GoTo

Activity Programme

Family Freedom

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SECTION 1
INTRODUCTION TO GOTO SEAT

LET'S GET READY

Your GoTo seat and this Activity Programme can open up a wide range of opportunities to help develop your child's skills in the areas of mobility, ability and participation.

In this booklet, we provide you with help and guidance from our qualified Occupational Therapist to support you to get the most out of your GoTo seat.

The GoTo seat makes daily tasks easier, and means your child can fully participate in family activities.

What is the GoTo Seat?

The Firefly GoTo seat is a safe, supportive, lightweight, portable seat designed to provide additional upper body postural support for children with disabilities.

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 the GoTo seat.

The GoTo seat was originally designed by Cerebra (a UK charity for children with neurological conditions) as a seat for use in supermarket trolleys. With the desire to improve the seat further, Cerebra chose Firefly by Leckey to develop the GoTo seat so that it could be used for more than grocery shopping.

We know from your feedback that you love the GoTo seat! After listening to all of your ideas on how we could make the design of GoTo even better, we launched the new GoTo seat in 2015. GoTo can still be used for all the same great activities (sitting at the dinner table, swings at the park and grocery shopping), but is now also suitable for bigger kids, is much more adjustable, and has a choice of more supportive headrests as well as a Floorsitter attachment.

What is the GoTo Pressure Relief Cushion?

The GoTo Pressure Relief cushion accessory is a contoured low pressure relieving cushion designed to provide your child with more postural support and comfort whilst seated in their GoTo seat. The cushion is available in two sizes: size 1 and size 2. The cushion can be easily attached by Velcro to the GoTo seat and has a non slip material on the bottom to ensure it will not move whilst your child is transferring on/ off the seat. The cushion has a detachable roll which can be used to provide support; under your child's knees during long sitting, at their lower back or as a pommel to prevent their legs from crossing.

Who can use the GoTo Seat?

The GoTo seat has been designed for children with disabilities ranging from approximately 1-8 years. Children with cerebral palsy who use the GoTo seat may range from levels III – V on the Gross Motor Function Classification System (GMFCS). The particular symptoms of a child's disability will affect the length of time the seat can be used for, and the surface on which it is placed. Children with head control will be able to use the GoTo seat for longer periods than children who are developing their head control.

For more sizing information, please refer to **section 17 of your user manual.**

For more information on GOTO, check out our 'Useful Downloads' section

Setting up your GoTo Seat with or without GoTo Pressure Relief Cushion

The GoTo Seat must be attached to a hard-backed chair, floorsitter attachment or similar support structure for stability and safety at all times. If the GoTo Pressure Relief Cushion is used, this may allow your child to sit for longer periods of time in their seat, than what they could without it. The cushion is a perfect addition for use on long flights.

The GoTo Seat must be securely attached to a rigid and stable support by using all of the attachment straps. The child should not be placed in the GoTo seat if its support is not stable. If the GoTo Pressure Relief Cushion is being used, ensure the cushion is securely fastened to the GoTo Seat by the velcro strap. Ensure the pommel through the cushion before placing the child into the seat. Be aware of your child's abilities, and observe your child at all times.

For further guidance on how to set up the GoTo seat with the GoTo Pressure Relief Cushion and the Floorsitter attachment, please refer to your **User Manual.**

SECTION 2
THE GOTO 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 GoTo Activity Programme?

The GoTo 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 (M)

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

Ability (A)

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

Participation (P)

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

While the GoTo seat supports mobility and participation when it is placed in something which moves, (i.e. a shopping trolley) from a therapy point of view, the GoTo seat primarily enables ability and participation.

The GoTo Activity Programme includes the MAP Activity Suggestions and the MAP Ability Assessment so you can review and record your child's progress.

Selecting activities for your child

Sitting securely in the GoTo seat gives children the opportunity to develop lots of skills including gross motor, fine motor, visual motor, sensory, social, and communication skills (these therapy terms are explained on page 17).

The MAP Activity suggestions on pages 18–21 provide a range of activities which your child may benefit from. The activities are organised into easy-to-follow sections. Sections such as fine motor and visual motor skills have been joined together as they are closely related, and there is a longer list of activities in the Resources section on pages 34–37 if you would prefer to use those instead.

