

Huddersfield Functional Index for Flexi-Bounce Therapy

HFI



Toolkit for accurately measuring
and recording outcomes
in Flexi-Bounce Therapy
using grades 1 to 3 of the

**FLEXI-BOUNCE THERAPY
DEVELOPMENT PROGRAMME**



**This is a supplementary booklet to the
HFI for Rebound Therapy manual**

Author:

Paul V Kaye

Huddersfield Functional Index based on an original concept by,
Richard Watterston



© 'ReboundTherapy.org'

All rights reserved. The owner of this manual has permission to copy for personal use.

Not to be reproduced for commercial purposes without the permission of the copyright owners.

Introducing Flexi-Bounce Therapy

Making Therapy Fun – Every Day

Most teachers and care staff who provide Rebound Therapy, know of the benefits and would like to be able to provide it on a daily basis.

Currently, a common issue for many special needs schools and centres is that they can only provide Rebound Therapy sessions once or twice a week due to their number of students and only having one or two full sized trampolines.

And during holiday times, sessions stop altogether. Some schools and centres are not able to provide Rebound Therapy at all because they do not have the budget or space for a full sized trampoline.

There is now a solution to this dilemma.

Flexi-Bounce Therapy for Children and Adults with Additional Needs.

ReboundTherapy.org have developed a programme of use and development, using an orthopaedic quality rebounder so that students and service users can benefit from Flexi-Bounce Therapy sessions in between their weekly Rebound Therapy sessions, and at home during holidays.

Flexi-Bounce Therapy can provide many of the huge numbers of benefits of Rebound Therapy, for children and adults across virtually the whole spectrum of disabilities and additional needs. Benefits include the development and improvement of: Strength of limbs, Numeracy, Patience, Communication, Muscle tone, Eye contact, Relaxation, Trust and confidence in Coach/Assistant, Colour recognition, Height and depth perception, and Fun and enjoyment.

A certificated online training course in Flexi-Bounce Therapy is available for teachers, trainers, parents, carers, teaching assistants, physiotherapists, OTs, other healthcare professionals and sports coaches.

The course will equip the candidate to use an orthopaedic quality rebounder for the benefit of their students and clients. The course includes a development programme and comprehensive instruction on how to accurately measure and record progress and provide evidence of outcomes.

For more information, and to book on to the Flexi-Bounce Therapy online training course, please visit: <https://reboundtherapy.org/fbt-online>

'ReboundTherapy.org'

The official UK body and international consultancy for Rebound Therapy™

www.reboundtherapy.org

+44 (0) 330 122 5684

info@reboundtherapy.org

Flexi-Bounce Therapy development scheme – the traditional method of use.

Following are examples of how the Flexi-Bounce Therapy class record sheets are filled in when using the development scheme **in the traditional way**, i.e when not using it in conjunction with the Huddersfield Functional Index, as one would be likely to do when teaching students with a reasonable level of physical and / or cognitive ability.

It should be noted that the traditional method of use is recommended for the majority of students who are reasonably able physically and cognitively. We will cover the traditional method of use first.

However, for those with greater needs, grades 1, 2 and 3 of the Flexi-Bounce Therapy scheme can be used with the Huddersfield Functional Index. This allows a very accurate measuring and recording of progress and is what we will be covering later in this manual.

The traditional method of use of the Flexi-Bounce Therapy development scheme is to write all the class or session members' names on the sheet and tick off each exercise when it is successfully completed. When the required number of ticks to complete the grade have been achieved, the date is written in the "Date passed" box and the student qualifies for his or her certificate award and then moves on to the next grade.

Certificates sets can be ordered from ReboundTherapy.org at email: info@reboundtherapy.org

FLEXI-BOUNCE THERAPY EXERCISES

Compiled by, copyright of and produced with the permission of 'ReboundTherapy.org' – the official body for Rebound Therapy

If exercises are performed with handle in place, student to be facing away from handle

PROFICIENCY GRADE 1

Suggested minimum requirements to complete the grade: at least two passes from at least three of the four sections. All movements may be performed with support as necessary.

OR

To accurately measure progress and outcomes, this scheme can be used with the Huddersfield Functional Index. A minimum HFI score of 32 is recommended to complete the grade.

SECTION A

1. Sits facing adult in stillness

2. Differentiates stillness and movement

3. Anticipates cause and effect

4. Waits patiently for turn

5. Maintains eye contact when appropriate

HFI Total for Section A (if used)

JOE STEVENS

SOPHIE BAKER

SUSAN HUMPHRIES

JOHN STEED

LUCY BAKER

JANE WILLS

OLIVIA DONI

DRAKE BENTLEY

OMAR ASIF

JOHN AMI

DANIEL BOOKBINDER

LORI JOHNS

AUSTEN WHITE

SALLY EPTS

SHANIE DAVID

✓

✓

✓

✓

✓

✓

✓

✓

✓

✓

✓

✓

✓

✓

✓

✓

✓

✓

✓

✓

✓

✓

✓

✓

✓

										FLEXI-BOUNCE THERAPY EXERCISES					
										PROFICIENCY GRADE 1 Continued					
										SECTION B					
JDE	SOPHIE	SUSAN	JOHN	LUCY	JANE	OLIVIA	DRAKE	OMAR	JOSHI	DANIEL	LORI	AUSTEN	SALLY	SHANIE	6. Compensates for movement when rebounder bed is moved in front, behind and to the side of student
			✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	6. Compensates for movement when rebounder bed is moved in front, behind and to the side of student
			✓	✓		✓		✓			✓	✓		✓	7. Regains sitting position when moved off balance
											✓				8. Enjoys being bounced in sitting position
			✓					✓			✓	✓		✓	9. Sitting position – initiates movement by pushing into bed with hands
											✓				10. Sitting position – swimming arm movement to initiate bounce
										HFI Total for Section B (if used)					
										SECTION C					
✓			✓	✓		✓		✓	✓		✓	✓		✓	11. Low kneeling position
								✓	✓		✓	✓		✓	12. Low kneeling position - swimming arms to initiate movement
								✓			✓				13. High kneeling position
	✓				✓		✓			✓	✓		✓	✓	14. High kneeling – swimming arms to initiate movement
										HFI Total for Section C (if used)					

FLEXI-BOUNCE THERAPY EXERCISES															
PROFICIENCY GRADE 1 Continued															
JOE	SOPHIE	SUSAN	JOHN	LUCY	JANE	OLIVIA	DRAKE	OMAR	JOSHI	DANIEL	LORI	AUSTEN	SAHIL	SHANIE	SECTION D
				✓			✓			✓	✓		✓	15. Standing in stillness with feet flat on bed	
							✓			✓	✓		✓	16. Standing position – maintains shape while being gently bounced	
										✓				17. Standing position – initiate bounce (bobble)	
										✓				18. Standing position – swimming arms to initiate movement	
														19. Standing position – hang and bounce	
	✓	✓		✓					✓	✓	✓		✓	20. Standing position – pogo in centre	
		✓				✓	✓			✓	✓	✓	✓	21. Standing position – bounce and stop - stillness	
														HFI Total for Section D (if used)	
														HFI Total of all Sections (if used)	
		8/10					7/9		22/4	14/5			10/2	Date grade passed	

HFI

For Flexi-Bounce Therapy

Flexi-Bounce Therapy Outcome Measures Toolkit

Method of Use

Examples of how HFI is used with the Flexi-Bounce Therapy programme are shown on the following pages. The blank Flexi-Bounce Therapy student record sheets are shown later in the book.

You will see that each student has a complete set of record sheets to him or herself. The trainer will decide on which exercises will be used for the measuring of outcomes for the next few weeks and the exercise numbers and the date of the session are written in the vertical boxes.

The number of exercises the student works on will be the decision of the trainer. For the examples on the following pages we have chosen three exercises for the student to be measured on and these have been chosen from the different sections within the grade.

At the end of the session, the HFI indicator number is written in the box next to the relevant exercise description. The HFI score for each section is totalled, then the total of all the sections are written in the box on the last page of the grade sheets.

This 'total of all sections' figure is used to plot the line on the graph. Using this graph will enable you to have a quick visual record of week to week progress.

When a student has successfully scored a 4 in an exercise for, say three consecutive sessions (you may decide two or four consecutive sessions would be more appropriate), it can be decided that he or she has completed that exercise and a line can be drawn horizontally across the page next to the exercise description. A new exercise should be added to the programme at this stage.

It may be that your students will never achieve a score of 4 on some exercises, in which case you would draw the line across the page when you feel that they have got as far as they can for the time being. You would then introduce a new exercise.

When calculating the HFI score, the line should be counted as whatever the final score was for that exercise. This enables the graph to show progress as an ascending line.

N.B. The exercises in this book should only be taught by a trainer who has completed a Rebound Therapy course run or approved by 'ReboundTherapy.org'

- 1. A video tutorial for the Huddersfield Functional Index can be viewed at:
<https://vimeo.com/189366198>**

**FLEXI-BOUNCE
THERAPY
EXERCISES**

Compiled by, copyright of and produced with the permission of 'ReboundTherapy.org' - the official body for Rebound Therapy

If exercises are performed with handle in place, student to be facing away from handle

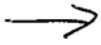
**PROFICIENCY
GRADE 1**

Suggested minimum requirements to complete the grade: at least two passes from at least three of the four sections. All movements may be performed with support as necessary.

OR

To accurately more accurately measure progress and outcomes, this scheme can be used with the Huddersfield Functional Index. A minimum HFI score of 32 is recommended to complete the grade.

SESSION DATES



EXERCISES CHOSEN FOR SESSIONS

22/4/22	29/4/22	6/5/22	13/5/22	20/5/22	27/5/22	3/6/22	10/6/22	17/6/22	24/6/22	1/7/22	8/7/22	15/7/22	22/7/22	
1, 6, 11														
2	4	4	4	*	_____									
				3	3	3	3	4	4	4	_____			
										4	_____			
											1	1		
2	4	4	4	7	7	7	7	8	8	8	12	13	13	
														HFI Total for Section A (if used)

SECTION A

1. Sits facing adult in stillness

2. Differentiates stillness and movement

3. Anticipates cause and effect

4. Waits patiently for turn

5. Maintains eye contact when appropriate

* Remember. line indicates exercise finished. It is counted as whatever the final score was for that exercise

Indicators cross referenced page-to-page with Flexi-Bounce Therapy record sheets

Flexi-Bounce Therapy Exercises Grade 1 – Section A

HFI Notes

Exercise 1 – Sits facing adult in stillness

- 0 Refuses to sit still** - Even with support, student actively tries to resist facing carer and keeping still.
- 1 Will occasionally sit still and face carer** - When instructed by carer to sit still facing, will occasionally do so, but reluctantly and quickly looks away or moves;.
- 2 More willing to sit still** - Requires some persuading but is often willing to sit still and face carer when requested, and supported if necessary.
- 3 Usually sits still and faces carer when appropriate** - Will usually sit still and face carer when requested.
- 4 Can sit still and remain still facing carer** - With physical support if unable to sit unaided, student will face carer and remain in stillness as required.

