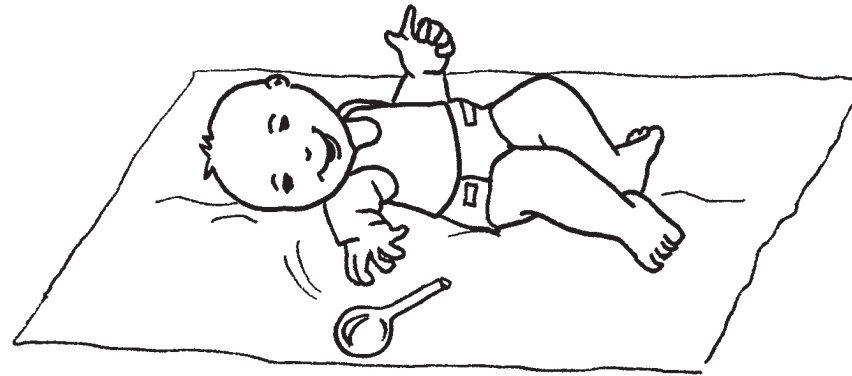


Holding head up: Turning head to the side

To develop muscles on both sides of the neck.

TOYS & ACTIVITIES

- › Mobiles.
- › Pictures/posters.
- › Bright squeaky or musical toys.
- › Your own face; act in front of a mirror so that your child can see himself and your face.



- › Alternate the position of toys/mobiles in area of cot/play area.
- › Talk to your child from both sides and encourage your child to turn their head to see you.
- › Change the position that your child sleeps and plays in, e.g., move the cot to a different side of the room.
- › When carrying your child try to spend some time using your left side and some time on your right side.
- › When your child is lying on their back and looking at you, slowly move your head from one side to the other and encourage your child to follow your movements.
- › Sit in front of mirror and hold your child facing mirror. Slowly turn his body; he will want to maintain eye contact with you in the mirror.

SONGS & ACTIONS

- › Favourite music/song.
- › Nursery rhymes.

ATTENTION & CONCENTRATION

- › Use a noisy/brightly coloured toy to attract your child's attention to either side.

Holding head up: Turning head to the side

To develop muscles on both sides of the neck.

BATHING

- › Try to alternate the direction that the bath is facing, e.g., so that the window is on the left side one time and on the right another time, or alternate which direction your child faces in the bath.
- › Using a brightly coloured wash cloth/bath toy, encourage your child to watch the cloth/toy as you move it slowly from one side to the other.

DRESSING

- › When dressing/ changing your child, encourage him to look to one side by dangling something bright on that side or by moving your face to the side, slowly.

MEALTIMES

- › When breast/ bottle feeding, alternate sides and your position in the room to create a variety of things to see from both sides.
- › If your child is being fed, commence feeding on his preferred side and gradually introduce the spoon/food from the other side.

PLAYING

- › Position yourself and your child's favourite toys on either side of their body and encourage them to turn towards that side.
- › Use colourful and noisy toys to help attract your child's attention, e.g., brightly coloured rattles.

WAKING

- › Have interesting items, e.g., mobiles positioned on both side of the bed for your child to look at when he awakes.
- › Try changing the cot/bed position to vary things to see and look at.
- › Enter the bedroom and encourage your child to turn to your voice.

OUTINGS

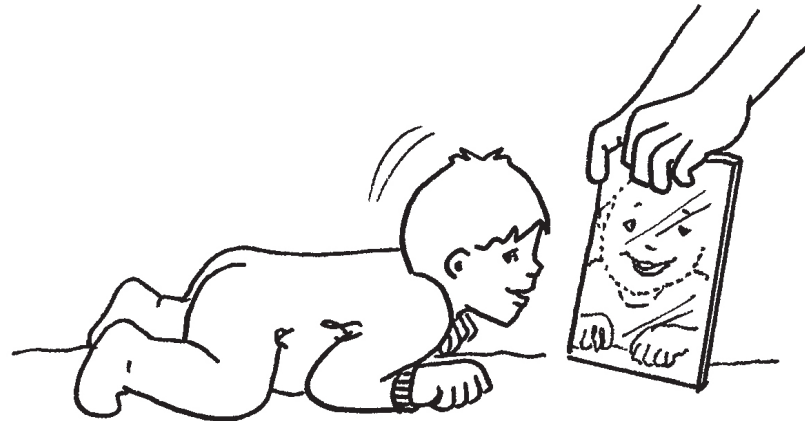
- › If you have toys/ mobiles in the car, try to vary their position, e.g., one week on the left side and one week on the right.
- › Try to vary which arm you tend to use when carrying your child.

Holding head up: Holding head up while on tummy

It strengthens the neck muscles and improves head control.

TOYS & ACTIVITIES

- › Rattles.
- › Mobiles.
- › Toys with flashing colours/lights.



- › Lie child on tummy for a few moments several times during the day on a firm surface.
 - Make sure his arms are not tucked underneath.
 - Give him something interesting to look at while on his tummy, e.g., shake a rattle/noisy or bright toy or let him see himself in a mirror. Position this about 25 - 30 cm away from his eyes.
- › Try placing a rolled up towel or small pillow/cushion under your child's chest, when he's on his tummy.
- › Sit on floor, lie your child across your straightened leg and gently rub his back and sing favourite song.
- › Carry your child across your arm in a 'flying' position.
- › Encourage your child to lie on your chest when you are in a semi - reclined position, e.g., in a reclining chair and sing songs/music.

SONGS & ACTIONS

- › Nursery rhymes.
- › Your child's favourite music.

ATTENTION & CONCENTRATION

- › Try to introduce time on the tummy very gradually, e.g., for 30 secs then 1 minute and so on.
- › Position your child's favourite toy where he can see it when he lifts his head up.
- › See if lying on different textures make a difference, e.g., lambswool/towelling/silky fabric.
- › Vary the toy/object to look at.
- › Musical/noisy toys may attract his attention.

TRY TO AVOID

- › Laying on a surface that is too soft, e.g., cushion.
- › Practising when child is tired or upset.

Holding head up: Holding head up while on tummy

It strengthens the neck muscles and improves head control.

BATHING

- › When drying and dressing child, position on tummy for a few moments. Have bright coloured toy/ picture for him to look at.

DRESSING

- › When dressing child, position on tummy for a few moments. Have bright coloured toy for him to look at.

MEALTIMES

PLAYING

- › Provide some moments during the day on his tummy, with his favourite toy/ pictures/mirror to look at.
- › Use musical toys to attract his attention.
- › When moving about the home, carry in the 'flying' position.

WAKING

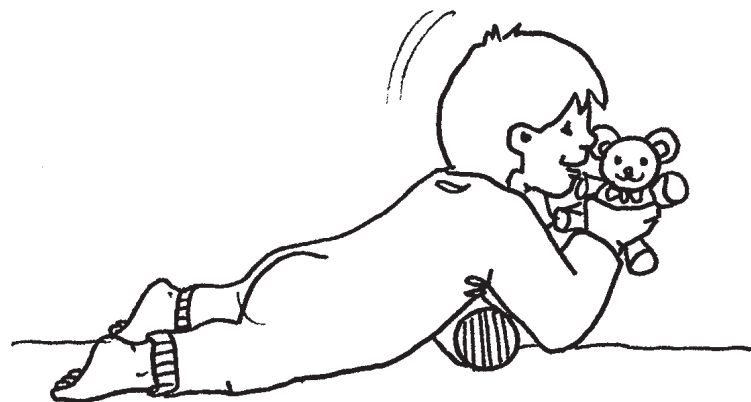
OUTINGS

Holding head up: *Holding head and chest up when lying on tummy*

This enables your child to use arms to bear weight.
When in this position, your child is able to look around
and turn head from side to side.

TOYS & ACTIVITIES

- › Rattle.
- › Mirror
- › Toys with moving images.



- › Lie your child on his tummy several times each day. Make sure his arms are forward and not tucked underneath his body.
- › Position an interesting toy/object about 25 -30 cm away from your child's face. Regularly change the item so that your child stays interested.
- › If your child tends to tilt his head toward one side, try to position things to look at directly in front or towards the other side.
- › If your child needs help to get into this position, gently lift their shoulders up while your child is looking at something.
- › Try to make sure your child's hands are open and flat to lean on.
- › You can help your child to move their weight from side to side by gently rocking, using a calm rhythmical movement.
- › You can also position your child over a rolled up towel or over your leg when you are sitting long - legged on the floor.

SONGS & ACTIONS

- › Nursery rhymes.
- › Child's favourite music/song.
- › Heydi ho.

ATTENTION & CONCENTRATION

If your child does not like being on his tummy you can try some/all of the following:

- › Try to introduce time on the tummy very gradually, e.g., for 30 secs then 1 minute and so on.
- › Encourage your child to lie on your chest when you are in a semi-reclined position, e.g., in a reclining chair and provide stimulation that your child enjoys, e.g., music, singing, back rub.
- › When sitting on the floor, lie your child across your straightened leg and gently rub his back and sing favourite song.
- › Position your child's favourite toy where he can see it when he lifts his head up.
- › See if lying on different textures make a difference, e.g., lambswool/towelling/silky fabric.
- › A firmer surface is easier to push up against, so a covered floor space will be easier than when on a cushion.
- › Position your child on their tummy where they can hear and see other people in the house; the conversation and activity will encourage your child to look around at what is happening.

Holding head up: *Holding head and chest up when lying on tummy*

This enables your child to use arms to bear weight.
When in this position, your child is able to look around and turn head from side to side.

BATHING

- › When drying your child, provide some time lying on their tummy and provide something interesting to look at, e.g., mobile, favourite toy.

DRESSING

- › When dressing try to provide some time when your child is on their tummy, e.g., when dressed and ready to move somewhere else, spend a few moments on their tummy with an interesting visual/ noisy toy to look at.

MEALTIMES

PLAYING

- › Provide several opportunities during the day for spending time on the tummy.
- › Position interesting objects/toys where your child can see them when he lifts up his head.
- › Position some toys/ objects on either side of your child and encourage him to turn his head to see them. Talk about what is happening.
- › Let your child be near other people/ activity when lying on the floor and encourage him to look up and around by talking to him from different positions in the room.

WAKING

OUTINGS

- › Provide opportunities for time on his tummy to look around, e.g., at the park, lie on a mat and position interesting toys/ objects in front of him.
- › Position your child in a place where there are interesting things to look at.

Holding head up: *Head control for pulling to sit and for sitting*

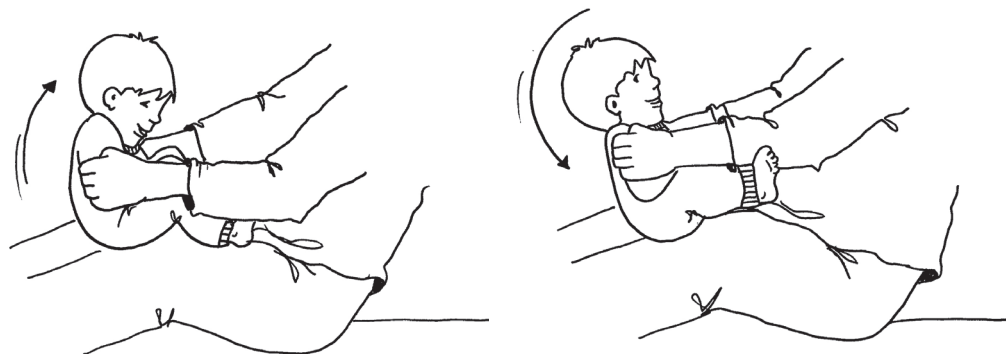
The strength in the neck and tummy muscles helps hold your child's head up.

TOYS & ACTIVITIES

- › Mobiles at eye level.
- › Mirror.
- › Large posters/pictures on wall.

SONGS & ACTIONS

- › Favourite nursery rhymes.



- › When your child is lying on your lap or on the floor and facing you, hold your child at the shoulders with your hands. Gently and slowly lift your child up and down a few centimetres and provide support to his neck muscles by pushing the shoulders slightly towards his ears. You can use your fingers to support his head if needed.
As your child develops better control, gradually reduce the amount of support that you give him.
- › When your child is sitting on your lap and interested in watching something, see if he can hold his head momentarily, by positioning your hands around his waist rather than supporting his upper back/head. As your child gains control, gradually increase the time that you are providing less support.
- › Provide interesting things for your child to look at from this position, , e.g., toys/mobiles at eye level.
- › When carrying your child, gradually reduce the amount of support you provide as your child gains strength and control. Provide opportunities during the day for your child to practise this control by providing interesting things to look at while holding his head up, e.g., look in mirror, posters on the wall.

ATTENTION & CONCENTRATION

- › Vary the objects to look at.
- › Find out what things are most appealing to your child, e.g., favourite colours, toys, pictures.
- › Position interesting things at eye level.
- › Talk to him about what he is doing and praise him for his efforts.

TRY TO AVOID

- › Letting his head fall backwards without control.
- › Quick, jerking movements.

Holding head up: *Head control for pulling to sit and for sitting*

The strength in the neck and tummy muscles helps hold your child's head up.

BATHING

- › When drying your child and he is lying on his back, gently lift your child's upper body a few cms while supporting him at the shoulders.

DRESSING

- › When changing nappies and getting dressed, practise the first point above.

MEALTIMES

PLAYING

- › Provide opportunities in lying and sitting to practise head control by positioning interesting toys/ objects where your child can see them and use the above strategies.

WAKING

OUTINGS

Holding head up: Lifting head when lying on back

**This helps to develop the muscles at the front of the neck.
Neck control is important to be able to hold your head up.**

TOYS & ACTIVITIES

- › Use toys that have music/ noise and/or bright/ interesting colours to attract your child's attention.
- › Blow bubbles in a direction away from his face and encourage him to lift his head to see where it has gone.



- › Position your child on a cushion or pillow that raises his head off the floor slightly, e.g., a wedge shaped cushion is ideal.
- › Use your face to attract his attention to move his head from side to side and then towards his toes.
- › Tie lightweight rattles/small toys to his ankles and encourage him to look for them.
- › Using his favourite/musical/ colourful toy gradually move the toy down his body to encourage him to lift his head to see it. When your child lifts his head, give him lots of praise and pass the toy to him to play with.
- › Gradually reduce the height of the cushion so that your child is lying flat on his back to lift his head.
- › Lie child on your lap with his head at your knees and his legs up on your tummy. Encourage him to play with his feet and start pull head forward.

SONGS & ACTIONS

- › Favourite music and/or nursery rhymes.

ATTENTION & CONCENTRATION

- › Use objects with interesting textures, e.g., lambswool, fluffy blanket, bumpy ball to attract your child's attention.

Holding head up: *Lifting head when lying on back*

This helps to develop the muscles at the front of the neck.
Neck control is important to be able to hold your head up.

BATHING

- › When drying your child, place a low cushion under his head and practise the above techniques, e.g., using a soft, fluffy towel to rub his chest and encourage him to look for it.

DRESSING

- › When dressing and changing nappies, place a low cushion under his head and practise the above, e.g., using your facial expressions and voice to encourage him to lift his head to see your face.

MEALTIMES

PLAYING

- › Provide opportunities during the day for your child to play on his back and some time with a small cushion under his head to raise his head slightly.
- › Use the above techniques occasionally during the day and give him lots of verbal encouragement when he tries to lift his head.
- › Use toys that he finds most interesting, e.g., colours, shapes, textures, sounds.
- › Play with your child on your lap and his head resting on your knees with his feet touching your tummy.

