

DISPLAY MATERIALS

GETTING TO KNOW CEREBRAL PALSY

Working with parent groups – a training resource for facilitators, parents, caregivers, and persons with cerebral palsy



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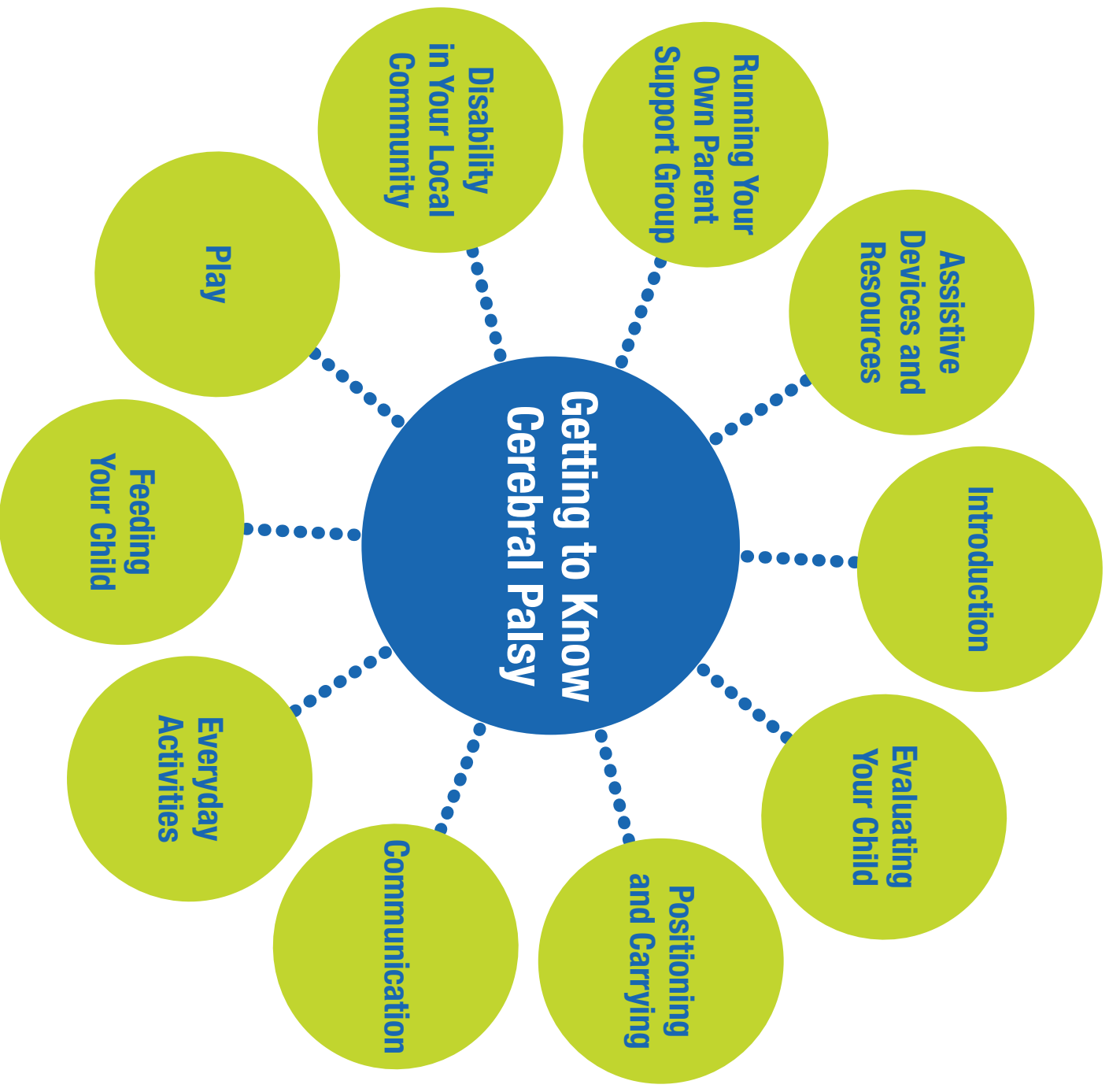
This material can be downloaded from <http://disabilitycentre.lshtm.ac.uk> or contact disabilitycentre@lshtm.ac.uk