Exercise 2 - Differentiates stillness and movement

- 0 No concept of stillness and movement** - Refuses or is unable to move or stop moving when asked.
- 1 Appears to show some understanding** - Will occasionally attempt to respond to requests to move or stop moving.
- 2 Shows clearer understanding and more willing to respond** - Responds more often and with more understanding to requests to move and stop.
- 3 Usually responds** - Responds more fully to requests to move and stop and shows some understanding and willingness to comply to requests to remain in stillness.
- 4 Fully understands and applies the concepts of stillness and movement** - On request, can initiate movement and maintain it until asked to stop. Can remain in stillness until asked to move again.

Exercise 3- Anticipates cause and effect

- 0 Appears to have no concept of the effect of actions by others** - Will not make any adjustments to shape or position or show any recognition of the likely effect when the carer moves or makes actions on the rebounder bed.
- 1 Appears to show some understanding** - Will occasionally respond to movements or actions.
- 2 Shows clearer understanding and more willing to respond** - Anticipates and responds more often and with more understanding of the likely effect of movements made by the carer.
- 3 Usually responds** - Responds more fully to movements and anticipated movements.
- 4 Fully understands the concept of cause and effect** - Can be observed in several situations to take appropriate action when movements and forces are about to be applied to or on the trampoline bed by the carer. One example might be tensing or leaning the body to ensure balance is maintained if the carer walks close to the student on the rebounder bed.

Exercise 4 - Waits patiently for turn

- 0 No attempt to wait patiently** - Refuses or has no understanding of the need to wait patiently while someone else is using the rebounder.
- 1 Will occasionally keep still with help of carer** - Mostly reluctant to wait and keep still but can be encouraged if carer pays close attention.
- 2 More able to wait and keep still** - Now more able to wait patiently and will sometimes do so when carer moves away.
- 3 Usually waits patiently** - Will usually wait patiently and quietly whilst someone else is on the rebounder, without attention from carer.
- 4 Waits patiently for turn** - Understands and complies with the need to wait patiently while someone else takes their turn on the rebounder.

Exercise 5 - Maintains eye contact when appropriate

- 0 Never makes eye contact** - Will actively look away and avoid eye contact at every opportunity
- 1 Will occasionally make eye contact** - When instructed by carer to make eye contact will occasionally do so, but reluctantly and quickly looks away
- 2 More willing to make eye contact** - Will usually make eye contact when instructed to do so, and will occasionally do so without instruction
- 3 Usually makes eye contact** - Will usually make eye contact at the appropriate time without instruction
- 4 Always makes eye contact when appropriate** - Is perfectly comfortable making eye contact with anyone when appropriate and will maintain that contact for the appropriate time

JAMES TILLEY

													FLEXI-BOUNCE THERAPY EXERCISES		
													PROFICIENCY GRADE 1 Continued		
													SECTION B		
22/4	29/4	6/5	13/5	20/5	27/5	3/6	10/6	17/6	24/6	1/7	8/7	15/7	22/7		
3	4	4	4	_____									6. Compensates for movement when rebounder bed is moved in front, behind and to the side of student		
			4	4	_____								7. Regains sitting position when moved off balance		
					4	4	_____						8. Enjoys being bounced in sitting position		
							2	3	3	3	3	—		9. Sitting position – initiates movement by pushing into bed with hands	
													1	10. Sitting position – swimming arm movement to initiate bounce	
3	4	4	4	8	8	12	12	14	15	15	15	15	16	HFI Total for Section B (if used)	
													SECTION C		
3	4	4	_____										11. Low kneeling position		
			1	1	2	2	2	2	_____					12. Low kneeling position - swimming arms to initiate movement	
								2	3	3	3	—		13. High kneeling position	
													1	14. High kneeling – swimming arms to initiate movement	
3	4	4	5	5	6	6	6	6	8	9	9	9	10	HFI Total for Section C (if used)	

Exercise 6 – Compensates for movement when rebounder bed is moved in front, behind and to the side of student

- 0 **No sitting balance** - Person requiring physical or support aids to remain seated. Lacks the ability to be able to sit independently.
- 1 **Long sitting supporting with arms, static balance only** - Can maintain a seated balance in long sitting holding either care staff or resting hands on the rebounder bed. Maintains balance during low amplitude movements of the bed, but loses balance or requires more support from staff as the amplitude increases.
- 2 **Long sitting supporting with arms, static and dynamic balance** - As above but can keep balance as the amplitude increases.
- 3 **Long sitting, no arm support, static balance only** - A person who can sit on the rebounder without arm/hand support and maintains balance but lacks the ability to keep this balance as the bed begins to move.
- 4 **Full dynamic sitting balance** - Can maintain long sitting balance without any support. Maintains this balance through a variety of moves e.g. rocking, side to side bouncing and increase bounce height.

Exercise 7 – Regains sitting position when moved off balance

- 0 **Makes no attempt to regain position** - Is unable or refuses to make any attempt to move back to sitting position when gently moved off balance .
- 1 **Makes a recognisable attempt** - With full support from carer will sometimes attempt to regain sitting position.
- 2 **Attempts to regain position with minimal support** - Makes a definite attempt to regain position with only minimal support from carer.
- 3 **Usually regains position with no support** - Without any support from carer, can usually regain sitting position when gently pushed off balance.
- 4 **Can easily regain sitting position when moved off balance** - Student shows very good control and sufficient strength to enjoy the challenge of regaining the sitting position when carer pushes him off balance in any direction.

Exercise 8 - Enjoys being bounced in sitting position

- 0 **Body won't leave the bed** - Can balance independently while carer provides very low amplitude bouncing but either loses balance or not confident enough to allow body to leave the bed of the rebounder.
- 1 **Body leaves the bed, balance lost** - Able to keep balance as the bed moves but when popped into the air loses balance or requires assistance/support when body lands back on the bed.
- 2 **Beginning to assist, balance improving** - Maintaining balance for longer periods as the bed moves, attempting to assist with bouncing, either using arms to generate lift and / or counting in time with the carer(s) etc. Loses balance on landing.
- 3 **Assisting with bouncing, loses balance occasionally** - Taking an active role in initiating bouncing in sitting position. Technique and balance not perfected as yet, tending to lose balance when landing after higher bounces.
- 4 **Assisting with bouncing and maintaining balance** - Skill levels have improved, good technique and maintains balance even after higher bounces.

Exercise 9 – Sitting position – initiates movement by pushing into bed with hands

- 0 **Makes no attempt to initiate movement** - Refuses or is unable to make any attempt to initiate movement even when given full support and assistance by carers.
- 1 **Will allow carers to assist** - With full support of carers will occasionally attempt to initiate some movement.
- 2 **Makes a recognisable attempt** - With minimal support from carers will make a recognisable attempt to initiate some movement with hands.
- 3 **Can initiate movement independently for short periods** - Can push hands into bed to initiate movement but needs assistance to achieve the correct tempo or maintain the movement for more than a few seconds.
- 4 **Can initiate and sustain movement by pushing hands into bed** - Is fully able to initiate and maintain rhythmic movement for the required length of time by pushing hands into rebounder bed.

Exercise 10 – Sitting position – swimming arm movement to initiate bounce

- 0 **Makes no attempt to initiate movement** - Refuses or is unable to make any attempt to initiate movement even when given full support and assistance by carers.
- 1 **Will allow carers to assist** - With full support of carers will occasionally attempt to initiate some movement.
- 2 **Makes a recognisable attempt** - With minimal support from carers will make a recognisable attempt to initiate some movement by swimming arms.
- 3 **Can initiate movement independently for short periods** - Can swim arms in circular motion to initiate movement but needs assistance to achieve the correct tempo or maintain the movement for more than a few seconds.
- 4 **Can initiate and sustain bouncing by swimming arms** - Is fully able to initiate bounce (i.e. leave the bed) and maintain rhythmic bouncing for the required length of time by using swimming arms movement.

Flexi-Bounce Therapy Exercises Grade 1 – Section C

HFI Notes

Exercise 11 – Low kneeling position

- 0 **No low kneeling balance** - Difficulty getting client onto knees or requires maximum support from carers.
- 1 **Low kneeling with arms fully supported** - Client low kneeling, resting bottom on heels and being fully supported by carers. Can only tolerate minimal movement of the rebounder bed.
- 2 **Low kneeling, minimal support from carers** - Client low kneeling, resting bottom on heels, able to balance with minimal arm support but when rebounder bed moves requires more support.
- 3 **Low kneeling without support** - Able to low kneel unsupported. Only requires minimal assistance to maintain balance as the rebounder bed moves.
- 4 **Low kneeling, no support and good balance when bed moved.** – Low kneeling independently, maintaining balance during low amplitude movements of rebounder bed.

Exercise 12 – Low kneeling position – swimming arms to initiate movement

- 0 **Low kneeling unsupported but unable to initiate arm movement** - Can balance independently but requires assistance of carer to move arms.
- 1 **Can initiate some movement for a short time but then loses balance or stops** - Balanced in low kneeling position, some arm movement achieved but no rhythmic movement of the bed achieved.
- 2 **Can maintain arm movement and create some movement of the bed** - Longer periods of arm movement achieved creating some movement of the bed.
- 3 **Can achieve some rhythmic movement of the bed by swimming arms** - Understands and achieves for short periods, rhythmic movement of the bed by swimming arms.
- 4 **Good balance with sustained rhythmic arm movement** - Able to initiate movement on the bed by swimming arms and to control the intensity of movement.

Exercise 13 – High kneeling position

- 0 **No high kneeling balance** - Difficulty getting client into high kneeling position or requires maximum support from carers.
- 1 **High kneeling with arms fully supported** - Client high kneeling but being fully supported by carers. Can only tolerate minimal movement of the rebounder bed.
- 2 **High kneeling, minimal support from carers** - Client high kneeling, able to balance with minimal arm support but when rebounder bed moves requires more support.
- 3 **High kneeling without support** - Able to high kneel unsupported. Only requires minimal assistance to maintain balance as the rebounder bed moves.
- 4 **High kneeling, no support and good balance when bed moved.** – High kneeling independently, maintaining balance during low amplitude movements of rebounder bed.