Children develop at different rates and the "typical" ages of achieving milestones can vary greatly. However, children tend to follow a similar pattern of progress. Many factors can influence children's development, including their health, physical abilities or environment.

For some children, sitting in the GoTo seat may be the best they can achieve at this point in time.

You know your child better than anyone and you will be able to work out which activities they can complete or work towards completing. Remember that all children are differentand your child's abilities may not be the same as other children.
You should choose an activity which you feel is achievable for your child.

If your child is able to tolerate sitting in their GoTo seat for a longer period of time or has been able to complete a more difficult activity it is important to acknowledge their progress. This will boost their confidence and encourage them to try and explore new activities.

Grading activities

'Grading' refers to making a task easier or harder for your child in order to make any activity more straightforward or more challenging. This can be really useful when working towards achieving goals while in the GoTo seat.

The MAP Activity suggestions are graded as a guide to help you get started (see the example below), but you can create stages in between to suit your child's abilities.

ACTIVITY	EASY	MEDIUM	HARD
CONSTRUCTION	Place large or medium-sized pieces of lego or duplo on the table top and encourage your child to pick them up.	Pick up one piece of lego and pass it to the other hand or pick up lego pieces and attach together using two hands.	Build shapes and patterns with smaller pieces of lego.

A longer list of activities are available to choose from on pages 34–37

Communication

Communication is a complex process combining lots of different skills and, depending on their abilities, some children will progress further than others. Just like every other skill it takes practice.

As children become more aware of the people and objects around them, they develop attention, concentration and turn-taking, which are all early stages of communication, language, and speech.[2]

By learning to recognise your child's individual communication signals and responding positively to them, you will help them to interact more successfully, whatever their level of communication.
The GoTo Activity Programme allows you to build in communication activities which are matched to your child's interests and abilities.

Sensory Skills

Most activities can incorporate a sensory component with a little thought to the activity, toy or the surface used. Use rattles, squeaky toys, brightly coloured balls, crackly paper etc. to encourage your child's vision, hearing and sensation.

Your Occupational Therapist can advise you best about your child's sensory tolerance.

Overview of the GoTo Activity Programme

Read the instructions and practice using the GoTo Seat

Choose **ability & participation** activities to work on using the **map activities worksheet**

Don't overdo it! Try to practice activities little and often

Review progress using the map ability assessment

Repeat at regular intervals, for example once per month

Therapy terms explained

Gross motor skills

Large movements usually related to developmental milestones. The gross motor skills we will focus on in relation to the GoTo seat are reaching, throwing, catching and clapping. Gross motor skills are important for developing shoulder girdle strength and fine motor skills. Gross motor skills are an important foundation upon which to build more complex skills.

Fine motor skills

Small movements usually related to hand function e.g. pincer grasp, ability to hold a crayon, manage cutlery, or buttons 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). There is a very strong connection between visual motor skills and fine motor skills

Sensory skills

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

Communication

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

MAP Activity Suggestions
Gross Motor Skills

ACTIVITY	EASY	MEDIUM	HARD
POPPING BUBBLES	Blow large bubbles close to the child and encourage them to pop	Blow large bubbles further away from the child Encourage popping with two hands together	Blow bubbles at a distance so your child has to stretch out to pop them
BALL PLAY	Short distance throwing and catching with a large inflatable beach ball or balloon	Longer distance throwing and catching with a slightly smaller or heavier ball	Try more complex games with a smaller or heavier ball such as saying the alphabet while throwing and catching
SAND PLAY	Find objects buried in sand	Fill buckets and pour sand	Build sand castles and encourage digging in sand

You will recognise when your child is ready to move on to the next level. Things to look out for are boredom, repetition of the same task or completing the activity quickly.

If things aren't going to plan, don't lose heart! Take a break or try an easier task if you need to.

See activity suggestions in the resources section on pages 34–37 to choose other ability and participation activities for your child.