HOW BEST TO USE YOUR DISPLAY MATERIAL – TOP TIPS

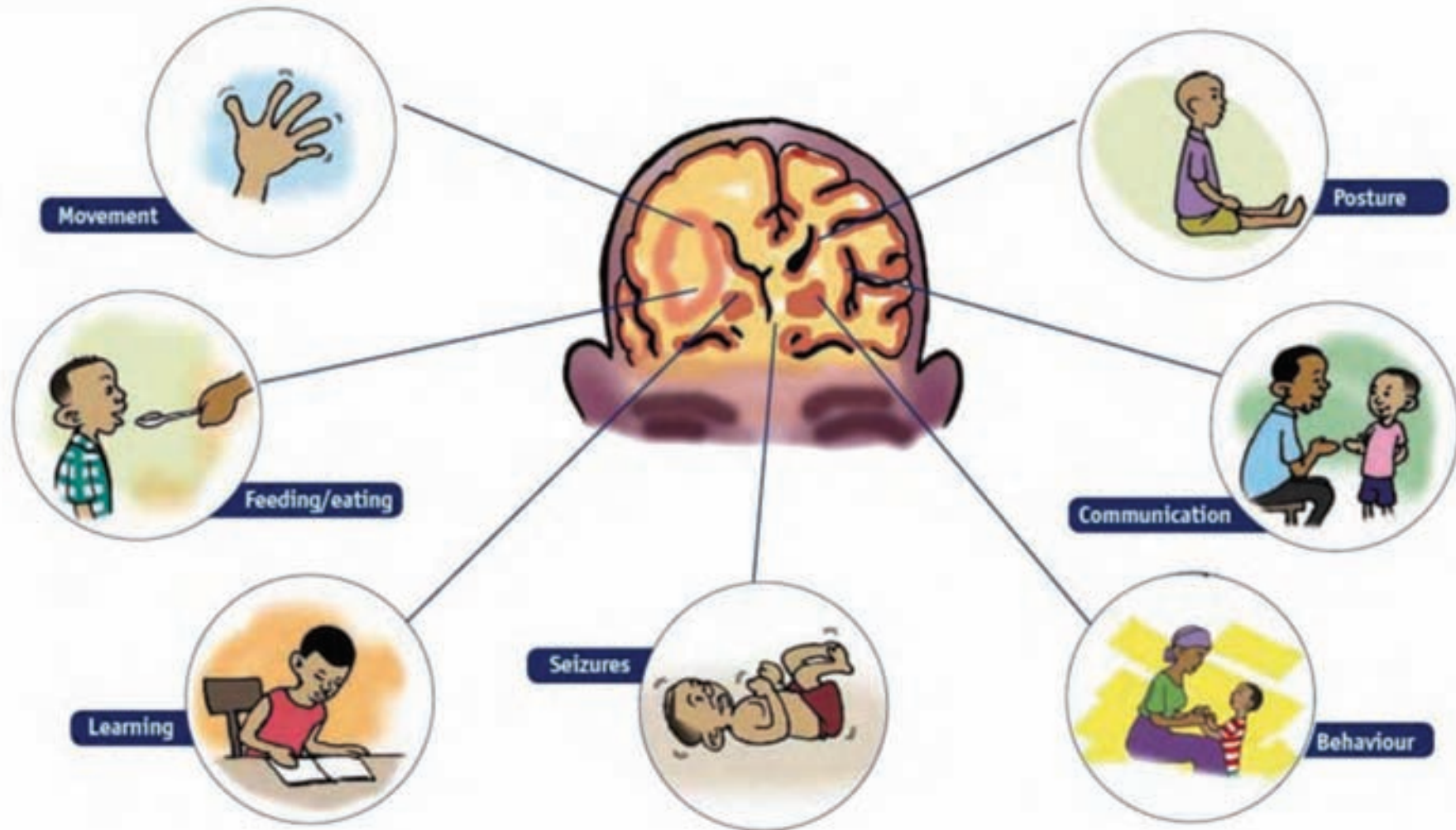
The following are some suggestions about how to make best use of your display material pack.

1. LAMINATE the sheets if you can, or at least have them printed onto card, or onto thick photographic paper. The display materials have been developed with the idea that they can be re-used in different training groups, so they need to be quite tough and hard-wearing. You may want to give each facilitator a sturdy folder to store all the display materials in.
2. We wanted to keep the display pack manageable and easy to download (so not too huge!), so there are often two pictures on one page. You may want to cut these sheets up and use the pictures separately (do this *before* you laminate them), or simply cover up one of the pictures.
3. The pictures can be used in different ways:
 - a. The facilitator can hold up the picture to the group.
 - b. Put up the pictures for the activity around the walls of the training room and ask participants to move around and look at the them and link this to the planned activity.
 - c. Pass the pictures around the group and use as prompts for discussion.
4. You may decide to enlarge some of the pictures, or add in pictures from your local context to make it more relevant to your audience.



