



Ride



Scoot



Crawl

Scoot

Activity Programme

A parent's guide to choosing
activities for improving
Mobility, Ability & Participation
(MAP)



Contents

Section One

Introduction to

Scoot

- Let's get ready!
- What is Scoot?
- Who can use Scoot?

Section Two

The Scoot Activity

Programme

- What is the Scoot Activity Programme?
- Overview of the Scoot Activity Programme
- Finding your child's starting point using the Mobility Assessment
- Choosing Mobility, Ability and Participation activities using the MAP Activities Worksheets
- How to review your progress using the MAP Mobility Assessment
- Using the optional MAP Abilities Assessment
- Sharing your progress with us at Firefly
- Top tips

Section Three

Resources

- ICF-CY and MAP
- Therapy terms explained
- Getting prepared
 - Assessing for Configuration 1: Ride
 - Assessing for Configuration 2: Scoot
 - Assessing for Configuration 3: Crawl
- MAP Mobility Assessment
- MAP Activity Programme Worksheets
- Activity suggestions - Development areas
- Activity suggestions - Configurations
- Optional MAP Abilities Assessment
- Contact details
- References

SECTION 1

INTRODUCTION TO THE SCOOOT

Let's get ready!

With Scoot you can begin to provide different opportunities for developing your child's mobility, ability and participation skills using our Scoot Activity Programme.

Of course you can choose to simply let your child use Scoot to move around independently – many families love to do this. However by carefully choosing the activities your child participates in whilst using Scoot, you can develop and improve their skills and performance in many areas.

In this booklet we provide you with help and guidance from our qualified Occupational Therapists to support you in getting the most out of your Scoot.



FOR THE INTRODUCTION OF ANY MOBILITY DEVICE TO BE SUCCESSFUL, IT MUST BE ACCOMPANIED BY A TRAINING PROGRAMME.¹⁻³

What is Scooot?

Scooot is a configurable 3-in-1 mobility rider. It provides a means for self-initiated movement and independence for children with mobility challenges.

The concept of Scooot came from Cerebra, a UK charity that aims to improve the lives of children with neurological conditions through research, information and support⁴. The idea came from a mother whose daughter was a “bottom shuffler”. Cerebra designed a simple scoot board for the little girl, pictured below.

Cerebra found that many families asked about their product and so they wanted to work with a company to produce it on a larger scale. They chose Firefly by Leckey after the success of the GoTo seat partnership.

Firefly is a division of Leckey (www.leckey.com), a company known worldwide for making postural equipment for children with special needs. However, Firefly’s unique focus is **special needs family participation**, which provides a perfect match for Scooot.



Who can use Scooot?

Scooot has been designed for children ranging from approximately 2-6 years old (maximum weight of 22kg) and Gross Motor Function Classification System (GMFCS) levels II - IV.

A child will get the most benefit out of their Scooot (in all configurations) if they are able to hold their head up. Without the advanced backrest, children need to have a reasonable level of trunk control, i.e. be able to sit on the floor with minimal pelvic support to use the SCOOT or RIDE functions. The advanced backrest provides additional trunk support for children who need it (see page 11). If your child has high or low muscle tone, or has had certain types of surgery, e.g. hamstring lengthening, we recommend that you seek advice from your Physical therapist and/or physician before using Scooot at all.

Your child's abilities may still be emerging and so they may only be able to manage a short time in Scooot before getting tired. That's OK – go at their pace, and they may soon build the skills and stamina needed. Deciding how long to use the Scooot for depends on your child's abilities, their mood and the time of day.

Be guided by your child and avoid letting them become too tired as this may impact on their abilities in other daily activities. Your child may enjoy using Scooot frequently, in which case daily use may be appropriate. If they have emerging postural skills or sensory issues, you may find that you need to go more slowly.



Configuring your Scooot

There are three configurations to Scooot:



If you have purchased the 3-in-1, all three configurations will be achievable.

If you have purchased the 2-in-1 version your child will be able to CRAWL and SCOOT.

ASSISTIVE DEVICES ENABLE CHILDREN WITH FUNCTIONAL IMPAIRMENTS TO PARTICIPATE IN MANY ACTIVITIES THEY MAY NORMALLY NOT BE ABLE TO DO.⁵



The advanced backrest provides an added level of support for children who need it. It simply attaches to the backrest of both SCOOT and RIDE configurations.

Getting used to setting up and switching between configurations can take a little practice. We suggest that you familiarise yourself with the setup before using it with your child. Guidance on setup and configuration can be found in your [User Manual](#) (including attachment of the backrest) and there is also an instructional video on our [YouTube channel](#).

Once you have your configuration set up, you need to place your child into the Scoot securely. For SCOOT and RIDE, place your child with their bottom against the backrest and fasten the lap strap. For CRAWL, make sure the padded cover is attached and place your child onto the Scoot with their head facing towards the front (where the Firefly logo is) as shown in the picture on the left.



Scoot



Ride

SECTION 2

THE SCOOOT ACTIVITY PROGRAMME



DID YOU KNOW?

THE MAP MODEL IS
BASED ON THE WORLD HEALTH
ORGANISATION'S ICF-CY
FRAMEWORK. TURN TO THE
RESOURCE SECTION
AT THE BACK FOR MORE INFO.

What is the Scooot Activity Programme?

The Scooot Activity Programme provides a series of carefully selected activities which can contribute to your child's development.

There are three key areas of the programme:

Mobility (M), **Ability (A)** & **Participation (P)**.