MAP Activity Suggestions

Fine Motor Skills and Visual Motor Skills

ACTIVITY	EASY	MEDIUM	HARD
POPPING BUBBLES	Blow large bubbles close to the child and encourage them to pop	Blow large bubbles further away from the child. Encourage popping with two hands together	Blow bubbles at a distance so your child has to stretch out to pop them
BALL PLAY	Short distance throwing and catching with a large inflatable beach ball or balloon	Longer distance throwing and catching with a slightly smaller or heavier ball	Try more complex games with a smaller or heavier ball such as saying the alphabet while throwing and catching
SAND PLAY	Find objects buried in sand	Fill buckets and pour sand	Build sand castles and encourage digging in sand
THREADING ACTIVITIES	Place straws in Play-doh and encourage the child to slide beads onto the straws	Thread beads of different shapes and colours on to a thinner piece of lace/string/thread/ ribbon	Copy patterns whilst threading
JIGSAWS	Primary colours 4-6 large pieces	Introduce more colours 6-8 smaller pieces	Patterned pictures 8-12 smaller pieces
SORTING SHAPES	Sort simple shapes with primary colours	Introduce more complex shapes and colours	Try sorting smaller shapes (e.g. coins into a money box)

Since fine motor and visual motor skills are so closely related, many activities work on both these areas.

MAP Activity Suggestions Participation

The GoTo seat has been approved for use on a dining room chair, a shopping trolley and a child's 'cradle-style' swing. However many parents use their GoTo seat and GoTo pressure relief cushion in various fun and social situations.

* Remember only to use the GoTo seat where it can be securely attached for safety and stability (please refer to user instructions).

Participation

- You can use your GoTo seat and GoTo pressure relief cushion for many participatory activities*
- Circle time using the Floorsitter attachment (in nursery or school)
- Cinema
- Out for meals with family in a restaurant
- Aeroplanes (with approval from the airline)
- Birthday parties
- Concerts
- On the beach
- With other toys
- Sitting at a desk in school with peers
- Interactive play time with siblings

See activity suggestions in the resources section to choose other ability and participation activities for your child.

Providing children with a way to safely participate in activities allows them to develop their social skills, form friendships and express who they are. This promotes their sense of wellbeing and adds value and meaning to their everyday lives.[5]

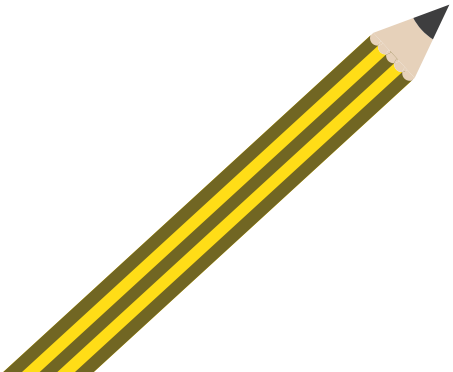
How to review your progress

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

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

Exploring the colours, smells and sounds of the garden centre

Enjoying playtime with siblings



How to review your progress using the MAP Mobility Assessment

As the GoTo seat primarily enables Ability, you can use the MAP Ability Assessment to review your child's progress. Some parents have reported changes in their child's abilities (for example, head control or hand function), which they believe are related to using the GoTo seat. If you notice changes, try to capture these using the MAP Ability Assessment (see the Resources section). This will help to give you a rounded picture of your child's progress. Simply choose whether you feel your child's skills in the six ability areas (gross motor function, fine motor, visual motor, sensory, social and communication skills) are (a) worse than before you started using the GoTo seat; (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 GoTo Activity Programme, especially if you have completed one or two reviews. Going by the stories we have heard from families through Facebook and Twitter, we believe that the GoTo seat can benefit children in a number of ways. The GoTo Activity Programme provides families, not only with a therapy tool, but a system for recording progress, which means we can share stories.