Picture 1.01

About cerebral palsy





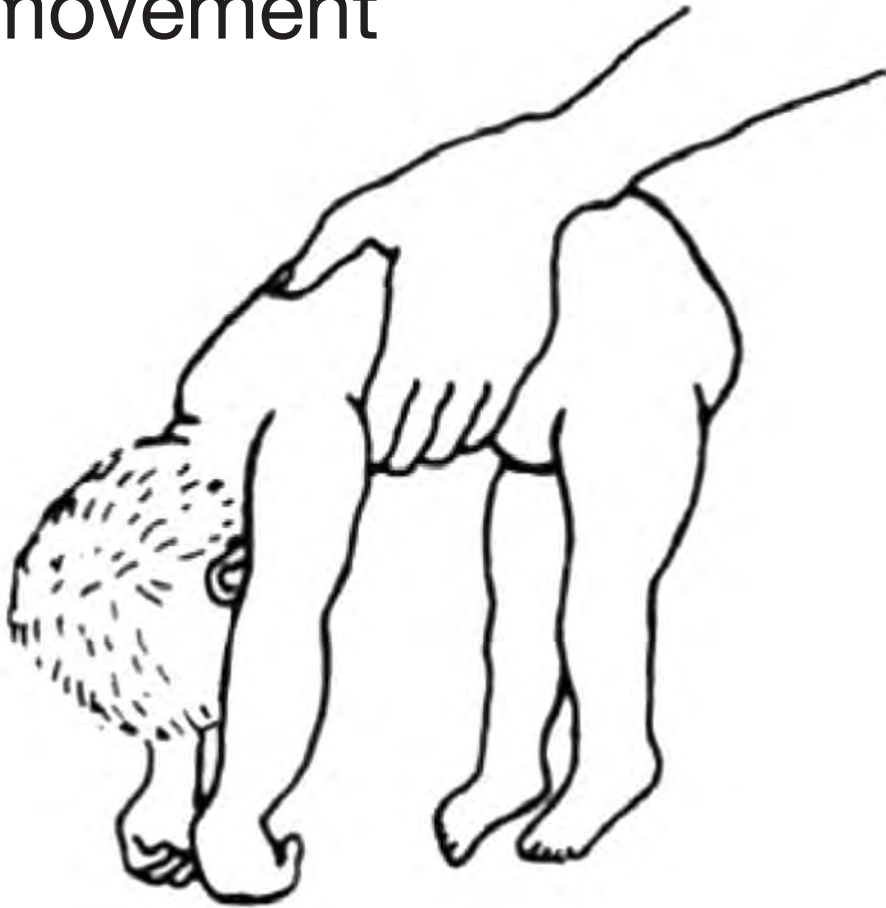
Picture 1.03a

FLOPPY



Picture 1.03b

Child hangs in
upside down 'U'
with little or no
movement



Picture 1.03c



Picture 1.03d



Picture 1.04b



Picture 1.04c



Picture 1.04d



Picture 1.04e



Picture 1.04f



Picture 1.04g



Picture 1.04h



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Picture 2.04a