This is the MAP:

MOBILITY is your child's ability to access their world and gain as much independence as possible;

ABILITY refers to all aspects of your child's physical, cognitive and social development;

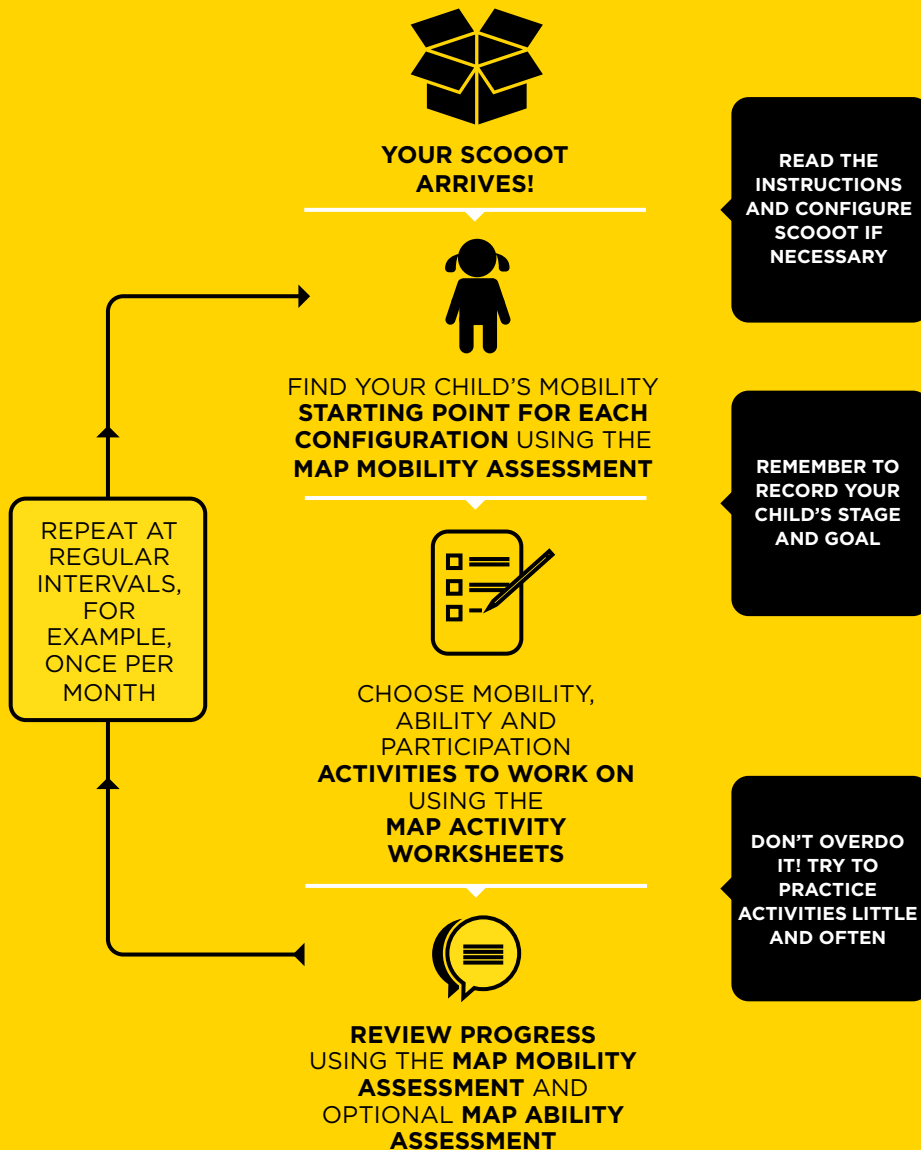
PARTICIPATION is about enabling your child to experience as many activities as possible.

The Scooot Activity Programme consists of the MAP Mobility Assessment; the MAP Activity Worksheets; and an optional MAP Abilities Assessment to review your child's progress (see the Resource section).

The Resource section also includes a list of activity suggestions for encouraging development in different skill areas and a table to show activities that are suitable in each configuration. Finally, the Resource section provides details on how to review and record any progress.

As Scooot primarily enables children to experience movement, the Scooot Activity Programme begins with the MAP Mobility Assessment.

Overview of the Scoot Activity Programme



Finding your child's mobility starting point

Using the MAP Mobility Assessment

From the outset, it's important to identify the aspects of Scoot that your child finds easy or more difficult. This helps you figure out what stage to work on next.

Your child's mobility starting point is simply what your child is able to do at this moment in time, in whichever configuration of Scoot you wish to use. You know your child better than anyone, so along with the MAP Mobility Assessment, you (and your therapist if possible) will be able to work out their starting point. Remember that all children are different and your child's starting point may not be the same as that of other children.

Our MAP Mobility Assessment (see Resources) helps you to decide your child's mobility starting point in each of the three Scoot configurations.




Each configuration contains stages and goals designed to help your child progress as much as they are able to.

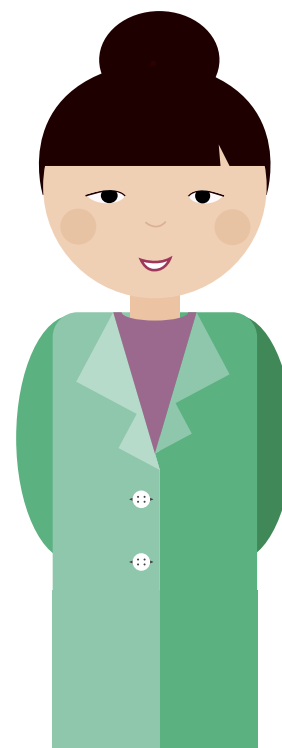
The stages for each configuration are a bit like building blocks, each one supporting the next. For example, in RIDE configuration, the stages develop from sitting comfortably in Scoot to independently moving RIDE and negotiating obstacles.

To decide which stage your child is currently at in your preferred mobility configuration(s), use Scoot for a couple of short sessions and judge their response. Remember you can refer to the [Scoot User Manual](#), online instructional videos and the additional guidance notes in the Resource section of this booklet to help you.

Use the MAP Mobility Assessment to identify which stage most closely matches your child's activity in Scoot for your preferred mobility configuration(s) and record the date. In the example below, on 12th January 2016, the child using RIDE configuration is able to bring their hands to the wheels, but does not yet understand how to make any movement. They are at STAGE 2 and the date is recorded (shaded yellow in the example).