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

Top Tips

- If you want to use the GoTo seat to work on abilities, maximise your child's concentration by choosing a time when they have been fed and are well rested.
- Remember your GoTo seat is not intended to replace your child's primary seating system. If they have more complex needs, your child may spend shorter periods of time in the GoTo seat and participate in simpler activities. Be guided by your child. The GoTo Pressure Relief cushion may make sitting in the GoTo Seat more comfortable for your child, and therefore enable them to engage in an activity for longer.
- Keep an eye on your child's head control – when their head starts to drop, they have probably had enough for one session. Build on this the next time.
- If you are working on a harder activity, your child may show signs of fatigue more quickly. Switch to an easier activity to prolong their sitting ability.
- If you have the Floorsitter attachment, changing the angle into recline will reduce the sitting difficulty, but may make it more difficult for your child to play at a low table or tray surface.
- Try using the GoTo seat at different levels – on the floor, at the table, and in a shopping trolley.
- Try to make the experience fun for everyone involved - include brothers, sisters and friends.
- Take photographs and videos as you go along, remembering to note the date - they form a really helpful part of your review.
- It may be useful to set the GoTo Seat into a slightly reclined position whilst attached to the floorsitter if the GoTo Pressure Relief cushion and roll are being used. This will reduce any pressure placed on your child's hips as a result of being in an upright position.

Contact

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

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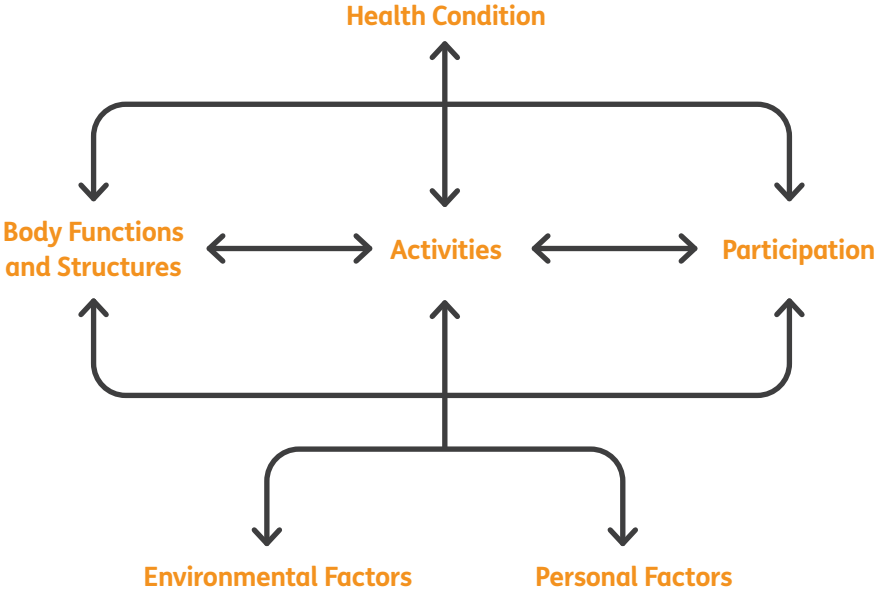
SECTION 3
RESOURCES

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."[3]

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.[4]

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 the 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 using a product to stretch muscles (body functions and structures in the ICF-CY), 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.

Map Model (©Leckey 2015)

We would love to hear about your progress - send your reviews, photos and videos to:

goto.programme@fireflyfriends.com

*see p31 for specific guidance

MAP Ability Assessment

Your child's name:

Date of birth:

Diagnosis:

Date of assessment/review:

Ability Area	Worse than before	Same as before	Better than before	Your comments (describe any differences you have noticed)
Gross motor skills Brings two hands together to the middle of the body, lifts arms above head, reaches, throws, catches or claps.				
Fine motor skills Uses both hands together, uses different grasps (whole hand, index finger and thumb, index and middle finger and thumb); holds small objects in hands, or passes objects from one hand to another.				
Visual motor skills Picks up objects and manipulates them with increasing accuracy (jigsaws, shape sorters etc.); brings spoon or cup to mouth.				
Sensory skills Level of interest in people, surroundings, messy play or activities with light, sound or touch.				
Social/communication skills Recognising or interacting with familiar people. Can makes preference known. Level of enjoyment of others' company, engagement in activities, smiling.				