WAKING

- › When your child is waking up, position yourself near his feet and talk to him to encourage him to lift his head to see you.
- › Rub his favourite teddy/toy on his chest and encourage him to lift his head to see it. Pass the teddy/toy to him when he has tried to lift his head.

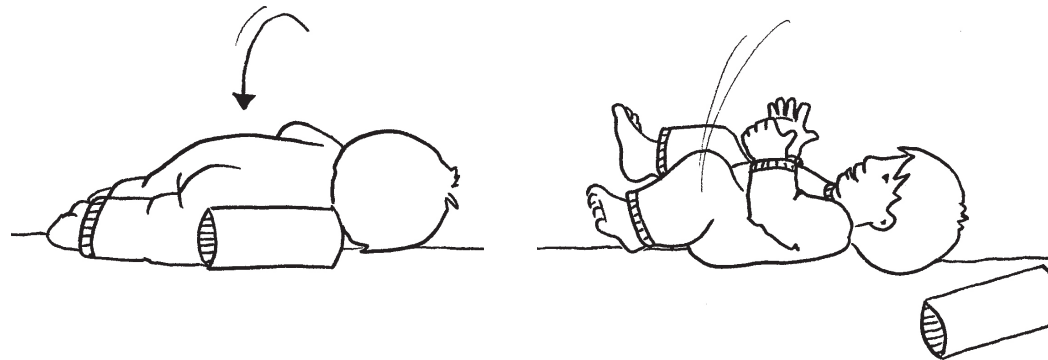
OUTINGS

Rolling: Rolling from side to back

The first stage of rolling.

TOYS & ACTIVITIES

- › Rattle
- › Noisy/musical toys
- › Brightly coloured toys/objects



- › Lie your child on his left side and his right side for short periods – put a small cushion behind his back to prevent him from flopping back
- › When he is laying on one side slowly move a brightly coloured toy/object, or your face, from where he is looking to the other side
- › If your child needs additional help, place your hands on his shoulders or hips and gently guide your child onto his back. As your child begins to do some of the movement himself, gradually reduce the amount you are helping

SONGS & ACTIONS

- › There were 10 in the bed
- › We are all rolling (to tune of we are all clapping)

ATTENTION & CONCENTRATION

- › Talk to your child about what you are doing and let him know when he is successful

TRY TO AVOID

- › Using neck extension, .e.g., tilting your child's head backwards at the start of the movement.

Rolling: Rolling from side to back

The first stage of rolling.

BATHING

- › When drying your child, position him on one side and encourage him to roll onto his back by moving your face in that direction.
- › Practise doing this from the left side and the right side
- › When wrapped in towel, use the towel to assist the rolling to give your child the sensation of rolling.

DRESSING

- › When dressing, encourage your child to roll back himself, when you have positioned him on his left side or his right.

MEALTIMES

PLAYING

- › Use brightly coloured and/or noisy toys to attract your child's attention when encouraging him to move from one side to his back.

WAKING

OUTINGS

Rolling: Rolling from stomach to back

Mobility of neck and trunk. Independent floor mobility for child.

TOYS & ACTIVITIES

- › Rattle.
- › Brightly coloured object.
- › Noisy/musical toy.



- › When your child is lying on their tummy, show him an interesting toy/object. Gradually move the object while your child is watching it, so that your child rolls over to see it. You can also try this with a noisy/musical toy for him to notice the sound. When your child has rolled over, give him lots of praise and let him play with/explore the toy/object.
- › If your child finds this movement difficult, guide his body by supporting his head and trunk at his hips.

SONGS & ACTIONS

- › We are all rolling (to tune of We are all clapping).
- › There were 10 in the bed.

ATTENTION & CONCENTRATION

- › Talk to your child about what he is doing as he is doing it, to help him understand what his body is doing.
- › Choose toys that your child enjoys and responds to.

TRY TO AVOID

- › Using neck extension, e.g., tilting your child's head backwards at the start of the movement.

Rolling: *Rolling from stomach to back*

Mobility of neck and trunk. Independent floor mobility for child.

BATHING

- › When drying your child, allow him to lie on his tummy, show him a colourful/noisy toy and encourage him to roll over to see it and play with it.

DRESSING

- › During nappy change and dressing, position your child on his tummy then show him something colourful/noisy and encourage him to roll over to see it and play with it.
- › Talk to your child about what he is doing while he is doing it.

MEALTIMES

PLAYING

- › Provide opportunities during the day for your child to lie on his tummy.
- › Using his favourite toy, encourage him to roll from his tummy to his back by following the toy with his eye/ears and then let him play with it.
- › Lie your child on his tummy next to a playmobile that he can roll over to see and play with

WAKING

OUTINGS

- › When out, try to include some time when your child is lying on his tummy, e.g., on a picnic mat, and when suitable, you can apply the above suggestions using toys or other items that are available, e.g., colourful napkin, car keys .

Rolling: Rolling from back to side

This is the first part of learning how to roll from his back to his tummy

TOYS & ACTIVITIES

- › Colourful and/or noisy toys.
- › Favourite objects/toys.



- › Lie child on his back.
- › Hold up his favourite toy/object for him to see, and then slowly move it to one side for him to roll towards to reach and play with.
- › Talk to him about what he is doing.
- › Provide just enough assistance for him to be able to do at least some of the movement.
- › Alternate which side you position the toy on so that he gets practise at moving towards both sides.
- › When your child has rolled to the side, give him the toy and let him play with it while lying on his side.
- › If your child needs help to make the rolling movement, bend hips up and gradually move child to the side. His head and body will roll with the hip movement.

SONGS & ACTIONS

- › There were 10 in the bed.
- › We are all rolling (to tune of We are all clapping).
- › This is the way we roll away (to tune of Mulberry bush).

ATTENTION & CONCENTRATION

- › Colourful and/or noisy toys.
- › Talk about what is happening.
- › Praise for his efforts.

Rolling: Rolling from back to side

This is the first part of learning how to roll from his back to his tummy

BATHING

- › After dressing, practise the above using a toy and/or mirror for your child to roll towards.

DRESSING

- › After dressing or nappy change, practise the above using a toy and/or mirror for your child to roll towards.

MEALTIMES

PLAYING

- › Provide opportunities during the day to practise the above
- › Try to vary the toy/object and alternate the direction you are rolling towards.
- › If you have a floor-length mirror, you can use this to encourage your child to be on his side and look at himself or you.
- › Sing songs while you're doing it, e.g., 'this is the way we roll to the side..' 'There were 10 in the bed and the little one said...'

WAKING

- › When lying in his cot/bed, practise the above strategies to roll towards a favourite toy/object.

OUTINGS

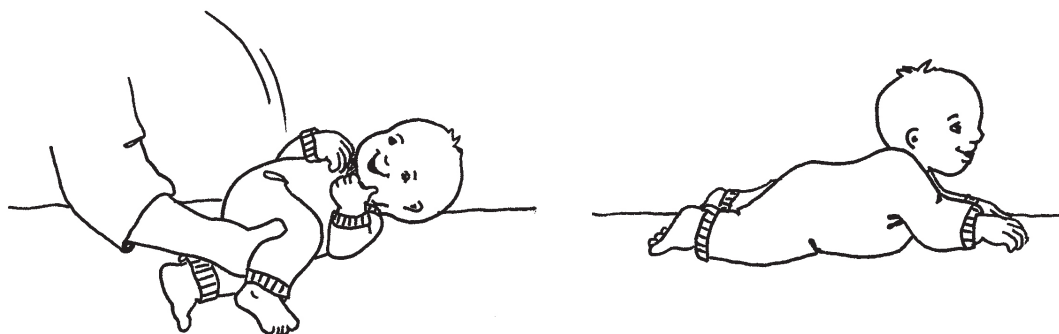
- › When at the park/visiting provide opportunities for your child to be on his back and next to something interesting, e.g., other children playing, musical instruments and encourage him to roll over to see them.

Rolling: Rolling from back to tummy

Your child can move onto tummy position by himself.
This enables your child to be in a position for crawling
and moving himself along.

TOYS & ACTIVITIES

- › Rattle.
- › Noisy/musical toys.
- › Brightly coloured objects/toys.



- › When your child is lying on his back, show him a favourite toy/musical/brightly coloured toy. Gradually move the toy to one side and encourage your child to move his whole body to be able to reach the toy.
- › Practice rolling to the left side and to the right side.
- › If this is difficult for your child, gently start and guide movement with your hands positioned on his hips and body.
- › If your child's arm gets stuck under his tummy, see if he can move it himself. otherwise gently lift his shoulder and encourage him to move the arm forward.

SONGS & ACTIONS

- › There were 10 in the bed.
- › We are all rolling (to tune of We are all clapping).
- › This is the way we roll away (to tune of Mulberry bush).

ATTENTION & CONCENTRATION

- › Talk to your child about what he is doing and give him lots of encouragement.
- › Use his favourite toys/objects to get his attention - noisy and/or colourful ones may be useful.

Rolling: *Rolling from back to tummy*

Your child can move onto tummy position by himself.
This enables your child to be in a position for crawling
and moving himself along.

BATHING

- › When drying your child, encourage him to roll to one side or the other by showing him an interesting, colourful toy/object.
- › Position a mirror or interesting pictures where your child can see them when he is rolling.

DRESSING

- › After dressing or nappy changes encourage him to roll to one side or the other by showing him an interesting, colourful toy/object.
- › Position a mirror or interesting pictures where your child can see them when he is rolling.

MEALTIMES

PLAYING

- › Provide opportunities during the day for your child to play on the floor on his back.
- › Using your child's favourite toys, encourage him to roll towards the toy to reach it and play with it.
- › Place interesting items that your child enjoys near him where he can reach if he rolls to one side or the other.
- › Position yourself in a position where your child can reach you if he rolls and encourage him with your voice, facial expression and/or interesting toys.

WAKING

OUTINGS

- › When visiting, provide opportunities for your child to play on his back where he can see interesting toys/people that will encourage him to roll towards them.
- › When at the park, use a picnic mat/rug for your child to be able to spend some time on his back but with room to roll to one side and the other.

Sitting: *Sitting with slight support*

Develops strength and control in neck, trunk and stomach muscles, which are important for independent sitting.

TOYS & ACTIVITIES

- › Favourite toys.
- › Picture books.
- › Feely books/bag.
- › Musical/noisy toys.
- › Sand toys.

SONGS & ACTIONS

- › Nursery rhymes.
- › Favourite songs/music.



- › Gradually increase the amount of time that your child has less support provided
- › Gradually reduce the amount of upper body support that your child has, e.g., by holding him further down his body.

Opportunities to sit on the floor with:

- › Your legs around your child's body; if they fall, they will be supported by you and your legs.
- › Cushions and pillows around the back and side of your child and your close supervision.
- › Inside a large box/play pen positioned against the sides that support your child's lower back and hips, with your supervision.
- › Against the corner of a couch or room.

Opportunities to sit in high chair/infant seat in the more upright position:

- › If the chair is too wide to offer enough support for your child, position small cushions, rolled up small towels next to his hips to provide enough support for your child to be able to sit straight.

Opportunities to sit on your lap without leaning on your body for support:

- › You can provide the support by holding firmly at the hips and lower back.

If your child is finding this difficult try:

- › Placing a support in front of your child and at chest level to prop his forearms on while sitting.
- › Using a tray such as highchair tray, stroller tray in front of your child to prop his forearms on while seated.

ATTENTION & CONCENTRATION

- › Nursery rhymes
Favourite songs/music.

Sitting: Sitting with slight support

Develops strength and control in neck, trunk and stomach muscles, which are important for independent sitting.

BATHING

- › As your child gains some head and trunk support, gradually lower the amount of support that you are providing with your arms, e.g., supporting him lower down his back.
- › When drying your child you can position him on a towel on a table and support him with your hands at his hips and lower back for a few moments and have a 'chat'/sing songs.

DRESSING

- › During dressing, you can provide moments of sitting with less support on the floor, e.g., when putting socks/shoes on, position your child in the corner of room, in a corner chair or between your legs.

MEALTIMES

- › When seated in high chair, position seat in the upright position. Place extra padding/support next to your child's hips/lower back to ensure that he is sitting straight.
- › Use the high chair tray to provide additional support for your child's forearms.
- › When seated on your lap at a table, provide interesting things to look at and touch on the table top to encourage your child to lean forward with arms on the table top.

PLAYING

- › Provide opportunities to sit on the floor, surrounded by supports for his hips and lower back. Position toys/interesting items at eye level and in front of him for him to look up at and reach for.
- › When seated in a chair, try to position in a more upright position and place toys on a tray in front and at eye level.
- › Gradually increase the amount of time that your child spends in these positions.

WAKING

OUTINGS

- › At the beach or in a sandpit, make a shallow hole for your child to sit in with his legs positioned in front. Push the sand around his hips, lower back and thighs to create enough support for him to be able to sit.

Sitting: Sitting and leaning on hands

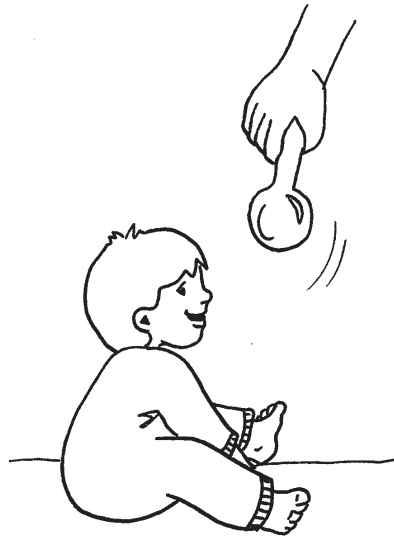
Your child is learning how to sit on his own and how to use his arms for balance. Improving strength and balance.

TOYS & ACTIVITIES

- › Favourite toys.
- › Mirror.
- › Picture books.
- › Posting boxes.

SONGS & ACTIONS

- › Favourite songs/music.



Help to position your child so that his hands are beside him or on his knees to offer support when needed:

- › Have a comfortable surface for him in case he falls, e.g., soft carpet, sand.
- › Try sitting him between your legs when you are sitting straight legged on the floor. He can lean on your legs and your body can offer support when needed.
- › If your child is leaning too far forward, help him to sit straight by positioning one of your hands on his tummy and the other on his lower back.
- › Encourage your child to sit with his legs in front of him and slightly bent and apart.
- › Let your child sit straddling your leg when you are sitting long-legged on the floor; he can support himself with his hands on your legs.
- › Provide interesting things for your child to look at while in this position, e.g:
 - Mirror.
 - Favourite toy.
 - Musical toy.
 - Moving mobile.
 - Other children or people.

ATTENTION & CONCENTRATION

- › Start in this position for only a few moments and gradually increase the amount of time.
- › Provide interesting things for your child to look at while in this position, e.g:
 - Mirror.
 - Favourite toy.
 - Musical toy.
 - Moving mobile.
 - Other children/people.
- › Talk to your child about what is happening and reward his efforts.

TRY TO AVOID

- › 'W' sitting.

Sitting: *Sitting and leaning on hands*

Your child is learning how to sit on his own and how to use his arms for balance. Improving strength and balance.

BATHING

- › When in the bath and with your firm support, encourage him to lean forward and to the side to reach for a toy.

DRESSING

- › After dressing or nappy change, position your child in sitting where he can look at interesting toys/object/mirror.

MEALTIMES

PLAYING

- › Provide several short periods during the day to practise the above strategies.
- › Use his favourite toys/music as motivators to continue.

