

PAH

Fifth Edition

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FLY/CEL
Forming and Drawing
Airframe Panels

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This manual is designed to be very straight forward and easy to use.

Review this manual before beginning the U-ExCEL Balancing Act program, it is important to be familiar with the various instructions. This manual is organized to: (1) introduce you to the U-ExCEL Balancing Act Program, (2)
0

You can begin the exercises within this manual at any time. Instructions for how to perform each exercise are listed in the U-ExCEL Balancing Act Exercises section (beginning on page 4). There are few general instructions:

Balance exercises should be done in front of a stable surface you can hold on to if needed (i.e. hand rail, counter, heavy chair, or table)

Start with the beginner exercises, regardless of balance ability

Review the hand positions, and start with Hand Position #1. Reduce contact to Hand Position #3 as you feel more confident

Hold each exercise for 5 seconds and build up to 30 seconds

It is normal for your feet to move (sway or shake) when you hold these exercises

this is your body learning to balance

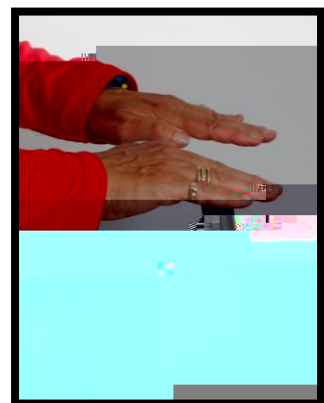
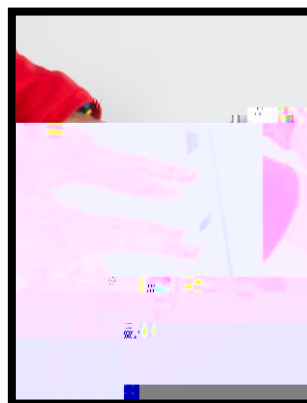
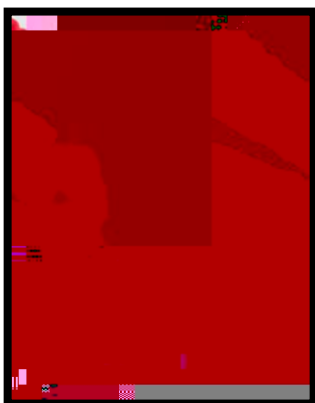
If you

U-ExCEL Balancing Act works best when participants track their progress over time. Some helpful tips and tools for keeping track of your balance exercise program are provided in _____.

U-ExCEL Balancing Act works best when you identify a person who will check in with you on a regular basis to ask if you are doing your exercises. Doing the exercises is the key to improving balance and being reminded helps! See _____ and fill in the _____ to identify the best person to provide support.

The hands are very useful in balance training, especially when first beginning to do U-ExCEL Balancing Act exercises or when trying a more difficult balance exercise.

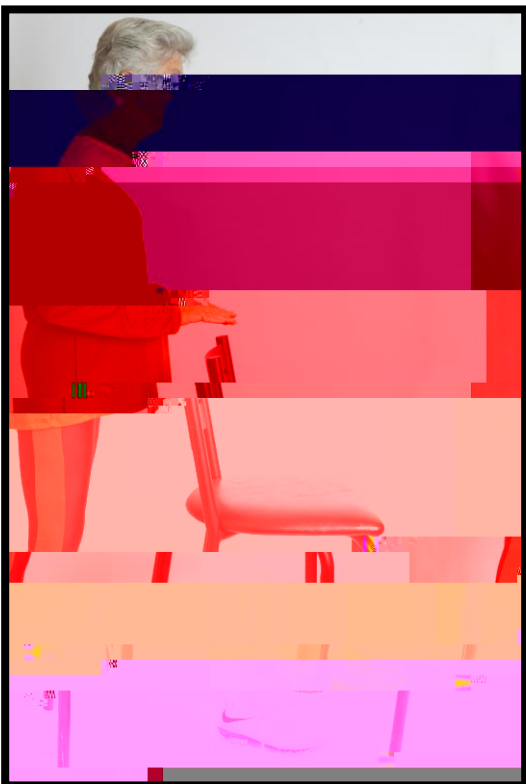
Hand Position #1: Both hands hold onto a stable surface. Provides the most stability with the greatest point of contact