Sharing your progress with us

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

It would be great if you could send:

- ☐ Photos of three successive reviews using the Ability Assessments Sheets (covering a minimum period of 2 months)
- ☐ Photos or videos demonstrating the progress achieved at each review
- ☐ Photos and videos demonstrating each ability exercise you worked on

Send all of these to goto.programme@fireflyfriends.com and one of the team will be in touch.

*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!

References

1. Cerebra. (2016). UK Charity for children with neurological problems.. Available: http://w3.cerebra.org.uk/. Last accessed 25th January 2016.
2. Cockerill, H., and Sharma, A., 2014. Mary Sheridan's From Birth to Five Years. 4th Edn. London and Newyork: Routledge and New York.
3. World Health Organisation (2007). International Classification of Functioning, Disability and Health: Children and Youth Version. Geneva:WHO.
4. Chiarello LA, Kolobe THA (2006). Early Intervention Services. In: Campbell S, Vander Linden DW, Palisano RJ (Eds) (2006). Physical Therapy for Children, 3rd Edition. Saunders Elsevier.
5. Murphy,N,A., Carbone,P,S (2008). Promoting the participation of children with disabilities in sports recreation, and physical activities. American Academy of pediatrics; Vol 121 (5) p1057-1061.

Ability Activity Suggestions

ACTIVITY SUGGESTIONS
BALL PLAY
BUILD BLOCKS
CLAPPING HANDS TO SONG/CLAPPING GAME
CUTTING AND STICKING (ASSIST WHEN REQUIRED)
CUTTING OF PLAY-DOH
DRAW AT THE TABLE
FOLLOW TOYS WITH EYES
FOLLOW TOYS WITH HEAD
JIGSAWS
MATCHING OR STRATEGY GAMES E.G. CONNECT 4 AND SNAP
PAINT WITH Q TIPS, SPONGES, FINGERS OR POMPOMS
PASS OBJECT FROM ONE HAND TO ANOTHER
PEEL SOME FRUIT
PICKING UP SMALL OBJECTS FROM THE TABLE E.G. LEGO PIECES, BEADS, COINS ETC...
PLAY GAMES WITH FINE MOTOR SKILLS E.G. BATTLESHIPS OR OPERATION
POINT AND NAME OBJECTS
POINT AT OBJECTS TO ENCOURAGE LOOKING
POPPING BUBBLES

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.

	GROSS MOTOR SKILLS	FINE MOTOR SKILLS	VISUAL MOTOR SKILLS	COMMUNICATION / SOCIAL SKILLS	SENSORY SKILLS
	●		●	●	
		●	●		
	●			●	
		●	●		●
		●	●		●
		●	●		
			●	●	
			●	●	
		●	●		
		●	●	●	
		●	●		●
		●	●		
		●			●
		●	●		
		●	●	●	
	●	●	●	●	
	●	●	●	●	
	●	●	●		●

Ability Activity Suggestions

ACTIVITY SUGGESTIONS
POSTING MONEY IN MONEY BOX/POSTING SHAPE GAMES
PUSHING OBJECTS INTO PLAY-DOH (E.G. MARBLES, PEGS, SHELLS, PEBBLES, BUTTONS AND PASTA)
ROLL PLAY-DOH INTO DIFFERENT SHAPES
SAND PLAY
SORTING TOYS BY COLOUR
SORTING TOYS BY SIZE
SQUEEZING BOTTLES
TEARING PAPER (GRADE THE LEVEL OF DIFFICULTY BY CHANGING TEXTURE OF MATERIAL, I.E. CARDBOARD)
THREADING ACTIVITIES
TOUCHING OBJECTS OF DIFFERENT TEXTURES
TRANSFER MARBLES OR WATER BEADS BETWEEN BOWLS
USE ROLLING PIN WITH PLAY-DOH

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.

	GROSS MOTOR SKILLS	FINE MOTOR SKILLS	VISUAL MOTOR SKILLS	COMMUNICATION / SOCIAL SKILLS	SENSORY SKILLS
		●	●		
		●	●		●
		●	●		●
	●	●	●		●
			●	●	●
			●	●	
		●			●
		●			●
		●	●		
		●		●	●
		●	●		●
		●	●		●

Part of the LECKEY family circle

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