WAKING

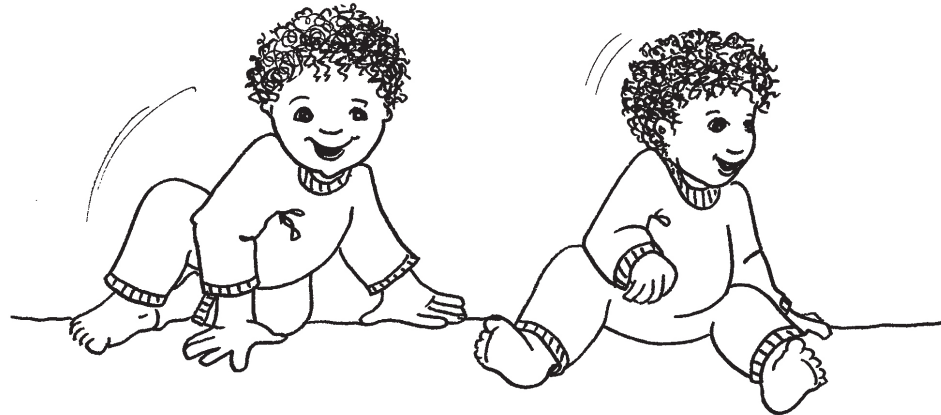
OUTINGS

Sitting: Moving into sitting

Increased independence.
Helps your child move from lying into sitting.

TOYS & ACTIVITIES

- › Musical/noisy toys.
- › Mobiles that he can reach in sitting.



- › Give your child just enough guidance so that he learns how to do it himself.

When your child is lying on his side:

- › Guide his knees so that they are bent towards his chest.
- › Position one hand under his side and near his armpit.
- › Use this hand to guide his movement upwards.
- › Guide his body position forward so that both arms are taking some weight.
- › Guide his body position so that the weight moves from his arms to his bottom.
- › Talk to him about what he is doing and give lots of praise.

When your child is lying on his tummy:

- › Gently pull up on his shoulders so that his arms are straightened and taking some weight.
- › Place one hand on his hip and the other on the opposite shoulder and gently rotate his body backwards onto his bottom.
- › Gradually reduce the amount of help that you are giving your child.

SONGS & ACTIONS

- › We are all moving (to we are all clapping).

ATTENTION & CONCENTRATION

- › Talk to him about what he is doing and give lots of praise.
- › Position toys in a position that encourages your child to move into sitting, e.g., position a mobile on the floor for him to sit at a play with, position a musical toy on a chair/phone books for him to sit up an play with.

TRY TO AVOID

- › Leaving unsupervised.

Sitting: Moving into sitting

Increased independence.
Helps your child move from lying into sitting.

BATHING

- › When drying your child, allow him to spend some time on his side or tummy and then use the above strategies to guide him into a sitting position.

DRESSING

- › After dressing and nappy change position your child into side lying and use the above techniques to guide him into sitting.

MEALTIMES

PLAYING

- › Provide opportunities during the day for your child to be in side lying and on his tummy then use the above strategies to guide him into sitting.
- › Place toys in a position that encourages your child to move into sitting, e.g., position a mobile on the floor for him to sit at a play with, position a musical toy on a chair/phone books for him to sit up an play with.

WAKING

- › When your child wakes up, position him in side lying or on his tummy, and guide him to the sitting position and then provide him with his favourite toy to play with for a few moments.

OUTINGS

- › Using a playmate/ picnic mat, provide opportunities for your child to move from side lying and lying on his tummy into sitting. Provide him with interesting toys to play with when he has reached the sitting position.

Sitting: Sitting without hand support

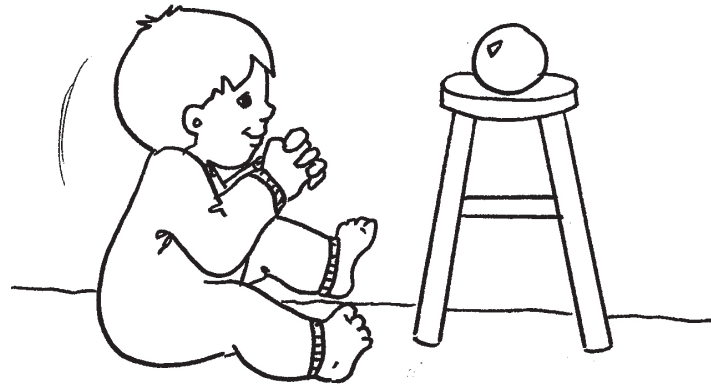
Postural strength and balance.

TOYS & ACTIVITIES

- › Large toys, e.g., teddy bear.
- › Books with pictures or feely pages.
- › Musical instruments, e.g., cymbals, xylophone.
- › Posting boxes.
- › Finger plays.

SONGS & ACTIONS

- › Finger songs/plays, e.g:
 - Twinkle, twinkle
 - This little pig went to market,
 - Open shut them



- › Provide opportunities during the day for your child to sit without leaning on his hands; encourage him to use his hands to rebalance himself if he does fall.
- › Provide something interesting to do during the time your child is sitting without using his hands:
 - Play finger plays with him.
 - Position an activity on a small bench or on the wall in front of him .
 - Give him tasks that require both hands, e.g; 2 large toys, a book to hold, Musical instrument, e.g., cymbals, tambourine, xylophone.
 - Give him activities that require him to focus on alternate sides of his body: e.g., Posting box with items to be posted on one side of his body and box on the other.
- › *When you child is confident* with this skill on the floor, give him a little platform to sit on, e.g., a small step, phone book and try the above activities.
- › *When you are sitting on the floor straight legged*, position your child facing away from you and straddling across one of your legs. Then do an activity together, e.g:
 - Read a book.
 - Use finger plays.
 - Play with a musical instrument.
- › *If your child find this difficult:*
 - Try for short periods of time.
 - Provide support around his hips and back.

ATTENTION & CONCENTRATION

- › Initially try for short periods.
- › Sings favourite songs/ finger plays to maintain his concentration.

Sitting: *Sitting without hand support*

Postural strength and balance.

BATHING

- › After bathing and drying, position your child on the floor for a few moments with an activity.
- › Position him in front of a low stool with toys on it to play with.

DRESSING

- › After dressing/nappy change, position your child on the floor for a few moments with an activity.
- › Position him in front of a low stool with toys on it to play with.

MEALTIMES

- › While you supervise him, sit him on the floor with 2 small items to eat – 1 for each hand, e.g., cracker, rusk.

PLAYING

- › Provide opportunities during the day to try some of the above strategies.
- › If you have a floor-length mirror, position your child in front of it and encourage him to touch different parts of his reflection.
- › Position interesting pictures/photos on the wall at a height where he can see them when seated and encourage him to point to different features.

WAKING

- › When he is awake and happy in his cot or on his bed, use some of the above strategies, e.g., sit with him a play finger plays, give him 2 toys to hold.

OUTINGS

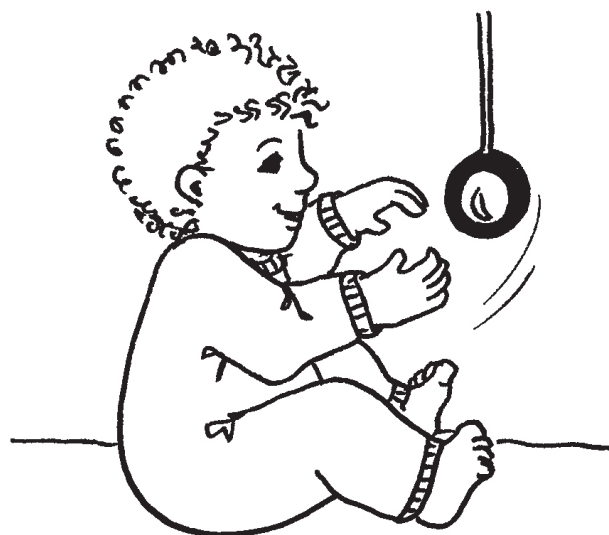
- › Provide opportunities for him to sit unsupported.
- › If there is interesting things to look at a floor level, encourage him to sit unsupported by talking about them, e.g., looking out a floor length window and pointing to what you can see.

Sitting: *Sitting by self for 5 – 10 minutes*

Increased independence in sitting. Stronger trunk muscles.
Improved balance reactions.

TOYS & ACTIVITIES

- › Favourite toys.
- › Musical/noisy toys.
- › Activity books.
- › Mobiles that he can reach when sitting.



ATTENTION & CONCENTRATION

- › Talk to your child about his sitting and praise him for a great effort.
- › Use activities/toys that your child is interested in, e.g: musical/noisy toys.

SONGS & ACTIONS

- › Favourite nursery rhymes/songs.

- › Let your child spend some time sitting without supports.
- › Try to do this on a soft surface, such as carpet, lawn, sand so that if your child does fall it is not onto hard surface.
- › Encourage your child to sit with legs in front and using arms for support, rather than 'W' sitting or on feet.
- › Gradually increase the time that your child spends sitting; if he is distressed or slumped to one side, provide him with some support.

TRY TO AVOID

- › Leaving child unsupervised.
- › 'W' sitting.
- › Really widely stretched legs – try to keep legs closer together to encourage trunk balance.

Sitting: *Sitting by self for 5 – 10 minutes*

Increased independence in sitting. Stronger trunk muscles.
Improved balance reactions.

BATHING

- › When drying your child, position him on a towel and on the floor whilst you dry him.
- › Encourage him to hold himself up.

DRESSING

- › During dressing, your child can sit whilst you do up fastenings – try not to move his arms/legs as this will effect his balance.

MEALTIMES

- › Encourage your child to sit forward in high chair, without using supports, for a few minutes.
- › Encourage him to reach forward to get item, e.g: teething rusk.

PLAYING

- › Provide opportunities during the day for several minutes of sitting. Supervise your child during this and try to stay close, in case he topples over.
- › Provide interesting things for him to look at while sitting, e.g., moving toy, mirror, musical mobile. It will initially be difficult for him to play with items while maintaining balance.

WAKING

- › When he is awake and happy in his cot or on his bed, use some of the above strategies, e.g: sit with him a play finger plays, give him 2 toys to hold.

OUTINGS

- › Provide opportunities for your child to sit without support, e.g., in stroller sitting forward, on a playmate at the park.

Sitting: Moving from sitting to tummy

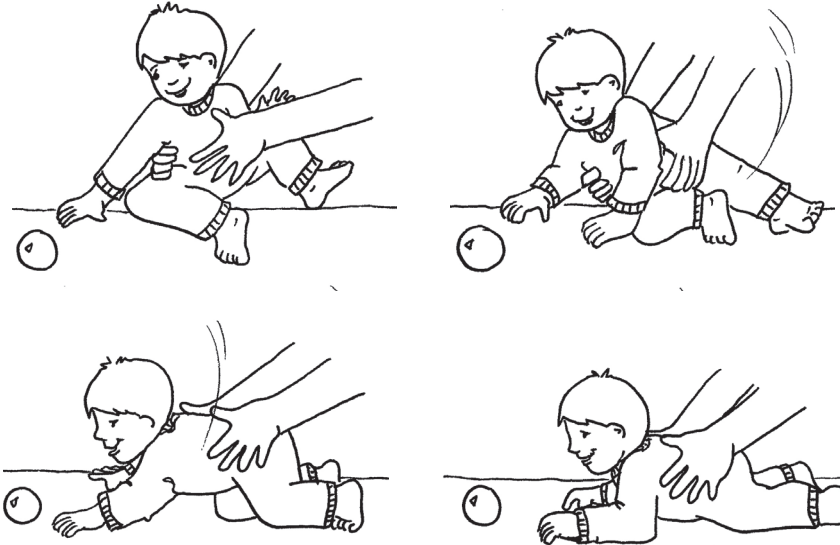
To enable your child to get into a crawling position.

TOYS & ACTIVITIES

- › Musical mats that activate when pressure applied.
- › Musical/moving toys.

SONGS & ACTIONS

- › Ring of roses.
- › Humpty dumpty.



Use the following steps:

- › Shift weight to one side by helping your child to lean on one side.
- › Move him so that he is sitting on his side (side sitting) with his weight on one hip and both hands.
- › Move his weight forward onto his hands.
- › Lower body onto floor.

When your child is sitting on a soft flooring, e.g., carpet:

- › Place an interesting or favourite toy on the floor just out of reach and towards one side.
- › If the toy is musical, moves, has lights, operate these to gain your child's attention.
- › Guide your child to move to side sitting and then lying using the above steps.
- › Use songs/games to practise, e.g., ring a roses, humpty dumpty.

ATTENTION & CONCENTRATION

- › If the toy is musical, moves, has lights, operate these to gain your child's attention.

Sitting: Moving from sitting to tummy

To enable your child to get into a crawling position.

BATHING

- › After bath, sit child on floor with interesting toys positioned where he can reach when lying. Guide and encourage him to move towards them.

DRESSING

- › After nappy change, dressing, sit child on floor with interesting toys positioned where he can reach when lying. Guide and encourage him to move towards them.

MEALTIMES

PLAYING

- › Use the above strategies during the day to encourage your child to move towards favourite activities/toys.

WAKING

OUTINGS

- › When sitting on a play mat at the park, playground, etc, position something interesting in front of your child and encourage and guide him forward to reach and play with it.

Crawling: Encouraging alternating kicking movements

Alternating leg movements are needed for crawling and walking.

TOYS & ACTIVITIES

- › Small musical toys, e.g., bells, shakers.
- › Balloons (with supervision).
- › Small, lightweight balls.
- › Play gym with toys hanging where child can see and kick them.

SONGS & ACTIONS

- › We are all kicking (to tune of We are all clapping).
- › Music that helps your child to relax.



- › Place fun items near your child's feet for him to touch and kick with his feet, e.g., mobile, small ball.
- › Small musical bells can be tied to your child's ankles to provide noise when moved; if your child tends to kick with one foot more than the other, you could try to attach the bells/noisy toy to the less used ankle.

If your child is tense or has tight muscles try:

- › Positioning on his back with his head and upper body supported by a small pillow.
- › Gently move your child's legs in a rhythmical pattern so that the knees are being brought to his chest – do not force the movement. Try some techniques that help him to relax, first., e.g., gentle massage, warm bath, gentle music.
- › Use music to provide the gentle rhythm; if your child has a favourite tune, this may help him to relax.

ATTENTION & CONCENTRATION

- › Loose clothing is easier to move in.
- › Use colourful socks so that your child is interested in what his feet are doing.

TRY TO AVOID

- › Forcing leg movements.
- › Excessive extension.

Crawling: Encouraging alternating kicking movements

Alternating leg movements are needed for crawling and walking.

BATHING

- › Encourage your child to kick with both legs in the bath and when getting dried and dressed.
- › If your child finds bathing relaxing, spend extra time after the bath practising these movements as the muscles will be relaxed.

DRESSING

- › When your child is lying on his back, encourage him to kick with both feet.
- › Talk about what is happening, and let your child know what his feet are doing.
- › Try to dress in clothes that don't restrict the movement of the legs.
- › Use colourful socks so that your child is interested in what his feet are doing.

MEALTIMES

PLAYING

- › Provide opportunities during the day to lie on his back to kick.
- › Provide noisy and/or colourful toys that he can kick and move with his feet

WAKING

- › If your child is relaxed, encourage him to kick the covers and/or your hands when he is lying on his back.

OUTINGS

- › When out, provide opportunities for your child to be lying on his back with room to move his legs.