Exercise 14 – High kneeling – swimming arm movement to initiate bounce

- 0 **High kneeling, unable to initiate arm movement** - Can balance independently but requires assistance of carer to move arms.
- 1 **Can initiate some movement for a short time but then loses balance or stops** - Balanced in high kneeling position, some arm movement achieved but no rhythmic movement of the bed achieved.
- 2 **Can maintain arm movement and create some movement of the bed** - Longer periods of arm movement achieved creating some movement of the bed
- 3 **Can achieve some rhythmic movement of the bed by swimming arms** - Understands and achieves for short periods, rhythmic movement of the bed by swimming arms.
- 4 **Good balance with sustained rhythmic arm movement** - Able to initiate movement on the bed by swimming arms and to control the intensity of movement.

James is not able to stand so this section not used.

22/4	29/4	6/5	13/5	20/5	27/5	3/6	10/6	17/6	24/6	1/7	8/7	15/7	22/7	FLEXI-BOUNCE THERAPY EXERCISES PROFICIENCY GRADE 1 Continued
														SECTION D
														15. Standing in stillness with feet flat on bed
														16. Standing position – maintains shape while being gently bounced
														17. Standing position – initiate bounce (bobble)
														18. Standing position – swimming arms to initiate movement
														19. Standing position – hang and bounce
														20. Standing position – pogo in centre
														21. Standing position – bounce and stop - stillness
														HFI Total for Section D (if used)
8	12	12	13	20	21	25	25	30	31	32	36	37	39	HFI Total of all Sections (if used)
										1/7				Date grade passed

Flexi-Bounce Therapy Exercises Grade 1 – Section D HFI Notes

Exercise 15 – Standing in stillness with feet flat on bed

- 0 **No standing balance** - Afraid or unable to stand even with full support of two carers.
- 1 **Can stand with support of two carers**
- 2 **Can stand with support of one carer**
- 3 **Can stand with minimal support** - Requires carer for reassurance or minimal support only to stand.
- 4 **Independent standing** - Can stand on rebounder bed fully unaided.

Exercise 16 – Standing position – maintains shape while being gently bounced

- 0 **No standing balance when bed is moved** - Afraid or unable to stand even with full support of two carers if there is any movement of the bed.
- 1 **Standing with full assistance of 2** - After some time managing to stand with two carers providing full support, can only tolerate very slight movement of the bed.
- 2 **Standing with full assistance of 1** - With full support of one carer, can maintain balance during low gentle bouncing.
- 3 **Standing with minimal assistance of 1** - Some physical but mainly verbal assistance from the carer, maintains balance during gentle bouncing only.
- 4 **Independent standing** - Can stand and maintain shape and balance during gentle bouncing.

Exercise 17 – Standing position – initiate bounce (bobble)

- 0 **No bouncing** - Can stand on the rebounder bed but unable or refuses to bounce even with full support of two carers. Keeps legs straight and doesn't bend knees.
- 1 **Occasional bouncing with support of 2** - At times will bend knees under instruction and initiate the bouncing. Not consistent.
- 2 **Bouncing with support of 1** - Only requires one carer to support and will initiate the bouncing, using the carer for reassurance and assistance.
- 3 **Bouncing with light support of 1** - Just requiring prompting and light support.
- 4 **Independently bouncing unsupported** - Carers are not required to assist at all.

Exercise 18 Standing position – swimming arms to initiate movement

- 0 **No movement** - Can stand on the trampoline but unable or refuses to swim arms even with full support of two carers.
- 1 **Recognisable attempt with support of 2** - At times will swim arms and initiate movement. Not consistent.
- 2 **Can initiate movement with support of 1** - Only requires one carer to support and will swim arms to initiate the bouncing, using the carer for reassurance and assistance.
- 3 **Can perform exercise independently for short periods** - Just requiring prompting and light support from carers.
- 4 **Independently swimming arms and maintaining rhythmic movement** - Carers are not required to assist at all.

Exercise 19 – Standing position – hang and bounce

- 0 **No attempt to lift arms above head and bounce** - Refuses or is unable to lift arms above head while bouncing, even with support of two carers.
- 1 **Recognisable attempt with support of 2** - At times will lift arms and initiate bouncing. Not consistent.
- 2 **Attempts exercise with support of 1** - Only requires one carer to support and will lift arms above head and bounce for short periods, using the carer for reassurance and assistance.
- 3 **Can perform exercise independently for short periods** - Just requiring prompting and light support from carers.
- 4 **Can independently hang and bounce** - No assistance needed from carers, can hang and bounce and sustain the exercise as required.

Exercise 20 – Standing position – pogo in centre

- 0 **No attempt to keep arms by side and bounce** - Refuses or is unable to keep arms still while bouncing, even with support of two carers.
- 1 **Recognisable attempt with support of 2** - At times will keep arms by side and initiate bouncing. Not consistent.
- 2 **Attempts exercise with support of 1** - Only requires one carer to support and will keep arms by side and bounce for short periods, using the carer for reassurance and assistance.
- 3 **Can perform exercise independently for short periods** - Just requiring prompting and light support from carers.
- 4 **Can perform pogo bounce independently** - No assistance needed from carers, can keep arms still and by the sides while bouncing and can sustain the exercise as required.

Exercise 21 – Standing position – bounce and stop - stillness

- 0 **Bounces but cannot stop when requested** - Is able to bounce but refuses or is unable to stop bouncing when requested to do so, even with support of carer.
- 1 **Will occasionally stop when required with full support of carer** - With support will bounce and sometimes make a recognisable attempt to stop when requested. Not able to remain in stillness.
- 2 **Without support, will usually stop when requested** - Can stop when requested without physical assistance but unable to remain in stillness.
- 3 **Will stop when requested and sometimes attempts to remain in stillness**
- 4 **Can bounce, stop and remain still as required** - Has full control over the exercise; is fully able to bounce and then stop when requested to do so and remain still for a period of 3 seconds.

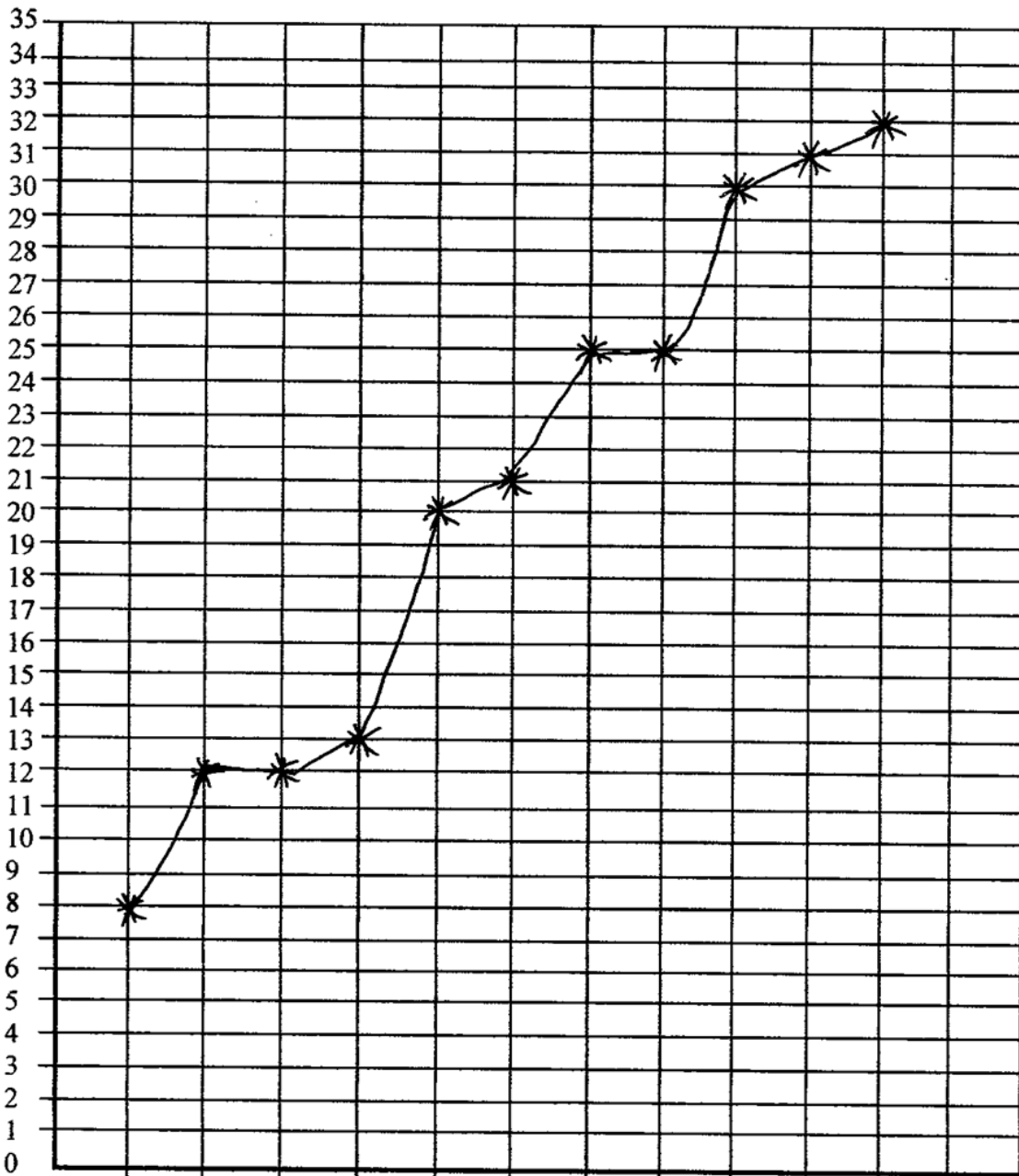
HFI

Name..... JAMES TILLET..... D.o.b..... 22/7/15.....

Diagnosis..... R/S HEMI, MLD.....

Grade..... 1..... Commenced..... 22/4/22.....

