

| Category | BodyParts | ExerciseName | Purposes | SPID | Instructions | Progression | Precautions | DrawingMaterial |
|----------|------------|------------------------|--|------|---|---|---|-----------------|
| Balance | Whole Body | Walk on a balance beam | 1. To improve dynamic balance 2. To narrow the walking base (if it is too wide) | 9 | 1. Student stands at one end of a balance beam 2. Student walks from one end of a balance beam to the other end without falling off more than twice | 1. Walk on a narrower plank 2. Walk on a longer plank 3. Progress from allowing the student to use the arms for balance to hands on waist to arms folded across the chest | 1. Helper must be ready to catch the student if the student loses balance | |
| Balance | Trunk | Kneeling: Ball games | 1. To improve pelvic control/stability 2. To improve static balance 3. To improve hand-eye coordination 4. To improve ball skills (catch & throw) | 5 | 1. Ask the student to kneel on a mat 2. Helper plays ball game with the student by throwing a ball to the student and ask the student to throw it back | 1. Reduce the size of ball and/or 2. Increase the distance between the student and the helper 3. Helper can throw the ball away from the centre | No Precaution | |

| | | | | | | | |
|---------|-------------|-------------------------------------|--|----|--|--|--|
| Balance | Lower Limbs | Step standing on a box (ball games) | <p>1. To encourage weight bearing on one leg</p> <p>2. To improve static balance</p> <p>3. To improve eye-hand coordination</p> <p>4. To improve ball skills</p> | 10 | <p>1. Student stands with one foot placed on a phone book/box</p> <p>2. Student plays ball games with a helper by throwing and catching a ball from a fixed distance</p> | <p>1. Increase the height of the box</p> <p>2. Increase the distance between student and helper</p> <p>3. Use a smaller ball</p> | <p>1. Helper must be ready to catch the student if the student loses balance</p> |
|---------|-------------|-------------------------------------|--|----|--|--|--|

| | | | | | | |
|---------|-------|-----------------------|---|---|---|---------------|
| Balance | Trunk | Walk forward on knees | 1. To improve dynamic balance 2. To improve sideways weight shifting 3. To improve pelvic stability | 6 | 1. Student practises walking forward on his/her knees on a mat over a fixed distance 1. Increase the distance 2. Varies the speed. Make it very fast or very slow 3. Ask the student to fold the arms across the chest 4. Ask the student to lift the legs off the mat instead of dragging them along | No Precaution |
|---------|-------|-----------------------|---|---|---|---------------|

| | | | | | | |
|---------|-------|-------------------------|---|---|---|---------------|
| Balance | Trunk | Walk backwards on knees | 1. To improve dynamic balance 2. To improve sideways weight shifting 3. To strengthen the hip extensors | 6 | 1. Student practises walking backwards on his/her knees on a mat 1. Increase the distance 2. Varies the speed. Make it very fast or very slow 3. Ask the student to fold the arms across the chest 4. Ask the student to lift the legs off the mat instead of dragging them along | No Precaution |
|---------|-------|-------------------------|---|---|---|---------------|

| | | | | | | | |
|---------|-------------|-------------------------|--|---|--|--|---|
| Balance | Lower Limbs | Step standing on a ball | <p>1. To improve static balance</p> <p>2. Increase weight bearing on one leg</p> | 9 | <p>1. Student places one foot on a soccer ball and try to maintain his/her balance over a period of time</p> <p>2. Repeat on the other leg</p> | <p>1. Increase the length of time</p> <p>2. Can start off with using a smaller size ball and then gradually increase the size of the ball</p> <p>3. Can start off with a slightly deflated ball and then gradually inflate the ball</p> <p>4. Can start off with eye opened and then</p> | <p>1. Helper must be ready to catch the student if he/she loses balance</p> |
|---------|-------------|-------------------------|--|---|--|--|---|

| | | | | | | | |
|---------|-------------|---------------------|------------------------------|--|---|--|--|
| Balance | Lower Limbs | Single leg standing | 1. To improve static balance | | 1. Student places hands around waist 2. Student bends one leg backward at the knee for at least 90 degrees 3. Student stands on one leg for as long as possible without moving the supporting leg | 1. Student folds arms across chest as he/she improves 2. Student closes the eyes as he/she improves | 1. Helper must be ready to catch the student if he/she loses balance |
|---------|-------------|---------------------|------------------------------|--|---|--|--|