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Picture 2.04b



Picture 3.01a



Picture 3.01b



Picture 3.01c



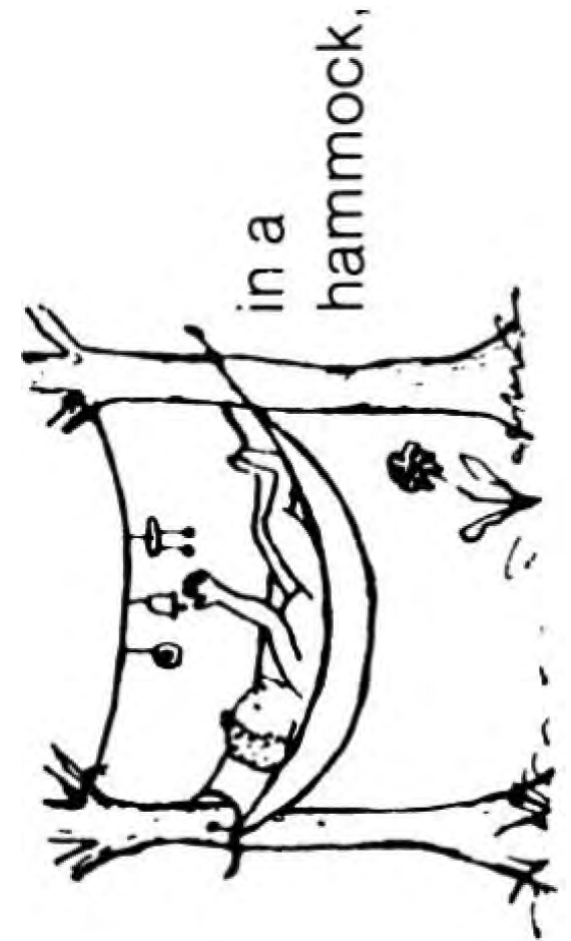
Picture 3.01d



Picture 3.02a



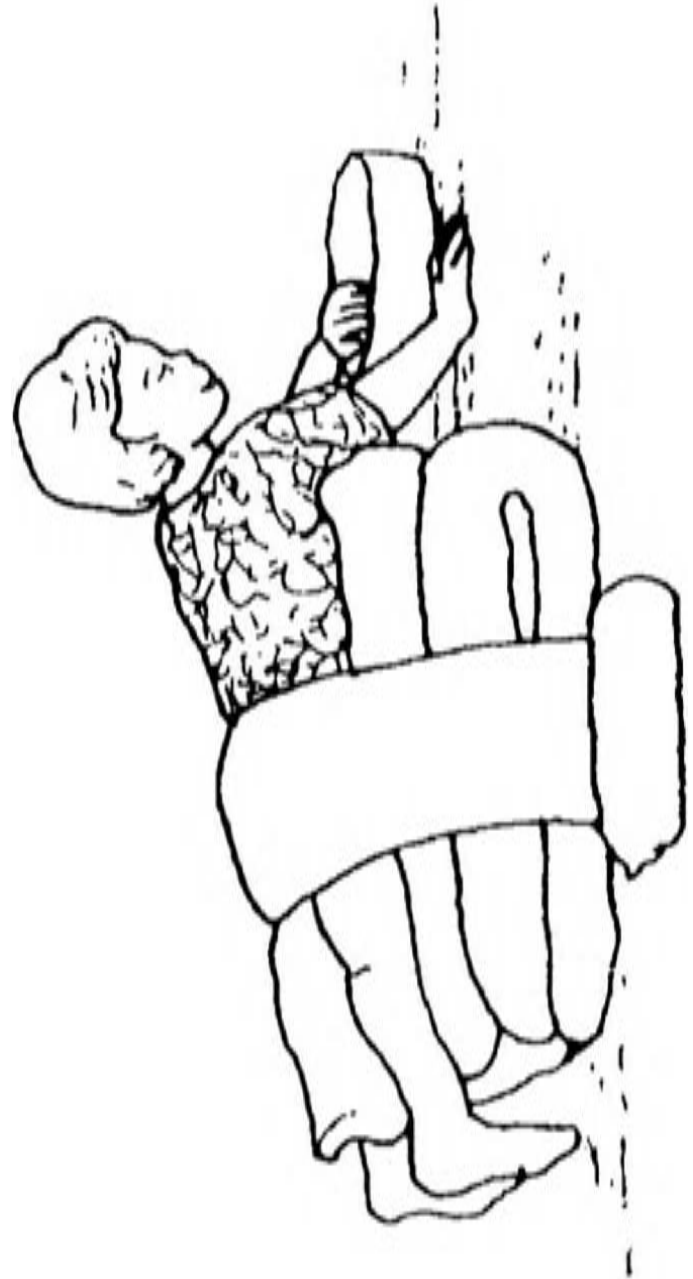
Picture 3.02b



Picture 3.02c



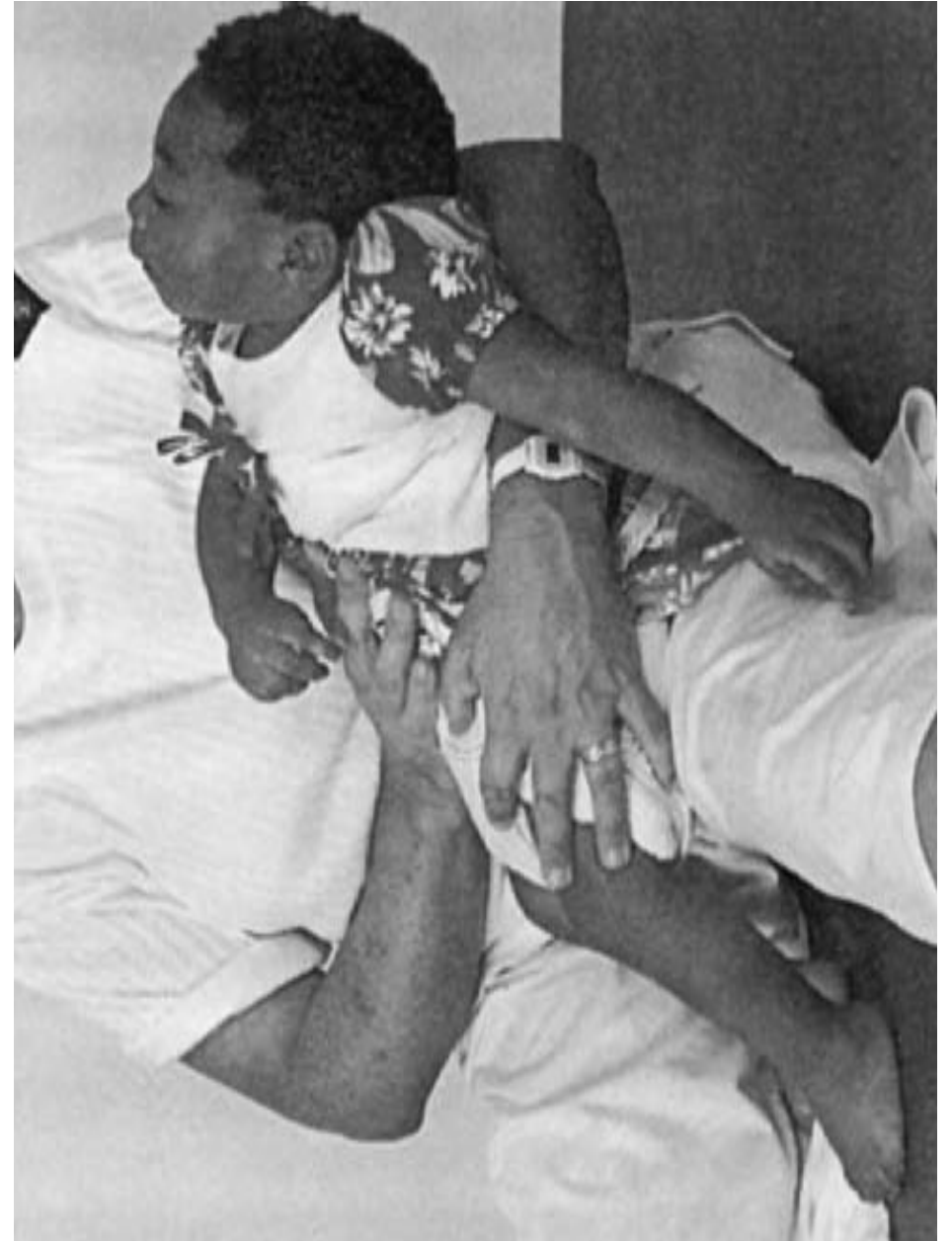
Picture 3.03a



Picture 3.03b



Picture 3.04a



Picture 3.05a



