

EVERYDAY ACTIVITIES

7

**This module covers
the following information:**

Everyday activities

1. Carrying
2. Face cleaning
3. Brushing teeth
4. Undressing and dressing
5. Toileting
6. Sleeping and resting

Picking up your child

Managing seizures

Monitoring progress

Sharing emotions and feelings



EVERYDAY ACTIVITIES

Facilitator Tips:

This week there is time built in to catch up on any parts of previous sessions that you have not had time to cover or have had to skip.

This module is about helping everyone identify who else in the family can help, such as siblings for play activities or grandmothers for feeding. It explores how to help your child develop while doing the things everyone needs to do and explores practical ways to build in actions that will help children develop through everyday activities.



Materials

10 Minutes

Basin, doll with floppy limbs that can be positioned, washcloth, paper for each person. Images 7.01-7.05.



Icebreaker

Ask if anyone has a song they like to sing with their child that they can share with the group. Encourage everyone to take part and sing with their child.

Ask How does the song help your child's development?

Include: singing may help develop communication, encourage eye contact and promote bonding between caregiver and child.

"It is good to interact, to learn new songs. We hear from the facilitators the importance of the songs to stimulate and to motivate our children, and also to have fun." Parent, Rio de Janeiro



Explain

Outcomes for the module: By the end of this session, you will:

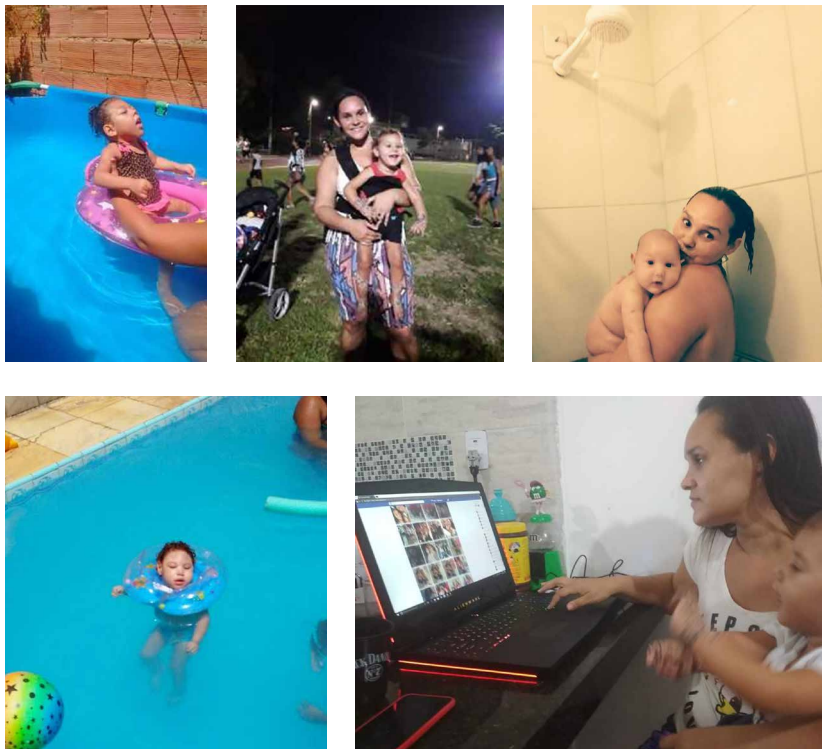
1. Consider how different family members may be involved in supporting your child's development.
2. Understand how to use everyday activities to help your child to develop.
3. Learn about what to do if your child has a seizure.
4. Recall learning from previous modules.



Activity

Look at the pictures in the image 7.01. Ask everyone to work in pairs and choose one or two of the pictures to discuss using the following questions.

What activities are shown in the poster? What activities do you do every day or every week? Which of these activities do you do with your child? Are there any other things you do with your child that are not shown in the poster?



Next, show the following pictures. (Images 7.02 a-b).



Ask

"What are the caregivers doing in the photos? How do you think it is helping the child's development?"

"Who can you think of that may help you on this journey of your child's development? How will you work together as a team?"

Bring up some of these issues in the discussion:

- Think about how you and your family position your child while you are all busy. Choose a position that maximizes their development rather than simply leaving them on their back. For example, sit your child in a basin or a corner safely nearby while you work rather than carrying them, this way your child can be learning to hold her head up or sitting and using her hands to play with a toy.
- Think about leaving toys in close reach of your child to encourage her to use her hands.
- Think about the value of talking to your child while carrying them and working.



Explain

As families, you need to do all these daily things with your child anyway. So if you can do them in such a way that you are stimulating your child **at the same time**, this will help your child **a lot** with her development without taking up any additional time.