Crawling: *Weight bearing on hands when lying on tummy*

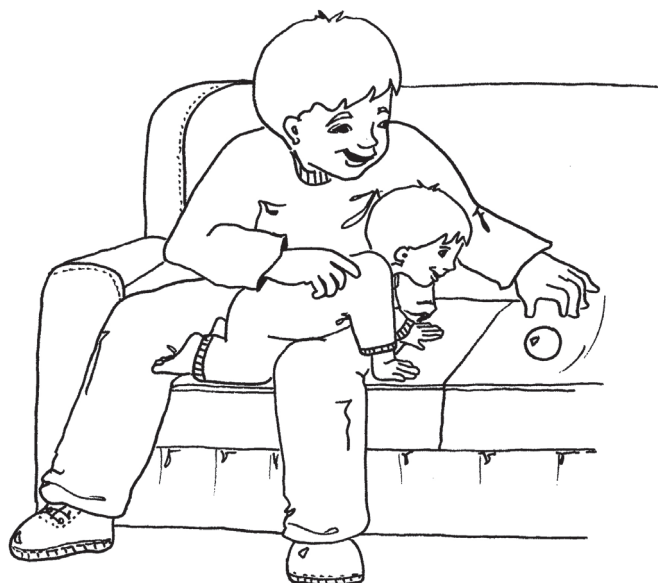
This helps your child to be able to hold their head up and have a look around. The weight bearing helps his awareness of his arm muscles.

TOYS & ACTIVITIES

- › Mirror.
- › Soft toys.
- › Photos.
- › Musical toy.
- › Other children/people.
- › Bubbles.

SONGS & ACTIONS

- › Favourite songs/nursery rhymes.



- › Provide lots of opportunities for playing and lying on tummy on a firm surface.
- › Ensure that your child's arms are forward and that his hands are open and flat on the surface.
- › Position interesting toys/objects directly in front of your child and in a position that they can see when their head is raised and body supported on arms:
- › Use a small wedge-shaped cushion under your child's chest to add extra support.
- › You can position your child over one of your legs when you are sitting straight legged on the floor.
- › Using your child's favourite song/music for rhythm gently rock him from side to side, transferring weight from one hand to the other.

ATTENTION & CONCENTRATION

- › Use favourite toys to gain his attention whilst lying on tummy.

Crawling: *Weight bearing on hands when lying on tummy*

This helps your child to be able to hold their head up and have a look around. The weight bearing helps his awareness of his arm muscles.

BATHING

- › When drying your child, provide some time on his tummy with an interesting thing to look at in front of him. Encourage him to lift upper body and head up to look at the object.

DRESSING

- › After dressing or changing a nappy, position your child on his tummy for a few moments to look at something in front of him, e.g., have a colourful picture/photo positioned near change table.

MEALTIMES

PLAYING

- › Provide opportunities during the day for your child to be on his tummy and looking forward.
- › Make the position more appealing to your child by positioning a variety of interesting things to look at.

WAKING

OUTINGS

- › When with other people, allow your child some time on the floor where he can see other children/people sitting on the floor.

Crawling: Pivoting

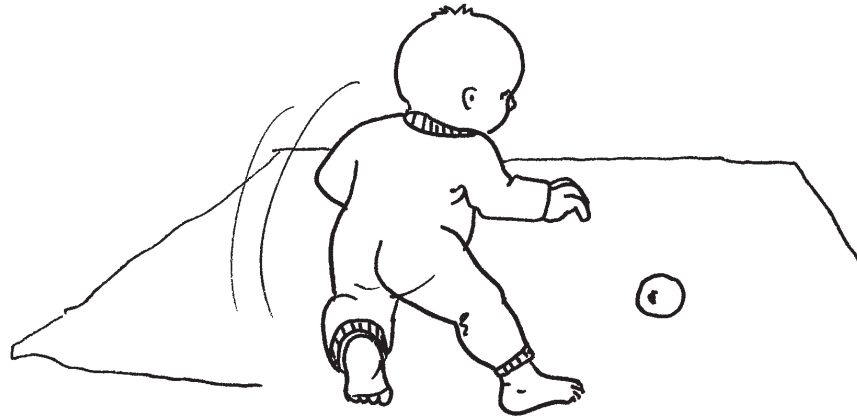
This is preparing for crawling.
Your child learns about moving in a particular direction.

TOYS & ACTIVITIES

- › Colourful toys/objects.
- › Musical toys.
- › Ball.
- › Book.
- › Photos.
- › Rattle.
- › Soft toys/dolls.

SONGS & ACTIONS

- › Where is(name of toy) to tune of Where is Thumbkin?



When your child is lying on his tummy:

- › Position interesting objects towards one hip about 15 cm away from his body (just out of his reach).
- › Allow time for your child to play with the item when he has reached it as this will act like a reward for him.
- › Talk to him about what he is doing and praise him for his efforts.
- › A smooth surface such as polished floorboards, lino will be easier for your child to move on that thick carpet.
- › Alternate which side the objects are positioned on.

If your child finds this difficult:

- › Try telling him the steps to make the move, e.g.,
 1. I stretch one arm out.
 2. and I lean on it.
 3. I move my other arm across.
 4. and I move my legs a bit.

ATTENTION & CONCENTRATION

- › Musical/noisy toys may help to attract your child's attention.
- › Talk to him about what he is doing and encourage him to keep trying.
- › Use a rhythm or tune to sing the steps described, e.g., hokey pokey tune.

Crawling: Pivoting

This is preparing for crawling.
Your child learns about moving in a particular direction.

BATHING

- › After bath, lie him on mat with favourite bath toy beside him.

DRESSING

- › After dressing and/or nappy change, let your child spend some time on the floor on his tummy.
- › Place a favourite toy on the floor next to your child and encourage him to pivot around to reach it.

MEALTIMES

PLAYING

- › Provide opportunities for your child to play on the floor.
- › Position interesting items near his body and encourage him to pivot to reach them.
- › Use musical toys to attract your child's attention to one side or the other.
- › Use your voice - speaking/singing/humming to attract his attention to one side.

WAKING

OUTINGS

- › Provide times when your child can be playing on his tummy.

Crawling: Bringing one knee forward when on tummy

This movement is needed for crawling, where one knee is bending and the other is straightening.

TOYS & ACTIVITIES

- › Rattles.
- › Picture books.
- › Musical/noisy toys.
- › Squeaky toys.
- › Push button toys.

SONGS & ACTIONS

- › Favourite nursery rhymes/songs.



Provide opportunities for your child to practise shifting his weight from side to side while lying on his tummy:

- › Hold a favourite toy in front of him a towards one side for him to reach towards with that arm.
- › Use toys that your child enjoys or toys that have interesting noises/colours/textures to attract his attention.
- › Alternate which side you hold the toy on.

When your child is playing on his tummy and relaxed:

- › Gently lift the hip on one side to encourage the hip and knee on that side to bend.
- › If this is difficult, you can try rocking him to a gentle rhythm to help the hip muscles relax so that the hip and knee will bend.
- › Place a toy in front of your child to give him something to focus on and play with.
- › Gently straighten that hip and then do the same with the other leg.

ATTENTION & CONCENTRATION

- › Colourful and noisy/musical toys may help your child to focus on toy in front of them.
- › Talk to your child about what he is doing and give him lots of verbal encouragement.
- › Begin for short periods of time initially and gradually increase the time spent on tummy.

Crawling: Bringing one knee forward when on tummy

This movement is needed for crawling, where one knee is bending and the other is straightening.

BATHING

- › After bath, place your child on a comfortable floor surface and practise the above strategies using his favourite or interesting objects.

DRESSING

- › After dressing/nappy change, place your child on a comfortable floor surface and practise the above strategies using his favourite or interesting objects

MEALTIMES

PLAYING

- › Provide opportunities during the day to practise the above strategies.
- › Practise for a few moments each time.

WAKING

OUTINGS

Crawling: Positioning on hands and knees for crawling

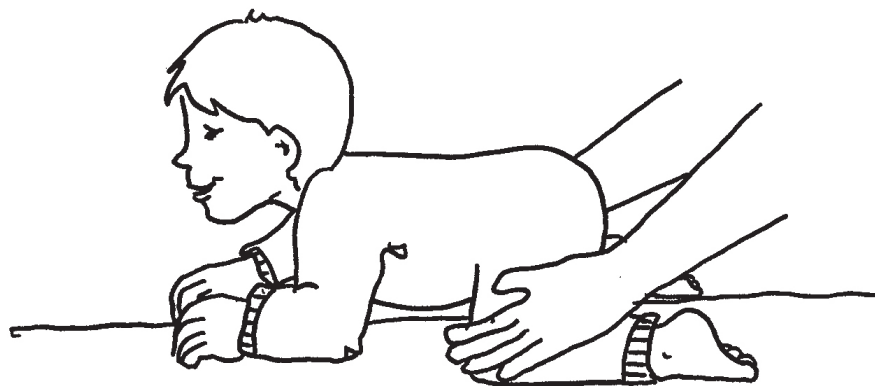
Getting used to the sensation of being on hands and knees.
Getting ready to crawl.

TOYS & ACTIVITIES

- › Musical/noisy toys.
- › Mirror.
- › Picture books/photos/posters.
- › Mobiles.

SONGS & ACTIONS

- › Heydi ho.



To help your child get into the hands and knees position:

- › Place an interesting or favourite toy on the floor in front of him.
- › Place him over a rolled up towel, firm pillow, cushion with his open hands and knees on the floor .
- › Help him to hold his hips in position by lifting them and guiding them with your hands.
- › Talk to him about what he is doing and give him lots of verbal praise and encouragement.

When in this position, encourage him to lift up one hand and move weight to the other by:

- › Giving him a toy to reach up for, e.g., a musical toy.
- › Placing him in front of a mirror, picture to reach out and touch.
- › Sing songs, such as heydi ho and rock him from one side to the other.
- › Place a mobile in front of him to reach out and touch.
- › When your child can hold this position without the supports, encourage him to make weight shifts to the left and right and forwards/backwards by using the above techniques.

ATTENTION & CONCENTRATION

- › Choose toys/objects that your child finds interesting.
- › Use rhythm/tunes to help your child to initiate weight shifting movement, e.g., 'heydi ho', and 'how much is that doggy in the window' lean left, lean right, etc.

Crawling: Positioning on hands and knees for crawling

Getting used to the sensation of being on hands and knees.
Getting ready to crawl.

BATHING

- › After drying, roll up the towel and position your child over it with his weight evenly on hands and knees. Position a favourite bath toy in front of him to reach out to touch and play with.

DRESSING

- › After dressing/nappy change, position your child on the floor on his hands and knees. Put something interesting in front of him or put him in front of a floor – length mirror to reach out to touch.

MEALTIMES

PLAYING

- › Provide opportunities during the day to practise the above strategies.
- › Use for a few moments and gradually increase the time as your child gains confidence and skills.

WAKING

OUTINGS

Crawling: Crawling on hands and knees

Independence for moving around. Learning about one leg moving and then the other – patterns for walking.

TOYS & ACTIVITIES

- › Favourite toys.
- › Colourful and musical toys.
- › Mirror.
- › Musical mat.
- › Push button toys.

SONGS & ACTIONS

- › Heydi ho.
- › We are all crawling (to tune of we are all clapping).
- › We're going on a bear hunt.
- › I'm a great big tiger.
- › Leo the lion.



When your child is positioned on hands and knees:

- › Encourage him to move from side to side by:
 - Singing songs that encourage this movement, e.g., heydi ho
 - Position him in front of a floor mirror and practise.
- › Encourage him to lift one hand at a time:
 - Offer him a toy to one hand for him to reach out and grasp.
 - Place pictures/photos on the floor in front of him and ask him to touch one with his hand.
 - Place a musical mat in front of him for him to press with one hand to make music.

When your child can crawl:

- › Encourage him to crawl towards a favourite toy, yourself/others by initially positioning very close to your child and then gradually increasing the distance.
- › Provide opportunities for your child to crawl through:
 - › Tunnels/boxes.
 - › Around obstacles.
 - › Under tables – you can create a tent by placing a sheet or large cloth over the top.
 - › Make this more appealing by placing a favourite toy/colourful object in the middle for your child to crawl towards.
- › If your child tends to use both legs simultaneously, guide his movements at his thighs so that he can move with one leg and then the other.
- › Help your child to crawl with his hands open, so that the weight of his body goes through the palms of his hands.
- › Give your child lots of verbal and visual encouragement when he attempts to crawl.

ATTENTION & CONCENTRATION

- › Give your child lots of verbal and visual encouragement when he attempts to crawl.

TRY TO AVOID

- › Both legs moving at the same time like a 'bunny hop'.

Crawling: *Crawling on hands and knees*

Independence for moving around. Learning about one leg moving and then the other – patterns for walking.

BATHING

- › Encourage your child to crawl after bathing, e.g., when he has his nappy on, he can crawl on the carpet.

DRESSING

- › Encourage your child to crawl into next room after nappy change/dressing.

MEALTIMES

PLAYING

- › Use the above techniques during the day.
- › Provide lots of verbal encouragement and praise.

WAKING

OUTINGS

- › Look for opportunities for your child to practise crawling when out – provide a picnic rug for him to crawl on when at the park.
- › Provide opportunities to crawl on a variety of different surfaces/textures, e.g., grass, sand, carpet.

Crawling: moving forward in the crawling position

Independence with crawling.

TOYS & ACTIVITIES

- › Favourite toys.
- › Musical/noisy toys.



When your child is on his hands and knees:

- › Position an interesting/favourite toy a little way in front of your child and encourage him to move forward to reach it.
- › Guide his movements by:
 - › Using your hands on one hip, lift and guide the hip and knee to bend.
 - › Guide his movement forward until that hip straightens.
- › Repeat with the other side.
- › Continue guiding his movements until he reaches the toy.
- › As your child gains confidence and skills, position the toy further away so that he needs to move further to reach it.
- › Sing songs to encourage your child, e.g., this is the way we crawl along.
- › Vary the textures that your child attempts to crawl on, e.g., lino, floorboards, carpet, sand, grass.

SONGS & ACTIONS

- › This is the way we crawl along.
- › Leo the lion.
- › I'm a great big tiger.

ATTENTION & CONCENTRATION

There may be certain textures that your child does not tolerate:

- › Try to avoid these initially until your child is comfortable with crawling.
- › Expose him to the sensations gradually, e.g., when he is calm and playful:
 - › Let him feel it with his hands and/or toes until he tolerates it.
 - › Let him feel it when sitting, lying, standing.
 - › Let him lie on it and then try crawling.
- › Talk to your child about what he is doing and give lots of praise and encouragement.

Crawling: moving forward in the crawling position

Independence with crawling.

BATHING

- › After drying place your child on the floor with a bath toy to crawl towards.

DRESSING

- › After dressing/nappy change place your child on the floor with his favourite toy/book to crawl towards.

MEALTIMES

PLAYING

- › Provide opportunities during the day for your child to play on the floor on his tummy.
- › Position his favourite toys/activities on the floor in front of him and use the strategies above to help him to crawl towards it.
- › If the toy has a sound/music make the sound to attract his attention.
- › Sing and encourage your child with your voice.

WAKING

OUTINGS

- › Look for opportunities for your child to play on his tummy and practise crawling forward, e.g., on a picnic mat, across grass towards his favourite toy.

Pulling to stand: *Taking weight on legs*

To develop muscles awareness and strength.
Important for crawling and walking.

TOYS & ACTIVITIES

- › In front of a mirror.
- › Looking out a floor length window.
- › Standing at a low table, couch or chair.

SONGS & ACTIONS

- › Follow me to 'standing' land (modified from follow me to stamping land - Play School).
- › My legs are standing (modified from Play School My hands are clapping).
- › We are all standing.. (modified from We are all stamping - Play School).



- › Practise for short periods of time with lots of support.
- › When taking weight on legs, your child's feet should be flat, with legs slightly apart and knees slightly bent.