	STAGES	DATE
		
Ride		
STAGE 1	Tolerates sitting in Scoot but does not touch wheels	
STAGE 2	Brings hands to wheels but does not produce movement	12.01.16
STAGE 3	Can move Scoot forwards/backwards/both	
STAGE 4	Can turn Scoot in addition to above	
STAGE 5	Can use Scoot independently and negotiate obstacles	

Once you know what your child can currently do in Scoot for your preferred mobility configuration(s), you can choose to aim for the next stage or maintain the stage your child is currently at. To use the RIDE example again, this child would be working towards moving Scoot in any direction (STAGE 3 - shaded pink in the example).



DID YOU KNOW?
 USING THE RIGHT EQUIPMENT WITH THERAPY INPUT TO ENCOURAGE MOBILITY, HAS BEEN SHOWN TO PREVENT OR SLOW DOWN SECONDARY DEFORMITIES. ⁶

Choosing Activities using the MAP Activity Worksheets

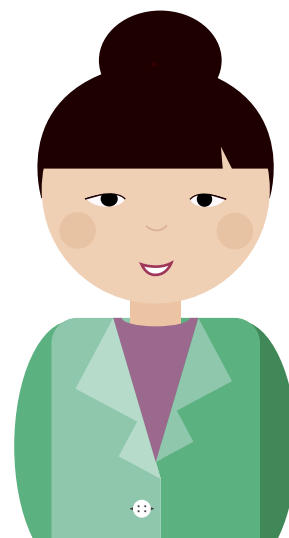
Now that you have found your child's starting point for your preferred mobility configuration(s), it's time to choose the configuration you want to work on and find its corresponding worksheet. There are three worksheets in total, one each for RIDE, SCOOT and CRAWL.

The worksheets consist of a number of suggested activities which are organised as Mobility, Ability and Participation. Activities within Mobility will help develop your child's ability to move Scoot. Ability and Participation suggestions are activities which will help your child's physical, cognitive and social development, as well as widen their experiences.

Bear in mind that children have different abilities and learn at different speeds, so some of the activities suggested within your worksheet might not be suitable for your child. We have included a list of activities in the Resource section to allow you to pick and choose alternative activities that may be more suitable for your child.

We want you to get the most out of your Scoot Activity Programme and ultimately your Scoot, so we have devised two separate tables of activities. As all activities have more than one benefit, the first table shows the range of developmental areas each activity can improve, while the second table shows activities which are suitable for each configuration.

If you are unsure about which activities to choose, it's best to speak to your therapist. You can also contact us using the contact details provided on the back page of this booklet.



DID YOU KNOW?

EVIDENCE SUGGESTS THAT PROVIDING FAMILY-CENTRED CARE CAN IMPROVE A CHILD'S DEVELOPMENT AND DECREASE PARENTAL STRESS ⁷⁻⁸

Remember!

Progress in Scoot will vary a great deal from child to child – some learning much faster than others. It depends on many things, including their disability, any underlying (or associated) health conditions, and how regularly they use Scoot.

Your child will benefit from the experience Scoot provides them with – whether that's being at floor level, being able to self-propel a little, or even being able to move around independently.

For some children, maintaining a stage is an achievement in itself.

Don't be tempted to exaggerate or over-estimate the stage your child is at, even if they are close to the next stage. Be realistic and then you can be sure that when progress occurs, it's the real deal.

If things aren't going to plan, don't lose heart! Keep a record of the stage your child is at and take a break, or go back to an earlier stage if you need to.

Read about other families' Scoot stories at:
www.fireflyfriends.com/therapists/case-histories/scoot



How to review your progress

It's useful to try to review your child's progress because it:

- Helps you to understand any influence that the Scoot may have on your child's development;
- Keeps you focused on encouraging your child to achieve the next stage;
- Helps you look back and remember how far your child has come, especially if you take photographs and/or videos as you go along.



Look back and remember how far your child has come.

How to review your progress using the MAP Mobility Assessment

As Scooot concentrates primarily on mobility, you can use the MAP Mobility Assessment to review your child's progress. After about a month, simply repeat the process of assessment and check how your child is doing against the stages for your preferred Scooot configuration(s). If your child has reached a new stage, then write the date beside it. You are then aiming for the next stage, as you did before. If your child hasn't quite reached the next stage, don't worry, just keep going and review again in another month or whenever you feel your child has made progress.

Optional MAP Abilities Assessment

Some parents have reported unexpected changes in their child's abilities outside of Scooot use (for example, sitting balance on the floor) which they believe are related to using Scooot.

If you notice any additional changes, try to capture these using the MAP Abilities Assessment (see Resource section). This will help to give you a much more rounded picture of your child's progress. Simply choose whether you feel your child's skills in the six ability areas (hand function, floor play, communication, attention, exploration and fun) are (a) worse than before you started using Scooot; (b) the same as before; or (c) better than before. Make a note of any specific changes you have noticed and try to describe what is different.

Sharing your progress with us at Firefly

We'd love to hear how you and your child are getting on with your Scooot Activity Programme, especially if you've completed one or two reviews. Going by the stories we have heard from families through Facebook and Twitter, we believe that Scooot can benefit children in a number of ways. It can however sometimes be difficult to show this because families share their stories in so many different ways.

The Scooot Therapy Programme provides families, not only with a therapy tool, but a system for recording progress. If this progress is shared, the benefits of using Scooot can be demonstrated to other families and therapists.

