### Appendix A.1: the study protocol

<table>
<thead>
<tr>
<th>Name of station</th>
<th>Goal of training</th>
<th>Task oriented Exercise training</th>
<th>Requirement during exercise</th>
<th>Technical requirements</th>
</tr>
</thead>
</table>
| **Preparatory functional exercise** | Child should be able to rise from a chair and from the ground without help | 1. unloaded sit-to-stand  
2. forward step up | **Arms:** Folded to the chest for both exercises  
**Unloaded Sit-to-stand**  
**Hip joints** at 90°  
**Thighs:** parallel to the floor  
**Knee Joint** bent to 90-95° of flexion (full knee extension =0°)  
**Feet:** In the same position in order to ensure equal weight bearing on both legs | 1. Training has a clear functional goal which was same for both therapists and patients  
2. Training encouraged active participation and active problem solving  
3. Training was context specific and meaningful to the children through the use of staircase, chairs and vertical stepper, round carpets that are very common in the children’s homes  
4. Exercises are practiced in block (block practice)  
5. Within and between session distributed practice (not intensive)  
6. The training involve whole task practice  
7. Feedback was positive (not frequent) and timely (in the form of knowledge of result). Sometimes they were required to criticize their performance before feedback was given  
8. The training was individualized |
| **Strength training**          | To increase the strength of the lower limbs and trunk. A child should be able lift small object and rise with it from a chair and from the ground without help. | Loaded sit-to-stand exercises | **Arms:** not folded to the chest but they are not used for support during exercise  
**Hip joints** at 90°  
**Thighs:** Parallel to the floor  
**Knee Joint** bent to 90-95° of flexion (full knee extension =0°)  
**Feet:** In the same position for to ensure equal weight bearing on both legs |  |
| **Balance**                   | A child to be able to walk on both even and uneven surfaces and turn to both left and right without falling | 1. High stick stepping  
2. Circular movement | **High stepping:** Arms folded to the chest  
**Circular movement:** stepping on the circular carpet distance greater than 5cm not allowed |  |
| **Walking training**          | A child should be able to walk for a long distance without fatigue, overcome obstacles on the road and be able to use staircase both at home and school | Walking up and down staircase | **Arms not used for support during climbing** |  |