When your child is lying on his back:

- › Gently bend his hips and knees so that his feet are touching the surface. Press down gently through his bent knees so that his feet are being firmly pressed onto the surface.
- › Press the palm of your hand against the sole of his foot for him to get used the sensation of things on the sole of his foot.
- › Allow him to press his feet into your body while you are leaning forward and over him.

In sitting:

- › Sit on the floor with your child sitting in your lap facing away from you, with his feet flat on the floor. Gently rock your child forward and push down through his knees for him to experience the feeling of taking weight through his legs.

When your child is in standing position with you supporting him:

- › Gently bounce your child up and down while supporting him on his trunk. Hold him so that his feet are flat and firmly touching the floor/surface/your lap and so that he is taking a little bit of weight. Do this while singing/listening to his favourite music.
- › Talk to your child about what he is doing to increase his awareness of the feeling in his feet/legs.
- › Try to have some activities positioned at his eye level when he is in a standing position, e.g:
 - In front of a mirror with you supporting him. - At a small table with you holding him.
 - At a low window with you holding him.
- › Try to provide opportunities for your child to experience different textures with the soles of his feet, e.g:
 - Sand/Carpet/Tiles/Grass

ATTENTION & CONCENTRATION

- › Try to provide opportunities for your child to experience different textures with the soles of his feet, e.g:
 - Sand.
 - Carpet.
 - Tiles.
 - Grass.
 - With socks/shoes on and off.

TRY TO AVOID

- › Jolly jumpers.
- › Walkers.
- › Uneven weight bearing, e.g., leaning more on one side than the other.

Pulling to stand: *Taking weight on legs*

To develop muscles awareness and strength.
Important for crawling and walking.

BATHING

- › When in the bath position your child so that he can press his feet against the sides of the bath.
- › When drying your child, position him on his back and use the above suggestions.
- › When lifting him out of the bath, hold him firmly on his trunk and then position him so that his feet take his weight.

DRESSING

- › When lying on his back for nappy change and dressing, use the above suggestions to allow him to feel some pressure on the soles of his feet.
- › When lifting him up from dressing and nappy change, hold him firmly on his trunk and position him so that his feet are touching the table top and gently press down, so that he is momentarily taking some weight on his legs.

MEALTIMES

- › If your high chair has a foot rest, use it for your child to get used to the sensations on the soles of his feet.

PLAYING

- › Practise the above suggestions when lying down and when standing up with your support.
- › Provide interesting things for your child to look at when standing, e.g., a his eye level.
- › Put some stickers/pictures at his eye – level on windows/walls for you to look at together.
- › Sing songs, and bounce your child on your knee while you hold him in a standing position.

WAKING

OUTINGS

- › When on outings look for opportunities to look at things at his eye-level, hold in standing and talk about them.
- › At the playground, find equipment that he can support himself in standing at to watch other children.
- › Provide opportunities for him to feel different textures with the soles of his feet, e.g., sand and grass.

Pulling to stand: *Kneeling*

Weight bearing through hips and knees for stability and strength.
Beginning of transition into standing from sitting.

TOYS & ACTIVITIES

- › Posting boxes.
- › Puzzles.
- › Playdough.



- › Position child on knees and facing low table/chair with interesting toy on it.
- › Sit behind child and support at the hips and try to keep hips and back straight.
- › Support your child while he plays with activity at table.
- › When he gains more strength and confidence in kneeling, encourage some weight shifting from one knee to the other by guiding movements with your hands
 - Positioning toys to the left and right of his body will encourage him to shift weight to reach the toys.
- › Practise moving between a low kneel (with hips bent) and a high kneel (with hips straight).

ATTENTION & CONCENTRATION

- › Gradually build up the amount of time spent kneeling.
- › Praise your child for his efforts.
- › Using favourite activities will make it more appealing for your child to continue to participate.

TRY TO AVOID

- › Table/chair that is too high so that child needs to lean backwards or arch head/back to reach items.

SONGS & ACTIONS

- › My legs are kneeling
(modified from Play School
My hands are clapping).
- › We are all kneeling
(modified from We are all
stamping - Play School).

Pulling to stand: *Kneeling*

Weight bearing through hips and knees for stability and strength.
Beginning of transition into standing from sitting.

BATHING

- › Line up favourite bath toys on the rim of bath for child to play with for a few moments.

DRESSING

MEALTIMES

PLAYING

- › Incorporate some play time in kneeling everyday using the above techniques.

WAKING

- › Teddy bears on the edge of the bed to play with.

OUTINGS

- › At park/playgrounds look for low tables/benches that your child can use to play at. Using a picnic rug or other soft surface position your child in kneeling position. Place an interesting object or favourite toy on the bench to encourage him to play.

Pulling to stand: *Half kneeling*

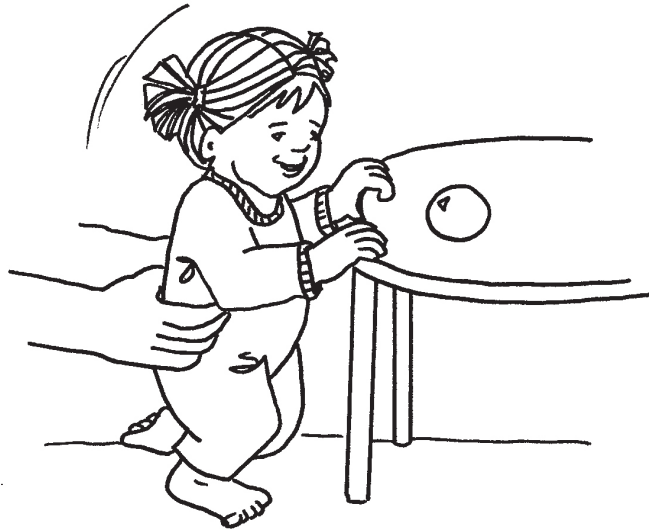
Helps in moving from sitting to standing.

TOYS & ACTIVITIES

- › Musical/noisy toys.
- › Favourite toys.
- › Mirror positioned on table/ chair for your child to see self in when he stands.
- › Post boxes.
- › Large post it puzzles.
- › Stacking rings.

SONGS & ACTIONS

- › Follow me to 'standing' land (modified from follow me to stamping land - Play School).
- › Jack is quiet down in his box...(Play School).
- › My legs are standing (modified from Play School My hands are clapping).
- › We are all standing.. (modified from We are all stamping - Play School).



- › Position an interesting/favourite toy on a low table or chair next to your child.
- › Position child in kneeling position. While supporting him at the hips, shift his weight to one side and bring the opposite knee up and place foot flat on the floor with his heel down.
- › Guide your child's movements so that his weight moves from his knee onto his other foot as he stands.
- › Alternate which leg comes forward.
- › Initially have child pull with arms/hands by leaning forward and grasping furniture/another adult's hand.
- › Gradually reduce the amount of help that you give him.
- › Play with post it activities , e.g., post box/puzzles and have some pieces on the floor for him to reach down to collect and then move up to put into activity.

ATTENTION & CONCENTRATION

- › Activate the music/sound that toy makes to help your child's awareness of the toy to reach.
- › Talk about what and how to move.
- › Let your child play with the toy once he has reached it as a reward for his work.

TRY TO AVOID

- › Table/chair that is too high so that child needs to lean backwards or arch head/back to reach items.

Pulling to stand: *Half kneeling*

Helps in moving from sitting to standing.

BATHING

- › Position bath toys on rim of bath and guide movements into standing to reach toys.

DRESSING

- › Position near low table/chair. Place item of clothing/toy where your child can see and encourage him to move up to reach it.

MEALTIMES

PLAYING

- › Incorporate the above into play times.

WAKING

- › Place a favourite toy on the cot side and encourage your child to move up to reach it.

OUTINGS

- › At park/playgrounds look for low tables/benches that your child can use to pull self up on. Place an interesting object or favourite toy on the bench to encourage him to move up into standing to reach it.

Standing: Standing holding onto a support

Awareness and strength of his leg and posture muscles.

TOYS & ACTIVITIES

- › Picture books.
- › Musical /squeak toys.
- › Mirror to look at self.
- › Pop up toys.

SONGS & ACTIONS

- › Follow me to 'standing' land (modified from follow me to stamping land - Play School).
- › My legs are standing (modified from Play School My hands are clapping).
- › We are all standing (modified from We are all stamping - Play School).



Make sure that:

- › His feet are flat on the floor.
- › Legs are slightly apart.
- › Knees are slightly bent.

Gradually reduce the amount of support that you give your child:

- › Hold him at his trunk.
- › Hold him at his hips.
- › Position your hands near him to support him when needed.

When you are sitting on a chair with your child:

- › Let him stand up facing you holding onto you for support (position your hands where you can support him if needed).
- › Talk to and sing with your child while he is standing, talking, singing, e.g., 'this is the way we stand on our legs'.

When you are sitting long-legged on the floor:

- › Let your child stand straddling one of your legs. Support him at his hips.
- › Sing to or talk with your child while he is standing.

Position your child at a small table/couch that he can hold onto comfortably:

- › Stand behind him to provide him with support when needed.
- › Place an interesting toy/book on the small table for him to look at/play with while standing there.
- › Talk to him about what he is doing and give him lots of verbal encouragement.
- › As your child gains skills/confidence, you can position toys/book towards one side and the other to encourage him to shift weight to that side.

ATTENTION & CONCENTRATION

- › Talk to and sing with your child while he is standing, e.g., talking, singing, e.g., 'this is the way we stand on our legs'.
- › Talk to him about what he is doing and give him lots of verbal encouragement.

TRY TO AVOID

- › Table/chair/support that is too high/low so that child needs to lean backwards or arch head/back to hold on.

Standing: Standing holding onto a support

Awareness and strength of his leg and posture muscles.

BATHING

- › After bathing you can position your child to hold onto the edge of the bath while you dry his body.

DRESSING

- › After dressing/nappy change, you can position your child at a small table/couch to pull up lower clothes, e.g., pants.

MEALTIMES

PLAYING

- › Position interesting toys/books on small tables/couch and place your child where he can stand to look at them. Use the above strategies to encourage him to stand for a few moments to look at and play with items.
- › When your child gains confidence and skills, position the items to one side or the other to encourage your child to shift his weight to see and reach them.

WAKING

- › Encourage your child to stand at edge of cot holding onto sides or at edge of bed holding on to bed for support.
- › Position favourite toys for him to look at/play with.

OUTINGS

- › Look for opportunities for your child to stand up a low tables/benches, e.g., at a playground where he can see other children whilst standing at a bench.
- › Encourage other children to interact with your child while standing up, e.g., play peek-a-boo or show him toys/activities.

Standing: Pulling up to stand

Increases muscle strength in arms and legs.
Improves independence.

TOYS & ACTIVITIES

- › Full length mirror.
- › Large pictures/posters.
- › Musical/colourful toys.
- › Switch activated toys.
- › Fluffy/textured soft toys.

SONGS & ACTIONS

- › Follow me to 'standing' land (modified from follow me to stamping land - Play School).
- › Jack is quiet down in his box...(Play School).
- › My legs are standing (modified from Play School My hands are clapping).
- › We are all standing.. (modified from We are all stamping - Play School).



- › Position yourself behind your child and use your hands to guide his movement in the correct direction and gradually reduce the amount of help that you give him.
- › Let your child hold your hands to help him pull himself up towards you when you are seated.
- › Position your child's favourite toys on top of sturdy items of furniture for him to pull himself up to reach, e.g., on a couch.
- › Position your child in front of a low mirror/picture on the wall and encourage him to stand up and touch the reflection/picture.
- › You can also attach some things with interesting textures/colours for your child to move towards, e.g., fluffy textured picture/stickers, musical toys that are activated by touch.
- › Help your child to sit back down again after a few moments.
- › Gradually increase the time that your child spends in the standing position.

ATTENTION & CONCENTRATION

- › Provide lots of encouragement for your child to move himself up.
- › Talk to him about what he is doing and give him lots of encouragement.
- › Use toys that are appealing and interesting, e.g., musical, colourful to attract his attention.

Standing: *Pulling up to stand*

Increases muscle strength in arms and legs.
Improves independence.

BATHING

- › After bathing, during drying position a favourite bath toy on the rim of the bath. Encourage your child to stand up to reach the toy and then help him to sit down again to play with it.

DRESSING

- › After dressing/nappy change, position a favourite/interesting toy on a low table, couch for your child to stand up to reach for. Then help him to sit down to play with it.
- › Place your child near a floor-length mirror and encourage him to stand up to look at himself.
- › Place interesting or textured stickers on the mirror for him to feel with his open hands.

MEALTIMES

PLAYING

- › Provide opportunities during the day to use the above strategies.
- › Try to make the activities as interesting as possible for your child by using his favourite toys or toys that have an interesting noise/colour/texture.

WAKING

- › When your child is awake and happy, stand at the side of your child's cot and encourage him to pull himself up to see you.
- › Play peek-a-boo over the side of the cot.

OUTINGS

- › Look for sturdy, low pieces of furniture that your child can practise pulling himself up on, e.g., park bench. Place something interesting on the bench for him to move up to and look at, e.g., a toy from home, or an object that is around (flower/book/packet).

Pulling to stand: Lowering self down from standing at furniture

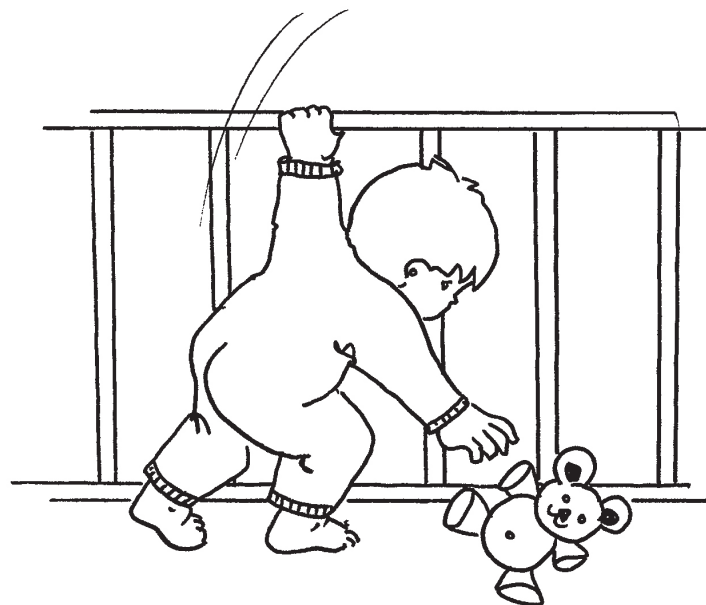
To control the movement, so that it is not a fall/plop
So that your child can change his position independently.

TOYS & ACTIVITIES

- › Musical/noisy toys.
- › Picture books.
- › Favourite toys.

SONGS & ACTIONS

- › The grand ol' duke of York.
- › We're going down, we're going down...



When your child is standing at furniture:

- › Position a cushion behind your child for when he 'lands' on the floor.
- › Place an interesting/favourite toy on the floor next to where your child is standing.
- › Guide his movements downwards and gradually decrease the amount of help that you give him.
- › Guide him into a squat position by:
 - Placing a small stool/phone book or your arm next to him so that he can lower himself in stages.
 - Guide him into sitting on his heels.
- › Encourage your child to use his hands to help support himself.

ATTENTION & CONCENTRATION

- › As you guide his movements, talk to him about what is happening and give lots of encouragement.

TRY TO AVOID

- › Fast, uncontrolled movement.