Picture 3.05b



Picture 3.05c



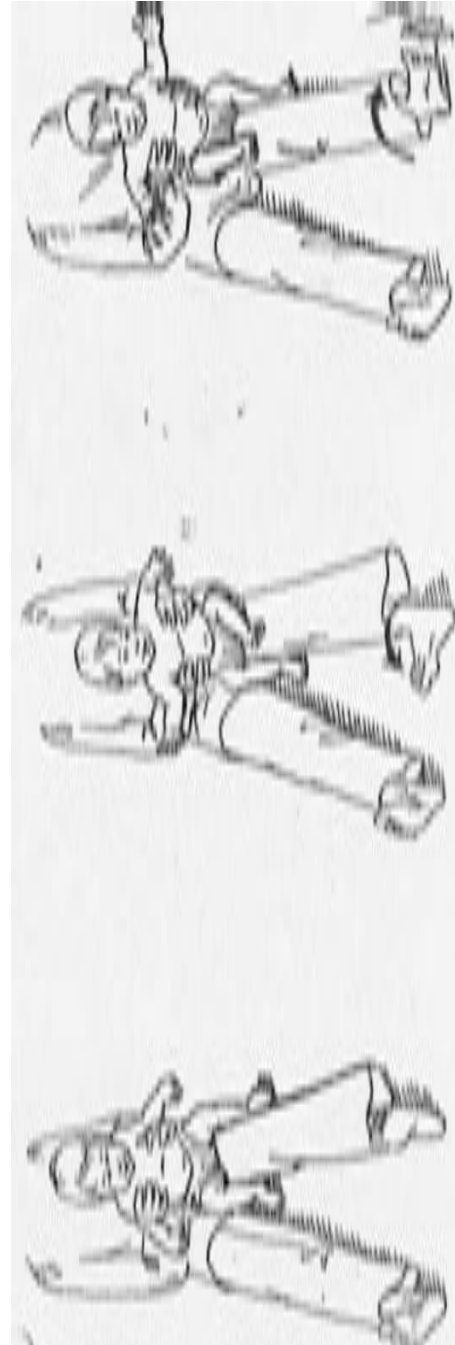
Picture 3.06a



Picture 3.06b



Picture 3.06c



Picture 3.06d



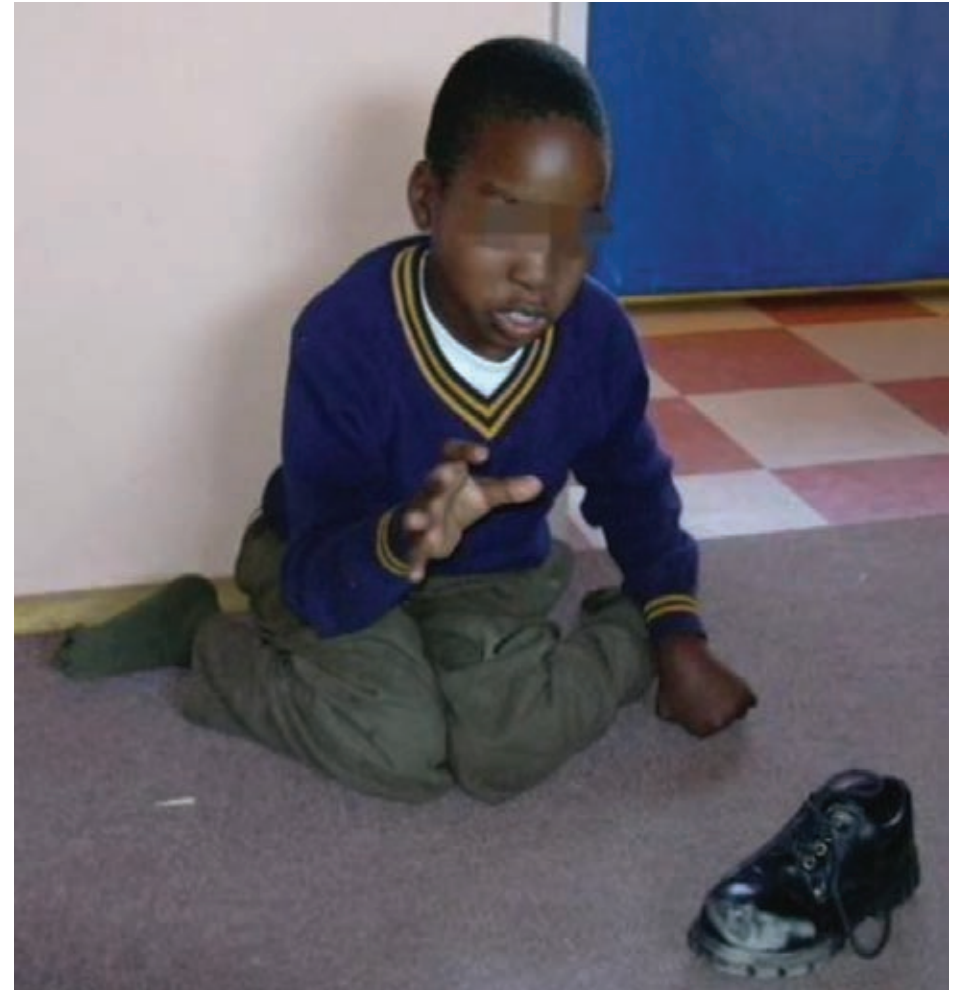
Picture 3.07c



Picture 3.07d



Picture 3.07e



Picture 3.08a



Picture 3.08b



Picture 3.08c



Picture 3.09a



Picture 3.09b



Picture 3.09c



Picture 3.10a



Picture 3.10b



Picture 3.11a



Picture 3.11b