So, if you'd like to be part of this bigger picture, please email your reviews to scooot.programme@fireflyfriends.com



Top Tips

- 💡 Choose a time when your child is well rested and ready to use their Scoot. Try to wait at least 30 minutes after eating before using the Scoot and avoid using it before bed.
- 💡 Use the Scoot for a short time to begin with (around 5 minutes). Once your child becomes comfortable with the configuration you are using, increase their time in the Scoot.
- 💡 Encourage your child to initiate their own movement and the direction of movement. Guide your child's arms or legs if they need a little help.
- 💡 Try to make the experience fun for everyone involved - include siblings and friends. You can use the Scoot to play with toys, listen to music or complete everyday tasks (e.g. getting something from the cupboard).
- 💡 Keep an eye on your child's confidence before and after using the Scoot and note how much your child is enjoying the Scoot session.
- 💡 Note how much your child is motivated to use the Scoot before using it, and how motivated your child is when using it.
- 💡 Take photographs and videos as you go along, remembering to note the date - they form a really helpful part of your review.

Contact Us

If you have any questions or would like to provide feedback, you can contact us at:

Phone: **+44 (0) 28 92 678879**

Email: **scoot.programme@fireflyfriends.com**

Address: **Firefly by Leckey,
19C Ballinderry Road,
Lisburn,
Northern Ireland,
BT28 2SA**



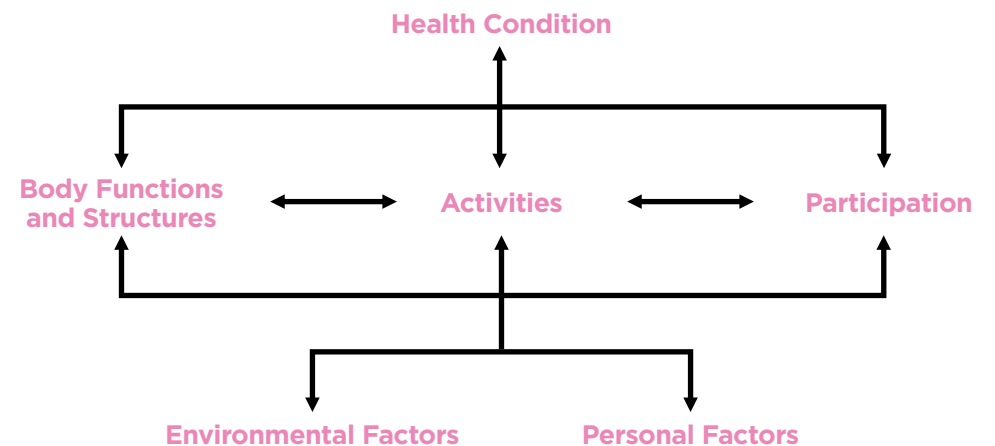
SECTION 3

RESOURCES

ICF-CY and MAP Explained

The International Classification of Functioning, Disability and Health for Children and Youth (ICF-CY) is an internationally recognised framework which is designed “to record the characteristics of the developing child and the influence of its surrounding environment.” (World Health Organisation, 2007).

This means that health and function are emphasised, and disability or difficulties with function are viewed simply as part of the overall health spectrum. The focus is balanced between what children and young people are able to do, as well what they have difficulty with. The overall model is below:



International Classification of Functioning, Disability and Health Framework for Children and Youth (WHO, 2007).

The **health condition** is generally considered the child's diagnosis – this could equally be 'asthma' or 'cerebral palsy'. **Body structures and functions** relate to the health condition and describe what is wrong with the body. This may be wheezing (for asthma), or high muscle tone (for cerebral palsy).

The body functions and structures affect the child's **activity**. Does the child become short of breath? Can the child rise to stand and walk? What is the child capable of doing?

Activity impacts on the child's level of **participation** in everyday activities such as playing, eating, dressing, cycling, going to the shops, involvement in sports etc.

Alongside these factors is the acknowledgement that the child's **environment** and individual **personal factors** influence their development. Parents, siblings, motivation, cognitive ability, housing, infrastructure of local health and education services, and access to sports and leisure facilities are a few of the environmental and personal factors that may impact on a child's development in each area.



Research suggests that therapy which looks at multiple areas appears to be more beneficial than a single treatment approach. Therefore, interventions should target body functions and structures, activities and participation, as well as environmental and personal factors (Chiarello & Kolobe, 2006).

Firefly

At Firefly by Leckey, our vision is to create a world where every child with special needs can enjoy a childhood filled with play, participation and possibilities.

Working with our community of parents and therapists we will campaign for change and co-create unique, innovative, life changing products.

We recognise that we are not able to change a child's health condition or environment, but by using Firefly products, we believe we can have an influence on their body structures, activities and participation. So, we have developed our own MAP framework to reflect where we can help.

The MAP

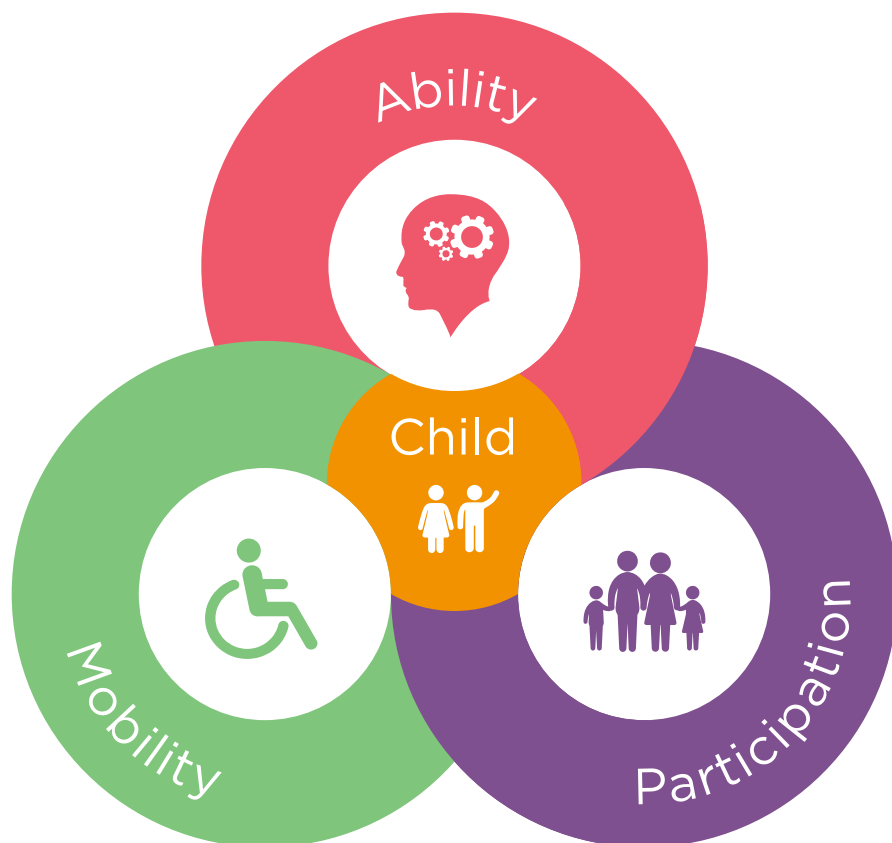
The MAP is Firefly and Leckey's own framework for understanding how products can help children with disabilities. With the child, their family and the products at the centre of the model, their developmental progress is influenced by mobility, ability and participation.