Hold each position for 5 seconds, building up to 30 seconds
Progress through hand positions (see page 3) with a goal of not holding on Hand Position #3
Do exercises #1-#5 and then repeat these two more times
Too Easy? Perform with eyes closed (only if you feel comfortable)
It is okay to rest

- #1. Holding on with both hands
- #2. Fingers resting on stable surface
- #3. Hands hovering above stable surface

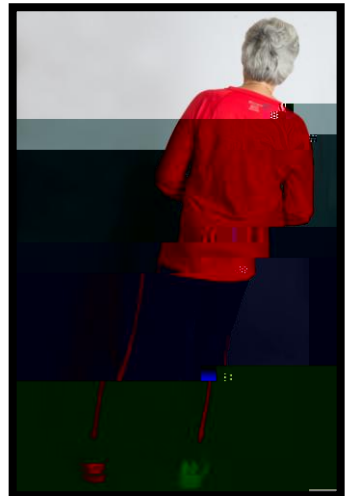
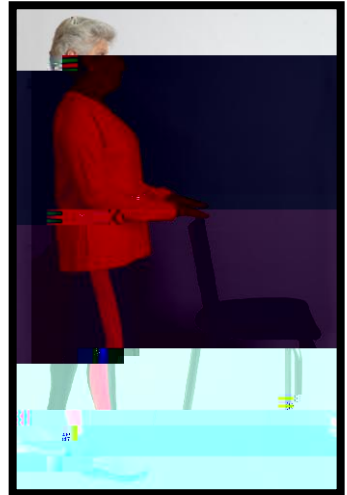
Stand facing the stable object
Hands holding on or ready to hold on
Stand with back straight, in line with shoulders, knees relaxed
Feet at comfortable stance
Weight even on both feet



Stand in Start Position
Step forward with right foot, keeping feet flat
Weight even on both feet
Hold position
Switch and repeat with left foot

Too Easy?

Close your eyes



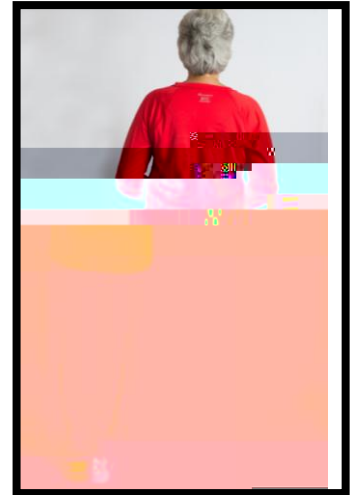


Before moving on to the next level of balancing exerc

Stand in Start Position
Bring feet close together
Weight even on both feet
Hold position

Too Easy?

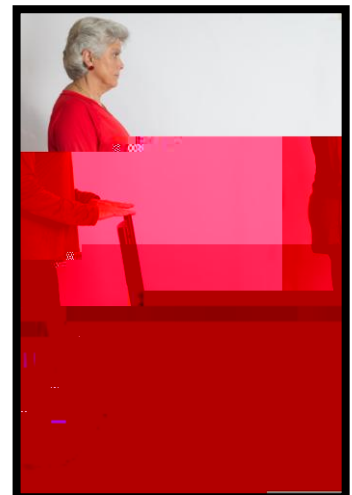
Close your eyes



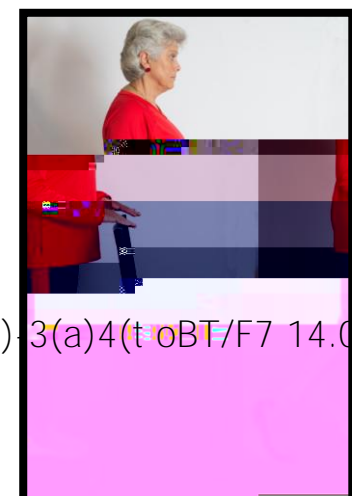
Stand in Start Position
Step forward with right foot, heel on the ground
and toes up
Left foot remains flat
Weight even on both feet
Hold position
Switch and repeat stepping forward with left foot

Too Easy?