Picture 3.11c



Picture 3.11d

Other ways of communicating

Gestures

Facial Expressions

Sounds



Pointing

Using hands



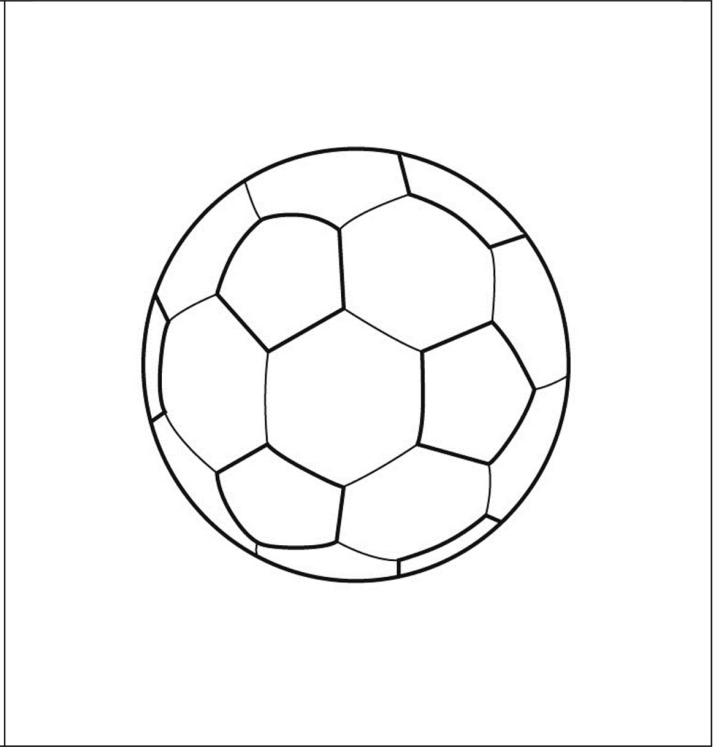
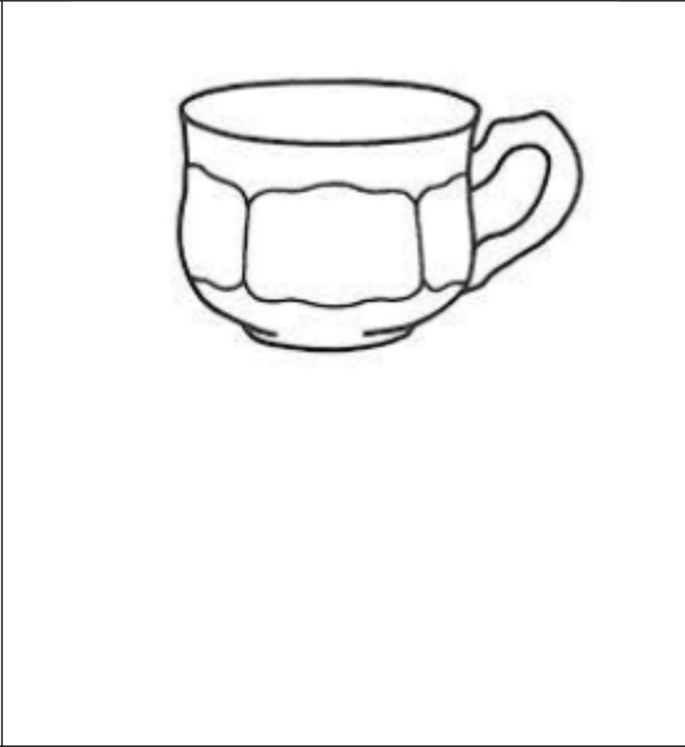
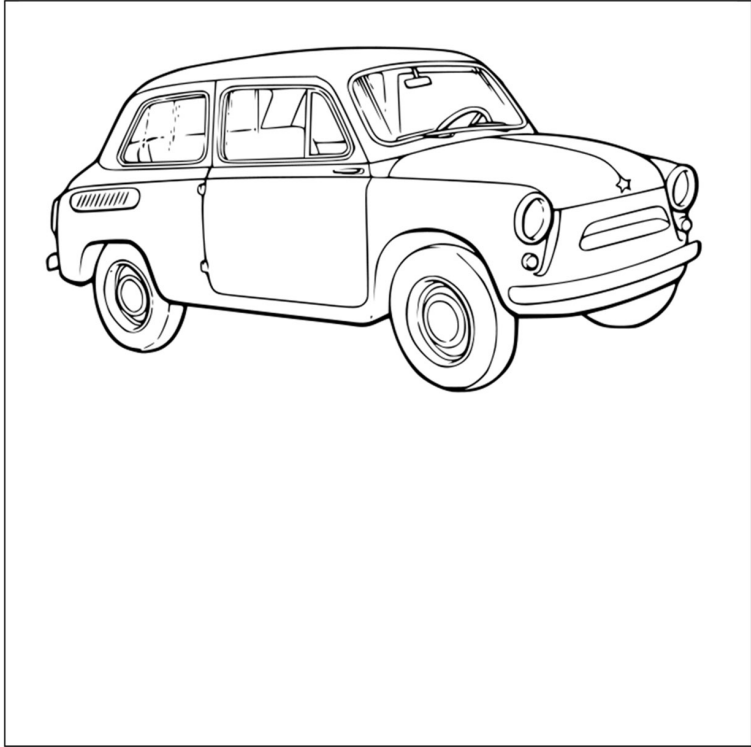
Using eyes

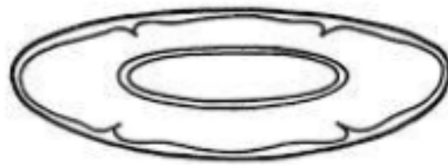
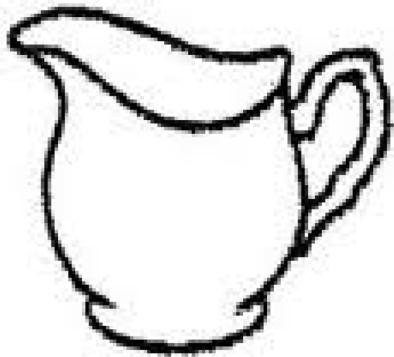
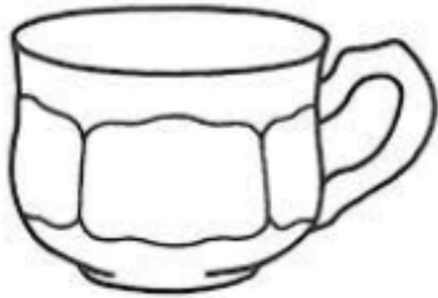