For example, by encouraging movement, we may actually improve **mobility** which we define as a child being able to access their world and gain as much independence as possible. And of course, products which move will encourage mobility too!

A product might encourage a child to develop hand function, concentration or communication (activities in the ICF-CY). We have termed this **ability**, which we define as improving physical, cognitive and social development.

Similarly to the ICF-CY, we have defined **participation** as being able to experience as many activities as possible.

The MAP Model is below:



MAP (©Leckey 2015)

Therapy terms explained

GROSS MOTOR SKILLS

Large movements usually related to developmental milestones e.g. rolling, sitting, crawling, cruising and walking.

REACH

Part of gross motor skills, stretching arms to reach across the body, upwards or downwards.

FINE MOTOR SKILLS

Small movements usually related to hand function e.g. pincer grasp, ability to hold a crayon, manage cutlery, or buttons etc.

BILATERAL HAND FUNCTION

Part of fine motor skills using both hands together to hold, throw, catch, build, open etc.

VISUAL-MOTOR SKILLS

The ability to co-ordinate eyes and movements. Visual-motor skills affect the ability to kick a ball (eye-foot co-ordination), pick up a block (eye-hand co-ordination), or drink from a cup (hand-mouth co-ordination).

CONFIDENCE

Self-assured and willing to try new things.

ENGAGEMENT

Obvious enjoyment from taking part in an activity.

MOTIVATION

Eagerness to take part in an activity and responds positively. May become upset when it's time to finish.

COMMUNICATION

The ability to listen and respond through facial expressions, gestures, sounds or words.

TRACKING (VISION)

The ability to follow a stimulus using the eyes, with or without moving the head.

EVERYDAY ACTIVITIES

Activities that people do on a day-to-day basis e.g. walking, brushing teeth, setting the table.

SENSORY SKILLS

The ability to process information (e.g. light/dark, hot/cold, rough/smooth, noisy/quiet) using the senses to understand the world and carry out everyday activities more easily.

You can watch our useful online videos at:

<http://www.fireflyfriends.com/therapists/product-guide/scoot/video>



Assessing for RIDE configuration

STAGE 1 of RIDE configuration is building sitting tolerance in Scoot.

Children are often attracted to the wheels on RIDE, but it can take some time for them to work out how to use them. STAGE 2 refers to children who are curious about the wheels and can place their hands on them, but just haven't quite figured out how to produce movement. If your child is at STAGE 2, you can work towards achieving STAGE 3 – movement forwards, backwards or both.

If your child is already able to move in both directions, learning how to negotiate turns (STAGE 4) is the next target. When your child becomes confident in moving in all directions, they can aim for STAGE 5. This requires independent movement without verbal or physical prompts, particularly if the child bumps into or has to negotiate around objects.



Getting prepared

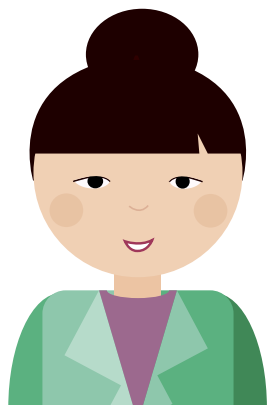
There are three configurations for Scoot: RIDE, SCOOT and CRAWL. If you have purchased the 3-in-1 Scoot, all three configurations will be achievable. With the 2-in-1 version, SCOOT and CRAWL can be achieved.

You can purchase the Ride Assembly as a separate accessory through www.fireflyfriends.com in the '[Accessories](#)' section.

Set up Scoot in your preferred configuration using the Scoot [User Manual](#) and [online resources](#).

Select the configuration according to your child's current strengths and abilities, bearing in mind that the easier position is the RIDE configuration and the CRAWL configuration is generally more difficult.

Once you have selected a configuration, choose a time when you and your child don't have to rush. Allow your child to use Scoot in your preferred configuration and watch your child's reaction. This will help you find their Mobility starting point on the MAP Mobility Assessment and then you can begin to work your way through the stages. The following sections guide you through the stages of each Mobility configuration.



NEED MORE TRUNK SUPPORT FOR SCOOT OR RIDE? THE ADVANCED BACKREST MAY HELP. SEE THE '[ACCESSORIES](#)' SECTION OF www.fireflyfriends.com



Assessing for **SCOOT** configuration

At first your child might find their environment a little distracting in this position, particularly if sitting at floor-level is a new experience for them. They might also find sitting in the SCOOT position difficult, because of the level of trunk control required to sit upright. STAGE 1 of the SCOOT Configuration is building sitting tolerance.

The first movement children tend to do in SCOOT configuration is push backwards, as it requires less effort than pulling forwards. Because of this, STAGE 2 is for children who can push themselves backwards and are aiming for STAGE 3: moving themselves forwards. If your child is able to propel themselves both backwards and forwards, turning themselves in either direction, then STAGE 4 is their next aim. Only select STAGE 5 if your child is able to move independently without verbal or physical prompts, particularly if the child bumps into or has to negotiate themselves around an object.