| | | | | | | | |
|---------|-------------|-------------------------------------|--|---|---|---|--|
| Balance | Lower Limbs | Single leg standing on balance beam | 1. To improve static balance | 9 | 1. Student places one foot up on a balance beam/plank 2. Student places hands around waist 3. Student bends the other leg backward at the knee for at least 90 degrees 4. Student stands on one leg for as long as possible without moving the supportin | 1. Student folds arm across chest as he/she improves 2. Student closes the eyes as he/she improves | 1. Helper must be ready to catch the student if he/she loses balance |
| Balance | Whole Body | Walk over obstacles | 1. To improve dynamic balance 2. To improve eye-foot coordination 3. To discourage dragging of feet on floor | 9 | 1. Student walks over objects placed on the floor without touching the objects | 1. Gradually increase the number and/or size of the objects | 1. Helper must be ready to catch the student if he/she loses balance |

| | | | | | | | |
|---------|------------|-----------------|-------------------------------|---|---|---|--|
| Balance | Whole Body | Walk on pillows | 1. To improve dynamic balance | 9 | <p>1. Helpers places pillows on the floor</p> <p>2. Student walks on pillows placed on the floor over a fixed distance without losing balance or stepping off the pillows</p> | <p>1. Start off with thinner pillows and then gradually replace them with thicker ones</p> <p>2. Start off with pillows in a straight line and then form curves as the student improves</p> | 1. Helper must be ready to catch the student if he/she loses balance |
|---------|------------|-----------------|-------------------------------|---|---|---|--|

| | | | | | | | |
|---------|-------------|-------------------------------|--|----|--|--|---|
| Balance | Lower Limbs | Step standing on a phone book | <p>1. To encourage weight bearing on one leg</p> <p>2. To improve static balance</p> | 10 | <p>1. Student stands with one foot placed on a phone book without losing his/her balance over a period of time</p> <p>2. Change sides after 30 seconds</p> | <p>1. May allow some external support such as hand of helper to start off with and then gradually withdraw the support</p> <p>2. Gradually use thicker phone box/box</p> <p>3. Gradually increase the time</p> | <p>1. Helper must be ready to catch the student if he/she loses balance</p> |
|---------|-------------|-------------------------------|--|----|--|--|---|

| | | | | | | | |
|---------|------------|----------------------------|-------------------------------|---|---|--|--|
| Balance | Whole Body | Walk heel to toe on a line | 1. To improve dynamic balance | 9 | <p>1. Student stands at one end of a straight line drawn on the ground</p> <p>2. Student walks forward with heel touching toe on the line without stepping off the line</p> | <p>1. Allow the student to use arms to balance and then ask the student to put hands on hips as he/she improves</p> <p>2. Use a thicker line to start off with and then gradually use a thinner line</p> <p>3. Gradually increase the number of steps required</p> | 1. Helper must be ready to catch the student if he/she loses balance |
|---------|------------|----------------------------|-------------------------------|---|---|--|--|

| | | | | | | | |
|---------|------------|--------------------------|--|---|---|--|--|
| Balance | Whole Body | Sit on a Swiss Ball | 1. To improve sitting balance | 8 | 1. Student sits on a Physio Ball with feet flat on the floor wide apart and arms by the sides | 1. Sit with a wider base and then gradually bring the feet together 2. Start off with putting the ball against the corner of two walls and then just against the wall and finally away from the wall 3. Start off with a slightly deflated ball and then gradually | 1. Helper must be ready to catch the student if he/she loses balance |
| Balance | Whole Body | Sitting: Hitting balloon | 1. To improve sitting balance 2. To improve eye-hand coordination | 8 | 1. Student sits on a chair with feet flat on the ground 2. Student tries to hit the balloon to helper OR catch balloon | 1. Gradually moves the balloon away from the midline | 1. Put pillows around the student for safety 2. Helper must be ready to catch the student if he/she loses balance |