Pictures











Picture 5.01

Fruit and vegetables

Bread, other cereals and potatoes



Meat, fish and alternatives

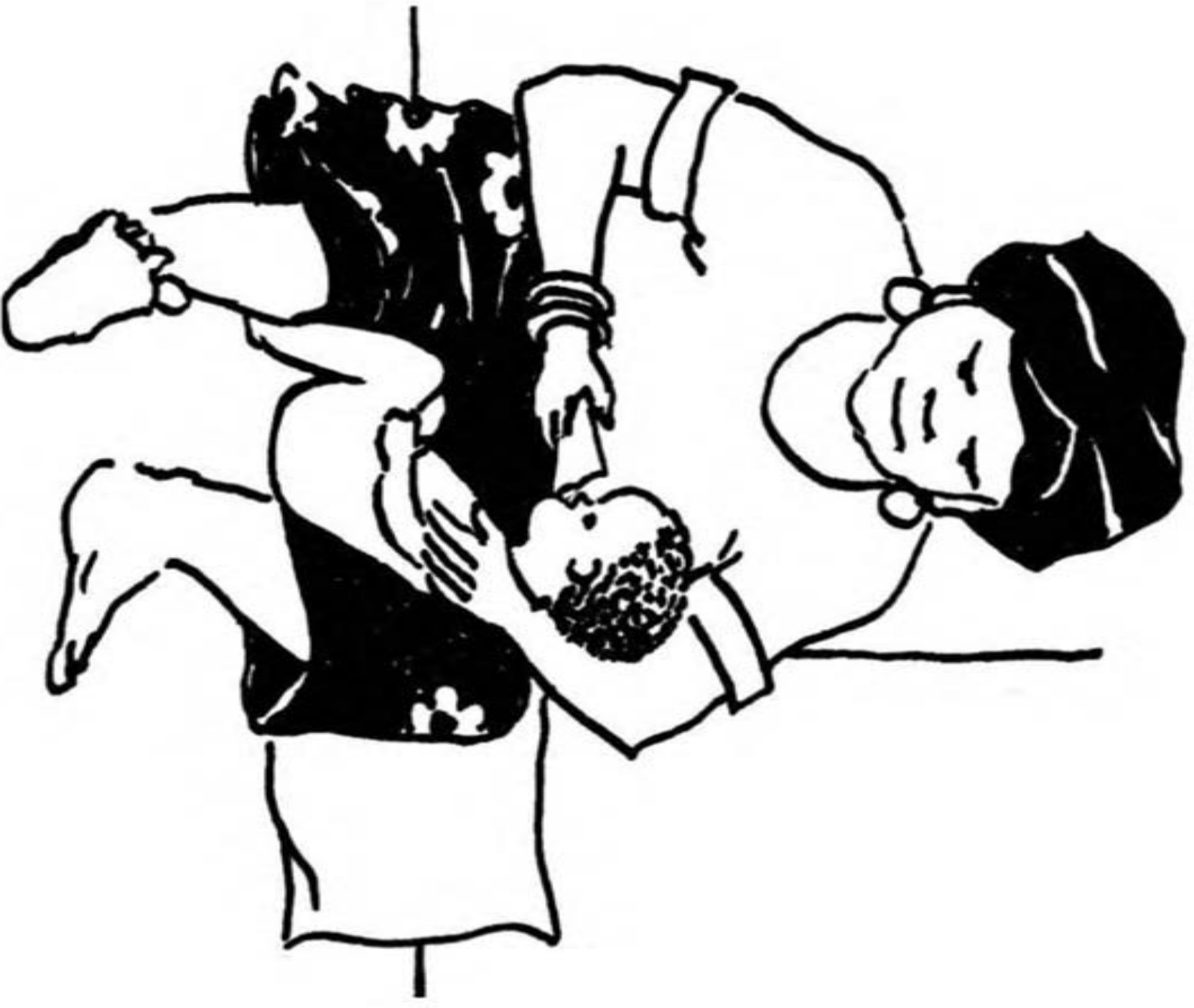
Milk and dairy products

Foods containing fat and foods containing sugar





Picture 6.04a



Picture 6.04b



Picture 6.04c



Picture 6.04d



Picture 6.04e



Picture 6.05a



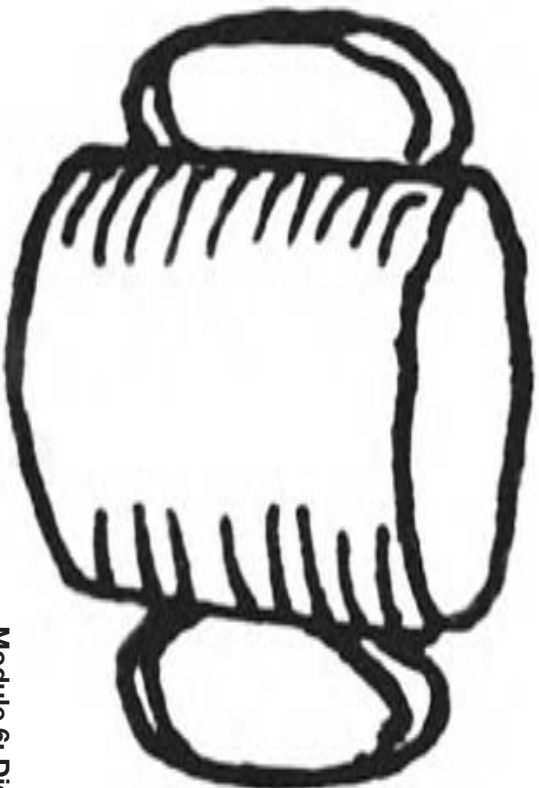
Picture 6.05b



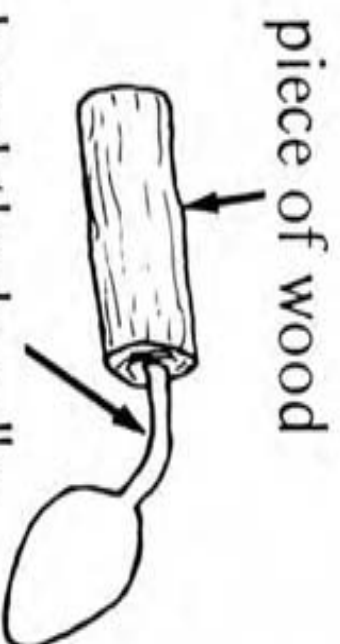
Picture 6.06a



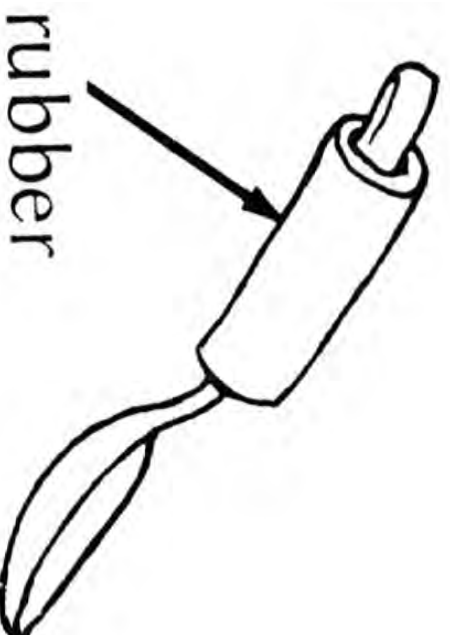