Assessing for **CRAWL** configuration

Give your child time to get used to the CRAWL configuration. This is often a difficult position for a child as it means they have to work hard to lift their head against gravity. However it's especially important for developing neck and shoulder strength. As a result, tolerating this tummy position is STAGE 1 of CRAWL configuration.

If your child is comfortable with CRAWL position, aim for STAGE 2 - lifting head to look forwards. Once your child is able to hold their head up, encourage them to place their hands and/or feet on the ground to achieve STAGE 3. If your child is able to push themselves backwards in this position, they are at STAGE 4. STAGE 5 is for children who can use their hands and/or feet to propel themselves in any direction while holding their head up.



NEED MORE TRUNK SUPPORT FOR SCOOT OR RIDE? THE ADVANCED BACKREST MAY HELP. SEE THE **'ACCESSORIES'** SECTION OF www.fireflyfriends.com

MAP Mobility Assessment

Your child's name: _____

Date of birth: _____

Diagnosis: _____

Date of assessment/review: _____

	STAGES	DATE
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RIDE

STAGE 1	Tolerates sitting in Scoot	
STAGE 2	Brings hands to wheels but does not produce movement	
STAGE 3	Can move Scoot forwards/backwards/both	
STAGE 4	Can turn Scoot	
STAGE 5	Can use Scoot independently and negotiate obstacles	

	STAGES	DATE
--	--------	------



SCOOT

STAGE 1	Tolerates sitting in Scoot	
STAGE 2	Can move Scoot backwards	
STAGE 3	Can move Scoot forwards and backwards	
STAGE 4	Can turn Scoot in either direction	
STAGE 5	Can use Scoot independently and negotiate obstacles	

	STAGES	DATE
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CRAWL

STAGE 1	Tolerates tummy position but head drops frequently	
STAGE 2	Able to lift and hold head up in tummy position	
STAGE 3	With head up, places hands on floor but cannot crawl in tummy position	
STAGE 4	With head up, uses hands and/or knees and feet to push forwards or backwards	
STAGE 5	With head up, uses hands and/or knees and feet to push forwards and backwards, freely changing direction	





MAP ACTIVITY WORK SHEET FOR

RIDE

THE SPECIFIC RIDE STAGE WE ARE WORKING ON IS:

<p>M</p> <p>POSITIONS & TIPS FOR IMPROVING MOVEMENT AND INDEPENDENCE</p>	<p>MOBILITY ACTIVITIES</p> <ul style="list-style-type: none"> • Push the wheels of Scoot to demonstrate to your child how it moves. • Use your hands to guide your child's hands to the Scoot wheels and gently push the wheels using their hands in the direction you are working on.
<p>A</p> <p>ACTIVITIES FOR IMPROVING PHYSICAL, COGNITIVE AND SOCIAL DEVELOPMENT</p>	<p>ABILITY ACTIVITIES</p> <ul style="list-style-type: none"> • Ask your child to retrieve objects from the floor, a different room, or from cupboards, etc. • Throw and catch a balloon, ball, beanbag, etc. • Choose clothes from a low drawer.
<p>P</p> <p>ACTIVITIES THAT ENABLE AS MANY EXPERIENCES AS POSSIBLE</p>	<p>PARTICIPATION ACTIVITIES</p> <ul style="list-style-type: none"> • Move towards a family member, friend or pet. • Play games such as races, catch/tag or hide and seek. • Take part in floor play at home or in circle time at school. • Make an obstacle course, adding more obstacles as mobility in RIDE improves.



USE THE SCOOT ON DIFFERENT FLOOR SURFACES TO GRADE ACTIVITY I.E. START ON WOOD AND BUILD TO CARPET.

ATTACH 'BUMP-DOTS' TO THE OUTER RIM OF THE SCOOT WHEELS TO ENCOURAGE YOUR CHILD TO FEEL FOR THE WHEELS AND ACHIEVE MOVEMENT.

SEE ACTIVITY SUGGESTIONS IN THE FOLLOWING PAGES TO CHOOSE OTHER ABILITY AND PARTICIPATION ACTIVITIES FOR YOUR CHILD.

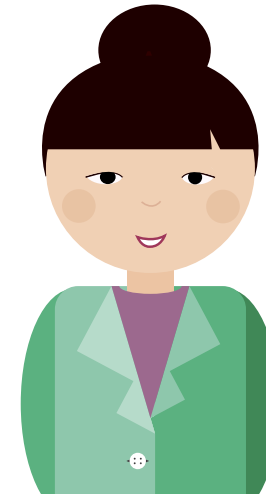


MAP ACTIVITY WORK SHEET FOR

SCOOT

THE SPECIFIC SCOOT STAGE WE ARE WORKING ON IS:

<p>M</p> <p>POSITIONS & TIPS FOR IMPROVING MOVEMENT AND INDEPENDENCE</p>	<p>MOBILITY ACTIVITIES</p> <ul style="list-style-type: none">• Try going backwards first – place skittles behind your child and encourage them to knock them over.• Use your hands to place your child's legs so they can feel the movement they have to make.
<p>A</p> <p>ACTIVITIES FOR IMPROVING PHYSICAL, COGNITIVE AND SOCIAL DEVELOPMENT</p>	<p>ABILITY ACTIVITIES</p> <ul style="list-style-type: none">• Kick a ball while seated in SCOOT.• Reach for items on the floor.• Ask your child to get items from cupboards, fridge, etc.• Skittles/Bowling.• Throw and catch a ball.
<p>P</p> <p>ACTIVITIES THAT ENABLE AS MANY EXPERIENCES AS POSSIBLE</p>	<p>PARTICIPATION ACTIVITIES</p> <ul style="list-style-type: none">• Sit in front of a long mirror, and sing action songs.• Read a book with a sibling.• Bring turn-taking games down to floor level to play with a sibling or friend, for example Pin the Tail on the Donkey.



