Category	BodyParts	xerciseNam	Purposes	SPID	Instructions	Progression	Precautions	rawingMal
Category	bodyraits	Kerciseivairi	ruiposes	SFID	ilisti uctions	Togression	Frecautions	nawingiviai
						1. Walk on		
						a vvaik on		
						narrower		
						plank		
					1 Student	2. Walk on		
					stands at	a longer		
					one end	plank		
					of a	3.		
					balance	Progress		
					beam	from		
					2. Student			
			1. To		walks	the		
			improve		from one	student to		
			dynamic		end of a	use the	1. Helper	
			balance		balance	arms for	must be	
			2. To		beam to	balance to	ready to	
			narrow		the other	hands on	catch the	
			the		end	waist to	student if	
			walking		without	arms	the	
		Walk on a	base (if it		falling off	folded	student	
	Whole	balance	is too		_	across the	loses	
Balance	Body	beam	wide)	9	twice	chest	balance	
			1. To					
			improve		1. Ask the	1. Reduce		
			pelvic		student to	the size of		
			control/st		kneel on a			
			ability		mat	and/or		
			2. To		2. Helper	2.		
			improve		plays ball	Increase		
			static		game with			
			balance		the	distance		
			3. To		student by			
			improve		throwing	the		
			hand-eye		a ball to	student		
			coordinati		the	and the		
			on 		student	helper		
			4. To		and ask	3. Helper		
			improve		the	can throw		
		 	ball skills		student to		No	
		Kneeling:	(catch &	_	throw it	away from		
Balance	Trunk	Ball games	throw)	5	back	the centre	n	

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

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

						1.	
						Increase	
						the	
						distance	
						2. Varies	
						the speed.	
						Make it	
						very fast	
						or very	
						slow	
						3. Ask the	
						student to	
			1. To			fold the	
			improve			arms	
			dynamic			across the	
			balance			chest	
			2. To			4. Ask the	
			improve			student to	
			sideways		1. Student		
			weight		practises	legs off	
			shifting		walking	the mat	
			3. To		backwards		
		Walk	strengthe		on his/her		No
		backwards	,		knees on	them	Precautio
Balance	Trunk	on knees	extensors	6	a mat	along	n

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

	1						
					1. Student		
					places		
					hands		
					around		
					waist		
					2. Student		
					bends one		
					leg		
					backward		
					at the		
					knee for		
					at least 90		
					degrees		
					3. Student	1. Student	
					stands on	folds arms	
					one leg	across	
					for as long	chest as	1. Helper
					as	he/she	must be
					possible	improves	ready to
					without	2. Student	
			1. To		moving	closes the	student if
			improve		the	eyes as	he/she
	Lower	Single leg	static		supportin	he/she	loses
Balance	Limbs	standing	balance	9	g leg	improves	balance
Dalatice	LIIIIDS	standing	Dalatice	9	g ieg	improves	Dalatice

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

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

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

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

						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	
					1 Student	and finally	
					sits on a	away from	
					Physio	the wall	1. Helper
					Ball with	3. Start off	
					feet flat	with a	ready to
					on the	slightly	catch the
			1. To		floor wide		student if
						ball and	he/she
	Whole	Sit on a	improve		apart and	then	loses
Dalanco			sitting balance		arms by		balance
Balance	Body	Swiss Ball	Dalatice	٥	the sides	gradua	Dalance
							1. Put
					1. Student		pillows
					sits on a		around
					chair with		the
					feet flat		student
			1. To		on the		for safety
			improve		ground		2. Helper
			sitting		2. Student	1.	must be
			balance		tries to hit		ready to
			2. To		the	moves the	
			improve		balloon to		student if
		Sitting:	eye-hand			away from	
	Whole	Hitting.	coordinati		catch	the	loses
Balance	Body	balloon	on	R	balloon	midline	balance
Dalatice	Боау	balloon	011	- O	Danoon	manne	Dalatice

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

Balance	Whole Body	Sitting with feet off the ground: Kick ball	1. To improve sitting balance 2. To improve eye-foot coordinati on	8	1. Student sits on a chair with both feet off the ground 2. Student kicks a ball suspende d from the ceiling	allowing to use hands to hold onto chair and then have	the student for safety 2. Helper must be ready to catch the student if he/she
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	ready to catch the

Balance	Whole Body	Half- kneeling: Ball game	1. To improve balance 2. To improve eye-hand coordinati	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
Daialice	Бойу	שמוו צמווופ	on	0	other side	1.	paratice
						Gradually place the object further away from the student 2. Gradually move the objects further away to the side, picking up with the	
					1. Student bends	hand	
					down to pick up	3. Gradually	
					objects	move the	1. Helper
					from floor	-	must be
					2. Student		ready to catch the
			1. To		sits up tall again	the side,	student if
		Sitting:	improve		after	picking up	he/she
		Bending	sitting		picking up	with the	loses
Balance	Trunk	down	balance	8	objects	opposite	balance

	1	1					
					1 (1)		
					1. Student		
					walks		
					along a	1	
					line for a minimum	1.	
					· ·	Increase	
					number of		
					steps	distance	
					before	2.	
					stepping	Increase	
					off the	the	
					line OR	number of	4 61-
					2. Student		1. Stay
					walks	before	clear of
					along a	starts	dangers
					line over a		such as
					fixed	off	furniture
			1. To		distance	3. Reduce	2. Helper
			improve		and is	the	must be
			dynamic			number of	
			balance		step off	times	catch the
			2. To		the line	stepping	student if
	244		improve		for a	off over a	he/she
Dalama	Whole	Walk on a	eye	0	number of		loses
Balance	Body	line	regards	9	times	distance	balance
			1. To				
			practise				
			walking				1. Helper
			2. To			1.	must be
			improve		1. Student	Increase	ready to
			dynamic		walks	the	catch the
		Walk and	balance		while	distance	student if
		push	3. To		pushing	2. Reduce	he/she
	Whole	weighted	improve		weighted	the	loses
Balance	Body	cart	strength	9	cart	weight	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		1. Helper
			period of		must be
			time		ready to
			without		catch the
Sin	ngle leg	1. To	moving	1.	student if
		improve	the	Gradually	he/she
Lower eye	- 1	static	supportin	increase	loses
		balance	g leg	the time	balance

		1			1. Stuaent		
					places one		
					foot up on		
					a balance		
					beam/pla		
					nk		
					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		1. Helper
		Single leg			stands on		must be
		standing			one leg		ready to
		on			for a		catch the
		balance	1. To		period of	1.	student if
		beam -	improve		time	Gradually	he/she
	Lower	eyes	static		without	increase	loses
Balance	Limbs	closed	balance	9	moving	the time	balance

	1						<u> </u>
					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		1. Helper
					eyes and		must be
					stands for		ready to
					a period		catch the
		Standing	1. To		of time	1.	student if
		heel-to-	improve		without	Gradually	he/she
	Lower	toe - eyes	static		losing	increase	loses
Balance	Limbs	closed	balance	9	balance	the time	balance

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

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

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

Balance	Lower	Half- kneeling: Ball game (modified)	1. To improve balance 2. To improve eye-hand coordinati on	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	2. Varies the speed. Make it	No Precautio n

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

DrawingFemale