Picture 6.06b



Picture 6.04c



Picture 6.04d



Picture 6.04e



Picture 6.07



Picture 7.01



Picture 7.02



Picture 10.01a



Picture 10.01b



Picture 10.01c

Module 10: Display Materials 2 of 6

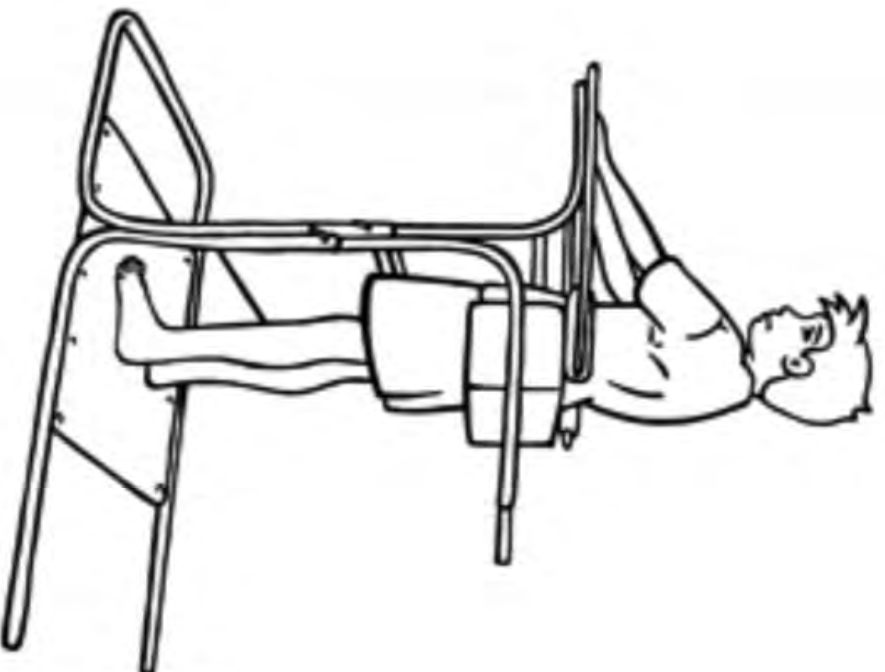


Picture 10.01d

Module 10: Display Materials 2 of 6

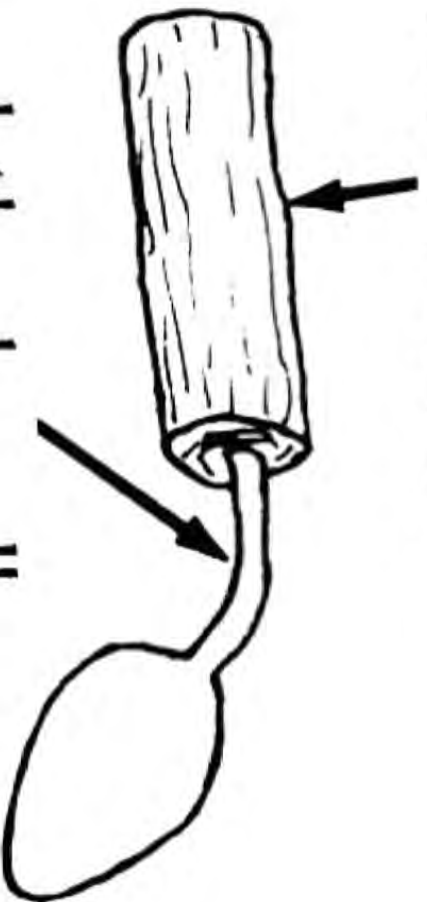


Picture 10.01e



Picture 10.01f

piece of wood
bend the handle
to fit the
child's grip



Picture 10.01g



Picture 10.01h



Picture 10.01i



Picture 10.01j

