



How do I care for a child with cerebral palsy? - Manual for Parents

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Enabling Inclusion through
Early Intervention (EI) Programme



AMAR SEVA SANGAM



Amar Seva Sangam (ASSA) is a premier organisation in the field of disability management focusing on rural areas, located in Ayikudy Village in Tenkasi District of Tamil Nadu. Our approach is to establish a centralised resource center to act as a catalyst for change in the development of children and adults who are differently abled and intellectually challenged. We do this by involving the village community in the process. This mission of ASSA is to establish a Valley for the Disabled, whereby persons with physical / intellectual challenges live in a pro-active society where equality prevails irrespective of physical, intellectual or other challenges with the rest of the society. It is a futuristic vision whereby Amar Seva Sangam plays the role of an enabling agent to provide persons with physical / intellectual challenges "equality of status, equality in opportunities and equality in access".

Amar Seva Sangam (ASSA) was established by Mr. Ramakrishnan, in the International year of the Disabled to cater to disability management focusing on rural areas.

S. Ramakrishnan, Founder President



S. Ramakrishnan, while in his 4th year engineering, injured his spine while attending the last round of Naval officers' selection test and became a quadriplegic. He established ASSA in 1981, the year for the Disabled and named it after his Doctor and mentor Air Marshal Dr. Amarjit Singh Chahal of Defence hospital. **Padma Shree awardee** S.Ramakrishnan is the President of ASSA.

S. Sankara Raman, Secretary



S. Sankara Raman, a Chartered Accountant and a wheel chair user, affected by muscular dystrophy joined ASSA in 1992. He is the Secretary of ASSA. Along with Mr. Ramakrishnan, they have built a **Valley for the Differently Abled** in a 30 acre land

at Ayikudy, as a Rehabilitation and Development Centre and developing models for self-help initiatives by integrating individuals with disabilities within society for improved living conditions.

In 2020, he established Amar Seva Global, a social enterprise focused on spreading Amar Seva's Enabling Inclusion program globally.



What is Development Delay ?

Skills such as taking a first step, smiling for the first time, and waving “bye-bye” are called developmental milestones. Children reach milestones in how they play, learn, speak, behave, and move (for example, crawling and walking). Children develop at their own pace. However, when developmental milestones are not met by a certain expected age, it is called “developmental delay”. Early stimulation and intervention can help children reach these milestones.

What is Development Disability?

Developmental disabilities are a group of conditions due to an impairment in physical, learning, language, social or behavioral areas. These conditions begin during a child's developmental period, may impact day-to-day functioning, and can last throughout a person's lifetime. According to the WHO, “If children with developmental delays are not provided with appropriate early intervention, their difficulties can lead to lifetime consequences, increased poverty and profound exclusion”.

What is Early Intervention?

Interventions promoting child development should address physical, social, emotional, language, and cognitive areas of development. Services targeting these domains of development are termed, “Early Intervention therapy” and can encompass physical therapy, occupational therapy, speech-language therapy and special education. Early Intervention has a significant impact for children who have delayed development in physical, cognitive, emotional, sensory, behavioural, social and communication domains of development. With quality early intervention services, children can reach their potential, live a meaningful life and integrate into their communities.



Enabling Inclusion Programme

Amar Seva Sangam's Enabling Inclusion programme uses community rehabilitation workers to provide early intervention services to children in their own homes or in community centres by connecting these community workers with rehabilitation specialists (physiotherapists, occupational therapists, speech therapists/trainers and special educators) through the use of the award winning Enabling Inclusion (EI) app. The program has proven to improve outcomes for children with disabilities and their family members and has allowed many children to reach their potential.

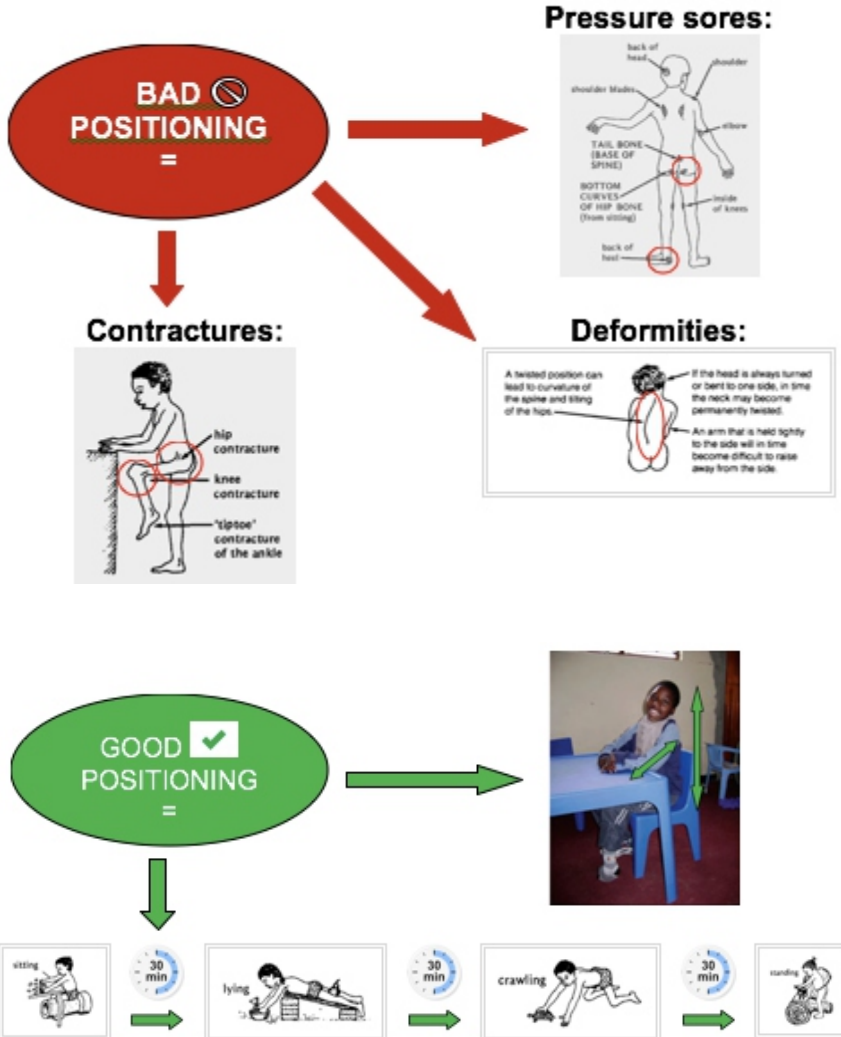


Content

1. Introduction to Cerebral Palsy –
2. Positioning and handling
3. Mobility
4. Dressing
5. Feeding
6. Toileting
7. Play
8. Speech and Communication