Close your eyes

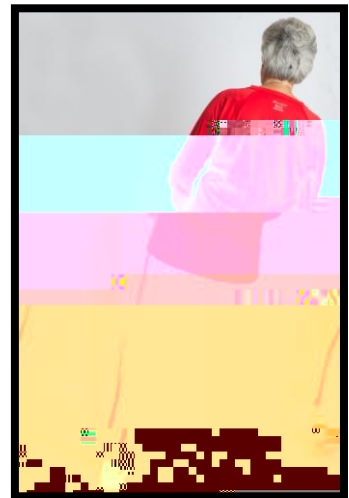
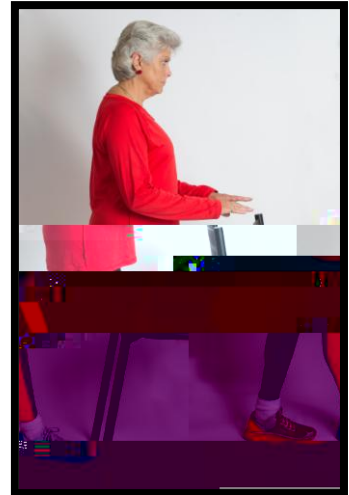


Stand in Start Position
Step back with right foot, toes on the ground and
heel up
Left foot remains flat
Weight even on both feet
Hold position
Switch and repeat stepping back with



10.05 16.6(e) 3(a)4(t) oBT/F7 14.04 Tf1 Oith

Stand in Start Position
Step forward with right foot, placing foot in front of left with 5 inches between heel and toe





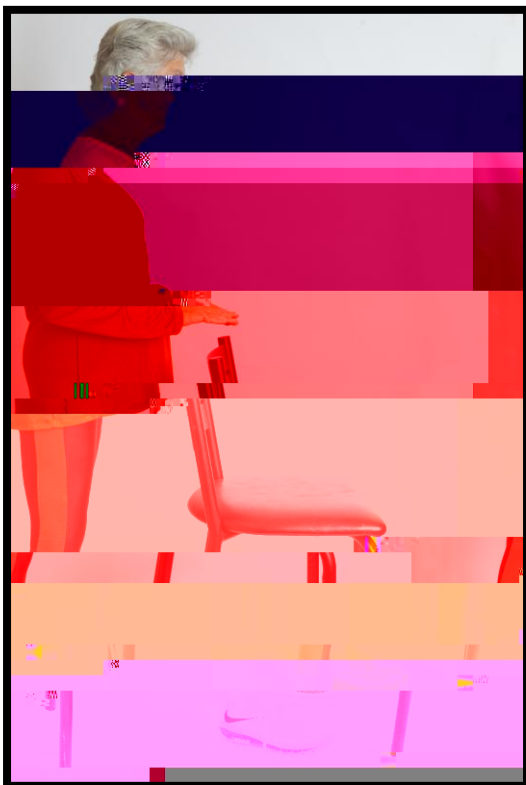
Before moving on to the next level of balancing exercises, be sure you can answer yes to the following statements for all of the exercises in the intermediate level:



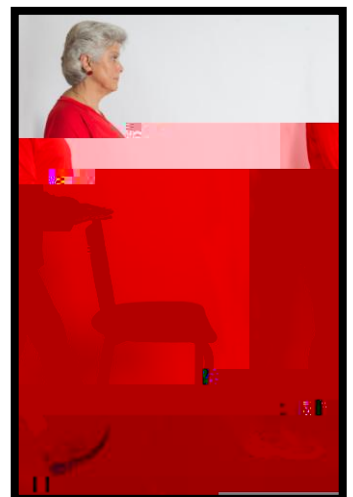
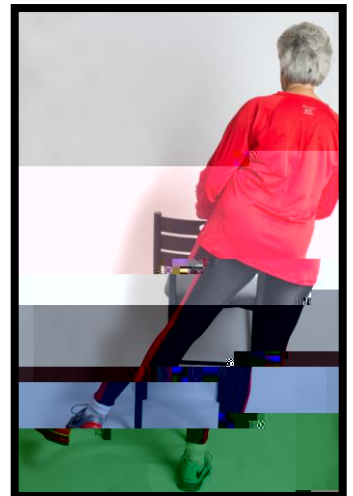
Hold each position for 5 seconds, building up to 30 seconds
Progress through hand positions (see page 3) with a goal of not holding on Hand Position #3
Do exercises #11-#15 and then repeat these two more times
Challenge: perform with eyes closed (only if you feel comfortable)
It is okay to rest

- #1. Holding on with both hands
- #2. Fingers resting on stable surface
- #3. Hands hovering above stable surface

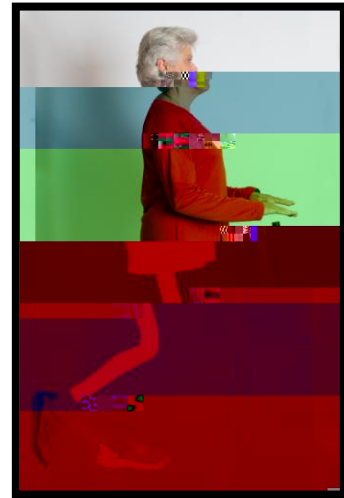
Stand facing the stable object
Hands holding on or ready to hold on
Stand with back straight, in line with shoulders, knees relaxed
Feet at comfortable stance
Weight even on both feet



Stand in Start Position



Stand in Start Position
Step back with right foot, toes on the ground and heel up
Left foot remains flat
Shift weight forward to left foot, lift right foot off the ground behind you
Hold position
Switch and repeat stepping back with left foot



Too Easy?

Lift foot higher off the ground behind you

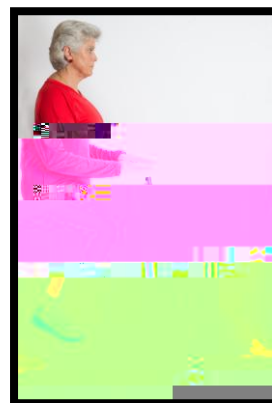
Close your eyes

Stand in Start Position
Slowly lift right knee up, as if going into a march
Goal is to lift knee up to hip height
(Keep knee lower to make easier)
Hold position
Switch and repeat bringing left knee up

Too Easy?

Lift knee up higher

Close your eyes





Before moving on to the next level of balancing exercises, be sure you can answer yes to the following statements for all of the exercises in the advanced level:



Action exercises should only be performed once all advanced exercises can be completed with confidence, without holding on, for 30 seconds.

These are movement based and should be done only after you have mastered the Advanced Exercises.

Be sure a stable surface is within reach (i.e. hand rail, wall, chair, etc)

Do these exercises slowly

The slower they are done, the more balance is challenged

Progress through hand positions with a goal of not holding on Hand Position #3

Do each exercise #16-#20, and then repeat two more times

- #1. Holding on with one hand
- #2. Fingers resting on stable surface
- #3. Hand hovering above stable surface

Sit in a firm chair

Slide forward as far as possible

Slide heels back so they are lined up with the front edge of the chair seat

Keep back straight, feet shoulder width apart and flat on the ground

Place hands on knees and lean upper body forward (think nose over toes)