Pulling to stand: Lowering self down from standing at furniture

To control the movement, so that it is not a fall/plop
So that your child can change his position independently.

BATHING

- › If your child is standing and holding onto the bath rim or leaning against a floor-length mirror, position a favourite bath toy on the floor next to him.
- › Encourage him to sit down to get the toy and guide him to help him control the movement.

DRESSING

- › After nappy change/dressing, stand your child where he can hold onto furniture. Place a favourite toy next to him on the floor and encourage him to sit down to play with it.

MEALTIMES

PLAYING

- › Provide opportunities during the day to practise the above steps.
- › Use toys that have music, lights, movement to attract your child's attention.
- › Sing songs while he is doing it, e.g., this is the way we sit on the floor... 'we're going down, we're going down...'

WAKING

OUTINGS

- › When out and about, continue to provide opportunities for your child to stand at furniture, e.g., park bench and use your arms as the support he needs to lower himself to the ground.

Pulling to stand: *Standing without holding on*

**Improving balance and strength in legs and trunk
Gradually stand unsupported for longer periods of time.**

TOYS & ACTIVITIES

- › Favourite music to stand and listen to.
- › Favourite toys to hold, e.g., teddy, doll.
- › Full length mirror.
- › Puzzles, and activities positioned on low table, chair.

SONGS & ACTIONS

- › Follow me to 'standing' land (modified from follow me to stamping land - Play School).
- › My legs are standing (modified from Play School My hands are clapping).
- › We are all standing.. (modified from We are all stamping - Play School).



- › Stay close to your child when he is first learning this.
- › Let your child stand in a variety of different locations.
- › Stand him with his back against a wall for support and give him an activity to do, e.g., a toy to hold, music to move to.
- › Stand him in front of a floor-length mirror and support him from behind.
- › Talk to him about what he is doing and what he can see himself doing in the mirror.
- › Sing his favourite song/dance in front of the mirror.
- › Provide opportunities to stand at various types of furniture that can support him at the correct height, e.g., a sturdy chair, lounge, coffee table.
- › Place interesting things for him to play with while he is standing there.

ATTENTION & CONCENTRATION

- › Provide lots of encouragement and praise.

Pulling to stand: *Standing without holding on*

Improving balance and strength in legs and trunk
Gradually stand unsupported for longer periods of time.

BATHING

- › After bath, let him stand at the edge of the bath, holding onto the rim and occasionally letting go.
- › If you have a floor length mirror, stand him in front of it, with you supporting him from behind.

DRESSING

- › Let your child stand at the change table before dressing/nappy change.

MEALTIMES

- › When you are preparing food, let your child stand next to you holding onto cupboard handles or furniture.
- › Talk to him while he is standing there and involve him in what you are doing.

PLAYING

- › During the day allow time to practise the above.
- › Use his favourite toys to encourage him to maintain his standing posture for longer.

WAKING

- › Allow your child some time to stand up in his cot or next to his bed when he wakes up.
- › While he is standing, sing his favourite song/tune.

OUTINGS

- › If there is a floor length mirror/window encourage your child to stand up and look out the window/at his reflection.

Pulling to stand: *Sitting down from standing*

To be able to move from standing to sitting/crawling.
Increase muscle control in legs and hips.

TOYS & ACTIVITIES

- › Favourite toy to be positioned on floor near your child.



SONGS & ACTIONS

- › Humpty dumpty.
- › Ring of roses.
- › This is the way we...
- › The grand ol' duke of York.
- › We're going down, we're going down...

- › Guide movements with your hands on his hips.
- › Position yourself where you can support him when needed.
- › Place favourite toy on the floor for him to move towards.
- › Encourage your child to use his hands to help support himself when needed.

ATTENTION & CONCENTRATION

- › Use musical/colourful toys.
- › Practise for short periods initially.
- › Talk about what he is doing as he does it.

TRY TO AVOID

- › Looking concerned if he does fall or 'plop'.

Pulling to stand: *Sitting down from standing*

To be able to move from standing to sitting/crawling.
Increase muscle control in legs and hips.

BATHING

- › When your child is standing next to bath, place his favourite bath toy on the floor next to him – encourage him to pick it up to play with.

DRESSING

- › After nappy change/dressing, place a favourite toy on the floor next to where he is standing. Encourage him to sit down to play with it.

MEALTIMES

PLAYING

- › Provide opportunities during the day to practise the above steps.
- › Use toys that have music, lights, movement to attract your child's attention.
- › Sing songs while he is doing it, e.g., this is the way we sit on the floor... 'we're going down, we're going down...'

WAKING

OUTINGS

- › When out and about, continue to provide opportunities for your child to stand at furniture, e.g., park bench and use your arms as the support he needs to lower himself to the ground.

Standing: Standing up from lying

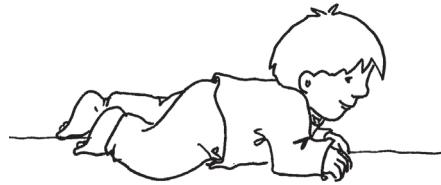
Independence for moving from lying to moving.

TOYS & ACTIVITIES

- › His favourite toy for him to stand up to get.
- › Musical/colourful/moving toys to gain attention.

SONGS & ACTIONS

- › Dingle dangle scarecrow.
- › Jack is quiet down in his box until someone opens the lid..
- › We are all standing, stand, stand, standing, we are all standing this fine day.



- › Initially guide your child's movements and provide enough support so that he can do it. Reduce the amount of assistance that you give him as his skills improve:
- › Moving from back to tummy, onto hands and then push onto hands and knee/foot.
- › Encourage your child to practise in an open area where there aren't things to hold onto/pull up on.

ATTENTION & CONCENTRATION

- › Stand a short distance away and hold out your arms for a hug.
- › Call your child's name and talk about what is happening next, e.g., going to the playground, eating dinner, nappy change.
- › Hold out his favourite/musical/colourful/moving toy for encouragement.
- › Give lots of praise and encouragement.

TRY TO AVOID

- › Using tip - toes when moving into a standing position - to prevent this hold your child's ankles so that his weight is on his heels.

Standing: *Standing up from lying*

Independence for moving from lying to moving.

BATHING

- › Before bath, sing a bath song and encourage him to stand up and walk to bath.

DRESSING

- › Before dressing/nappy change, encourage your child to stand up and walk to the change area.

MEALTIMES

- › Show your child the plate, container, high chair and encourage him to get up and move towards you.

PLAYING

- › Use his favourite toys to motivate him to get up to standing.

WAKING

OUTINGS

- › At the playground, when your child is lying on rug/grass, stand a little away from him and encourage him to move towards you.

Standing: *Bending down to pick up object and returning to standing*

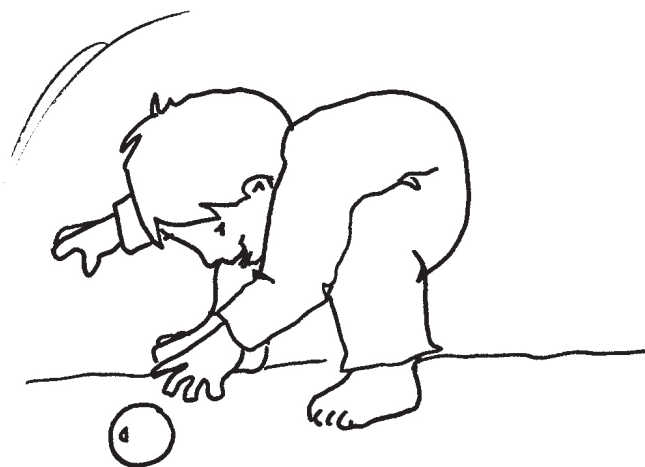
Strength in legs and hips. Child can get something from floor that he wants. At first he can do this holding on to something for support and as his strength, balance and confidence improves he can do it independently.

TOYS & ACTIVITIES

- › Jigsaw puzzles.
- › Post it activities.
- › Playdough with tools.
- › Construction/building games , e.g., Duplo.

SONGS & ACTIONS

- › 'This is the way we bend up and down...'



When your child is standing at a bench/holding onto a support:

- › Place a small stool or chair next to him and place an item of interest on it for him to reach down and get, e.g:
 - Part of a jigsaw puzzle that he is doing.
 - A musical toy that he enjoys.
 - A tool to use with playdough.
 - A block to add to his constructions.
- › Gradually lower the height of the stool or chair, e.g., use a phone book, small box on which to place the item.

If your child needs some support:

- › Hold him under his armpits or at his hips to guide him to make the movement.,
- › As your child gains strength and confidence, reduce the amount that you are helping him,

ATTENTION & CONCENTRATION

- › Talk to your child about what he is doing and give him lots of verbal encouragement and praise,
- › Sing songs to encourage your child to participate, e.g., 'this is the way we bend up and down...'

Standing: *Bending down to pick up object and returning to standing*

Strength in legs and hips. Child can get something from floor that he wants. At first he can do this holding on to something for support and as his strength, balance and confidence improves he can do it independently.

BATHING

- › When your child is standing and holding onto the bath, place his favourite bath toy lower down and next to your child, e.g., on a small stool and encourage him to reach down to get it.

DRESSING

- › When your child is standing at the change area, place an item of clothing/nappy lower down and next to him, e.g., on a small chair, and encourage him to reach down and get it.

MEALTIMES

PLAYING

- › Provide opportunities during the day for your child to spend some time standing and holding onto a support with one hand. Position a stool or small chair next to him and place his favourite toy/s on it for him to reach down and get to put on the table.

WALKING

- › When your child is standing holding onto the cot sides/bed look for something that he can reach down to get and pass to you, e.g., teddy.

OUTINGS

- › At the playground, position your child at equipment that he can stand at and place a ball/toy at a lower height for him to get.

Standing: Squatting to pick up something

Balance. Strength and control in leg muscles.

TOYS & ACTIVITIES

- › Posting activities: squat down to pick up item and stand to put it in the box/container.
- › Collecting item to put into trolley/pusher, e.g., toys into trolley, dolls into pusher.
- › Position a short favourite book on the floor and squat to read it.
- › Collect items from the ground to put into wheelbarrow/container.

SONGS & ACTIONS

- › Dingle dangle scarecrow.
- › Jack is quiet down in his box until someone opens the lid..
- › We are all standing, stand, stand, standing, we are all standing this fine day.



- › Provide guidance and support at your child's hips as he squats down and up.
- › Position items on the floor/low stool for him to squat down and pick up.

ATTENTION & CONCENTRATION

- › Sing songs, have rhythm for the activity.

TRY TO AVOID

- › Lifting heels off the floor when squatting.
- › Curved back.

Standing: Squatting to pick up something

Balance. Strength and control in leg muscles.

BATHING

- › Squat down to pick up bath toys to put into bath.

DRESSING

- › Squat down to pick up clothing items to put on table .

MEALTIMES

- › Squat down to pick up dropped items and put onto table, e.g., spoon, large crumbs.

PLAYING

- › Incorporate the above in to everyday play.

WAKING

- › When standing in cot, ask child to pick up teddy/toy and pass it to you.

OUTINGS

- › Create opportunities for squatting to pick up items, e.g., pebbles from the ground, toys from the picnic run.

Standing: Balancing on one foot

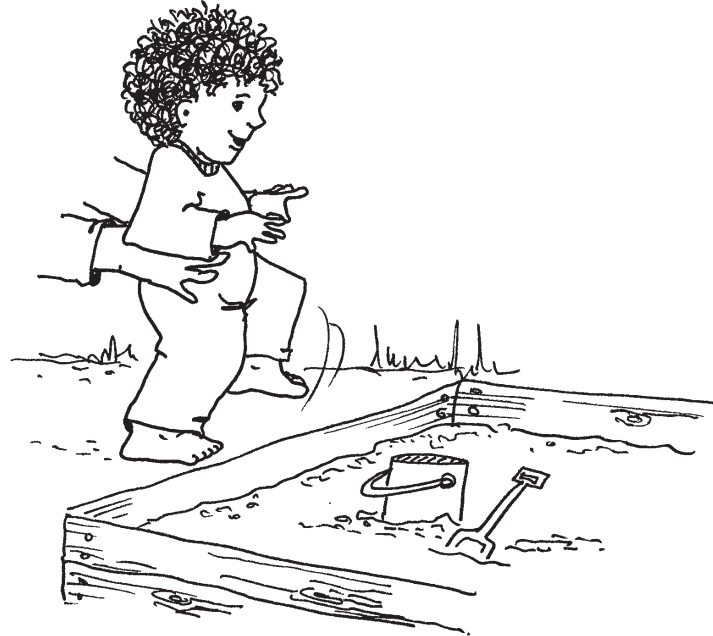
Balance and weight shifting.

TOYS & ACTIVITIES

- › Ladder on floor and stepping through ladder rungs.
- › Step inside low box, small paddle pool, sand pit.
- › Step over telephone book.
- › Musical mat positioned on the floor.
- › Stepping on 'unpoppable' bubbles*.

SONGS & ACTIONS

- › We're going on a bear hunt.
- › Simon says.
- › Standing on one leg is quite tricky.
- › Heydi ho.



- › One foot flat on the floor.
- › Hold onto your child's hand initially.
- › Practise stepping over small obstacles on floor.
- › Set up small obstacle course.
- › Practise standing on one leg in front of a mirror.

ATTENTION & CONCENTRATION

- › Use songs music to maintain interest.
- › Lots of verbal encouragement and praise.

TRY TO AVOID

- › Weight bearing on toes, rather than whole foot.
- › Knee locked when weight bearing.

Standing: *Balancing on one foot*

Balance and weight shifting.

BATHING

- › Step onto small stool/phone book to look into bath.

DRESSING

- › Encourage your child to hold foot up for putting socks/shoes on/off.

MEALTIMES

PLAYING

- › Use above strategies during the day.

WAKING

OUTINGS

- › At playgrounds/parks, look for opportunities to practise moving around obstacles.

Walking with support: Walking holding onto two hands

Confidence and strength in balance and walking skills.

TOYS & ACTIVITIES

- › Trolleys/toys pram/stroller.



SONGS & ACTIONS

- › This is the way we walk along.
- › I'm walking in the city (Play School).
- › Heydi ho.

- › Hold both his hands when walking. Hold his hands towards his sides and not higher than his shoulders.
- › Walk facing each other.
- › Walk short distances with you supporting him from behind.
- › Walk towards a floor - length mirror.
- › Encourage your child to push a weighted box, trolley, chair that is at a height that your child can hold on with his arms at chest height.
- › Hold onto a hula - hoop with you on the other side and him holding it at chest height.
- › Hold onto a short broom handle that you can hold at chest height.

ATTENTION & CONCENTRATION

- › Give your child lots of encouragement and praise.
- › Talk to your child about his achievements, give him lots of praise and sing songs for encouragement, e.g., 'this is the way we walk along...'

TRY TO AVOID

- › Holding his hands higher than his shoulders.

Walking with support: Walking holding onto two hands

Confidence and strength in balance and walking skills.

BATHING

- › Hold your child's hands as you walk towards the bath together.

DRESSING

- › Hold your child's hands as you walk to the change area for nappy change and to get dressed.

MEALTIMES

- › Hold your child's hands as you walk to the place where you will be eating.

PLAYING

- › Use the above strategies during the day.
- › Position interesting items at his eye level to encourage him to walk towards them.

WAKING

- › When your child is alert and awake, walk holding on to his hands to the next room.