Positioning

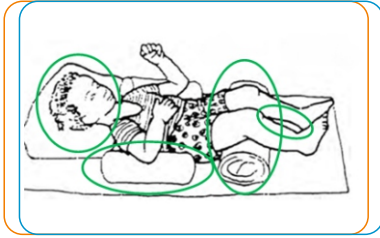
Positioning is the way your child sits, stands and lies down. Good positioning is very important



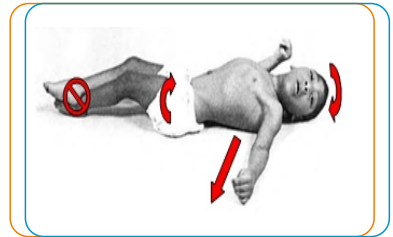


How to Position Your Child Lying on Back

GOOD ✓

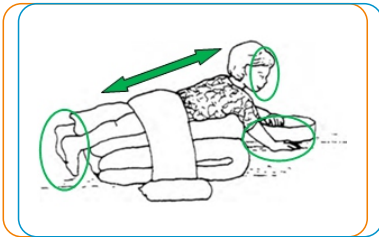


BAD ❌



Lying on Stomach

GOOD ✓

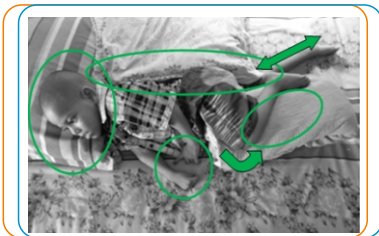


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Side-Lying

GOOD ✓



Switch sides every 30 minutes.



How to Position Your Child Sitting with Caregiver

GOOD ✓

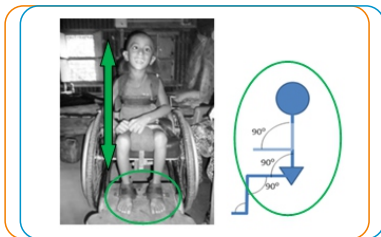


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Sitting in a Wheelchair or Chair

GOOD ✓



BAD ❌





How to Position Your Child Sitting on the Floor

GOOD ✓



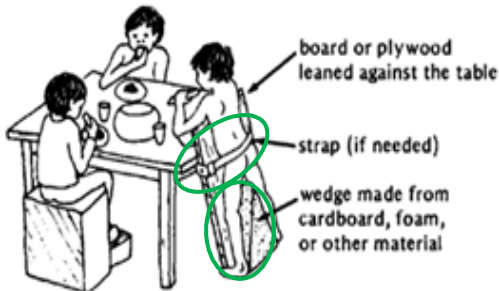
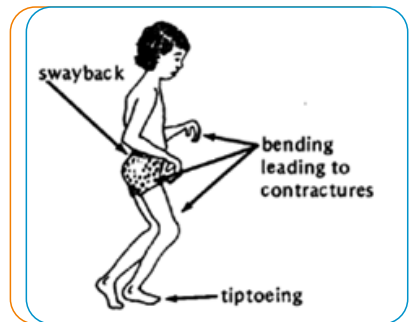
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GOOD ✓



BAD ❌



How to Position Your Child



Carrying

GOOD ✓

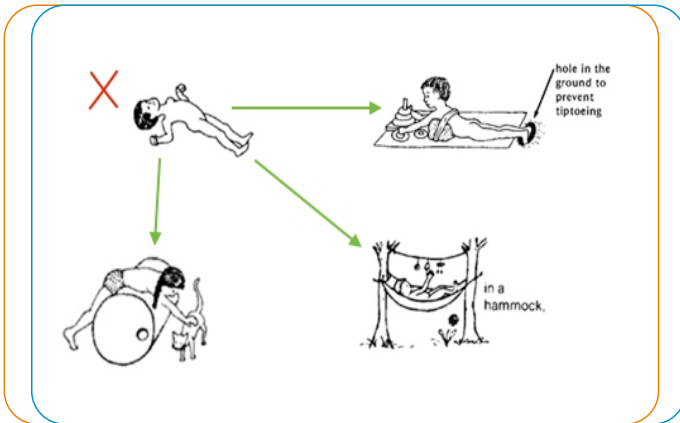


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Corrective Positioning

GOOD ✓

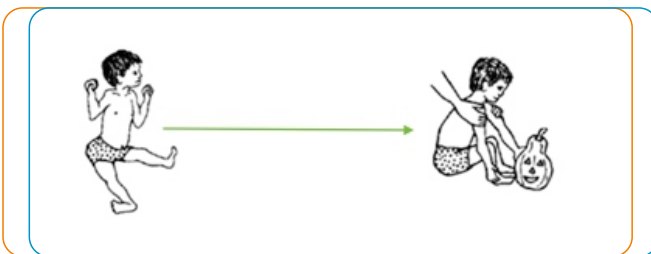
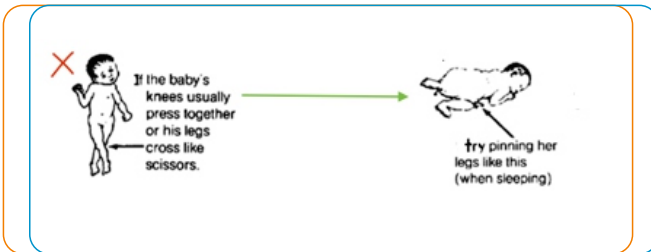
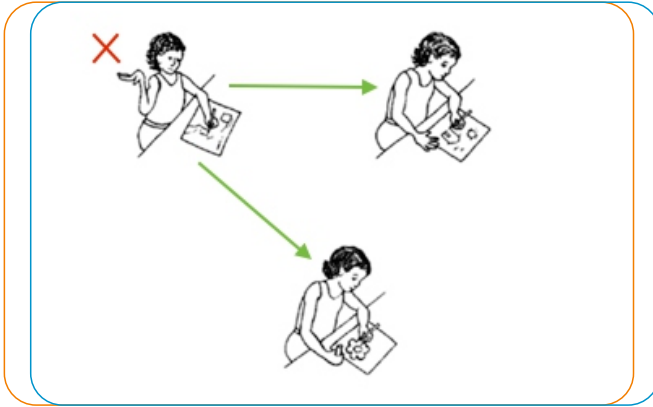




How to Position Your Child

Corrective Positioning

GOOD ✓



Mobility

Mobility is how someone gets around their home, school, work, or village. Children with CP may have problems with moving around because of their disorder. These children may need help to walk or they may walk a bit differently than other children.



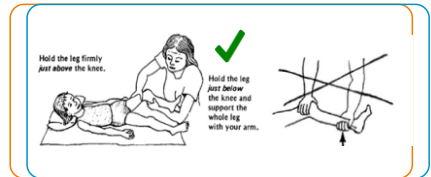
Exercises

How to help the child move around

Caution: Do these exercises after you have talked with ASSA staff and know it's safe

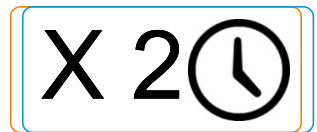
Important for exercises

- Move carefully and slowly
- Don't force body if it won't go
- Do not do exercises if floppy
- Stop if there's pain
- Don't hold on joint, hold on top and bottom



When to do exercises and for how long?