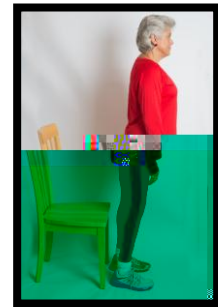
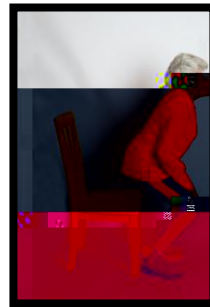
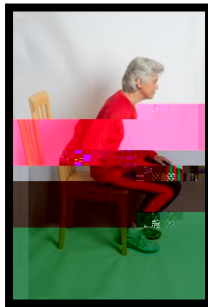
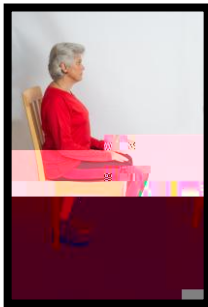
Use buttock and leg muscles to stand up

If needed, use arms to assist

x Stand all the way up and hold for 5 seconds

Slowly lower back down to chair seat no plopping

Repeat 10 times

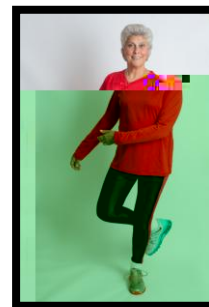
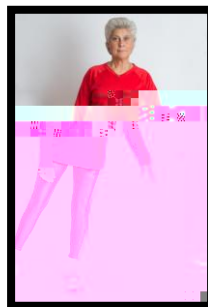
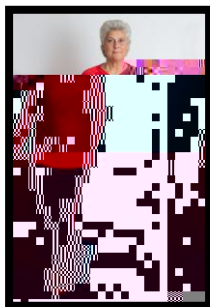


Stand in Start Position

Lift right leg and swing it in front of left leg, at the same time swing left arm behind torso

Keeping the right foot elevated swing it behind left leg, and swing left arm in front of torso

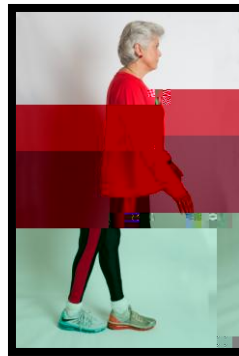
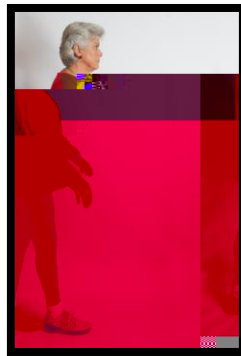
Repeat for 10-15 repetitions and then repeat with left leg and right arm



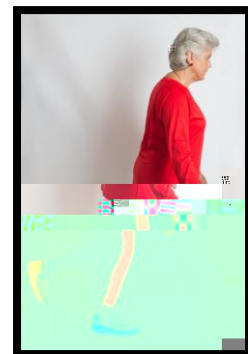
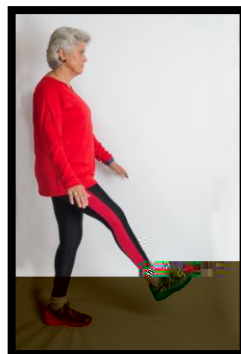
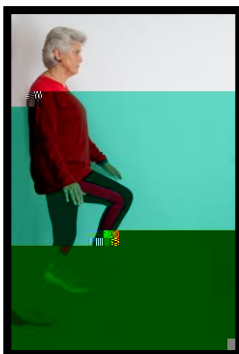
Too Hard?