Functional Index



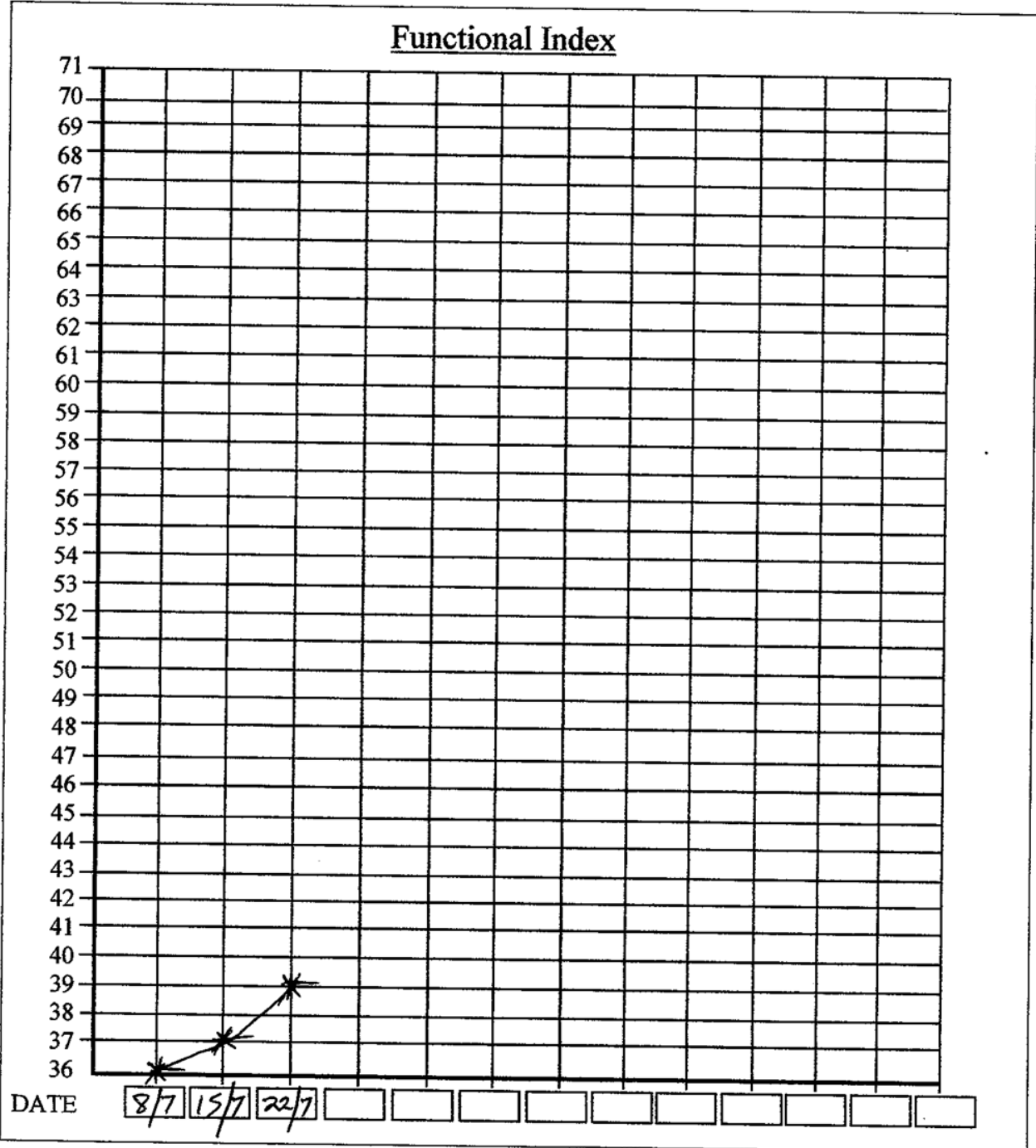
DATE 22/4 29/4 6/5 13/5 20/5 27/5 3/6 10/6 17/6 24/6 1/7

HFI

Name..... JAMES TILLEY..... D.ob. 22/7/15.....

Diagnosis..... R/S HEMI, MLD.....

Grade..... 1..... Commenced..... 22/4/22.....



																					<p>FLEXI-BOUNCE THERAPY EXERCISES</p> <p><i>Compiled by, copyright of and produced with the permission of 'ReboundTherapy.org' – the official body for Rebound Therapy</i></p> <p>If exercises are performed with handle in place, student to be facing away from handle</p> <p>PROFICIENCY GRADE 1</p> <p>Suggested minimum requirements to complete the grade: at least two passes from at least three of the four sections. All movements may be performed with support as necessary.</p> <p>OR</p> <p>To accurately measure progress and outcomes, this scheme can be used with the Huddersfield Functional Index. A minimum HFI score of 32 is recommended to complete the grade.</p>
																					SECTION A
																					1. Sits facing adult in stillness
																					2. Differentiates stillness and movement
																					3. Anticipates cause and effect
																					4. Waits patiently for turn
																					5. Maintains eye contact when appropriate
																					HFI Total for Section A (if used)

Indicators cross referenced page-to-page with Flexi-Bounce Therapy record sheets

Flexi-Bounce Therapy Exercises Grade 1 – Section A

HFI Notes

Exercise 1 – Sits facing adult in stillness

- 0 Refuses to sit still** - Even with support, student actively tries to resist facing carer and keeping still.
- 1 Will occasionally sit still and face carer** - When instructed by carer to sit still facing, will occasionally do so, but reluctantly and quickly looks away or moves;.
- 2 More willing to sit still** - Requires some persuading but is often willing to sit still and face carer when requested, and supported if necessary.
- 3 Usually sits still and faces carer when appropriate** - Will usually sit still and face carer when requested.
- 4 Can sit still and remain still facing carer** - With physical support if unable to sit unaided, student will face carer and remain in stillness as required.

Exercise 2 - Differentiates stillness and movement

- 0 No concept of stillness and movement** - Refuses or is unable to move or stop moving when asked.
- 1 Appears to show some understanding** - Will occasionally attempt to respond to requests to move or stop moving.
- 2 Shows clearer understanding and more willing to respond** - Responds more often and with more understanding to requests to move and stop.
- 3 Usually responds** - Responds more fully to requests to move and stop and shows some understanding and willingness to comply to requests to remain in stillness.
- 4 Fully understands and applies the concepts of stillness and movement** - On request, can initiate movement and maintain it until asked to stop. Can remain in stillness until asked to move again.

Exercise 3- Anticipates cause and effect

- 0 Appears to have no concept of the effect of actions by others** - Will not make any adjustments to shape or position or show any recognition of the likely effect when the carer moves or makes actions on the rebounder bed.
- 1 Appears to show some understanding** - Will occasionally respond to movements or actions.
- 2 Shows clearer understanding and more willing to respond** - Anticipates and responds more often and with more understanding of the likely effect of movements made by the carer.
- 3 Usually responds** - Responds more fully to movements and anticipated movements.
- 4 Fully understands the concept of cause and effect** - Can be observed in several situations to take appropriate action when movements and forces are about to be applied to or on the trampoline bed by the carer. One example might be tensing or leaning the body to ensure balance is maintained if the carer walks close to the student on the rebounder bed.

Exercise 4 - Waits patiently for turn

- 0 No attempt to wait patiently** - Refuses or has no understanding of the need to wait patiently while someone else is using the rebounder.
- 1 Will occasionally keep still with help of carer** - Mostly reluctant to wait and keep still but can be encouraged if carer pays close attention.
- 2 More able to wait and keep still** - Now more able to wait patiently and will sometimes do so when carer moves away.
- 3 Usually waits patiently** - Will usually wait patiently and quietly whilst someone else is on the rebounder, without attention from carer.
- 4 Waits patiently for turn** - Understands and complies with the need to wait patiently while someone else takes their turn on the rebounder.

Exercise 5 - Maintains eye contact when appropriate

- 0 Never makes eye contact** - Will actively look away and avoid eye contact at every opportunity
- 1 Will occasionally make eye contact** - When instructed by carer to make eye contact will occasionally do so, but reluctantly and quickly looks away
- 2 More willing to make eye contact** - Will usually make eye contact when instructed to do so, and will occasionally do so without instruction
- 3 Usually makes eye contact** - Will usually make eye contact at the appropriate time without instruction
- 4 Always makes eye contact when appropriate** - Is perfectly comfortable making eye contact with anyone when appropriate and will maintain that contact for the appropriate time

																	FLEXI-BOUNCE THERAPY EXERCISES
																	PROFICIENCY GRADE 1 Continued
																	SECTION B
																	6. Compensates for movement when rebounder bed is moved in front, behind and to the side of student
																	7. Regains sitting position when moved off balance
																	8. Enjoys being bounced in sitting position
																	9. Sitting position – initiates movement by pushing into bed with hands
																	10. Sitting position – swimming arm movement to initiate bounce
																	HFI Total for Section B (if used)
																	SECTION C
																	11. Low kneeling position
																	12. Low kneeling position - swimming arms to initiate movement
																	13. High kneeling position
																	14. High kneeling – swimming arms to initiate movement
																	HFI Total for Section C (if used)

Exercise 6 – Compensates for movement when rebounder bed is moved in front, behind and to the side of student

- 0 **No sitting balance** - Person requiring physical or support aids to remain seated. Lacks the ability to be able to sit independently.
- 1 **Long sitting supporting with arms, static balance only** - Can maintain a seated balance in long sitting holding either care staff or resting hands on the rebounder bed. Maintains balance during low amplitude movements of the bed, but loses balance or requires more support from staff as the amplitude increases.
- 2 **Long sitting supporting with arms, static and dynamic balance** - As above but can keep balance as the amplitude increases.
- 3 **Long sitting, no arm support, static balance only** - A person who can sit on the rebounder without arm/hand support and maintains balance but lacks the ability to keep this balance as the bed begins to move.
- 4 **Full dynamic sitting balance** - Can maintain long sitting balance without any support. Maintains this balance through a variety of moves e.g. rocking, side to side bouncing and increase bounce height.

Exercise 7 – Regains sitting position when moved off balance

- 0 **Makes no attempt to regain position** - Is unable or refuses to make any attempt to move back to sitting position when gently moved off balance .
- 1 **Makes a recognisable attempt** - With full support from carer will sometimes attempt to regain sitting position.
- 2 **Attempts to regain position with minimal support** - Makes a definite attempt to regain position with only minimal support from carer.
- 3 **Usually regains position with no support** - Without any support from carer, can usually regain sitting position when gently pushed off balance.
- 4 **Can easily regain sitting position when moved off balance** - Student shows very good control and sufficient strength to enjoy the challenge of regaining the sitting position when carer pushes him off balance in any direction.

Exercise 8 - Enjoys being bounced in sitting position

- 0 **Body won't leave the bed** - Can balance independently while carer provides very low amplitude bouncing but either loses balance or not confident enough to allow body to leave the bed of the rebounder.
- 1 **Body leaves the bed, balance lost** - Able to keep balance as the bed moves but when popped into the air loses balance or requires assistance/support when body lands back on the bed.
- 2 **Beginning to assist, balance improving** - Maintaining balance for longer periods as the bed moves, attempting to assist with bouncing, either using arms to generate lift and / or counting in time with the carer(s) etc. Loses balance on landing.
- 3 **Assisting with bouncing, loses balance occasionally** - Taking an active role in initiating bouncing in sitting position. Technique and balance not perfected as yet, tending to lose balance when landing after higher bounces.
- 4 **Assisting with bouncing and maintaining balance** - Skill levels have improved, good technique and maintains balance even after higher bounces.