- Do exercises 2 times a day



- Try to include exercises into child's normal life and routine



- Have older siblings help do the exercises. Make sure they know how to safely





Hip Exercises

Picture

Straighten hip: Place child on stomach. Place 1 hand on bottom, use other hand to lift thigh up and down slowly and gently.



Be sure hip stays flat against a firm surface as you bend leg up.

Bend the hip: bend the knee up then straighten



Bend knee to chest.

Straighten all the way.

Spread hips: gently open hips wide. Move leg out and in



leg out

and in

Spread hips open as far as you can by moving leg out to the side.

Twist the hip: keep leg straight, twist the leg. Roll leg and foot to the inside and then outside



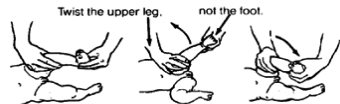
Twist the leg,

not the foot.

Roll leg and foot to inside,

then to outside.

Hip rotation: rotate hip, keep leg bent



Twist the upper leg,

not the foot.

With knee bent,

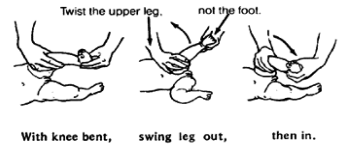
swing leg out,

then in.

Knee exercises

Picture

Child on stomach
Bring heel to bum and back down



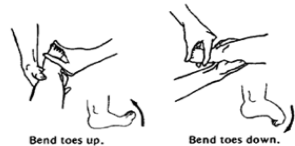
Feet and Toe Exercises

Picture

Bend the foot to outside
CAUTION: Do not bring or bend the foot to the inside. This could cause injury.



Toes: Bring toes up and down



Picking up and carrying a child with CP

Safe pickup for child and caregiver to not have an injury

How to pick up the child with CP:

1. Bend knees
2. Keep back straight
3. Place one foot a little in front of the other
4. Hold child close to your body
5. Lift using leg muscles not back muscles
6. When the child gets bigger, ask for help to lift them
7. When two people are lifting the child, count to 3



DO NOT: bend forward with legs straight. This will hurt your back.

DO NOT: pull up child by their arms with no



How to carry the child with CP:

1. Keep child's body upright
2. Keep child's hips and knees bent a little
3. Keep child's knees apart
4. Child can hold onto caregiver or hold toys



Crawling (alone or with help)

Improve neck and head control:

- Child on stomach, use toy so they can look up at
- Make a wedge out of blankets and pillows
- When child on back
- Pull child up gently by their arms until head hangs, then place child back down slowly



Help crawling:

- Hold child up with a towel
- Move child from side to side to help with body shifting
- Place toy in front of them for them to grab
- When the child gets stronger, use less help

- Place child on log or bucket with their arms straight this will help make arms stronger
- Gently push down on shoulders and let go.
- Do 3 times

- Place child on stomach on your leg
- Slowly move your knee up, down, left and right
- Child will use arms to catch body



For rolling and creeping:

- Child is laying on stomach, move toy for child to follow, touch it with hands
- Place toy just out of reach so child will try to get it
- Lift hips to help bring legs forward



Balance:

- Child is sitting on ground
- Gently move child from side to side and front to back
- Tell child to use arms to stop their body from falling over
- Place child on ball or log
- Rock child left and right, front and back
- Child on hands and knees
- Hold hips
- Child lift leg behind
- Child move back and forth
- Hold child if they fall



- When child is stronger, they lift one arm and one leg at a time (opposite) and reach for toy



Standing:

- Hold child loosely under arms and gently move from side to side, front and back
- Child can practice using a stool or chair
- Child can practice standing on one leg and reaching for toy



Walking:



When child is standing, hold onto the hips



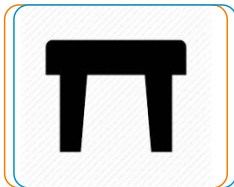
Spread feet to form a wide base



Hold less when the child gets stronger



Tie a loose cloth around the chest and walk behind the child

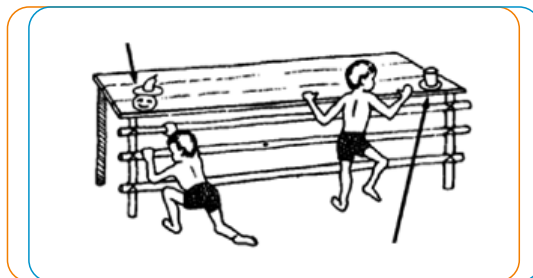


Have child step up and down on small stool

Sit – to – stand:

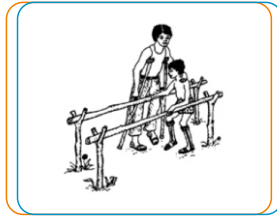
- Place a toy at the edge of a steady table
- Get child to stand up using edge of table
- Watch child as they do this

Child holds a stick while standing when they get stronger

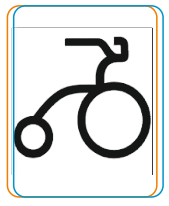


Children who need help to walk:

Parallel bars:
A supported bar can help a child walk alone



Tricycles and rolling toys:
If a child cannot walk, they can use a rolling toy or tricycle. As they get older, talk to ASSA about cane, walker or wheelchair



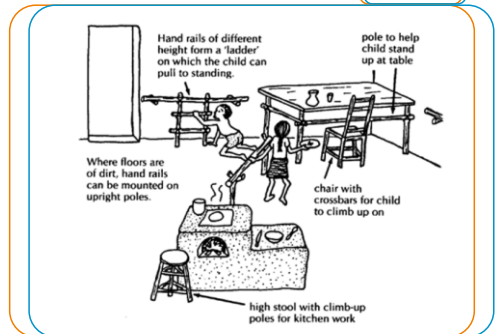
Canes:
How to use a cane for walking

- Hold cane in good (uninjured) side of body.
- When the child is walking, they move their injured side and the cane at the same time.



Adaptations at home:

- Include solid objects around the house the child can hold onto while walking and moving
 - Tables
 - Handrails made out of wood
 - Stools

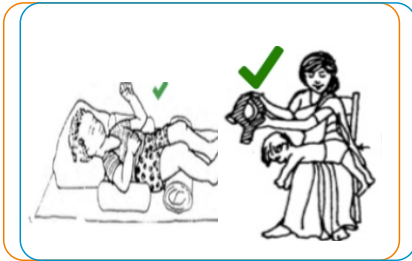


- Remove garbage and small objects on the ground so the child does not trip
- If the child uses a rolling walker, toy or tricycle to get around, put a ramp made out of wood or concrete going into the house
- If a child crawls, put a mat on the floor for them to crawl on

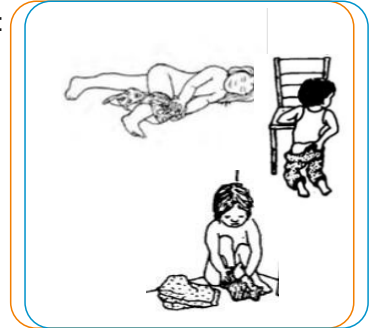
Dressing

Caution: Do these exercises and activities after you have talked with ASSA staff and know it is safe.

