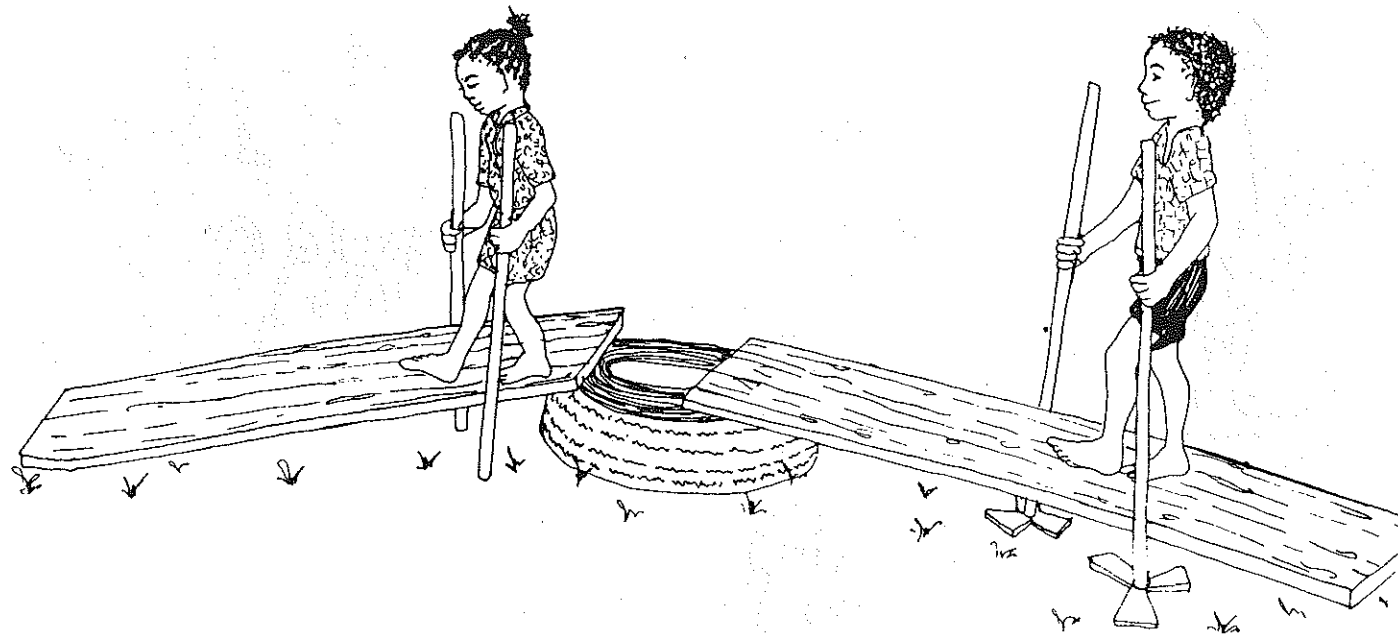
Third and fourth stage



Fourth stage



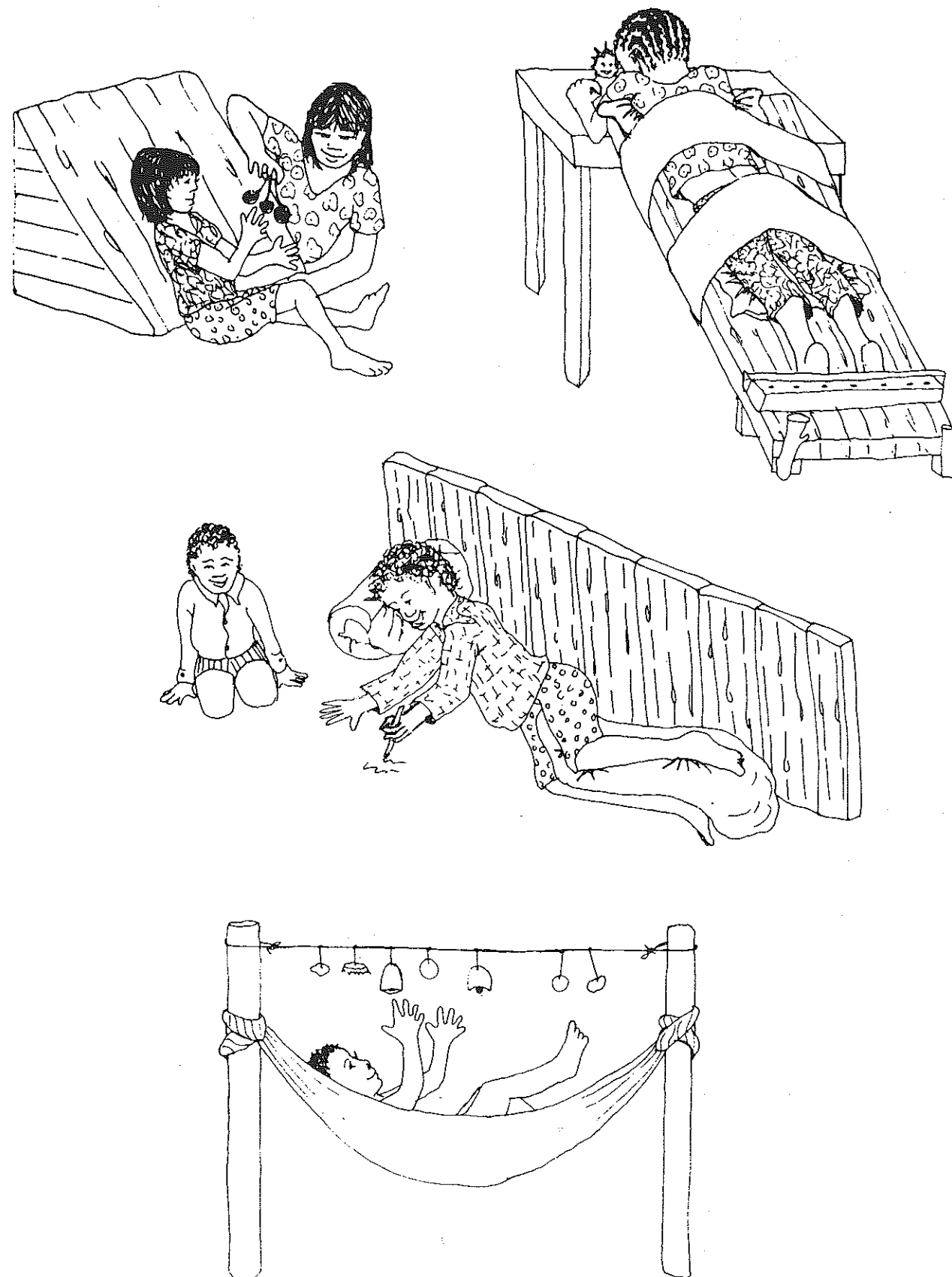
Fourth stage and later



More play using hands

Help the child to bring hands together and reach.

It may be easier for hands to come together in these lying positions.