Exercise 9 – Sitting position – initiates movement by pushing into bed with hands

- 0 **Makes no attempt to initiate movement** - Refuses or is unable to make any attempt to initiate movement even when given full support and assistance by carers.
- 1 **Will allow carers to assist** - With full support of carers will occasionally attempt to initiate some movement.
- 2 **Makes a recognisable attempt** - With minimal support from carers will make a recognisable attempt to initiate some movement with hands.
- 3 **Can initiate movement independently for short periods** - Can push hands into bed to initiate movement but needs assistance to achieve the correct tempo or maintain the movement for more than a few seconds.
- 4 **Can initiate and sustain movement by pushing hands into bed** - Is fully able to initiate and maintain rhythmic movement for the required length of time by pushing hands into rebounder bed.

Exercise 10 – Sitting position – swimming arm movement to initiate bounce

- 0 **Makes no attempt to initiate movement** - Refuses or is unable to make any attempt to initiate movement even when given full support and assistance by carers.
- 1 **Will allow carers to assist** - With full support of carers will occasionally attempt to initiate some movement.
- 2 **Makes a recognisable attempt** - With minimal support from carers will make a recognisable attempt to initiate some movement by swimming arms.
- 3 **Can initiate movement independently for short periods** - Can swim arms in circular motion to initiate movement but needs assistance to achieve the correct tempo or maintain the movement for more than a few seconds.
- 4 **Can initiate and sustain bouncing by swimming arms** - Is fully able to initiate bounce (i.e. leave the bed) and maintain rhythmic bouncing for the required length of time by using swimming arms movement.

Flexi-Bounce Therapy Exercises Grade 1 – Section C

HFI Notes

Exercise 11 – Low kneeling position

- 0 **No low kneeling balance** - Difficulty getting client onto knees or requires maximum support from carers.
- 1 **Low kneeling with arms fully supported** - Client low kneeling, resting bottom on heels and being fully supported by carers. Can only tolerate minimal movement of the rebounder bed.
- 2 **Low kneeling, minimal support from carers** - Client low kneeling, resting bottom on heels, able to balance with minimal arm support but when rebounder bed moves requires more support.
- 3 **Low kneeling without support** - Able to low kneel unsupported. Only requires minimal assistance to maintain balance as the rebounder bed moves.
- 4 **Low kneeling, no support and good balance when bed moved.** – Low kneeling independently, maintaining balance during low amplitude movements of rebounder bed.

Exercise 12 – Low kneeling position – swimming arms to initiate movement

- 0 **Low kneeling unsupported but unable to initiate arm movement** - Can balance independently but requires assistance of carer to move arms.
- 1 **Can initiate some movement for a short time but then loses balance or stops** - Balanced in low kneeling position, some arm movement achieved but no rhythmic movement of the bed achieved.
- 2 **Can maintain arm movement and create some movement of the bed** - Longer periods of arm movement achieved creating some movement of the bed.
- 3 **Can achieve some rhythmic movement of the bed by swimming arms** - Understands and achieves for short periods, rhythmic movement of the bed by swimming arms.
- 4 **Good balance with sustained rhythmic arm movement** - Able to initiate movement on the bed by swimming arms and to control the intensity of movement.

Exercise 13 – High kneeling position

- 0 **No high kneeling balance** - Difficulty getting client into high kneeling position or requires maximum support from carers.
- 1 **High kneeling with arms fully supported** - Client high kneeling but being fully supported by carers. Can only tolerate minimal movement of the rebounder bed.
- 2 **High kneeling, minimal support from carers** - Client high kneeling, able to balance with minimal arm support but when rebounder bed moves requires more support.
- 3 **High kneeling without support** - Able to high kneel unsupported. Only requires minimal assistance to maintain balance as the rebounder bed moves.
- 4 **High kneeling, no support and good balance when bed moved.** – High kneeling independently, maintaining balance during low amplitude movements of rebounder bed.

Exercise 14 – High kneeling – swimming arm movement to initiate bounce

- 0 **High kneeling, unable to initiate arm movement** - Can balance independently but requires assistance of carer to move arms.
- 1 **Can initiate some movement for a short time but then loses balance or stops** - Balanced in high kneeling position, some arm movement achieved but no rhythmic movement of the bed achieved.
- 2 **Can maintain arm movement and create some movement of the bed** - Longer periods of arm movement achieved creating some movement of the bed
- 3 **Can achieve some rhythmic movement of the bed by swimming arms** - Understands and achieves for short periods, rhythmic movement of the bed by swimming arms.
- 4 **Good balance with sustained rhythmic arm movement** - Able to initiate movement on the bed by swimming arms and to control the intensity of movement.

Flexi-Bounce Therapy Exercises Grade 1 – Section D HFI Notes

Exercise 15 – Standing in stillness with feet flat on bed

- 0 **No standing balance** - Afraid or unable to stand even with full support of two carers.
- 1 **Can stand with support of two carers**
- 2 **Can stand with support of one carer**
- 3 **Can stand with minimal support** - Requires carer for reassurance or minimal support only to stand.
- 4 **Independent standing** - Can stand on rebounder bed fully unaided.

Exercise 16 – Standing position – maintains shape while being gently bounced

- 0 **No standing balance when bed is moved** - Afraid or unable to stand even with full support of two carers if there is any movement of the bed.
- 1 **Standing with full assistance of 2** - After some time managing to stand with two carers providing full support, can only tolerate very slight movement of the bed.
- 2 **Standing with full assistance of 1** - With full support of one carer, can maintain balance during low gentle bouncing.
- 3 **Standing with minimal assistance of 1** - Some physical but mainly verbal assistance from the carer, maintains balance during gentle bouncing only.
- 4 **Independent standing** - Can stand and maintain shape and balance during gentle bouncing.

Exercise 17 – Standing position – initiate bounce (bobble)

- 0 **No bouncing** - Can stand on the rebounder bed but unable or refuses to bounce even with full support of two carers. Keeps legs straight and doesn't bend knees.
- 1 **Occasional bouncing with support of 2** - At times will bend knees under instruction and initiate the bouncing. Not consistent.
- 2 **Bouncing with support of 1** - Only requires one carer to support and will initiate the bouncing, using the carer for reassurance and assistance.
- 3 **Bouncing with light support of 1** - Just requiring prompting and light support.
- 4 **Independently bouncing unsupported** - Carers are not required to assist at all.

Exercise 18 Standing position – swimming arms to initiate movement

- 0 **No movement** - Can stand on the trampoline but unable or refuses to swim arms even with full support of two carers.
- 1 **Recognisable attempt with support of 2** - At times will swim arms and initiate movement. Not consistent.
- 2 **Can initiate movement with support of 1** - Only requires one carer to support and will swim arms to initiate the bouncing, using the carer for reassurance and assistance.
- 3 **Can perform exercise independently for short periods** - Just requiring prompting and light support from carers.
- 4 **Independently swimming arms and maintaining rhythmic movement** - Carers are not required to assist at all.

Exercise 19 – Standing position – hang and bounce

- 0 **No attempt to lift arms above head and bounce** - Refuses or is unable to lift arms above head while bouncing, even with support of two carers.
- 1 **Recognisable attempt with support of 2** - At times will lift arms and initiate bouncing. Not consistent.
- 2 **Attempts exercise with support of 1** - Only requires one carer to support and will lift arms above head and bounce for short periods, using the carer for reassurance and assistance.
- 3 **Can perform exercise independently for short periods** - Just requiring prompting and light support from carers.
- 4 **Can independently hang and bounce** - No assistance needed from carers, can hang and bounce and sustain the exercise as required.

Exercise 20 – Standing position – pogo in centre

- 0 **No attempt to keep arms by side and bounce** - Refuses or is unable to keep arms still while bouncing, even with support of two carers.
- 1 **Recognisable attempt with support of 2** - At times will keep arms by side and initiate bouncing. Not consistent.
- 2 **Attempts exercise with support of 1** - Only requires one carer to support and will keep arms by side and bounce for short periods, using the carer for reassurance and assistance.
- 3 **Can perform exercise independently for short periods** - Just requiring prompting and light support from carers.
- 4 **Can perform pogo bounce independently** - No assistance needed from carers, can keep arms still and by the sides while bouncing and can sustain the exercise as required.

Exercise 21 – Standing position – bounce and stop - stillness

- 0 **Bounces but cannot stop when requested** - Is able to bounce but refuses or is unable to stop bouncing when requested to do so, even with support of carer.
- 1 **Will occasionally stop when required with full support of carer** - With support will bounce and sometimes make a recognisable attempt to stop when requested. Not able to remain in stillness.
- 2 **Without support, will usually stop when requested** - Can stop when requested without physical assistance but unable to remain in stillness.
- 3 **Will stop when requested and sometimes attempts to remain in stillness**
- 4 **Can bounce, stop and remain still as required** - Has full control over the exercise; is fully able to bounce and then stop when requested to do so and remain still for a period of 3 seconds.

Indicators cross referenced page-to page with Flexi-Bounce Therapy record sheets

Flexi-Bounce Therapy Exercises Grade 2 – Section A

HFI Notes

Exercise 1 - Sitting position with feet on floor (two carers supporting) 2 hand support from one carer - other carer pop to stand - stillness

- 0 **Supported popping in sitting with feet on floor, unable to stand** - Sitting independently can be popped into the air with full support from front behind. Lacks balance and doesn't make any attempt to stand.
- 1 **Can be popped into a two-hand supported standing position** - Whilst being popped into the air, with carer supporting both hands from the front, and another supporting from behind, is able to straighten legs and stand on floor, but not remain in standing position.
- 2 **Can be popped into two-handed supported standing, does not keep still** - Carers providing two-hand support and support from behind, is able to be popped to stand but not stop and stay still as required.
- 3 **Can be popped into two-handed supported standing, stays still momentarily** - Carers providing two-hand support and support from behind, is able to be popped to stand and stay still for less than three seconds.
- 4 **Can be popped into two-handed supported standing, stays still as required** - Carers providing two-hand support and support from behind, is able to be popped to stand and stay still for at least three seconds.

Exercise 2 - Sitting position with two trainers as above but with one hand support – pop to stand – stillness

- 0 **Can be popped into two-handed supported standing, but will not let go of one hand** – Will not allow carers to reduce support.
- 1 **Can be popped into two-handed supported standing, will allow carers to marginally reduce hand support** – Will allow carers to reduce hand support momentarily but becomes agitated or does not keep still upon standing.
- 2 **Can be popped into one-handed supported standing, becoming more confident** – Will allow carers to support with one hand but still becomes agitated or does not keep still upon standing.
- 3 **Can be popped into one-handed supported standing, remains still for less than three seconds** – Is able to be popped to stand with one hand support (carer still supporting from behind) and can stay still but for less than three seconds.
- 4 **Can be popped into one-handed supported standing, stays still as required** - Carers providing one-hand support and support from behind, is able to be popped to stand and stay still for at least three seconds.