How to position the child when dressing them:

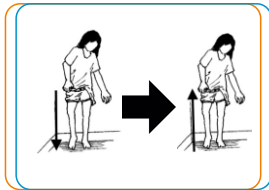


For children with stiff muscles who cannot dress themselves, lay child on back with pillows under head and knees OR over your lap.

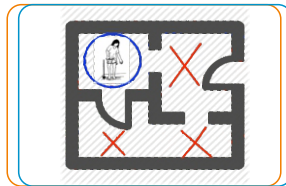


For children who can dress themselves, they can lay down on their side, sit against a wall, sit comfortably, or hold onto something while standing.

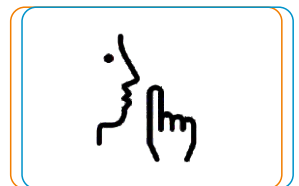
How to help the child get dressed:



Teach undressing first.



Dressing should be done in the same location



Home should be quiet for dressing child



Step 1
"One arm in"

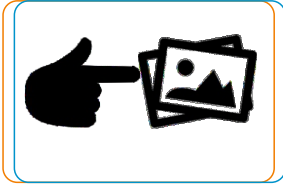


Step 2
"Other arm in"

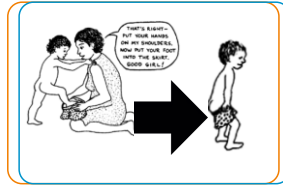


Step 3
"Over the head"

Separate each task into smaller easy steps and say them out loud.



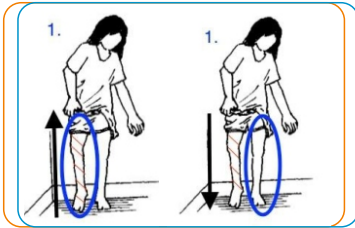
Use pictures and pointing



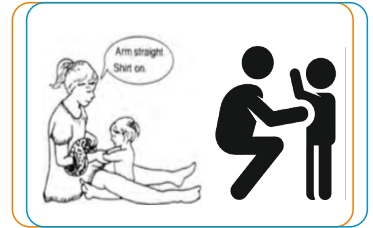
Complete all the steps for the child, then let the child complete the last step and praise them!



Give clear instructions and repeat them more than once.



Dress the side of the body that has the most disability first. Undress the side of the body that does not have disability.

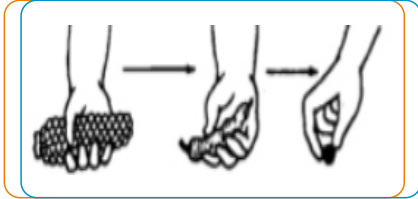


Family should dress with the child and learn about CP together.



Use rewards when child succeeds in dressing.

Preparatory exercises for dressing:

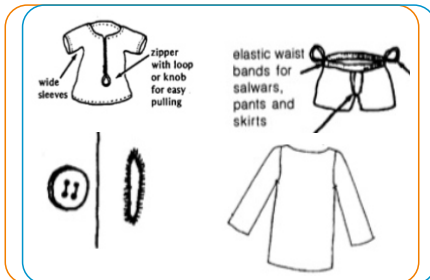


Child strengthen their hands for dressing by holding and squeezing small objects.

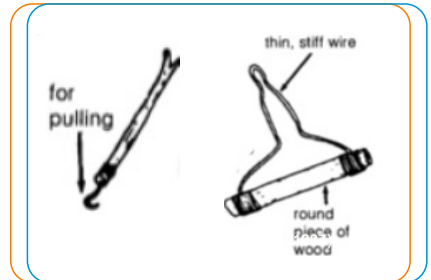


Improve balance for dressing by rocking the child from side to side on a log, ball or toy.

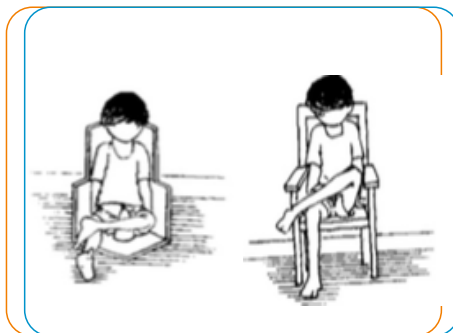
Adaptions in dressing and use of assistive devices



Clothing should be easy to put on and take off.



Sticks with a hook can help pull up pants and doing up buttons.



To put on shoes, child should sit and cross his/her leg over the other.



Feeding

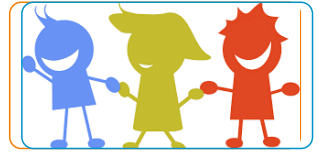


Why is good feeding important?

For a strong, healthy and happy child



For the child to be independent and to make friends



For happy and healthy families



How to help a child with feeding:

Preparatory Exercises:

Caution: Do these exercises and activities after you talked to ASSA staff and know it is safe.

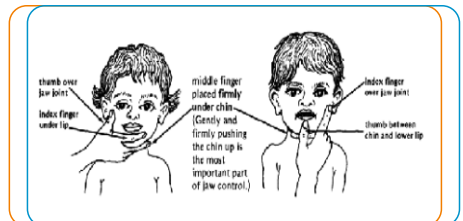
Massage:

- Massage gums moving fingers front and back
- Roll thumb on cheek front and back, two fingers on lips to close mouth and lift up



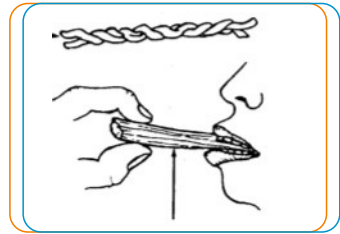
Jaw control:

- Do before eating
- Put hand on child's face
- Use thumb or finger to hold jaw
- Use other fingers to push chin up



Chewing and biting:

- Use chew tube or clean cotton cord
- Soak it in tasty food
- Put in back of mouth
- Move tube to both sides
- Show the child how to bite



Tongue exercises:

- Sit in front of child and show same movements
- Stick tongue out
- Twist tongue
- Make circles with tongue
- Touch teeth with tongue
- Put honey on lips and get child to lick off



Swallowing:

Press child's lips together



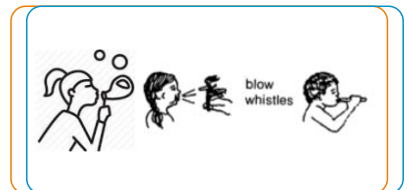
Sucking:

- Show child how to suck
- Practice with a straw



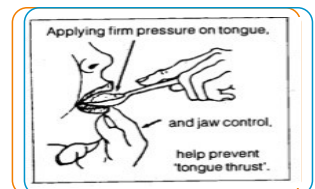
Blowing:

- Show the child how to blow bubbles
- Ask child to blow bubbles
- Show the child how to blow a whistle
- Ask the child to blow a whistle



Stop tongue thrusting:

- Do this if child's tongue goes out a lot
- Use spoon
- Put spoon on tongue and press down
- Do not scrape spoon on teeth





Mealtime tips

Give child choice of what to eat

- Show picture of food and ask child to point
- Ask child to say what they would like



Give child small sips of water during the day

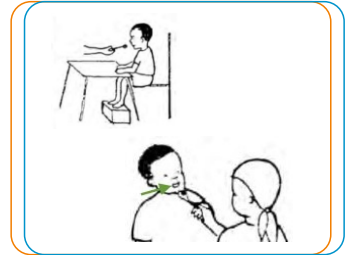


Wash hands!

Important: Wash your hands, child's hand and spoon before eating

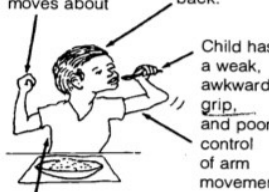
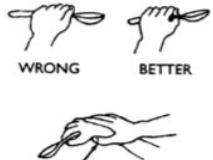

Food placement

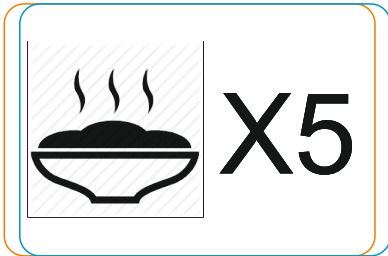
- Sit in front of child
- Wait for child to be ready for next spoonful
- Place food at corner of mouth
- Take rest if child is tired



Help child eat him/herself:

- Sit behind child
- Use hand over hand to bring food to mouth
- Use less help each time the child gets stronger
- Clap and say “super” when child does well
- Continue steps each meal until child does on their own

COMMON PROBLEMS	SUGGESTIONS
<p>The less-used arm pulls up and back or moves about</p> <p>Head twists to side and back.</p> <p>Child has a weak, awkward grip, and poor control of arm movement</p> <p>Whole body stiffens backward.</p> 	<p>Help the child to control arm at shoulder.</p> <p>Help him learn to hold the spoon firmly</p> <p>WRONG BETTER</p>  <p>Straighten his hand by turning it out gently from the base of the thumb.</p> <p>Have the child hold his hand, first on a post, later on a dish.</p> 



Small meals 5 times a day for 15 minutes



After eating:

- Rinse child's mouth out with water
- Have child sit up for 10-30 minutes after eating to prevent choking

Positions:

- Keep child supported during meals
- Keep the child's head, neck, body stable
- Do not let child's head and neck be floppy



Positions for breastfeeding:

- Feed baby in lap while sitting
- Keep child's head bent forward a little
- Hold child's shoulders forward
- Hold child's chest
- Keep knees bent



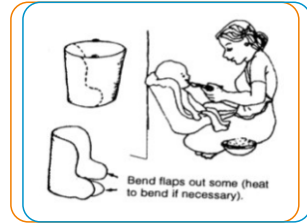
Positions for child on lap:

- Use your arm under child's head and neck
- Have child sit on your leg
- No lying down during eating



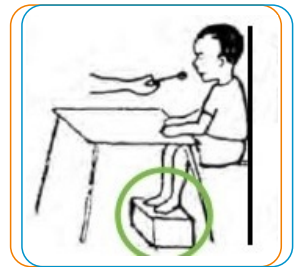
Positions when sitting on floor:

- When child has stronger body they can sit up
- Child sit on floor
- Child sit with back on wall
- Child sit with pillow behind them
- Small table in front of child



Position for child in a chair:

- Put table in front of child
- Make sure height of table is good for child
- If child's feet do not touch ground, use small stool or block of wood underneath



A HIGH CHAIR

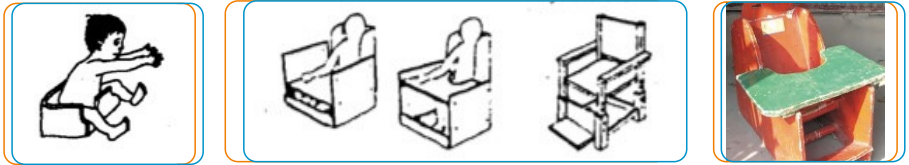
Try one or more straps, to see what works best.



A CARDBOARD BOX SEAT

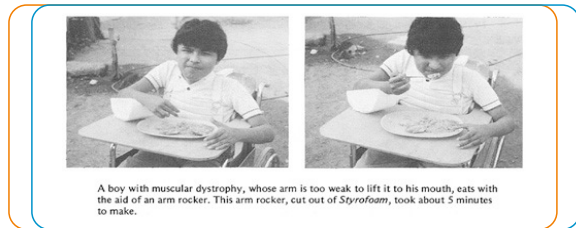


If child needs more support, ask ASSA staff about making seat like below:



Positioning in a wheelchair:

- Child sits up in wheel chair like normal chair
- Wooden tray attached for eating
- Ask ASSA staff how to make it



Position for little arm control:

- Child sit in chair
- Child holds onto edge of table or table peg

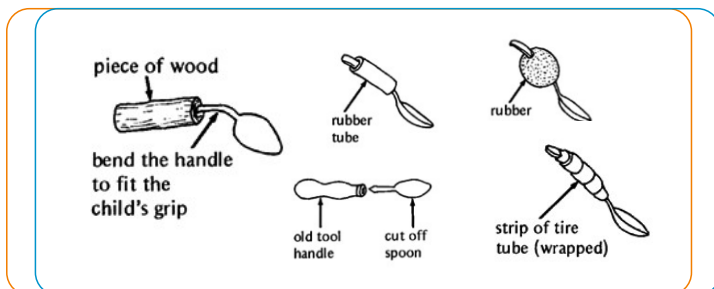


Position for choking:

- If child is choking, bend body forward
- Do not tap the child on the back when they are choking

Feeding equipment:

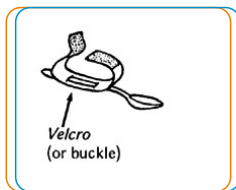
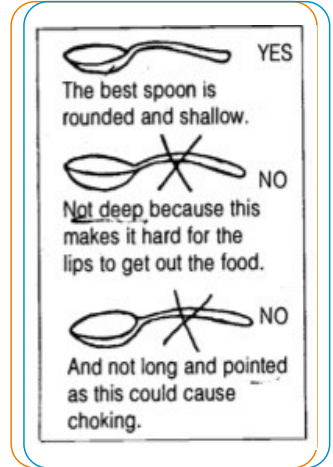
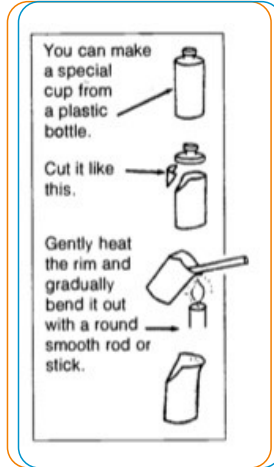
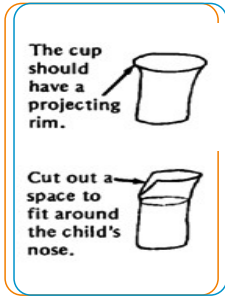
Use utensils that are easy to hold



Sticky mats under plates, bowls and slabs

Round, shallow spoon

Adapted nose cup



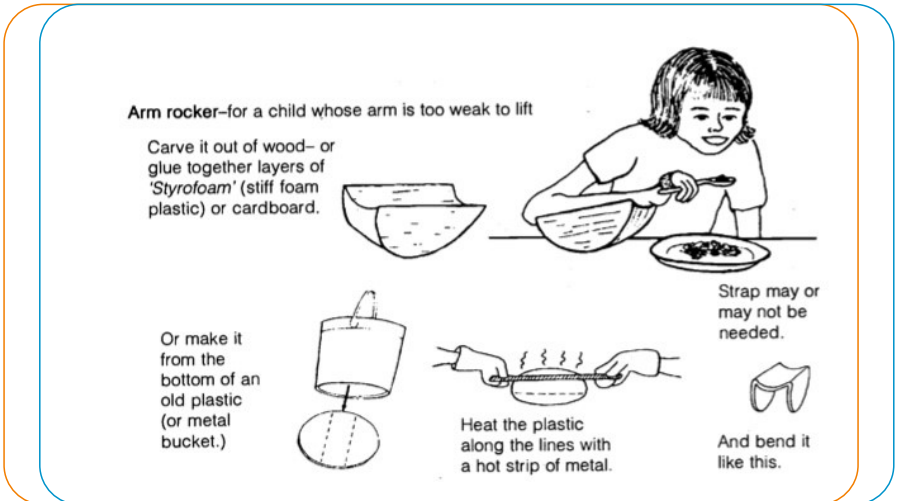
Spoon with handle wrapped around the wrist



Cup with 2 handles

Arm rocker

- Make for child with weak arms
- Make out of plastic, Styrofoam or block of wood.



Be involved!

- Participate in the child's therapy with the CRW
- Involve the child's brothers and sisters



Toileting

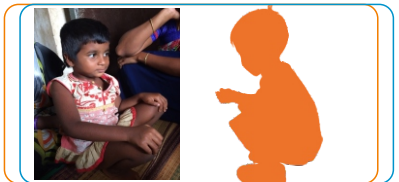
Helping your child with toileting

Exercises:

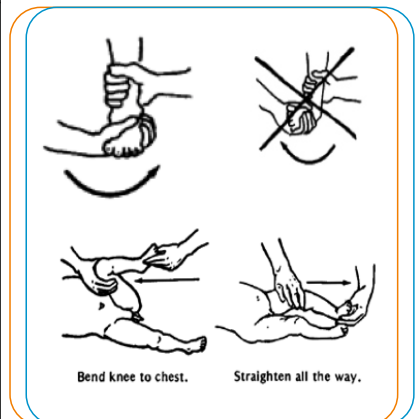
Do these exercises during the day to stretch the body and stiff muscles. This can help your child with toileting.

<p>Exercises for balance and stability</p>
<p>Sitting (with parent): Child is sitting, hold him/her above the hips and gently move from side to side and front and back.</p>
<p>Using a ball: Put your child on a ball, hold his/her hips and slowly move the ball from side to side.</p>
<p>Squatting: Encourage your child to squat down for 5 minutes or less, and keep his/her back straight</p>
<p>Exercises for legs, ankles and feet</p>
<p>Hip:</p> <ul style="list-style-type: none"> Place child on stomach and place 1 hand on bottom. Other hand will lift up the thigh (slowly and gently) Bend the knee up and then straighten Gently open hips wide, move leg in and out

Exercises



Exercises



Exercises for legs, ankles and feet

Knee:

- *Child lying on stomach:* bring heel up and down.

Ankle

- *Ankle and foot up and down:*
Slowly bend the foot up and down
- Slowly turn the ankle towards the inside and the outside

Feet:

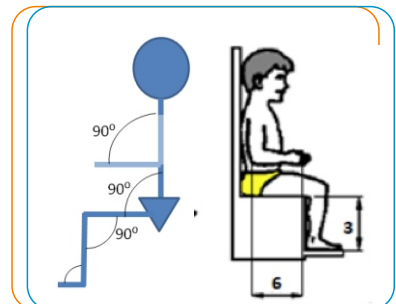
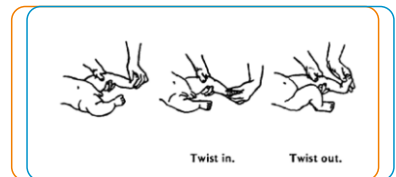
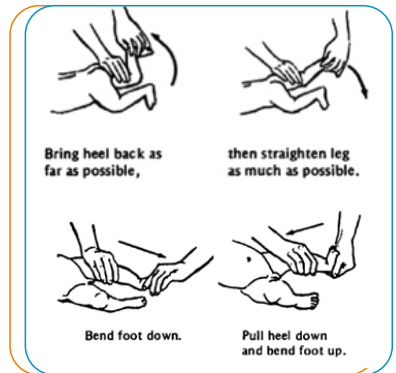
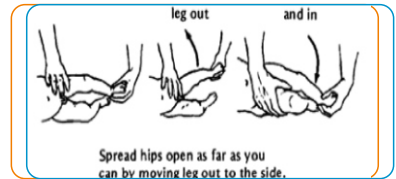
- Move the foot to the **outside**

CAUTION: Do not move the foot to the **inside**

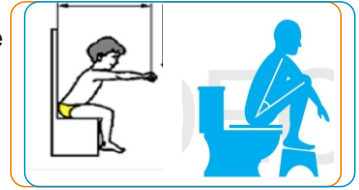
Sitting on the toilet

- Keep back straight
- Keep head up
- Keep hips, knees and ankles at a 90-degree angle

Exercises



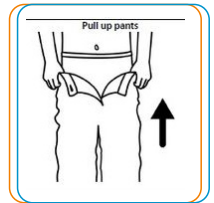
When your child is sitting or squatting, he/she should lean forward. Use a small stool for your child to place his/her feet when they are sitting.