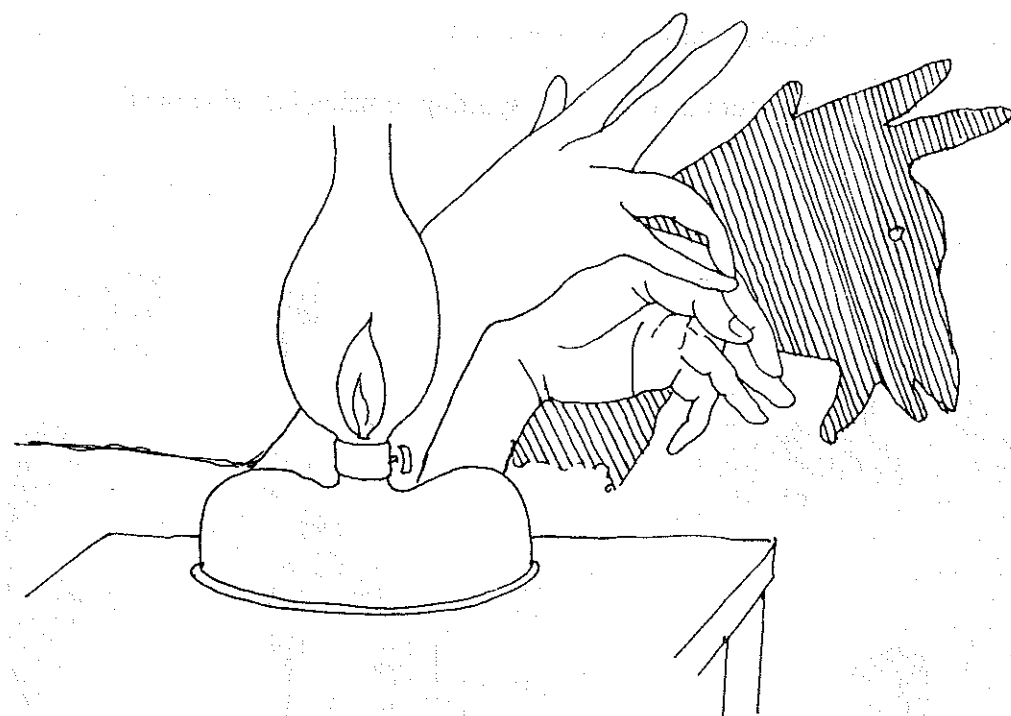


■ Using both hands together

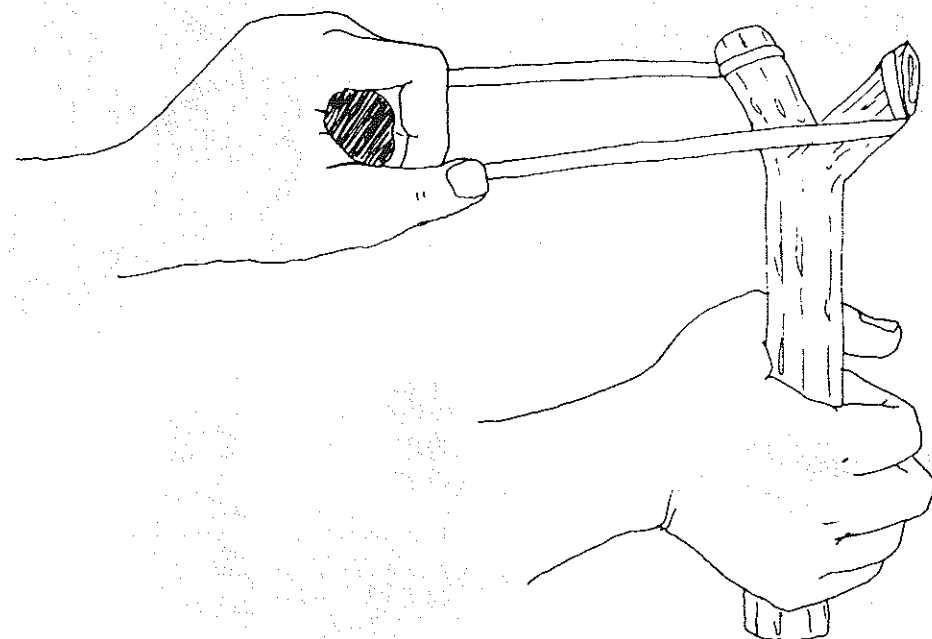
■ Open hands

■ Encourage holding, supporting or using less able hand

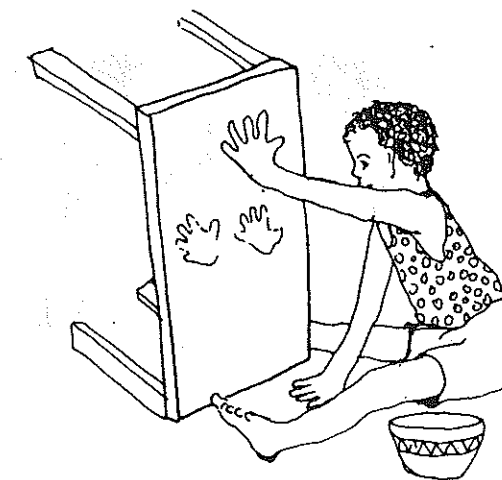




Be careful! Only shoot where there are no people. Shoot at boxes, tins, oil drums, trees, bushes.