Materials

Doll and basin of water. Cartoon strips (images 7.03 a-b).



Activity

Act out a role play of the two picture strips below, using a doll. Either the facilitators or a few of the caregivers can act out the role play.





Ask

"What do you think about the different ways that these two caregivers bathe their child?"

In the feedback from the group, summarise the following main points (also covered in the module on communication). The story/role play demonstrates how to communicate with your child in an everyday situation:

- Talk to your child about the things happening around her.
- Show her what you are talking about, and get her to look at and feel the objects.
- Offer choices wherever possible (e.g. do you want the red cup or the blue cup?).
- Note: You can also offer choices during bathing, such as, what shall we wash next, your arms or your legs? Watch for your child's response, eye pointing, gestures or sounds.



Ask

"Apart from communication, how is the mother in the second bathing role play/picture strip also helping her child to develop other skills?"

"Does it always need to be the mother who bathes the child?"

Discuss the following:

Movement and Balance

In the second bathing picture strip, the caregiver is helping her child:

- To sit by holding her in a helpful position (ie. supported) so that she can make choices and use eye contact.
- By encouraging her to balance. (In the top row, the caregiver always holds onto her child, so her child has not been given the opportunity to learn some balancing for herself).

Using her Hands

- The caregiver involves her child in the washing by helping her to hold the soap or wash-cloth.

Social and Emotional

- Your child is learning a self-help skill, bathing. Over the months she has just the amount of help and encouragement she needs to learn about bathing.

Thinking and Playing

- Your child is playing and having fun while learning.
- You can involve your child by communicating what you are doing and then helping her to do this with you. You can let your child do more by herself as she learns.

Summary

A helpful (comfortable, supported and stable) position:

- Makes it easier for a child to be more involved with everyday activities.
- Allows her to look around and watch what is happening in the room and communicate more easily with others.
- Allows her to use her arms more easily during activities.

Remember that children with developmental delay can be different from each other and every child has their own abilities and their own difficulties. However, all children have the potential to change and families and communities can support them to develop as much as they can.

Now let's think about your child's day and how you can use each activity to help their development: This will allow us to recap on some of the things we have covered in the group sessions over the last few weeks/months, as well as looking at some new ideas too.

Facilitator tip:

Having this opportunity to recap and bring together everything learnt during the sessions is valuable for everyone. It is a chance for everyone to demonstrate what they had learnt, consolidate their learning, and reflect on HOW they can build this into everyday activities.

This session includes questions that to ask parents what they will change in the coming week. Encourage everyone to think of just one thing.

1. Carrying



Materials

Images 7.04 (a-c).



Explain

Good carrying positions allow your child to practice using her head and neck muscles. A more upright position will help her to hold her head up and look around, even if it can only be for short periods at a time. She can free her arms for playing and keeping her hips and knees supported will allow her to control her body.



Ask

Look at the photos that show poor and good ways of carrying your child.
"Can you show us one thing that you will change this week when you carry your child and explain why?"

Facilitator Tips:

This activity will help parents to recognize a good and poor position in a photograph and then to identify one change that they will make this week when they go home. You can encourage this by asking them to take photos or videos of the change that they make during the week.



Ask

In pairs, demonstrate how you carry your child.

Ask each partner to feedback on the good points, and then suggest one thing further that may help correct the positioning

Give everyone the opportunity to discuss in pairs which change they would like to try at home with their child. Then ask them to demonstrate how, with their child or the doll. Encourage everyone to support each other to find the best position for carrying.

2. Face cleaning



Materials

Image 7.05.



Explain and Demonstrate

Some children need to have their faces cleaned often. This can be because they drooling or food spills out when they eat.

Your child can learn to close her lips, if cleaning her face gives her the feeling of a closed mouth. This can also help to teach your child to swallow her saliva instead of letting it dribble out.

- Use firm pressure on the cheeks and lips using a small pushing movement with a cloth – do not use a wiping or sweeping motion.
- Always push the cloth towards the mouth, as if you are helping to close the lips.
- Push the cloth toward the left and right side of the mouth. Then the chin and lower lip. Then the upper lip.
- Tell your child to swallow when you are doing this.





Activity

Break into pairs. Take one person from each pair and explain that they will not use any words or tell their partner what they are doing, come from the side and wipe down the face quickly over the eyes and mouth and then from the side quickly as well. It also reinforces the need for good communication with the child. Then practice a good technique.

3. Brushing teeth



Ask

"Why do you think it is especially important to clean the teeth and mouth of your child?"