| | | | | | | | |
|---------|------------|--|--|---|---|--|--|
| Balance | Whole Body | Sitting with feet off the ground: Hit balloon | 1. To improve sitting balance 2. To improve eye-hand coordination | 8 | 1. Student sits on a chair with feet off the ground 2. Student tries to hit the balloon to helper OR catch balloon | 1. Gradually moves the balloon away from the midline | 1. Put pillows around the student for safety 2. Helper must be ready to catch the student if he/she loses balance |
| Balance | Whole Body | Sitting: Kicking ball | 1. To improve sitting balance 2. To improve eye-foot coordination | 8 | 1. Student sits on a chair with both feet on the ground 2. Student kicks a ball suspended from the ceiling | 1. Start off with allowing to use hands to hold onto chair and then have hands off the chair as student improves | 1. Put pillows around the student for safety 2. Helper must be ready to catch the student if he/she loses balance |

| | | | | | | | |
|---------|------------|--|--|---|--|--|--|
| Balance | Whole Body | Sitting with feet off the ground: Kick ball | 1. To improve sitting balance 2. To improve eye-foot coordination | 8 | 1. Student sits on a chair with both feet off the ground 2. Student kicks a ball suspended from the ceiling | 1. Start off with allowing to use hands to hold onto chair and then have hands off the chair as student improves | 1. Put pillows around the student for safety 2. Helper must be ready to catch the student if he/she loses balance |
| Balance | Whole Body | Standing on a line | 1. To improve standing balance | 9 | 1. Student stands on a line without stepping off the line for a period of time | 1. Start off with allowing to use arms to balance, then have arms on hips, then have arms folded across chest | 1. Helper must be ready to catch the student if he/she loses balance |

| | | | | | | |
|---------|------------|--------------------------|--|---|--|---|
| Balance | Whole Body | Half-kneeling: Ball game | 1. To improve balance 2. To improve eye-hand coordination | 6 | 1. Student gets into half-kneeling position 2. Student plays ball game with helper 3. Repeat on the other side | 1. Gradually increase the time 1. Helper must be ready to catch the student if he/she loses balance |
| Balance | Trunk | Sitting: Bending down | 1. To improve sitting balance | 8 | 1. Student bends down to pick up objects from floor 2. Student sits up tall again after picking up objects | 1. Gradually place the object further away from the student 2. Gradually move the objects further away to the side, picking up with the same side hand 3. Gradually move the objects further away to the side, picking up with the opposite 1. Helper must be ready to catch the student if he/she loses balance |

| | | | | | | | |
|---------|------------|-----------------------------|---|---|--|--|--|
| Balance | Whole Body | Walk on a line | 1. To improve dynamic balance 2. To improve eye regards | 9 | 1. Student walks along a line for a minimum number of steps before stepping off the line OR 2. Student walks along a line over a fixed distance and is allowed to step off the line for a number of times | 1. Increase the distance 2. Increase the number of steps before starts stepping off 3. Reduce the number of times stepping off over a fixed distance | 1. Stay clear of dangers such as furniture 2. Helper must be ready to catch the student if he/she loses balance |
| Balance | Whole Body | Walk and push weighted cart | 1. To practise walking 2. To improve dynamic balance 3. To improve strength | 9 | 1. Student walks while pushing weighted cart | 1. Increase the distance 2. Reduce the weight | 1. Helper must be ready to catch the student if he/she loses balance |

| | | | | | | | |
|---------|-------------|-----------------------------------|------------------------------|--|--|--------------------------------|--|
| Balance | Lower Limbs | Single leg standing - eyes closed | 1. To improve static balance | | 1. Student places hands around waist 2. Student bends one leg backward at the knee for at least 90 degrees 3. Student closes the eyes and stands on one leg for a period of time without moving the supporting leg | 1. Gradually increase the time | 1. Helper must be ready to catch the student if he/she loses balance |
|---------|-------------|-----------------------------------|------------------------------|--|--|--------------------------------|--|

| | | | | | | | |
|---------|-------------|---|------------------------------|---|--|--------------------------------|--|
| Balance | Lower Limbs | Single leg standing on balance beam - eyes closed | 1. To improve static balance | 9 | 1. Student places one foot up on a balance beam/plank 2. Student places hands around waist 3. Student bends the other leg backward at the knee for at least 90 degrees 4. Student closed the eyes and stands on one leg for a period of time without moving | 1. Gradually increase the time | 1. Helper must be ready to catch the student if he/she loses balance |
|---------|-------------|---|------------------------------|---|--|--------------------------------|--|