Demonstrations for toileting:

Show your child pictures of the steps for toileting:

1. Pull pants down or lift skirt (with or without help)
2. Transfer or place body on the toilet or squat toilet
3. Use bucket or spray rod to clean yourself
4. Pull pants up or bring skirt down (with or without help)



Clothing to help make toileting easier:

- Use Velcro (not buttons) and elastic waistbands on pants so clothes are easy to take off



- Bigger clothes are also easy to take off
- Larger zipper on clothes can help your child remove his/her clothes

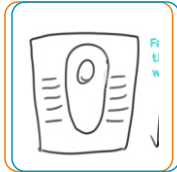


Putting clothes on and off after toileting:

- Lying down can help your child put his/her pants on and take them off
- Sit in chair to put clothes on if your child has trouble with balance



Different toilets



SQUAT
TOILET



WESTERN
TOILET



PLASTIC POTTY



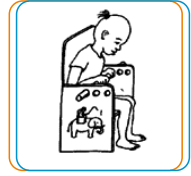
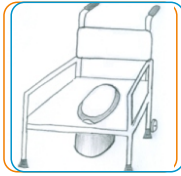
simple pot
BOWL
OR POT

Adapted toilets

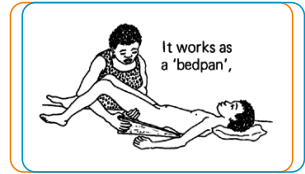
- *Sitting box with bowl or seat:* Helps your child with posture and stability when sitting
- *Chair or commode:* chair with hole in the seat. Place on top of squat toilet so your child can sit by him/herself.



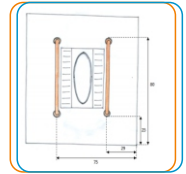
IMPORTANT: The chair/commode should sit flat on the floor so your child does not fall.



Wooden seat with pole: Wooden seat on top of the toilet or squat toilet. The pole should be held by your child to be safe and stable on the seat.



Wedge-shape toilet: This toilet helps children who cannot stand, sit or squat. The child may need some help from caregiver for this toilet.



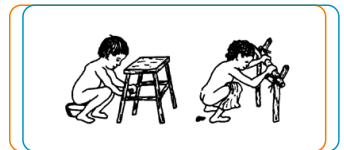
Caregiver support: Place a bowl or pot between parents' knees and sit child on the bowl or pot. Good for children who cannot sit by themselves

Armrests: Armrests help your child sit on the toilet or move on and off the toilet

Contoured seat: A seat placed on the toilet helps your child stay stable when toileting

Equipment: Bars or rails:

- **Squat toilet rails:** Add 2 bars on both sides of the squat toilet. Child holds onto bars.



- **Supports squat toilets:** Your child can use a small chair, stool or table to hold when Squatting



Play

Children with disabilities often experience play differently from other children, but play is still an important part of their lives.

Why is Play Important?

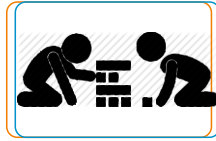
Play helps a child's physical, mental, and social development. Children who play have greater health and happiness.



How Can Children with CP Play?



Direct play



Play through watching



Play through communication

Tips for Play:



Use **touch**



Use **words** and **sounds**



Use interesting **sights**, colours, shapes



Guide with **your hands**



Show play



Face encourages play



Celebrate play (“Super!”)



Repeat play activities



Toy matches **ability**



No **distractions**



Involve **friends** and **siblings**

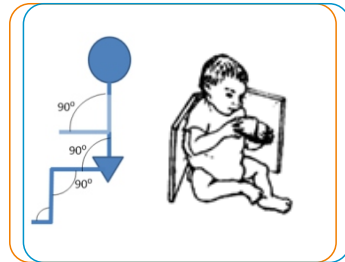


Keep it **fun!**

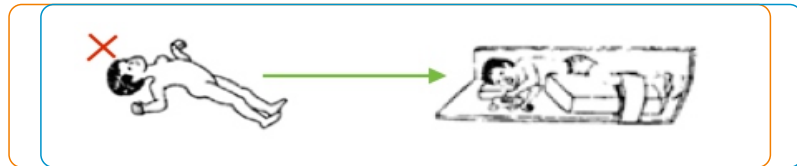
Positioning for Play:

1. Sitting:

- Back and head straight
- Legs apart
- Hands free to move



2. Lying Down:

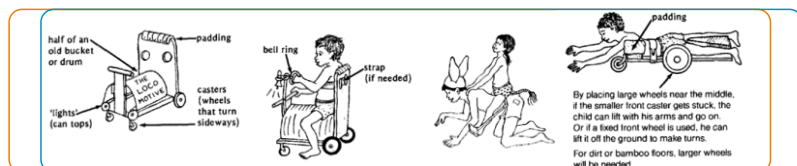


3. Standing:

- Important to stand



4. Moving Around:



Ideas for Play:



Twisting



Hand Games



A boy with cerebral palsy at the PROJIMO rehabilitation center helps paint a chair frame.



Repetition Games:

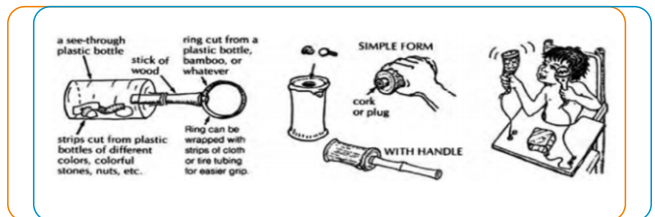


Crawling Games

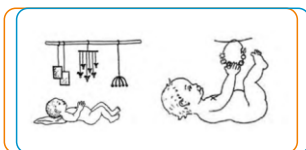
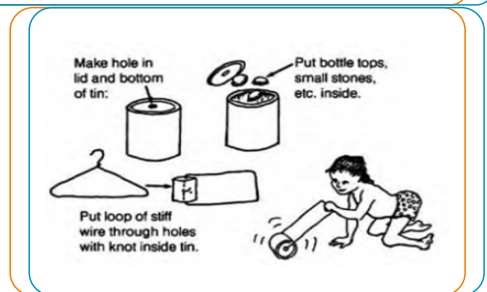


Play Outside:

Therapeutic Toys

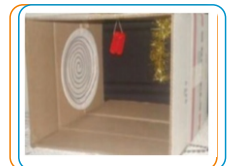


Rattles:



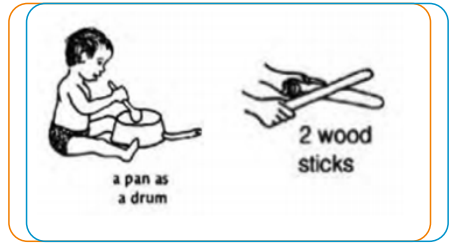
Mobiles:

Vision Box:

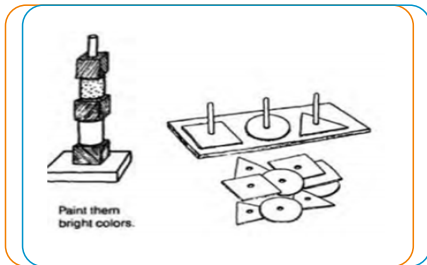




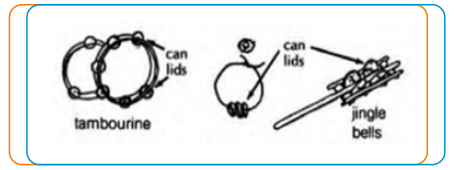
Texture Bag/Box



Drum



Stacking Poles



Other Musical Instruments



Clothes Pegs



Balloons



Beads



Bubbles



Speech & Communication

Communication is information and messages shared between different people.