Exercise 3 - As above two exercises but student with eyes closed

- 0 **Will not close eyes when being popped** - Makes no attempt or is afraid to close eyes when being popped.
- 1 **Will close eyes when being gently popped** - Closes eyes when gently popped but makes no attempt to stand.
- 2 **Can be popped to stand with eyes closed if given two-hand support** - Opens eyes if support is reduced.
- 3 **Can be popped to stand with eyes closed when given one-hand support, but opens immediately on standing** - Becoming more confident. Will keep eyes closed until standing but opens immediately on standing.
- 4 **Can be popped to stand with eyes closed with one hand support** - Fully confident. With carer providing one hand support from front and other supporting from behind, will keep eyes closed upon landing as required.

Exercise 4 - Sitting position – push hands, bounce and half time tweak

- 0 **Can initiate movement in long sitting but unable to leave bed** - Can push hands into bed to initiate movement but not hard enough to leave the bed.
- 1 **Bounces in long sitting position but unable to tweak** - Can push hands down hard enough to bounce and leave the bed but cannot move legs in or out.
- 2 **Bounces in long sitting position and attempts to move legs** - Can push hands down hard enough to bounce and leave the bed and makes recognisable attempt to move legs in and out.
- 3 **Bounces in long sitting and manages one half-time tweak** - Bounces in long sitting position and can show one full movement of bringing legs in on first landing and out on second landing.
- 4 **Bounces in long sitting and can half time tweak continuously** - Can perform the whole exercise repeatedly in swingtime, i.e with no intermediate bounces.

Exercise 5 - Sitting position – bounce and half time tweak with swimming arms

- 0 **Can initiate movement in long sitting but unable to leave bed** – Can swim arms to initiate movement but not hard enough to leave the bed.
- 1 **Bounces in long sitting position but unable to tweak** - Can swim arms hard enough to bounce and leave the bed but cannot move legs in or out.
- 2 **Bounces in long sitting position and attempts to move legs** - Can swim arms hard enough to bounce and leave the bed and makes recognisable attempt to move legs in and out.
- 3 **Bounces in long sitting and manages one half-time tweak** - Bounces in long sitting position and can show one full movement of bringing legs in on first landing and out on second landing.
- 4 **Bounces in long sitting and can half time tweak continuously** - Can perform the whole exercise repeatedly in swingtime, i.e with no intermediate bounces.

Exercise 6 - Quarter turns in sitting position

- 0 **Can bounce independently in sitting but unable to turn** - Unable to turn body in the air, even with assistance.
- 1 **Beginning to turn legs and body with assistance** - Carer assisting the turn. Client not yet able to turn independently.
- 2 **Bouncing and able to turn <45° independently** - Acquired the skill to turn independently, only a small amount of movement.
- 3 **Bouncing and able to turn >45° but <90° in one or both directions independently** - Amount and quality of turning movement improving.
- 4 **Bouncing and able to turn 90° in either direction independently** - Competent at independent quarter turns.

Exercise 7 – Can achieve two footed jump – landing evenly

- 0 **Achieves bobble** - From standing, can initiate movement by pushing with feet but cannot leave the bed.
- 1 **Bounces** - Pushes hard enough to leave the bed but unsteady on landing. No arm movement.
- 2 **Bounces with controlled landing** - Bounces and lands in a controlled manner but no arm movement yet.
- 3 **Jumps but landing is unsteady** - Bounces and swings arms up at the same time, but does not bring arms down again on landing or landing is unsteady.
- 4 **Jumps with controlled landing** - Bounces with arms going up on take-off and down again on landing. Controlled landing with both feet coming down together.

Exercise 8 - Can achieve two footed jumps repeatedly – landing evenly

- 0 **Performs one jump only** - Can perform one jump but makes no attempt to do another straightaway.
- 1 **Performs one jump with an attempt at performing another** - Second jump is attempted but not performed straight after the first.
- 2 **Second jump performed straight after first but not clearly defined** - Second jump is performed but with unsteady landing or without arm movements.
- 3 **Can perform two consecutive jumps** - Second jump is performed immediately after the first with clear arm movements and steady landing.
- 4 **Can perform jumping in swingtime** - Can jump repeatedly in swingtime with clear arm movements and landing evenly on feet with every jump.

Exercise 9 - Perform 3 bounces – stop - stillness

- 0 **Bounces repeatedly but makes no attempt to stop when required** - Bounces but is unable or does not attempt to follow call or sign from carer to stop.
- 1 **Bounces and attempts to stop when required** - When carer calls or signs, student attempts to stop but is very unsteady and takes a while to stop bouncing.
- 2 **Bounces and stops when required** - Student can stop when required but is unsteady on landing.
- 3 **Stops when required with controlled landing** - When required to stop, student will stop straightaway in a controlled manner with feet landing evenly.
- 4 **Can perform 3 bounces and stop without being signalled to do so** - Student can count three bounces and stop in a controlled manner without any call or sign from carer.

Exercise 10 - Standing position – bounce with quarter twists

- 0 **Unable to turn at all** - Bouncing in standing independently, but unable to turn whilst bouncing.
- 1 **Can turn <90° unable to keep bouncing** - Beginning to turn in the air but loses balance or stops bouncing.
- 2 **Can turn 90° but unable to keep bouncing** - Turns the full 90° but loses balance or stops bouncing.
- 3 **Can turn 90° and continue bouncing** - Balance improving, can continue bouncing after turning.
- 4 **Can perform consecutive 90° turns** - Can perform four consecutive 90° turns.

Exercise 11 - Standing position - bounce with quarter twists, performs left and right

- 0 **Able to 'pogo' but unable to change position** - Makes no attempt to respond to instructions or signs to change position and resists manual assistance.
- 1 **Allows carer to assist with changing position** - Will not attempt to change position independently but will allow carer to assist.
- 2 **Makes recognisable attempt to respond to instruction** - May still need manual assistance but attempts to move position as requested.
- 3 **Gaining confidence and ability** - Can follow some requests to move position without manual assistance.
- 4 **Can perform all movements as requested** - Able to perform pogo and perform quarter twists to the right and left as requested or signed.

Exercise 12 - Haka (fast knees up together and touch)

- 0 **Needs manual assistance to touch hands to knees** - Carer needs to place clients hands on knees. No attempt is made to jump.
- 1 **Can independently touch knees with hands, but no jumping** - Will mirror or respond to instructions to touch knees, but not able to jump at the same time.
- 2 **Makes a recognisable attempt at the exercise** - Attempts small jumps whilst attempting to touch hands to knees.
- 3 **Gaining confidence and ability** - Is now able to jump and touch knees with hands whilst feet are off the bed. Stops after one or two attempts.
- 4 **Able to perform exercise continuously** - Able to independently perform Haka continuously as required

Flexi-Bounce Therapy Exercises Grade 2 – Section C

HFI NotesExercise 13 - Jump to legs astride – stop - stillness

- 0 **Unable to show position at all** - No recognisable attempt to jump to legs astride, even with full support of carer.
- 1 **Attempts to show position** - With support of carer, makes recognisable attempt to jump to legs astride.
- 2 **Can show position with support** - With support of carer, can jump to legs astride and stop.
- 3 **Able to make recognisable attempt at move without support** - Without support of carer, able to make recognisable attempt to jump legs astride and remain static.
- 4 **Can perform entire exercise independently** - Without any support, is able to jump legs astride and stop and remain in stillness for 3 seconds.

Exercise 14 - Jump to legs astride, jump to legs together – stop - stillness

- 0 **Only able to perform part of exercise with support** - With support of carer, able to jump legs astride but no attempt to jump together again.
- 1 **Recognisable attempt at exercise with support** - With support of carer, able to perform exercise with a bounce or stop in between shapes.
- 2 **Able to perform exercise with support** - With support of carer, able to perform exercise with no stops or extra bounces.
- 3 **Recognisable attempt without support** - Without any support from carer, able to attempt the exercise, but may stop or put extra bounce between shapes.
- 4 **Able to perform whole exercise independently** - Without any support, able to perform entire exercise showing recognisable shapes, stops afterwards and remains still for 3 seconds.

Exercise 15 - Jump to legs astride – bring arms up, jump to legs together – bring arms down (Jumping Jack)

- 0 **Unable to perform arm movement** - With support of carer, able to perform leg movements but resists arm movements.
- 1 **Allows carer to assist with arm movements** - With support, jumps legs astride and allows carer to move arms up and down.
- 2 **Makes recognisable attempt at arm movements** - With support, makes attempt to perform the arm movements.
- 3 **Attempts the whole exercise independently** - Without any support, is able to jump legs astride whilst bringing arms up and then back to legs together and arms down. May put extra bounces or a stop in the middle of the exercise.
- 4 **Able to perform exercise independently** - Without any support, is able to jump legs astride whilst bringing arms up and then immediately jump legs back together whilst bringing arms down.

Exercise 16 - Jumping Jacks continuously

- 0 **May be able to perform one jumping jack.** - May be able to perform one but no attempt or unwilling to perform more than one.
- 1 **Will make recognisable attempt at two jumping jacks when mirroring carer** - Can make an attempt at two with hand support or when mirroring.
- 2 **Gaining ability and confidence** - Can perform three jumping jacks when mirroring carer.
- 3 **Can perform at least three jumping jacks without support or mirroring** - Shows full understanding and requires no assistance to perform at least three jumping jacks.
- 4 **Able to perform jumping jacks in swingtime and count at least three of them** – Can perform jumping jacks continuously with no stops or intermediate bounces and able to count at least three consecutively.

																		FLEXI-BOUNCE THERAPY EXERCISES
																		PROFICIENCY GRADE 2 Continued
																		SECTION D
																		17. Run on spot in centre of bed
																		18. Run on spot in centre – knee slapping
																		19. Run on spot in centre – cross-over knee slapping (right hand to left knee, left hand to right knee)
																		20. Run on spot – low crossover (right hand to left leg, left hand to right leg, reaching below the knee with leg straight)
																		HFI Total for Section D (if used)
																		SECTION E
																		21. Half kneeling – hand support from carer on floor – other carer pop to stand to stillness
																		22. As above - able to perform right and left knee up
																		23. High kneeling – hand support from carer on floor – other carer pop to stand to stillness
																		24. Half kneeling - swimming arms to stand to stillness
																		25. Half kneeling – swimming arms to stand to stillness. Able to perform right and left knee up
																		26. Back bouncing
																		HFI Total for Section E (if used)
																		HFI Total of all Sections (if used)
																		Date grade passed

Flexi-Bounce Therapy Exercises Grade 2 – Section D HFI Notes

Exercise 17 - Run on spot in centre of bed

- 0 **Cannot initiate running** - With two carers supporting is unable or unwilling to lift feet.
- 1 **Can lift feet alternately with full support of 2** - Two care staff supporting, can make a recognisable attempt at slow running.
- 2 **Can lift feet alternately with support of 1** - One carer supporting, can make recognisable attempt at slow running.
- 3 **Can lift feet alternately in centre without support** - Can make recognisable attempt at running in centre without support.
- 4 **Can run in centre of trampoline bed** - No assistance required.