Make the arm and leg swing shorter

Stand with stable surface to right side, close enough to hold on if needed
Stand tall,
Raise arms out to the side to aid balance
Take small step with right foot and place it directly in front of left foot,
so the right heel is touching the left toes
Repeat with left foot
Continue steps, turn around and return to starting place
Repeat 3 times down and back



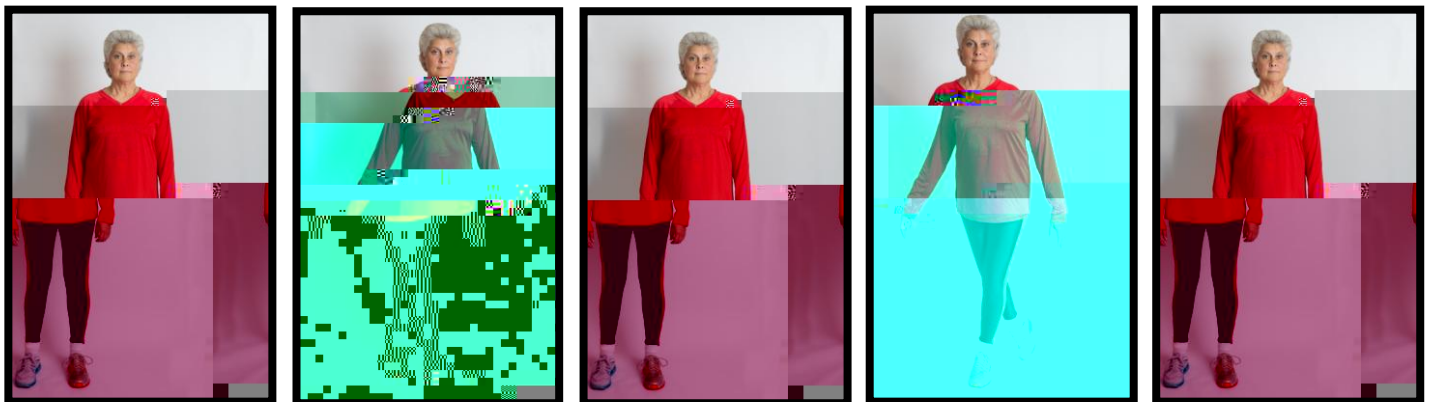
Stand with stable surface to right side, close enough to hold on if needed
Stand tall, eyes focused in front of you
Raise arms out to the side to aid balance
Lift right foot off ground, slowly bring foot forward
Touch right heel to ground, shift weight forward and step on right foot
Lift left heel and repeat step with left foot
Continue steps, turn around and return to starting place
Repeat 3 times down and back



Too Easy?

Exaggerate each step more by going slower and making the motions bigger i.e. lift foot higher off the ground, strike with heel, push off with toe

Stand facing stable surface, close enough to hold



Instructions:

Fill in the number of the exercise you are doing (1-20)

Follow the instructions for each exercise

Record in the Exercise Diary how many seconds you were able to hold the exercise (Time) and the hand position (HP) you used

Track your progress over the days, trying to improve your time and difficulty

You can keep additional notes as to whether your eyes were open or closed

**See Example of Exercise Diary on page 24*

The questions on the next page ask about people in your life who provide you with help or support. For each question list all the people you know, excluding yourself, whom you can count on for help or support in the manner described. Write _____ (or name) and their relationship to you (see example). List only one person next to each number for every question.

Who do you know you can trust with information that could get you in trouble?

- | | | | |
|--------|-------------------|--------------------|----|
| No one | 1) T.N. (brother) | 4) Tony (neighbor) | 7) |
| | 2) L.M. (friend) | 5) L.M. (employer) | 8) |
| | 3) R.S. (friend) | 6) | 9) |

Who do you know you can trust with information that could get you in trouble?

- | | | | |
|--|----|----|----|
| <input checked="" type="checkbox"/> No one | 1) | 4) | 7) |
| | 2) | 5) | 8) |
| | 3) | 6) | 9) |

Adapted from: Sarason, I.G., Sarason, B.R., Shearin, E.N., & Pierce, G.R. (1987).
 A brief measure of social support: Practical and theoretical implications.
Journal of Social and Personal Relationships, 4, 497-510.
 (Adapted for U-ExCEL Balancing Act Use)

Please answer all questions as best you can.