USE THE SCOOT ON DIFFERENT FLOOR SURFACES TO GRADE ACTIVITY I.E. START ON WOOD AND BUILD TO CARPET.

SEE ACTIVITY SUGGESTIONS ON THE FOLLOWING PAGES TO CHOOSE OTHER ABILITY AND PARTICIPATION ACTIVITIES FOR YOUR CHILD.

AS MOTOR CONTROL IMPROVES, YOU CAN PRACTICE MORE DIFFICULT ACTIVITIES/MOVEMENTS.

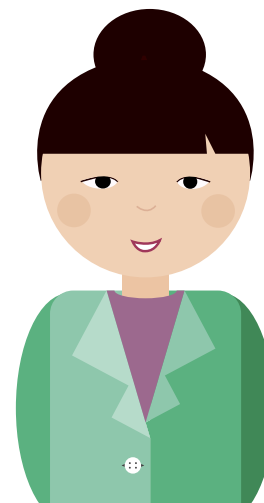


MAP ACTIVITY WORK SHEET FOR

CRAWL

THE SPECIFIC CRAWL STAGE WE ARE WORKING ON IS:

<p>M</p> <p>POSITIONS & TIPS FOR IMPROVING MOVEMENT AND INDEPENDENCE</p>	<p>MOBILITY ACTIVITIES</p> <ul style="list-style-type: none"> • Use toys to encourage your child to lift their head and focus their attention. • Place toys just out of reach on the floor and encourage your child to move towards them.
<p>A</p> <p>ACTIVITIES FOR IMPROVING PHYSICAL, COGNITIVE AND SOCIAL DEVELOPMENT</p>	<p>ABILITY ACTIVITIES</p> <ul style="list-style-type: none"> • Building blocks. • Retrieve items from boxes, cupboards, etc. • Jigsaws. • Read a book. • Manoeuvre beads on an abacus
<p>P</p> <p>ACTIVITIES THAT ENABLE AS MANY EXPERIENCES AS POSSIBLE</p>	<p>PARTICIPATION ACTIVITIES</p> <ul style="list-style-type: none"> • CRAWL towards a family member, friend, or pet. • Play games such as races, catch/tag or hide and seek. • Take part in floor play at home or in circle time at school. • Make an obstacle course, adding more obstacles as mobility in CRAWL improves.



USE THE SCOOT ON DIFFERENT FLOOR SURFACES TO GRADE ACTIVITY I.E. START ON WOOD AND BUILD TO CARPET.

WORKING ON TUMMY TIME REGULARLY WHEN NOT IN CRAWL WILL HELP TO ENCOURAGE HEAD LIFT.

SEE ACTIVITY SUGGESTIONS ON THE FOLLOWING PAGES TO CHOOSE OTHER ABILITY AND PARTICIPATION ACTIVITIES FOR YOUR CHILD.

Activity Suggestions - Development Areas

NOTE: MANY ACTIVITIES CAN ADDRESS ALMOST ALL THE ABILITY AREAS WITH SOME THOUGHT. THE DOTS (●) LISTED CAPTURE THE MAIN BENEFITS OF EACH ACTIVITY, BUT THERE ARE MANY OVERLAPS. FOR EXAMPLE, TALKING YOUR CHILD THROUGH YOUR CHOSEN ACTIVITY INCLUDES COMMUNICATION IN EVERY CASE.

ACTIVITY SUGGESTIONS	GROSS MOTOR SKILLS	REACH	FINE MOTOR SKILLS	BILATERAL HAND FUNCTION	VISUAL MOTOR SKILLS	COMMUNICATION	EVERYDAY ACTIVITIES	SENSORY SKILLS	PARTICIPATION
BALL PLAY	●	●		●	●	●			
BRUSH TEETH/HAIR		●	●		●		●	●	●
BUILDING BLOCKS		●	●		●				
CATCH/TAG	●	●		●		●			●
CHOOSE CLOTHES						●	●		●
CHORES E.G. CLEAN THE FLOOR	●	●	●		●		●	●	●
CIRCLE TIME				●		●			●
CLAPPING HANDS TO SONGS/ CLAPPING GAMES	●			●	●				●
DRAWING ON THE FLOOR			●		●			●	
DRESSING - ZIPS AND BUTTONS			●	●	●		●		●
FOLLOW THE LEADER	●				●	●			●
FOLLOW TOYS WITH EYES					●	●			
GETTING ITEMS FROM CUPBOARDS, FRIDGE ETC.	●	●		●	●	●	●		●
HIDE & SEEK	●			●		●			●
JIGSAWS			●	●	●	●			
PASS OBJECT FROM ONE HAND TO ANOTHER			●	●	●				
PICKING UP SMALL OBJECTS E.G. LEGO PIECES, BEADS		●	●		●				

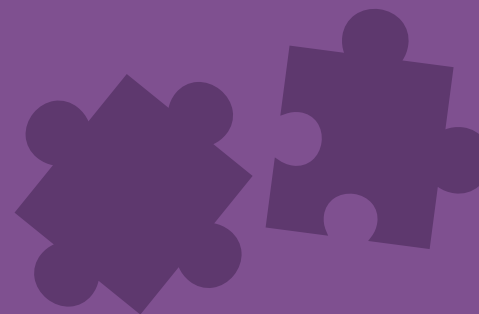
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Activity Suggestions - Development Areas continued

NOTE: MANY ACTIVITIES CAN ADDRESS ALMOST ALL THE ABILITY AREAS WITH SOME THOUGHT. THE DOTS (●) LISTED CAPTURE THE MAIN BENEFITS OF EACH ACTIVITY, BUT THERE ARE MANY OVERLAPS. FOR EXAMPLE, TALKING YOUR CHILD THROUGH YOUR CHOSEN ACTIVITY INCLUDES COMMUNICATION IN EVERY CASE.