Explain

Children who don't clean their teeth regularly may develop problems with their gums and mouth, which can then cause pain or make eating more difficult.

Discuss in the group and ensure the following points are covered:

- We all use our tongues all day long to clean our teeth, however if children have difficulty moving their tongue, this is not happening.
- A child who drools a lot does not swallow properly and has an open mouth most of the time. This allows germs to collect in the mouth.
- It is important that your child's mouth is always as clean as possible to prevent germs going down into the lungs if she has swallowing problems.

Therefore:

- **You should start cleaning your child's mouth even before they have teeth, once they are eating/drinking more than breastmilk then their mouths need cleaning.**
- You should clean your child's teeth carefully after every meal and especially after sugary snacks and drinks!
- Some children with developmental difficulties have very sensitive mouths that can make it difficult to clean their teeth well, so extra care is needed.



Activity

- Use clean and safe water for teeth brushing (cooled boiled water).
- Make sure that you and your child are in a good position before starting. Pay special attention to the position of her head and neck.
- Brush gently in a circle motion.
- Rinsing can be very difficult. You may have to bring her body forward so that the water can run out.
- If there is any area with problems like pain or sensitivity, do those first so it can get done while your child is still relatively relaxed.

4. Undressing and dressing



Ask

"How can you use dressing and undressing to help your child develop their skills?"



Explain

Dressing can be fun for your child. If your child is lying down she cannot see and cannot help. Supporting her in sitting will help her to see her body and help a little.

Conduct a simple role play/demonstration using a doll or ask a parent to volunteer with their child.

- Physically support your child to make her feel safe while she is being undressed or dressed.
- Encourage her to look at you, by calling her name and playing with her. This will also help develop her eye contact and head control.
- Talk about what is happening. This helps your child to anticipate what is coming next, for example, ask "Where is your arm?" "Where is your vest?" **Help develop their communication skills.**
- Pause for your child to look at her arm or move it up. **Help her learn to reach out and use her hands.**
- You can use some supported standing in dressing too, to help make your child's body strong.
- Smile and praise her when she communicates or helps a little.



Ask

In pairs, discuss one thing that you will share with a family member about dressing and undressing your child. Write down the one thing that you will share and change this week when you dress and undress your child.

5. Toileting



Ask

"What do you think about teaching your child to know when she needs to go to the toilet? What have people told you? What is your experience of nappy change time and your child's awareness that she has a wet or soiled nappy?"



Explain

Your child may progress at a different speed, each child has their strengths and activities that they find difficult.

Nappy change time gives good opportunities for your child to develop:

- **Eye contact:** this is an ideal time for gaining eye contact, playing and talking.
- **Communication skills:** use your facial expression and a soft voice.

- **Learn to sit:** As your child learns to sit up with help, this can prepare for toileting using a potty or small bowl. Hold her on each side of the hips.
- **Movement:** you could also use it as a time to practice a few stretches to help keep your child moving well.

6. Sleeping and resting



Ask

"How do you position your child when she sleeps?"

Include the following points in the discussion:

- Create a safe sleeping place (a cot/bed) where your child is at no risk of falling out or being injured.
- If your child is unable to move, position her into different positions from time to time, using cushions and rolled up towels to support her to lie with the knees and hips bent. This encourages them to be less stiff.

Break

10 minutes

PICKING UP YOUR CHILD



Materials

Images 7.06 (a-b).



Activity

Put up the following two pictures and ask why is it important to take care of your own back?



Which picture shows a good way to take care of your back?

In the discussion, cover the following key points:

- Bending forward with your legs straight will cause small injuries to your back every time you do it.
- Over time you may develop pain.
- Lifting your child puts more strain on your body as she grows bigger and gets heavier.



Activity

Ask everyone to stand in a circle and practice picking up their child:

- Bend your KNEES.
- Keep your back straight or even slightly hollow.
- It is sometimes easier to pick your child up with one foot slightly in front of the other one.
- Hold your child as closely to your body as possible before lifting.
- Lift by using the strong muscles of your legs, and not your back.
- If your child becomes much bigger and heavier, ask someone to help you.
- If lifting with another person, count before lifting so that both people lift at the same time.

MANAGING SEIZURES



Ask

"What do you understand by a seizure? Do any of your children have seizures? What happens?"



Explain

- Seizures are common in children with congenital Zika Syndrome. Seizures are not caused by evil spirits or from being cursed. They are not contagious or harmful to other children.
- Seizures happen when messages in the brain are mixed up and a child loses control of their muscles.
- It is important to recognise and seek early treatment from a health worker if there are concerns about seizures.
- Untreated seizures are harmful to a child's health, well-being and learning.

