

Movement

Transfer from wheelchair to chair or platform of the same height. Harder: change the level of the platform to be higher or lower than the wheelchair

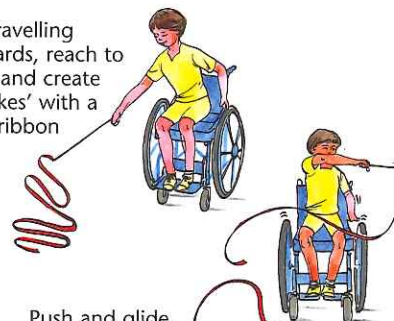


Using personal aids, jump from side to side

Push and glide, lifting arms forwards and upwards after push. Maintain good posture. Work towards straight back with head in a neutral position and arms straight up



Travelling backwards, reach to side and create 'snakes' with a ribbon



Push and glide, making figure of eight with a ribbon



Spin in a circle



Harder: add hand apparatus, e.g. spin in a circle whilst circling ribbon above head

Adaptations and variations

- S** Is there enough space between apparatus for all children to move safely around the gymnasium? Remember, children with movement difficulties may need more space to manoeuvre. Use colour and texture on the floor to signify changes in movement requirements. Children with restricted spatial awareness may find it difficult to move around a large gymnasium full of equipment. Begin in a small area and expand to use the whole gymnasium in stages.
- T** Movements may be small and involve one part of the body. For someone with a profound impairment, a controlled movement of a small body part may be a difficult skill to achieve. All movement should begin from stillness. This is often the hardest thing to achieve. Always encourage children to make controlled movements and be aware of all their body parts and actions.
- E** Use equipment with large surface areas to enable those with mobility impairments to access them with aids if required. Encourage more mobile children to work with less mobile children to move on apparatus. Use changes in colour and texture on the floor and apparatus to identify changes in movement pattern, e.g. rough texture = move on four points of contact; red colour = roll, etc. Carpet squares, textured bath mats, ribbons, hazard tape and rope are useful pieces of equipment to have in your store cupboard. Individuals' mobility aids should be classed as equipment for that child; the development of alternative movement using these aids should be encouraged (see the TOP Gymnastics Handbook).
- P** Speed, changes in direction and height are all important aspects of movement. However, all these must take into consideration others in the gymnasium.

Sequence suggestion

- Obstacle challenge
- Slalom between first three obstacles. 180° turn.
 - Reverse through narrow gap. 180° turn.
 - Circle round final obstacle and return to start.