Speech is the use of words to communicate thoughts, ideas, etc.

Children use language and communication to:

- tell others what they need or want
- talk with others (e.g. friends, siblings, family members) and give them information

Interventions

Exercises for making sounds and speaking:

Exercises for mouth, tongue and lips
Lips together and say “mmm”
Make a circle with mouth like an “O”
Make a big smile by stretching the mouth and saying “eee”
Blow bubbles, pieces of paper off a table or practice blowing into a whistle CAUTION: If your child has CP be careful that this exercise does not make his/her mouth muscles more tight



Exercises for drooling, mouth, lips and tongue:

Exercises for drooling, mouth, lips and tongue:

Tap or touch your child's top lip and press on the bottom lip a few times



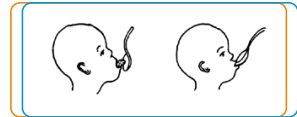
Use 2 fingers to stretch the lips to make the mouth stronger



Put some honey or another sweet liquid on the top and bottom of your child's lips and get him or her to lick it off



Try putting sticky food on a spoon and ask your child to lick it off



Exercises for the jaw:

Exercises for the jaw:

*Jaw control exercises when **sitting beside your child***

1. Place thumb on the cheek
2. Put 2nd finger under the lip
3. Place 3rd finger under the chin
4. Push the chin up
5. Keep head straight
6. When your child is speaking, apply gentle pressure





Exercises for the jaw control

Exercises for the jaw control

*Jaw control exercises when **sitting in front** of your child*

1. Place the 2nd finger over the cheek
2. Place the thumb between the chin and lower lip
3. Place the 3rd finger under the chin
4. When your child is speaking, apply gentle and continuous pressure



Practicing the exercises

1. Sit in front of your child
2. Show your child the movements with the mouth, lips and tongue so they can imitate you
3. Repeat the sounds your child makes
4. Practice exercises during the day



IMPORTANT: Do not go too fast and be patient when your child is practising the exercises

How children communicate:

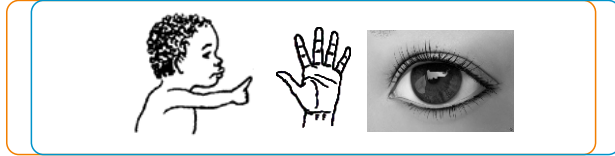
- **Sounds, gestures and facial expressions:** Child can use signs, gestures, body movements, or facial expressions to communicate.



IMPORTANT: Try and understand what the gestures, signs, movements, and facial expressions mean and encourage your child to use them.



- **Pointing, showing and touching:** Children can use their arms, hands, fingers, and eyes, to point or touch things to communicate different messages.



Children with CP and Mental Retardation (MR) or Intellectual Disability (ID)

- Some children with CP, MR or ID, can have trouble speaking and communicating

IMPORTANT: Even if your child cannot speak or communicate, he/she can understand information,



Helping your child communicate:

- Speak to your child during the day using simple words
- Encourage your child when they imitate sounds, words, gestures or actions
- Encourage brothers and sisters to speak and talk to your child



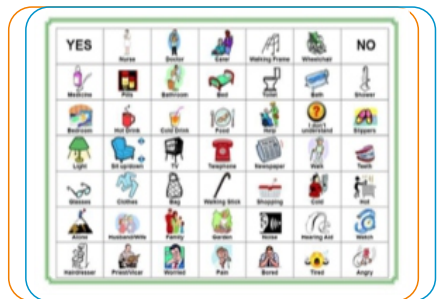
Speech Exercises

1. Sit in a quiet room in front of your child
2. Practice saying words your child knows
3. Ask your child to repeat the word out loud
4. Don't correct your child, just repeat the word correctly
5. Encourage your child (ex: "Super")
6. Provide your child with some rest during the exercises

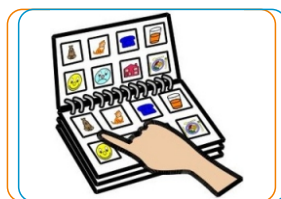


Supporting your child in the community:

- Tell people you trust about the needs of your child so they can help (teachers, siblings, friends, community rehabilitation worker etc.).



Communication Boards: A board with pictures to help your child communicate



Communication Books: A book with pictures to help your child communicate



Looking to the future

Taking Care of Yourself

Caring for a child with a disability is very hard work and takes more time than a child without a disability. It is important for you to stay healthy so you can care for your child in the best way possible!



Eat healthy



Rest and get plenty of sleep



Ask for help when you need it



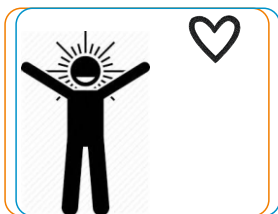
Be frustrated in a healthy way



Look for good things and strengths of the child



Lean on family and friends for support



Have confidence in yourself



School

The child can attend school in a number of ways:

- 1) Attend regular school with other children and with the help of CRWs
- 2) Tutoring at home
- 3) Attend ASSA Centre for Special Education
- 4) Attend ASSA Integrated Schools



Vocational Training

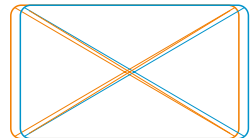
When the child grows up, they may be eligible to attend ASSA's vocational training centre to receive skill- and job-related training for future employment.



The child in the community

To help the child be included in society:

- Share what you have learned from this manual with friends and family!
- Encourage the child as well as children who do not have disabilities to play together.
- Focus on the child's strengths
- Attend ASSA's Awareness Programs to gain more knowledge on how to care for a child with disabilities.





ASSA Resources



Centre for Special Education



Early Intervention for Children with Delayed Development (Age 0-5)



Medical Treatment Unit/Outpatient Physiotherapy Unit



Home for Disabled Children



Integrated Schools



Enabling Inclusion through
Early Intervention (EI) Programme

<https://earlyintervention.amarseva.org/>



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