| | | | | | | | |
|---------|-------------|------------------------------------|------------------------------|---|---|--------------------------------|--|
| Balance | Lower Limbs | Standing heel-to-toe - eyes closed | 1. To improve static balance | 9 | 1. Student places hands around waist 2. Student places feet along a line with heel of the foot in front touching the toes of the other foot 3. Student closes the eyes and stands for a period of time without losing balance | 1. Gradually increase the time | 1. Helper must be ready to catch the student if he/she loses balance |
|---------|-------------|------------------------------------|------------------------------|---|---|--------------------------------|--|

| | | | | | | | |
|---------|------------|--|------------------------------|---|---|--------------------------------|--|
| Balance | Whole Body | Standing heel-to-toe on a balance beam | 1. To improve static balance | 9 | <p>1. Student places one foot up on a balance beam/plank</p> <p>2. Student places hands around waist</p> <p>2. Student places the other foot up on the balance beam with heel touching the toes of the other foot</p> <p>3. Student stands on one leg for as long as possible without l</p> | 1. Gradually increase the time | 1. Helper must be ready to catch the student if he/she loses balance |
|---------|------------|--|------------------------------|---|---|--------------------------------|--|

| | | | | | | | |
|---------|------------|---------------------------------|--|---|---|---|---------------|
| Balance | Whole Body | Kneeling: Ball games (modified) | 1. To improve pelvic control/stability 2. To improve static balance 3. To improve hand-eye coordination 4. To improve ball skills (catch & throw) | 5 | 1. Ask the student to kneel on a mat with the right knee resting on a phone book 2. Helper plays ball game with the student by throwing a ball to the student and ask the student to throw it back | 1. Reduce the size of ball and/or 2. Increase the distance between the student and the helper 3. Helper can throw the ball away from the centre | No Precaution |
|---------|------------|---------------------------------|--|---|---|---|---------------|

| | | | | | | | |
|---------|------------|--|---|---|--|--|--|
| Balance | Whole Body | Sitting - protective extension of arms | 1. To develop balance responses 2. To develop protective reactions | 8 | 1. Student sits on phone books (secured together using duct tape) with hands placed on the laps 2. Helper kneeling behind the student (out of sight) gently pushes the student to either side so that he/she has to save himself/herself by | 1. Start by gently pushing the student to either side 2. gradually pull the student back and to the side in a diagonal direction further and further away from the upright position | 1. Helper must be ready to catch the student if he/she loses balance |
|---------|------------|--|---|---|--|--|--|

| | | | | | | | |
|---------|-------------|--|---|---|--|---|--|
| Balance | Lower Limbs | Half-kneeling: Ball game (modified) | 1. To improve balance 2. To improve eye-hand coordination | 6 | 1. Student gets into half-kneeling position with the right knee resting on a phone book 2. Student plays ball game with helper 3. Repeat on the other side | 1. Gradually increase the time | 1. Helper must be ready to catch the student if he/she loses balance |
| Balance | Trunk | Walk forward on knees with arms folded | 1. To improve dynamic balance 2. To improve sideways weight shifting 3. To improve pelvic stability | 6 | 1. Student practises walking forward on his/her knees on a mat over a fixed distance with the arms folded across his/her chest | 1. Increase the distance 2. Varies the speed. Make it very fast or very slow 3. Ask the student to lift the legs off the mat instead of dragging them along | No Precaution |

| | | | | | | |
|---------|-------|---|---|---|--|---------------|
| Balance | Trunk | Walk backward on knees with arms folded | 1. To improve dynamic balance 2. To improve sideways weight shifting 3. To strengthen the hip extensors | 6 | 1. Student practises walking backward on his/her knees on a mat over a fixed distance with the arms folded across his/her chest 2. Varies the speed. Make it very fast or very slow 3. Ask the student to lift the legs off the mat instead of dragging them along | No Precaution |
|---------|-------|---|---|---|--|---------------|

DrawingFemale