Exercise 18 - Run on spot in centre – knee slapping

- 0 **Able to run but resists arm movement** - With carer assisting, client resists attempts to move arms.
- 1 **Allows carer to assist but no attempt to touch knees** - With carer's assistance, client will allow movement of the arms but does not attempt to lift knees to make contact with hand.
- 2 **Makes a recognisable attempt at the exercise with assistance** - With carer assisting, makes an attempt to connect right hand to right knee and left hand to left knee.
- 3 **Makes a recognisable attempt at the exercise without assistance** - Will attempt to run and slap knees without assistance for a few seconds.
- 4 **Able to perform whole exercise** - Client is able to continuously run on the spot and slap knees for as long as carer requires.

Exercise 18 - Run on spot in centre – cross over knee slapping

- 0 **Able to run and slap knees but resists crossing over** – With carer assisting, client resists attempts to move arms across the midline.
- 1 **Allows carer to assist** - With carer's assistance, client will allow movement of the arms across the midline but does not attempt it unaided.
- 2 **Makes a recognisable attempt at the exercise with assistance** - With carer assisting, makes an attempt to connect right hand to right knee and left hand to left knee.
- 3 **Makes a recognisable attempt to cross over without assistance** - Without assistance, will attempt to cross the midline; left hand to right knee and right hand to left knee.
- 4 **Able to perform whole exercise** - Client is able to continuously cross the midline and connect right hand to left knee and vice versa whilst running on the spot.

Exercise 20 - Run on spot – low crossover (right hand to left leg, left hand to right leg, reaching below the knee with leg straight)

- 0 **Unable to reach below the knee** - With support, client is unable or unwilling to reach below the knee.
- 1 **Makes recognisable attempt with support to reach below the knee** - With support from carer, client makes an attempt to reach below the knee of leg on opposite side but stops after one attempt.
- 2 **Makes a recognisable attempt with support to perform the exercise continuously** - With support, is able to crossover, reaching below the knee for several times consecutively before stopping.
- 3 **Makes recognisable attempt without support** - Is able to perform the exercise without support but stops after one or two attempts.
- 4 **Is able to perform exercise continuously** - Without any support, is able to cross the midline continuously by touching the right hand to left leg below the knee and vice versa without stops.

Flexi-Bounce Therapy Exercises Grade 2 – Section E HFI Notes

Exercise 21 - Half kneeling – hand support from carer on floor - other carer pop to stand to stillness

- 0 **Supported popping in half kneeling, cannot straighten legs** - Half kneeling, can be gently popped with both hands supported and carer supporting from behind but, does not straighten legs or make attempt to stand.
- 1 **Can be popped to standing but unable to maintain balance** - Whilst being popped with full support, is able to straighten legs and stand but not maintain balance.
- 2 **Can be popped into standing, continues bouncing** - Carers providing full support, is able to be popped to stand but not stop and stay still as required.
- 3 **Can be popped to stand giving one-hand support, continues bouncing** - Whilst being popped into the air, with carer supporting one hand, is able to be popped to stand but not stop and stay still as required.
- 4 **Can be popped to stand with one-hand support, stop and remain in stillness** - Carer providing one-hand support, client is able to perform the whole exercise under control.

Exercise 22 - As above exercise but with other knee up (able to perform right and left knee up)

- 0 **Supported popping in half kneeling, cannot straighten legs** - Half kneeling, can be gently popped with both hands supported and carer supporting from behind but does not straighten legs or make attempt to stand.
- 1 **Can be popped to standing but unable to maintain balance** - Whilst being popped with full support, is able to straighten legs and stand but not maintain balance.
- 2 **Can be popped into standing, continues bouncing** - Carers providing full support, is able to be popped to stand but not stop and stay still as required.
- 3 **Can be popped to stand giving one-hand support, continues bouncing** - Whilst being popped into the air, with carer supporting one hand, is able to be popped to stand but not stop and stay still as required.
- 4 **Can be popped to stand with one-hand support, stop and remain in stillness** - Carer providing one-hand support, client is able to perform the whole exercise under control.

Exercise 23 - High kneeling – hand support from carer on floor - other carer pop to stand to stillness

- 0 **Supported popping in high kneeling, with two hand support from the front and support from behind - cannot straighten legs** - High kneeling, can be gently popped with both hands supported. Does not straighten legs or make attempt to stand up.
- 1 **Can be popped into a two-hand supported standing position but unable to maintain balance** - Whilst being popped into the air, with carer supporting both hands, and other carer supporting from behind, is able to straighten legs and stand, but not maintain balance.
- 2 **Can be popped into standing, continues bouncing** - Carer providing two-hand support, is able to be popped to stand but not stop and stay still as required.
- 3 **Can be popped to stand giving one-hand support, continues bouncing** - Whilst being popped to stand, with carer supporting one hand, is able to be popped to stand but not stop and stay still as required.
- 4 **Can be popped to stand with one-hand support, stop and remain in stillness** - Carer providing one-hand support, other still supporting from behind, client is able to perform the whole exercise under control.

Exercise 24 - Half kneeling – swimming arms to stand - stillness

- 0 **High kneeling with sustained arm movement but no attempt to stand** - Can balance independently and make rhythmic swimming movement with the arms but is unable or unwilling to attempt to stand, even when carer provides hand support.
- 1 **With carer holding the hands, client makes a recognisable attempt to stand** - Carer provides hand support while other carer provides very gentle popping assistance, to enable client to swim arms to stand. May not attain stillness at this stage.
- 2 **With carer providing only minimal support, client makes a recognisable attempt to stand** - Carer provides hand support but no popping assistance. Client makes recognisable attempt to swim arms hard and move to standing position.
- 3 **Makes recognisable attempt to swim to stand independently** - With no assistance from carer, client attempts to swim arms to standing position, although may not keep legs together or maintain stillness on landing.
- 4 **Able to complete exercise independently** - Without any assistance, client is able to swim arms rhythmically to initiate and sustain movement, then drive arms up hard to move to standing position and maintain stillness on landing.

Exercise 25 - Half kneeling – swimming arms to stand to stillness as above but with other knee up (able to perform right and left knee up)

- 0 **High kneeling with sustained arm movement but no attempt to stand** - Can balance independently and make rhythmic swimming movement with the arms but is unable or unwilling to attempt to stand, even when carer provides hand support.
- 1 **With carer holding the hands, client makes a recognisable attempt to stand** - Carer provides hand support while other carer provides very gentle popping assistance to enable client to swim arms to stand. May not attain stillness at this stage.
- 2 **With carer providing only minimal support, client makes a recognisable attempt to stand** - Carer provides hand support but no popping assistance. Client makes recognisable attempt to swim arms hard and move to standing position.
- 3 **Makes recognisable attempt to swim to stand independently** - With no assistance from carer, client attempts to swim arms to standing position, although may not keep legs together or maintain stillness on landing.
- 4 **Able to complete exercise independently** - Without any assistance, client is able to swim arms rhythmically to initiate and sustain movement, then drive arms up hard to move to standing position and maintain stillness on landing.

Exercise 26 - Back bouncing

- 0 **Unable or refuses to lie on back** – Even when demonstrated by carer, refuses or is unable to lie on back.
- 1 **Will lie on back but no attempt to move legs to enable bounce** - Will lie on back but resists carer's attempts to assist with leg movement.
- 2 **Will allow carers to assist** – With full support from carers will allow legs to be moved in a rhythmic fashion.
- 3 **Makes recognisable attempt without assistance** – Carer no longer moving legs, client makes a recognisable attempt to bounce on back.
- 4 **Able to complete exercise independently** - Without any assistance, client is able to straighten and bend legs whilst lying on back and initiate gentle bouncing.

Flexi-Bounce Therapy Grade 3 HFI Notes

Exercise 1 - Jumping with arm movements

- 0 **Performs one jump only** - Can perform one jump but makes no attempt to do another straightaway.
- 1 **Performs one jump with an attempt at performing another** - Second jump is attempted but not performed straight after the first.
- 2 **Second jump performed straight after first but not clearly defined** - Second jump is performed but with unsteady landing or without arm movements.
- 3 **Can perform two consecutive jumps in the centre of the bed** - Second jump is performed immediately after the first with clear arm movements and steady landing.
- 4 **Can perform jumping in swingtime in the centre of the bed** - Can jump repeatedly in swingtime with clear arm movements and landing evenly on feet in centre of rebounder bed with every jump.

Exercise 2 - Tuck jump

- 0 **Needs manual assistance to touch hands to knees** - Carer needs to place student's hands on knees.
- 1 **Can independently touch knees with hands but feet not clear of bed while doing so** - Will mirror or respond to instructions to touch knees, but not able to time it so that knees are touched while feet are off the bed.
- 2 **Makes a recognisable attempt at the exercise** - Attempts small jumps whilst attempting to touch hands to knees with feet off bed.
- 3 **Gaining confidence and ability** - Is now able to jump and touch knees with hands whilst feet are off the bed. Knees and feet not yet held together.
- 4 **Able to perform exercise satisfactorily** - Able to independently perform Tuck jump in centre of bed with feet and knees held together.

Exercise 3 - Half twist jump

- 0 **Unable to turn more than 90°** - Independently standing and bouncing but unable to turn any more than 90°.
- 1 **Can turn more than 90° but unable to keep bouncing** - Can turn more than 90° but less than 180° in the air but loses balance or stops bouncing.
- 2 **Can turn 180° but unable to keep bouncing** - Turns the full 180° but loses balance or stops bouncing.
- 3 **Can turn 180° and continue bouncing** - Balance improving, can continue bouncing after turning. May not be able to stay in centre of bed.
- 4 **Can perform 180° turn in centre of bed** - Can perform 180° turn while jumping, can land evenly in centre of rebounder bed and can continue bouncing or stop in the centre at will or as required.

Exercise 4 - Straight jump and stop

- 0 **Jumps repeatedly but makes no attempt to stop when required** - Can jump with arm movements but is unable or does not attempt to follow call or sign from carer to stop.
- 1 **Jumps and attempts to stop when required** - Jumps with arm movements and when carer calls or signs, student attempts to stop but is very unsteady and take a while to stop bouncing.
- 2 **Jumps and stops when required** - Student can stop when required but is unsteady on landing. Both arms may not yet be as straight as student's ability allows.
- 3 **Stops when required with controlled landing** - When required to stop, student will stop straightaway in a controlled manner with feet landing evenly. Arms are as straight as student's ability allows.
- 4 **Can perform set number of jumps and stop without being signalled to do so** - Student can count a set number of straight jumps and stop in a controlled manner without any call or sign from carer.