- | | | |
|----|----|----|
| 1) | 4) | 7) |
| 2) | 5) | 8) |
| 3) | 6) | 9) |

- | | | |
|----|----|----|
| 1) | 4) | 7) |
| 2) | 5) | 8) |
| 3) | 6) | 9) |

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|----|----|----|
| 1) | 4) | 7) |
| 2) | 5) | 8) |
| 3) | 6) | 9) |

- | | | |
|----|----|----|
| 1) | 4) | 7) |
| 2) | 5) | 8) |
| 3) | 6) | 9) |

- | | | |
|----|----|----|
| 1) | 4) | 7) |
| 2) | 5) | 8) |
| 3) | 6) | 9) |

- | | | |
|----|----|----|
| 1) | 4) | 7) |
| 2) | 5) | 8) |
| 3) | 6) | 9) |

1. Review answers above. Do any names appear multiple times?
2. For the name that appears frequently, please consider asking this person to support you by calling or stopping by a few times a week to ask how you are doing with your U-ExCEL Balancing Act exercises.
3. If you do not have one name that you wrote in repeatedly, then refer to your answers on Question 4 to identify a support person.

The U-ExCEL Balancing Act program can be used as the focus for small group sessions or can be included as a component of a group class. If you have a group of people interested in participating in the U-ExCEL Balancing Act exercises, this manual can be used as a guideline for those group sessions. When planning to start a U-ExCEL Balancing Act Group class the following considerations should be made:

- Provide a safe classroom environment (even floors, enough space, emergency procedures) with plenty of stable objects to provide hand support.

- Form groups of participants with similar balance abilities this helps the instructor provide directions appropriate for all participants.

- Group class size depends on the room size and the ability of the instructor.

- Groups of 4-8 people are a very manageable size.

During the first group class is it important to make sure all instructors and participants are comfortable with the material and the goals of the program. We suggest groups start at the beginning of the manual, and to verbalize the following:

- Hand Positions

- Start Position

- How to make exercises more challenging (reducing contact with hands, closing eyes, etc)

Once the balance ability of all participants has been gauged class leaders can increase difficulty by progressing through the challenges and exercise levels based on participants abilities. Increases in difficulty should be done on an individual basis, when participants feel comfortable doing the previous exercise without holding on. Encourage participants to challenge themselves, working through the stages of hand positions, proper body positions, and making each exercise a bit harder by adding the challenges listed at the end of each exercise.

The U-ExCEL Balancing Act Manual can be handed out to members of community centers, senior centers, churches, Area Agencies on Aging, etc. If centers choose not to run group classes, individuals can use the manual independently (details provided on page 2 Getting Started). Centers and organizations can register participants at their sites and provide extra support by calling the participants once a week to check on

even distribution of weight enabling someone to remain upright and steady.

the location on the body where most of the weight is the base or foundation to standing erect so as to keep from falling, sinking, or slipping.

the point at which the entire weight of a body is concentrated so that at this point the body maintains its equilibrium (balance) in any position.

coming to rest inadvertently on the ground or at a lower level.

the area in contact with the floor or another stable object (feet, hands holding on, touch with finger tips).

the body sway induced by performing balance exercises. To sway is to move rhythmically back and forth or to influence body position.

the ability to sense the position, location, orientation, and

the state or quality of being stable (firmness of position), especially being resistant to change.

is the existence of people on whom we can rely and will provide assistance. They are the ones who let us know that they care about, value and respect us. Support can come from many sources, such as family, friends, coworkers, etc.

the system in the human body that contributes to balance and to the sense of where the body is in relation to its surroundings. It is the sensory system that gives feedback about movement and sense of balance.

a constant visual cue or focal point that the eyes concentrate on to aid balance and stability; best visual points of reference are at eye level when standing tall.