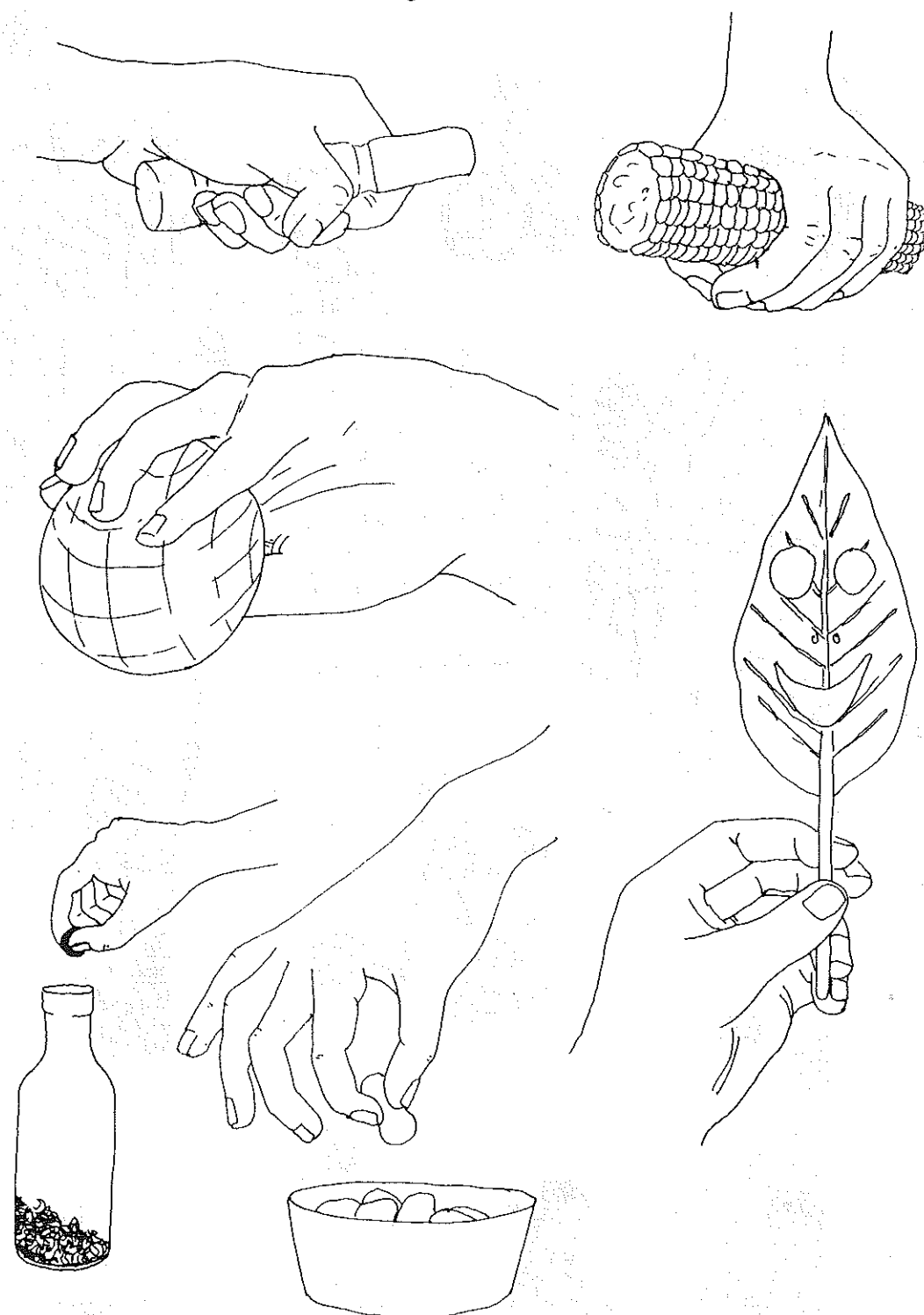
Help the child use both hands.





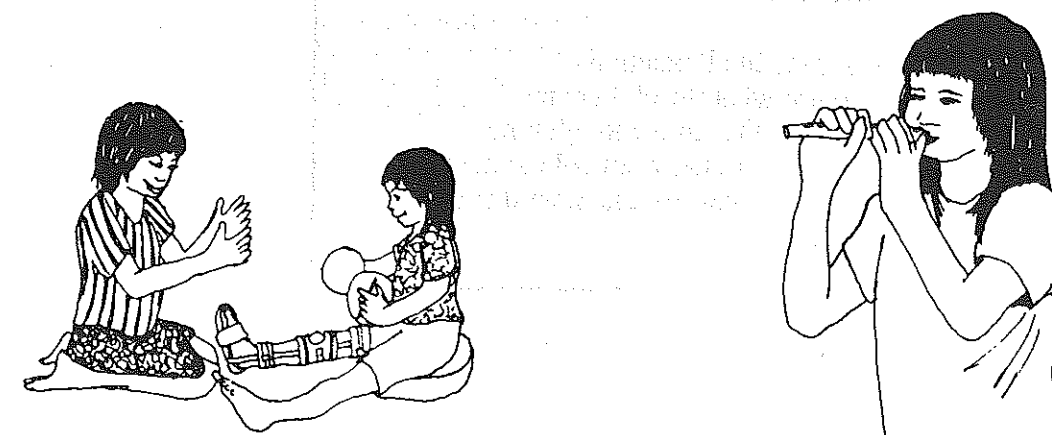
■ Take and grasp in different ways

■ Play with larger things first



Be careful! Stop baby putting small things in mouth.

Drop things into large containers first and small containers later.



Which musical instrument shall we play?



Remember:

- to play in all positions
- to use what the child enjoys
- to give the child enough time
- if the child has been able to manage easier stages, try the more difficult stages as well.

CBR News

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