Exercise 5 - Star jump

- 0 **Unable to perform arm movement or leg movement** - With support of carer, able to perform leg movements or arm movements, but unable or resists doing both together.
- 1 **Allows carer to assist with movements** - With support, jumps legs astride and allows carer to move arms up and down.
- 2 **Makes recognisable attempt at arm movements and leg movements together** - With reduced support, makes attempt to perform the arm and leg movements together.
- 3 **Attempts the whole exercise independently** - Without any support, shows a recognisable attempt at performing the full exercise and shows understanding of the requirement to start and finish with feet together and arms by sides.
- 4 **Able to perform exercise independently** - Without any support, is able to perform the star jump independently, showing correct positioning of arms and legs throughout the exercise.

Exercise 6 - Spotty Dog – opposite arm and leg

- 0 **Unable to perform arm movement or leg movement** - With support of carer, able to perform leg movements or arm movements, but unable or resists doing both together.
- 1 **Allows carer to assist with movements** - With support, moves legs and allows carers to assist with moving arms backwards and forwards.
- 2 **Makes recognisable attempt at arm movements and leg movements together** - With reduced support, makes attempt to perform the arm and leg movements together.
- 3 **Attempts the whole exercise independently** - Without any support, shows a recognisable attempt at performing the full exercise. May stop between jumps at this stage.
- 4 **Able to perform exercise independently and consecutively** - Without any support, is able to perform the full exercise with no stops or extra bounces and shows correct positioning of arms and legs throughout the exercise.

Exercise 7 - Spotty Dog – same arm and leg

- 0 **Unable to perform arm movement or leg movement** - With support of carer, able to perform leg movements or arm movements, but unable or resists doing both together.
- 1 **Allows carer to assist with movements** - With support, moves legs and allows carers to assist with moving arms backwards and forwards.
- 2 **Makes recognisable attempt at arm movements and leg movements together** - With reduced support, makes attempt to perform the arm and leg movements together.
- 3 **Attempts the whole exercise independently** - Without any support, shows a recognisable attempt at performing the full exercise. May stop between jumps at this stage.
- 4 **Able to perform exercise independently and consecutively** - Without any support, is able to perform the full exercise with no stops or extra bounces and shows correct positioning of arms and legs throughout the exercise.

Exercise 8 - Routine: Tuck jump, ½ twist jump, star position

- 0 **Can perform exercises individually but no concept as yet of linking them together**
- 1 **Can perform the exercises separated by several bounces** - With prompting from carer, can perform the exercises when they are followed by several bounces. May stop at times before continuing.
- 2 **Can perform exercises with reduced number of intermediary bounces** - With prompting from carer, number of intermediary bounces reducing.
- 3 **Can perform routine with just one extra bounce between moves.**
- 4 **Can perform routine with no intermediate bounces.** Can follow instructions from carer to perform the exercises one after the other without any intermediate bounces and can stay in centre of bed.

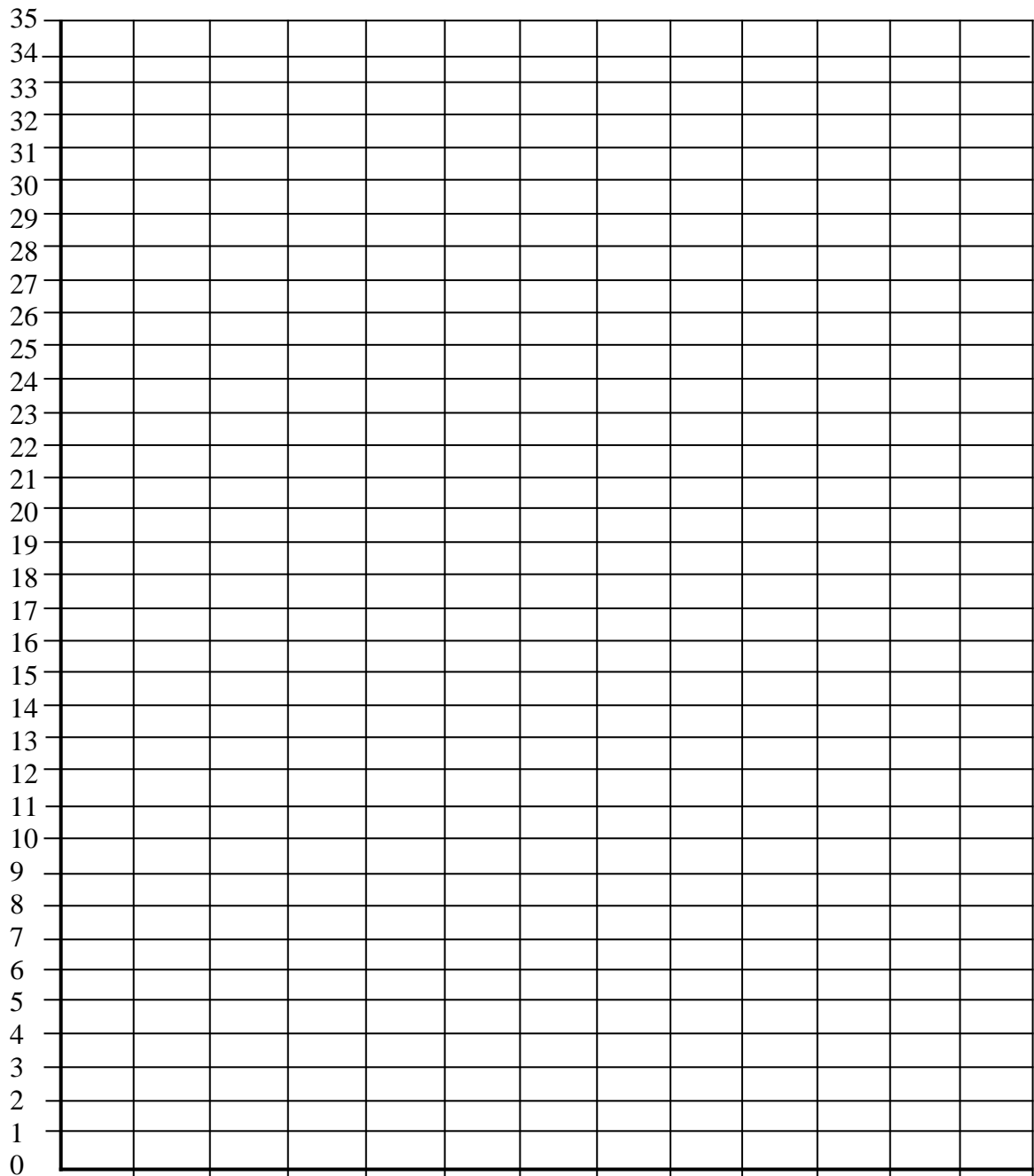
HFI

Name..... D.o.b.....

Diagnosis.....

Grade..... Commenced.....

Functional Index



DATE

--	--	--	--	--	--	--	--	--	--	--	--	--

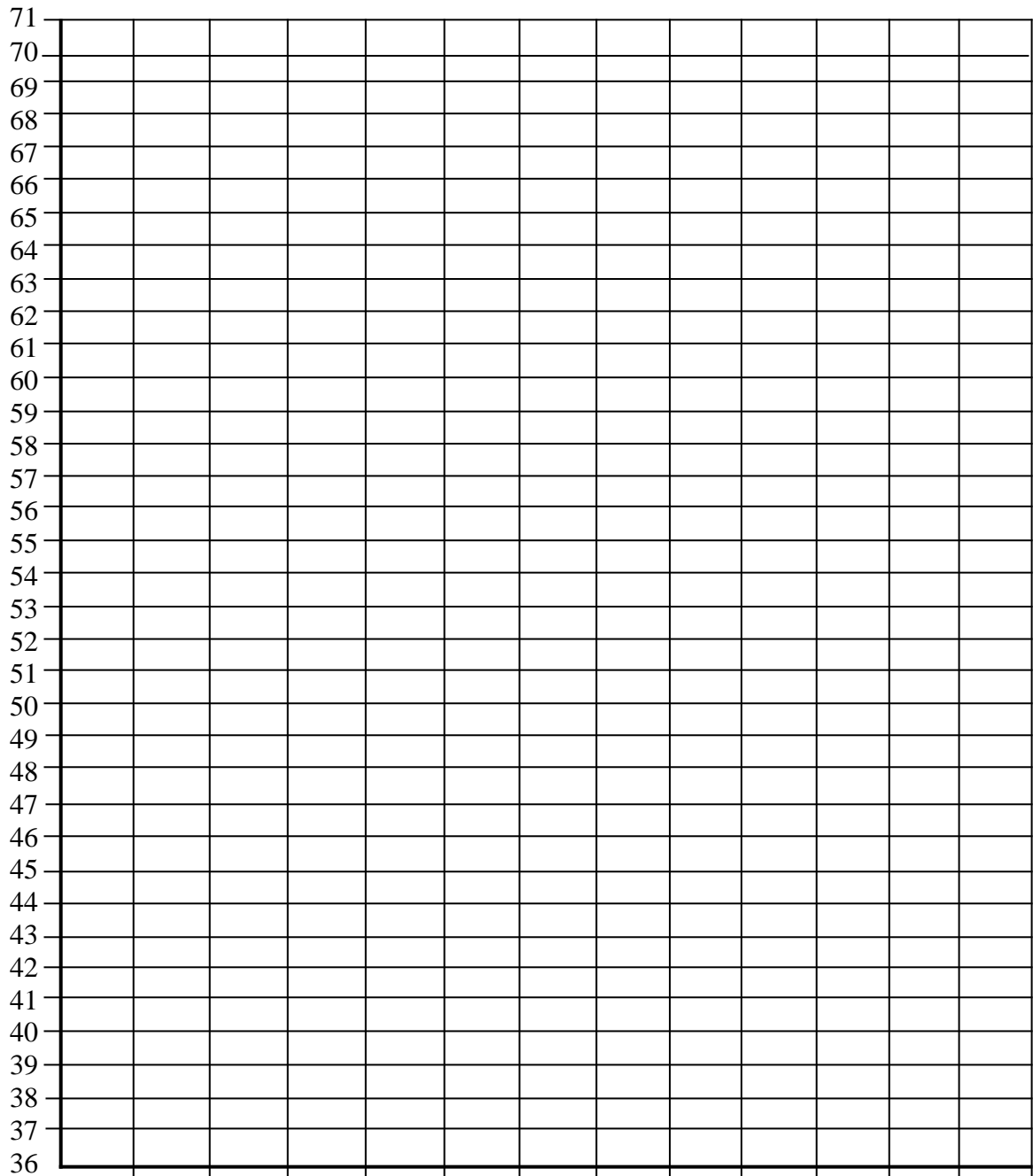
HFI

Name..... D.o.b.....

Diagnosis.....

Grade..... Commenced.....

Functional Index



DATE