OUTINGS

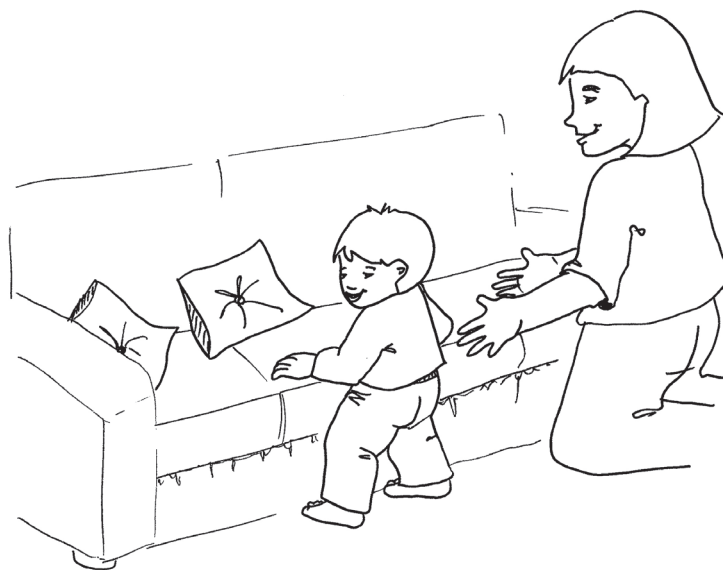
- › Look for opportunities to practise walking together.
- › Provide many opportunities for walking short distances during the day, e.g., at the playground walking together to the next activity.

Walking with support: Walking holding on to furniture

Confidence and independence for walking.
Holding onto furniture provides him with the support
needed to move from one place to another.

TOYS & ACTIVITIES

- › Favourite toys.
- › Musical or colourful toys to attract his attention.



ATTENTION & CONCENTRATION

- › Musical or colourful toys to attract his attention.

SONGS & ACTIONS

- › This is the way we walk along.
- › I'm walking in the city (Play School).
- › Heydi ho.
- › Here we go round the Mulberry bush.

- › Position furniture in your rooms so that your child can move between them, e.g., holding onto the couch and then the coffee table.
- › Furniture that is approximately chest height will provide support for your child.
- › Position his favourite toy/interesting object a small distance away from him and encourage him to move towards it. Move toy to the left side and to the right side of his body.

TRY TO AVOID

- › Furniture that is too high or that is on caster wheels/slippery floor surface.

Walking with support: Walking holding on to furniture

Confidence and independence for walking.
Holding onto furniture provides him with the support needed to move from one place to another.

BATHING

- › Position his favourite bath toy on the rim of the bath to one side of your child and encourage him to move towards the toy by holding on to the edge of the bath.

DRESSING

MEALTIMES

PLAYING

- › Use interesting colourful/musical toys to attract your child's attention.
- › Position the toy to one side of your child when he is standing up holding on to furniture and encourage him to move towards it.
- › Sing songs while he is moving, e.g., 'here we go round the mulberry bush.'

WAKING

- › Encourage your child to walk around the edge of his bed/cot whilst holding on – position his favourite teddy to one side and encourage him to move towards it.

OUTINGS

- › Find opportunities when you are out for your child to practise the above, e.g., park bench, playground equipment, chairs at cafe.

Walking independently: *Takes a few steps by self*

Balance, strength and control. Independence and confidence.

TOYS & ACTIVITIES

- › Favourite, colourful or musical toys.



ATTENTION & CONCENTRATION

- › If your child likes musical/colourful/shiny things, use these to attract his attention.
- › Provide lots of verbal encouragement and praise.
- › Sing songs with your child to keep him interested.

SONGS & ACTIONS

- › This is the way we walk along.
- › I'm walking in the city (Play School).
- › Heydi ho.
- › Here we go 'round the Mulberry bush.

- › At first your child will have his legs apart and arms held up and away from his body for balance.
- › His movements may be slow and look awkward.
- › Barefoot is usually helpful for your child so that he can feel things with the soles of his feet. (A therapist/doctor may recommend that your child wears shoes and/or orthotics for optimal position of the foot/ankle).
- › Place a favourite/interesting toy on a low table/chair that is just out of reach for your child to encourage him to take a step to get it.
- › Encourage your child to take a few steps between 2 adults by standing a little bit away from him with your arms out in anticipation.

TRY TO AVOID

- › Walking barefoot if not recommended by therapist/doctor.

Walking independently: *Takes a few steps by self*

Balance, strength and control. Independence and confidence.

BATHING

- › When your child is standing and holding onto the bath, stand a short distance away and encourage him to walk towards you. You can hold his favourite bath toy as added incentive.

DRESSING

- › When your child is standing at the change area after dressing/nappy change, stand a short distance away from him and encourage him to walk towards you and take one or two steps.

MEALTIMES

- › Place food on a low table a short distance away from your child and encourage him to walk towards it.

PLAYING

- › Look for opportunities during the day to encourage your child to take a few steps.
- › Use his favourite toys to have a target to walk towards, e.g., if he likes musical toys, turn on the music and position the toy just out of his reach and encourage him to walk to it to get it.
- › Sing songs like 'this is the way we walk along..', 'here we go round the mulberry bush'.

WAKING

OUTINGS

- › At the playground, when your child is standing and holding onto equipment, stand a short distance away and encourage him to walk towards you.

Walking independently: Walking without support

Independence. Confidence.

TOYS & ACTIVITIES

- › Child-size pushing toys, e.g: small trolley, push car, lawn mower toy, doll pram/stroller.
- › Pull along toys.
- › Walking towards a floor length mirror.



SONGS & ACTIONS

- › Here we go round the mulberry bush.
- › We are all walking, walk, walk, walking....
- › We're going on a bear hunt.
- › This is the way we walk to.....

- › Create a clear 'path' for your child as he will have difficulty stopping at furniture.
- › Level, smooth surfaces.
- › Pushing small trolley, lawn mower toy.
- › Walking between support bars at playground and praise your child when he doesn't use support bars.
- › Position a favourite/musical/ moving toy on a table a short distance away from your child.

ATTENTION & CONCENTRATION

- › Toys that make a noise/ movement when pushed/ pulled along may keep your child motivated.
- › Songs with a rhythm to step to.
- › Show your child what activity/task you are doing next, e.g., meal time, nappy change, stroller to go the park.

TRY TO AVOID

- › Noisy toys that distract your child from walking.
- › Practising when your child is upset or tired.

Walking independently: Walking without support

Independence. Confidence.

BATHING

- › Stand in doorway of bathroom and encourage your child to walk to you.
- › After bath, talk about where to move to next.

DRESSING

- › Walk to change area for nappy change.

MEALTIMES

- › Walk to the meal area.

PLAYING

- › Clear a path that your child can easily negotiate in a play area.
- › Position favourite/musical/moving toy on a table a short distance away and encourage your child to walk towards.

WAKING

- › When out of bed, encourage your child to walk with you to another room.

OUTINGS

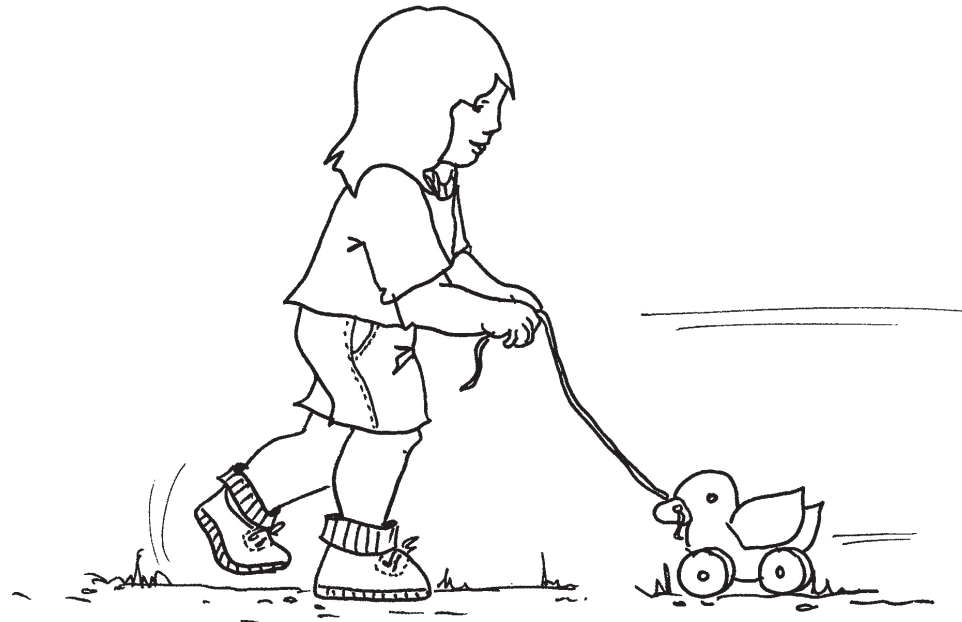
- › Look for opportunities for your child to walk short distances, e.g., to the swings at playground, to a chair at a café, to the bookshelf at the library.

Walking independently: Walking backwards and sideways

To be able to move in a variety of different environments.

TOYS & ACTIVITIES

- › Favourite/colourful/musical/moving toy positioned to the side/behind your child.
- › Pull along toys, especially those that have moving/colourful parts.
- › Moving large boxes, e.g., toy box.



ATTENTION & CONCENTRATION

- › Lots of verbal encouragement and praise.
- › Use favourite items/toys to get his attention.

SONGS & ACTIONS

- › Ring of rosies moving in one direction and then the other.
- › This is the way we walk to the left/right/back.
- › We're going left we're going left as far as we can go...
- › Hokey pokey.
- › Encourage your child to walk between items of furniture, e.g., couch and coffee table.
- › Place favourite, interesting toys/objects on a piece of furniture that is on one side of your child.
- › Alternate which side to place toy.
- › Use pull along toys that encourage your child to move backwards.

Walking independently: Walking backwards and sideways

To be able to move in a variety of different environments.

BATHING

- › Place bath toys on the rim of the bath either to left or right of your child and encourage him to get the toy and throw it into the bath.

DRESSING

MEALTIMES

- › Position lunch box/plate to one side of your child and encourage him to walk towards it.

PLAYING

- › Use above in everyday play.

WAKING

OUTINGS

- › Look for opportunities to move between activities at the playground and park.

Running: *Beginning to run*

Independence and confidence.
Play/social skills.

TOYS & ACTIVITIES

- › Chase each other, moving toys/balloons/leaves.
- › Wind up toys to chase.
- › Chasing bubbles and balloons.

SONGS & ACTIONS

- › Running to the corner, running very fast.
- › Music with a rapid rhythm.



- › Hold your child's hand and move quickly towards a toy/activity.
- › Move quickly down small incline.

ATTENTION & CONCENTRATION

- › Brightly coloured objects/targets to run towards.
- › Music with rapid rhythm.

TRY TO AVOID

- › Looking worried if your child stumbles/falls.
- › Running if your child is tired/upset.
- › If running looks uncomfortable for your child speak to your therapist.

Running: *Beginning to run*

Independence and confidence.
Play/social skills.

BATHING

- › Run together to the bathroom.

DRESSING

- › Run together to the change area.

MEALTIMES

- › Running together to the meal area.

PLAYING

- › Use the above at different times during the day.

WAKING

OUTINGS

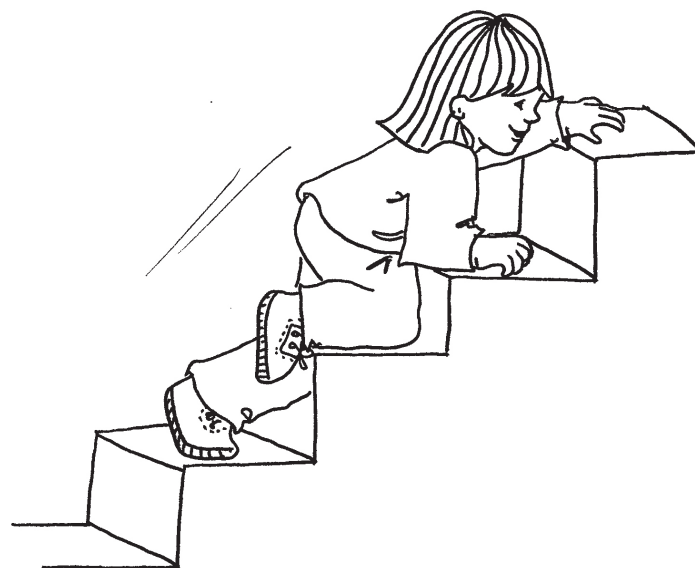
- › Practise moving quickly down small incline/ramps at playground.
- › Chasing leaves.

Climbing stairs: Crawling up and down steps

Co-ordination of legs and arms. Independence for moving up/down steps and stairs. Weight bearing on legs and arms.

TOYS & ACTIVITIES

- › Favourite toys positioned up/down the step where child is moving.



ATTENTION & CONCENTRATION

- › Colourful, moving, musical or favourite toys will help attract attention.

SONGS & ACTIONS

- › We're going up, we're going up as high as we can go.
- › The grand ol' duke of York.
- › We are all climbing, climb, climb climbing.

- › Start with small hills/ramps to practise moving up/down an incline.
- › Grass or carpet are less 'slippery' and a softer landing than timber/concrete.
- › Begin with one or two small steps.
- › Position a favourite toy on the step above and encourage your child to move towards it.
- › Guide your child's movements initially and then reduce the amount of help you give him as he gains strength and skills: right hand/left knee then left hand/right knee.

TRY TO AVOID

- › Leaving your child unsupervised near steps/stairs.

MOVING
AROUND
SKILLS

M10A

Climbing stairs: *Crawling up and down steps*

Co-ordination of legs and arms. Independence for moving up/down steps and stairs. Weight bearing on legs and arms.



BATHING

DRESSING

MEALTIMES

PLAYING

WAKING

OUTINGS

> Crawling over cushions/pillows.

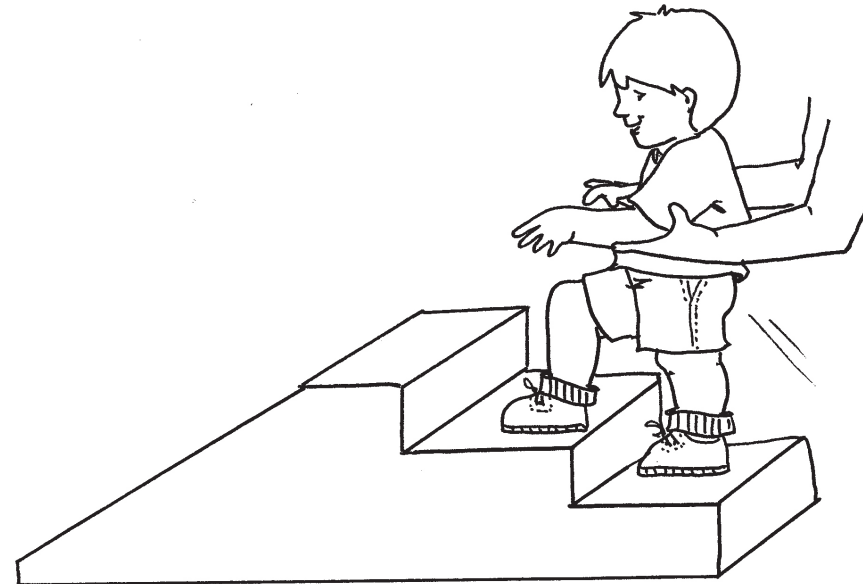
> On hills/ramps at playground.
> Small steps at indoor/outdoor playground.

Climbing stairs: Going up and down a slide

Balance, Confidence, Fun.