Signs include:

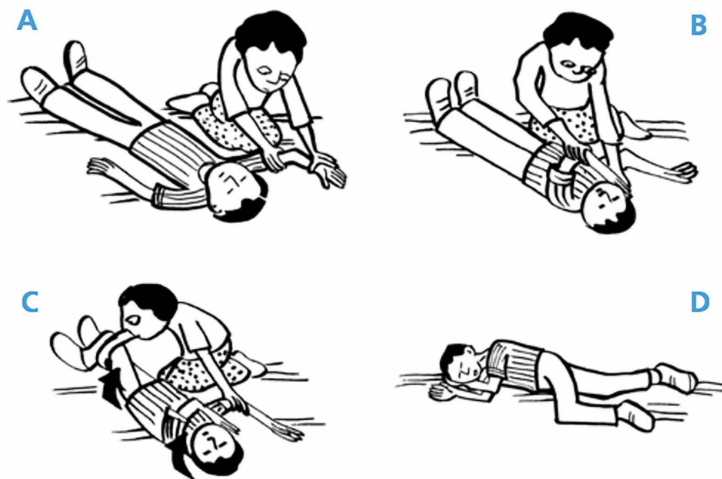
- There can be a change in your child's mood. Your child may suddenly seem afraid or start crying.
- Most seizures occur without warning. During a seizure your child may fall down, stiffen, vomit, drool, urinate (pee) or have shaking of the limbs.
- Other seizures are less dramatic. Someone might just stare into space or have jerking movements in one part of the body.
- When the seizure is over, your child may be very sleepy and may not remember what happened.



Ask

"What should you do when your child is having a seizure?"

Show image 7.07 (Diagram reproduced from WHO mhGAP).



Explain

What to do when a child is having a seizure:

DO:

- Protect your child from injury by making sure she is in a safe place, away from fire or other things that might injure them.
- Put your child on her side when possible, with her head turned to help breathing.
- Make sure she is breathing.
- Bring or call the nearest health care professional in the case of:
 1. Breathing difficulty.
 2. Seizure lasts longer than 5 min.
 3. Your child does not wake up after the seizure.
- Stay with your child until the seizure stops and she wakes up.

DO NOT:

- Put anything in your child's mouth.
- Do not hold your child down during the seizure.



Explain

Some general advice about seizures:

- Medication for seizures should be taken as prescribed by the doctor.
- The amount may need to be adjusted over time, especially as your child grows, so follow-up with a doctor is important.
- Sometimes the medication makes your child drowsy. If there are any side effects that you are worried about, it is helpful to take a video of your child so that you can show your doctor.
- Medication for seizures should NOT be stopped suddenly – make sure you don't run out of medication and remember to take it with you if you travel.

MONITORING PROGRESS



Think back to session 2 where you looked at stepping stones to help your child learn:

What have you learnt today that would help your child practice these? What are you going to do at home from today's session to help your child's development?

Take Home Messages:

- All children need to be stimulated in order to develop as much as they can, this can be included in any daily routine or activity. It is important to identify helpful positions for everyday activities.
- Every time you do something with your child, help her to be more involved in the activity, and communicate with her.
- All children with developmental difficulties are different, so don't expect the same abilities in each child.
- All children need to be stimulated in order to develop as much as they can, this can be included in any daily routine or activity.

Facilitator Tips:

There is time to discuss questions from the previous weeks or finish sessions that you were unable to complete.

You can use the 'parking lot' questions to guide conversation or list the modules on the flip chart.

Some questions may be difficult to answer or are not able to be covered, the last session is 'where to next?', and it may be helpful to wait to discuss the topic then.

If you have covered all the sessions, you can put up image 1.01 showing all of the modules. Remind everyone of what we have learned so far.

SHARING EMOTIONS AND FEELINGS



Ask

"How did this session feel? Did it raise any emotions or feelings that you did not expect? How have you been feeling this week?"

Allow time for discussion and interaction with each other. This should be a guided session between everyone with only short prompting from facilitators.

Parents have spoken about how their friends distance themselves and they often feel alone:

"I got tougher with people and with feelings after my son was born."

Mother, Salvador

"I like very much to talk about my granddaughter, to talk about her development, to talk about how good it is to be here with you. I really love this. Everywhere I go I talk about this group and tell them that is being very good to me."

Grandmother, Salvador

"In reality, before this group I felt alone in this world, thinking that this problem was only mine. I couldn't imagine that some parents were passing through things like I was. So when we come to a group like this, we can recognize each other's difficulties; we can understand it; we can take some things like they were our own, we can help and we have the opportunity to interact with other children."

Parent, Salvador