ACTIVITY SUGGESTIONS	GROSS MOTOR SKILLS	REACH	FINE MOTOR SKILLS	BILATERAL HAND FUNCTION	VISUAL MOTOR SKILLS	COMMUNICATION	EVERYDAY ACTIVITIES	SENSORY SKILLS	PARTICIPATION
PIN THE TAIL ON THE DONKEY		●	●	●			●		●
PLAY-DOH - PLAY WITH IT, ROLL IT OUT, PUSH SMALL OBJECTS INTO IT			●	●				●	
POINT AND NAME OBJECTS/ FOLLOW POINTING WITH EYES OR HEAD	●	●	●		●	●			
POPPING BUBBLES	●	●	●	●	●			●	●
POPPING BUBBLE WRAP	●	●	●	●				●	
RACES	●			●					●
ROLL OVER BUBBLE WRAP	●			●				●	
SKITTLES/BOWLING	●	●		●	●				●
SORTING TOYS BY COLOUR			●		●	●			
SORTING TOYS BY SIZE			●		●	●			
SQUEEZING BOTTLES E.G. PAINT BOTTLES			●	●					
TRAY SAND PLAY	●	●	●	●	●	●		●	
TEARING AND STICKING PAPER			●	●	●			●	
THROW AND CATCH A BALLOON, BALL, BEANBAG, ETC.	●	●	●	●	●	●			●
TOUCHING OBJECTS OF DIFFERENT TEXTURES						●		●	
USING SCOOOT IN BRIGHT/DARK AREAS						●	●	●	
USING SCOOOT IN QUIET/NOISY AREAS						●	●	●	
USING SCOOOT WITH SLOW/ FAST MUSIC						●	●	●	

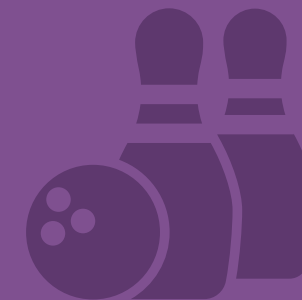
Activity Suggestions - Configurations



ACTIVITY	RIDE	SCOOT	CRAWL
BRUSH TEETH/HAIR	X	X	
BUILDING BLOCKS	X	X	X
CATCH/TAG	X	X	X
CHOOSE CLOTHES	X	X	
CHORES E.G. CLEANING THE FLOOR			X
CIRCLE TIME	X	X	
CLAPPING HANDS TO SONG/CLAPPING GAMES	X	X	
DRAWING ON FLOOR			X
DRAWING ON TRAY ON LAP	X	X	
DRESSING - ZIPS AND BUTTONS	X	X	
FOLLOW THE LEADER	X	X	X
FOLLOW TOYS WITH EYES	X	X	X
GETTING ITEMS FROM CUPBOARDS, FRIDGE, ETC.	X	X	
HIDE AND SEEK	X	X	X
JIGSAWS	X	X	X
PASS OBJECT FROM ONE HAND TO ANOTHER	X	X	
PICKING UP SMALL OBJECTS E.G. BEADS, LEGO PIECES	X	X	X
PIN THE TAIL ON THE DONKEY	X	X	X
PLAY-DOH - MANIPULATING PLAY-DOH, ROLLING IT OUT, PUSHING SMALL OBJECTS INTO IT	X	X	X
POINT AND NAME OBJECTS/FOLLOW POINTING WITH EYES OR HEAD	X	X	X

Continued overleaf...

Activity Suggestions - Configurations continued



ACTIVITY	RIDE	SCOOT	CRAWL
POPPING BUBBLES	X	X	X
POPPING BUBBLE WRAP	X	X	X
RACES	X	X	X
ROLL BALL TO FAMILY MEMBER/FRIEND	X	X	X
ROLL OVER BUBBLE WRAP	X	X	X
SKITTLES/BOWLING	X	X	X
SORTING TOYS BY COLOUR	X	X	X
SORTING TOYS BY SIZE	X	X	X
SQUEEZING BOTTLES E.G. PAINT BOTTLES	X	X	X
TRAY SAND PLAY	X	X	
TEARING AND STICKING PAPER	X	X	
THROW AND CATCH A BALLOON, BALL, BEANBAG, ETC.	X	X	
TOUCHING OBJECTS OF DIFFERENT TEXTURES	X	X	X
USING SCOOT IN BRIGHT/DARK AREAS	X	X	X
USING SCOOT IN QUIET/NOISY AREAS	X	X	X
USING SCOOT WITH SLOW/FAST MUSIC	X	X	X

MAP Ability Assessment



Your child's name: _____
 Date of birth: _____
 Diagnosis: _____
 Date of assessment: _____

Ability Area	Worse than before 	Same as before 	Better than before 	Your Comments (describe any differences you have noticed)
Hand function Reaching, grasping, moving objects from hand to hand, using both hands together, feeding self or drinking.				
Floor play Sitting balance, attempts to move around on floor, ability to move around on floor.				
Communication Level of understanding, vocalising to show moods, use of words.				
Attention Concentration on activities, level of motivation or confidence.				
Exploration Level of interest in people, surroundings, messy play, sensory activities with noise, lights or touch.				
Fun Level of happiness, enjoyment of others' company, engagement in activities, smiling.				

Please share your progress

We love seeing and hearing about your progress using Scoot. It really helps us advise and guide other parents and therapists within the community and helps them decide if the Scoot is suitable for them and their child or client.

It would be great if you could send:

- Photos or scans* of three successive reviews using the Mobility Assessment Sheets (covering a minimum period of 2 months)
- Photos or videos demonstrating the progress achieved at each review
- A photo or scan of one completed Ability Assessment Sheet
- Photos and videos demonstrating each ability exercise you worked on

You can send these to scoot.programme@fireflyfriends.com

*We love reviewing your photos and video footage. If possible, please send the highest resolution photos and videos you can. This really helps everyone. Thanks!

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SCOOT

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