TOYS & ACTIVITIES

- › Place a favourite toy at the top of the ladder for your child to climb towards.
- › Let your child watch the toy slide down the slide



ATTENTION & CONCENTRATION

- › Let your child watch others do it first.
- › Lots of verbal encouragement and praise.
- › Stand and support your child until he feels confident to do it himself.

SONGS & ACTIONS

- › Oh the grand ol' duke of York.
- › We're going up we're going up as high as we can go.

- › Start with small slide that has sides to the ladder.
- › Flat steps are easier to negotiate than rungs.
- › Guide your child's movements by placing foot on each step and helping his hands to move up the sides.
- › Initially your child will need help to move from standing to sitting to slide.

TRY TO AVOID

- › Participating if your child is nervous or upset – let him have time to get used to the idea of the slide by watching other children/yourself or toys sliding.

**MOVING
AROUND
SKILLS**

M10B

Climbing stairs: Going up and down a slide

Balance, Confidence, Fun.



BATHING

> Provide a small toilet step.

DRESSING

MEALTIMES

PLAYING

WAKING

OUTINGS

> Take every opportunity to make every 'step up' a learning experience.

Ball skills: Throwing/rolling a ball underhand

Social and play skills. Eye-hand co-ordination.

TOYS & ACTIVITIES

- › Begin with a large ball that needs 2 hands for rolling and gradually introduce smaller ball.
- › Easy to grasp balls, e.g., tennis, 'nerf' sponge ball, dimpled rubber ball.
- › Set up a target to throw towards, e.g., large circle on the wall, large box/bucket, cartons to 'bowl' over - initially have it close by and gradually increase the distance.
- › Throw to each other.

SONGS & ACTIONS

- › Humpty dumpty for target throwing.



- › Begin with rolling ball to/from your child when seated on the floor.
- › Sit facing your child with legs on floor in front and splayed apart - roll to each other.
- › Gradually increase the distance that the ball is being rolled.
- › With smaller ball, seat child on a small stool, chair and pass ball to your child so that he grasps it with an open palm.
- › Alternate which side you pass the ball to him.
- › Initially guide movements of his arm while he is holding the ball.

ATTENTION & CONCENTRATION

- › Use ball/target that is colourful and/or noisy.
- › Lots of verbal encouragement and praise.

MOVING
AROUND
SKILLS

M11A

Ball skills: Throwing/rolling a ball underhand

Social and play skills. Eye-hand co-ordination.



BATHING

- › Throw bath toys into bath before hopping in.

DRESSING

- › Throw dirty clothes into a washing basket.

MEALTIMES

PLAYING

- › Throw toys onto targets, e.g., frog onto lily pads, teddies onto picnic mat.

WAKING

OUTINGS

- › Throwing pebbles into pond/lake.
- › Throwing sand into sea/waves/bucket.

Ball skills: *Throwing balls*

Eye-hand co-ordination.
Social and play skills.

TOYS & ACTIVITIES

Large targets:

- › Washing basket.
- › Large box.
- › Colourful, large picture on wall.
- › Lightweight small boxes, objects to bowl over.

Objects to throw:

- › Small rubber, plastic, tennis balls.
- › Sponges.
- › Bean bags.
- › Pebbles into a pond.

SONGS & ACTIONS

- › Rhythm and counting for letting go, e.g., 1, 2, 3, throw.



- › Initially guide movements towards the target.
- › Provide enough support for your child to be able to stand to do it, e.g., hold him at the hips, position him in front of a chair/couch for support.
- › Offer ball/object to either side or in the midline for your child to choose which hand to use.
- › Position target where your child can easily see.

ATTENTION & CONCENTRATION

- › Talk to your child about how he is moving.
- › Practise initially for short periods.
- › Colourful target and object.

TRY TO AVOID

- › Practising if your child is tired or upset.

**MOVING
AROUND
SKILLS**

M11B

Ball skills: *Throwing balls*

Eye -hand co-ordination.
Social and play skills.



BATHING

- › Throw bath toys into bath before hopping in.

DRESSING

- › Throw dirty clothes into a washing basket.

MEALTIMES

PLAYING

- › Throw toys onto targets, e.g., frog onto lily pads, teddies onto picnic mat.

WAKING

OUTINGS

- › Throwing pebbles into pond/lake.
- › Throwing sand into sea/waves/bucket.

Ball skills: *Kicking a ball*

Weight shifting from one foot to other.
Social skills.

TOYS & ACTIVITIES

- › Kicking different sized balls to each other.
- › Skittles activities that involve kicking ball instead of rolling.
- › Kicking into a 'goal' that can be a target area drawn on floor/wall.
- › Kicking balloons.
- › 'soccer' practise balls that have rope to attach to body so that ball is never too far away.

SONGS & ACTIONS

- › This is the way we kick the ball (to the tune of Here we go round the mulberry bush).



- › Stand behind child supporting at waist/hips.
- › Place a large, lightweight ball in front of one foot.
- › Guide his movements so that weight shifts from both feet onto foot that is not behind ball.
- › Guide other foot to make contact with ball.
- › Alternate which foot to kick with until your child shows a definite preference.
- › Practise with balls of different sizes and weights.

ATTENTION & CONCENTRATION

- › Brightly coloured balls.
- › Musical or balls with bells inside to make sound when moving.
- › Count down to time to kick to help initiate movement , e.g., 3,2,1, kick.

MOVING
AROUND
SKILLS

M11C

Ball skills: *Kicking a ball*

Weight shifting from one foot to other.
Social skills.



BATHING

DRESSING

MEALTIMES

PLAYING

WAKING

OUTINGS

> Use balls of different sizes outside.

> Take a ball with you to the park.

Ball skills: *Catching a ball*

Eye-hand co-ordination.
Balance reactions.

TOYS & ACTIVITIES

- › Catching bubbles with both hands.
- › Catching a large, soft ball – partially deflated beach ball.
- › Large, soft rubber ball.
- › Gradually reduce the size of the ball.
- › You can try throwing the ball so that it bounces once before reaching your child – some children find it easier to predict the path of the ball when it has been bounced first.



- › Begin close to your child with your child seated.
- › As your child gains skills and confidence, move further away in sitting and then try closer with your child standing.
- › Another adult can help to guide and position your child's arms so that his palms are facing up with arms outstretched in front ready to receive the ball.

ATTENTION & CONCENTRATION

- › Use consistent phrases, such as 'ready, 1, 2, 3, catch'.
- › Use a brightly coloured/textured ball.
- › Make sure your child is looking at the ball before you throw it to him.
- › Lots of verbal encouragement and praise.

TRY TO AVOID

- › Standing too far away.
- › Throwing the ball when your child is not looking at it.

MOVING
AROUND
SKILLS

M11D

Ball skills: *Catching a ball*

Eye-hand co-ordination.
Balance reactions.



BATHING

DRESSING

MEALTIMES

PLAYING

WAKING

OUTINGS

> Play catch with
your child.

Bike skills: Uses ride-on toys

Motor planning.
Leg strength.

TOYS & ACTIVITIES

- › Toys with wheels that your child can sit on and move by pushing his feet.
- › Some ride-on toys can have a back support for children that do not have adequate balance in sitting.
- › Create a riding 'track' around the house/garden.
- › Put toys in the back or in a back pack to 'take for a ride'.



ATTENTION & CONCENTRATION

- › Verbal reminders to 'push with your feet'.

SONGS & ACTIONS

- › Big red car.

- › Initially let your child feel comfortable sitting on the toy with you pushing him around.
- › Guide your child's movements so that he learns where to place his feet. Apply some pressure through his knees and feet so that he learns about which muscles to use.
- › Start with both feet moving at the same time and then practise using alternating legs.
- › Riding on a smooth surface initially.
- › When your child is more confident, riding on grass, through sand will help improve strength.

TRY TO AVOID

- › Ride-on toys that tip over easily.
- › Tall ride-on toys that your child cannot reach the ground with his feet.

Bike skills: *Uses ride-on toys*

Motor planning.
Leg strength.

BATHING

- › Talk about right and left legs as you wash them.

DRESSING

- › Talk to your child about left and right legs when getting dressed.
- › Ask your child to move one leg and then the other.

MEALTIMES

PLAYING

- › Provide opportunities during the day to ride a ride-on car.
- › When playing talk about left and right.

WAKING

- › Kicking the blankets of by using movement of the legs.

OUTINGS

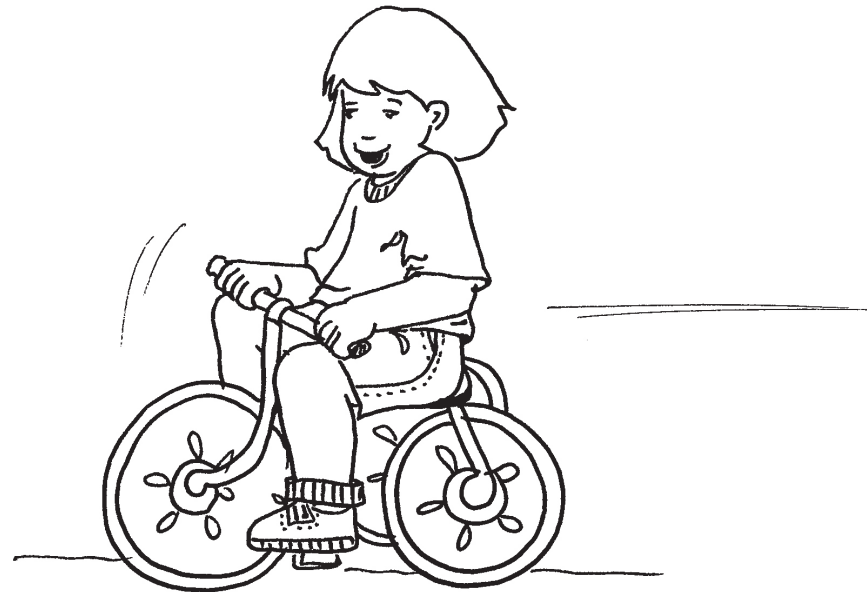
- › Find a park that has a flat riding track
- › Ride the ride-on bike on short outings, e.g., down the street.

Bike skills: *Riding a trike*

Balance skills, Strength in legs and arms.

TOYS & ACTIVITIES

- › Practise on a ride-on car first.
- › Have a riding track that is smooth and easy to negotiate.
- › Choose a park that has a flat riding track for practise.



ATTENTION & CONCENTRATION

- › Tap or apply some pressure on the knee that should be pushing the pedal and talk to your child about how to do it.
- › Talk to your child about how to do the movements while you guide the movements.
- › Remove distractions from the trike, e.g., ribbons.

SONGS & ACTIONS

- › This is the way we ride the trike.
- › The wheels of the trike go round and round.
- › Riding along on a push bike honey, when I noticed you.

- › Make sure your child can comfortably reach the pedals.
- › Guide your child's movement as he gets on/off the trike, by holding onto the handle bars and lifting one leg over and then sitting.
- › Pedals can be modified to help your child's foot maintain its position:
 - Sometimes a strap is helpful.
- › If your child has difficulty maintaining his balance, a seat support and/or seat belt may be needed.
- › Practise the movements first on a ride-on car with you guiding his movements and talking about which leg is pushing.
- › Some trikes have a pole at the back for an adult to push. This can help your child continue to move when they are tired.
- › Lie on back and practise pedalling motion in front of a mirror.

Bike skills: *Riding a trike*

Balance skills, Strength in legs and arms.

BATHING

- › Talk about right and left legs as you wash them.
- › Practise riding movement in the bath with right knee up and then left knee up.

DRESSING

- › Talk to your child about left and right legs when getting dressed.
- › Ask your child to move one leg and then the other.

MEALTIMES

PLAYING

- › Provide opportunities during the day to ride a ride-on car and a trike.
- › When playing talk about left and right.

WAKING

- › Kicking the blankets of by using a cycling movement of the legs.

OUTINGS

- › Find a park that has a flat riding track
- › Ride the trike on short outings, e.g., down the street.

Jumping:

Balance.
Leg strength and muscle control.

TOYS & ACTIVITIES

- › Pretending to be frogs that leap from lily pad to lily pad (green mats/hoops on the floor).
- › Pretend to be rabbits/kangaroos/frogs.

SONGS & ACTIONS

- › Bouncing/jumping up and down in my little red wagon.
- › Mr. Frog jumped out of his pond one day.
- › Dingle dangle scarecrow.
- › If you're happy and you know it, bounce/jump up and down.
- › We are all bouncing/jumping.



- › Begin with bouncing activities on old mattress, child/jogging trampoline.
- › Guide your child's movements to make sure knees and hips are bent.
- › Hold your child around the chest or under arm.
- › Practise jumping on things, e.g., placemat and then between things.

ATTENTION & CONCENTRATION

- › Sing songs to provide rhythm.
- › Practise for short periods.
- › Lots of verbal encouragement and praise.

Jumping:

Balance.
Leg strength and muscle control.

BATHING

- › Make jumping movement out of bath with you supporting your child's weight under his arms.

DRESSING

- › Make jumping movement down from change area with you supporting your child's weight under his arms.

MEALTIMES

- › Make jumping movement down from high chair/seat with you supporting your child's weight under his arms.

PLAYING

- › Incorporate the above into everyday play.

WAKING

- › Make jumping movement down from bed/cot with you supporting your child's weight under his arms.

OUTINGS

- › Jumping down gutter.
- › Jumping down from low step at playground.

Jumping: Hopping

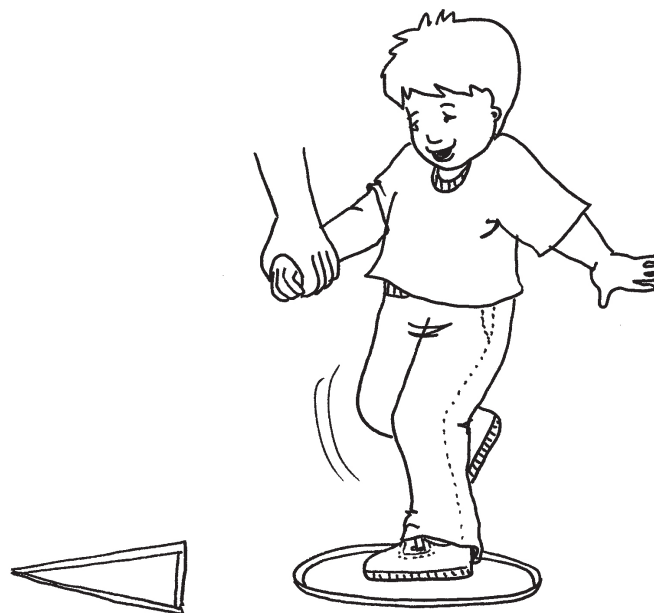
Balance reactions.
Fun.

TOYS & ACTIVITIES

- › Markers on the floor, e.g., masking tape, stickers to hop on.

SONGS & ACTIONS

- › We are all hopping, hop, hop, hopping.
- › Simon says.
- › Standing on one leg is quite tricky...



- › Provide support when first learning, e.g., hold onto his hand or let him balance one hand against a wall, chair.
- › Practise on the left foot and the right foot.

ATTENTION & CONCENTRATION

- › Sing songs while hopping.
- › Lots of verbal encouragement and praise.

Jumping: Hopping

Balance reactions.
Fun.

BATHING

- › Talk about left and right when bathing his legs.
- › Practise moving one leg and then the other.

DRESSING

- › Practise moving one leg and then the other.
- › Talk about left and right when dressing/nappy change.

MEALTIMES

PLAYING

- › Incorporate the above during the day.

WAKING

OUTINGS

- › At playground/park look for opportunities to hop along, e.g., along a marked line.