

Development of Self Care

LLP Projekt ECI2.0

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This module includes materials a) how to foster the development of children (age 0-3) in a family-oriented way and how to accompany parents and b) guidelines for professionals



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The Development of Self-care Skills

Developing a child's self-care skills is for parents, one of the most important developmental steps. Self-care skills are related to gross motor functions and it is important for parents that for example, their child can walk freely or can move across the room on their own. Later, self-care also relates to aspects such as potty-training or eating independently.

In the long term, a major concern for many parents is for their children to be able to live an independent adult life. Thus, self-care, self efficacy, mobility and independent living are wished for.

Therefore, parents usually start to worry if they think that their child might be developing differently in the areas of self-care and self-help. However, as parents you can start to encourage your child to try to do things independently early on (although of course, you have to be cautious of any potentially dangerous situations).

Infants and toddlers want to play an active part in their environment: in the beginning this is relates particularly to eye contact with parents and later, it may be the desire to reach a toy or eat with a spoon independently. Everything you do as an adult will encourage your child and will set an example for him.

Supporting your child's self-care also means offering help when it is needed. Nevertheless, you should let your child do as much as he can on his own (as is appropriate for his age).

During the second year of life, self-care may mean that your child wants to hold their cup while drinking, or wants to pour the water themselves. Hence, supporting your child's future long-term independence usually starts with the small things of every-day life.

Parents whose child has developmental difficulties can sometimes be “over-protective” and do everything for their child. Unfortunately, children then usually “learn” to be helpless (in a sense) because they know that “mum or dad does everything for me, anyway”. Later on, these children might use this “helplessness” purposively and think that they don’t have to make an effort themselves. Sometimes professionals report to parents that their child appears to be more independent when at their day-care or kindergarten, and this usually surprises parents.

Please talk to professionals, friends or relatives about your child’s self-care and self-help abilities, because, from time to time, children might try to use and “manipulate” you as parents while developing their independence.

Although self-care involves becoming increasingly independent, this may be different in diverse cultural settings, however it is simple to actively involve children in every-day situations. For example, if a two and a half to three year old is asked to place the right amount of plates and forks on the table, this activity will also support his cognitive development.

Allowing children to assist their father or mother e.g. in gardening or working with different materials such as wood, can also be very helpful for their self-care development, The important thing is for the child to have fun doing their “job” and not take on too much responsibility.

Children (with developmental delays) love to perform every-day activities playfully with their parents, e.g. to succeed in “hammering in a nail”. Let your child feel this success, even if the nail is crooked. When playing with toys, building bricks or cars, please allow your child to find the solutions and feel successful, even if you know very well how to build a car. Children who are allowed to do things on their own (which are age-appropriate), will grow to become more independent.

AIMS	ICF-CODE
SC 1: Your baby is able to recognize your breast or a bottle for feeding and tries to reach for them.	xxxxx
SC 2: Your baby is able to suck your breast or a bottle	xxxxx

YOUR BABY CAN ALREADY:

- Turn his head towards sounds that interest him.
- Open his mouth and search for the nipple.
- Put all objects that he holds into his mouth and suck on them.
- Establish a connection between hunger and crying

ACTIVITIES THAT YOU CAN DO WITH YOUR BABY

ACTIVITIES THAT YOU CAN DO WITH YOUR BABY

SC 1: Bring your breast/bottle into your baby's sight. Observe him while he is watching your breast/bottle. Let your baby look at the breast/bottle and let him reach out to it. You can also perform these steps without him waiting for feeding time.

SC 2: Keep your baby in the right position for breast/bottle feeding. Make sure your baby's body is close to you. Touch your nipple or the bottle's teat against your baby's mouth and make sure he takes it into his mouth. Feed your baby until he leaves the nipple/bottle by himself.react (i.e. with a smile).

WHAT YOU CAN DO TO HELP YOUR BABY WITH THESE ACTIVITIES

Make sure your baby is comfortable and calm before you start feeding him.

Make sure your baby is awake and ready for feeding.

Use some toys that make sounds to get his attention on your breast/bottle

USEFUL OBJECTS OR CONDITIONS

Pillow (you can use it for support or lay him down on your lap while feeding)

Toys that make sounds (you can use them to get his attention on your breast/bottle).

AIMS

SC 3: Your baby is able to express his wish for feeding with hand and arm movements when he sees your breast/bottle

SC 4: Your baby is able to hold your breast/bottle in his hands

SC 5: Your baby is able to open his mouth when your breast/bottle/spoon comes near his mouth.

SC 6: Your baby is able to suck and swallow food such as puree or porridge

ICF-CODE

xxxxx

xxxxx

xxxx

xxxxx

YOUR BABY CAN ALREADY:

- Turn his head towards sounds that interest him.
- Open his mouth and search for the nipple.
- Put all objects that he holds into his mouth and suck on them.
- Establish a connection between hunger and crying

WHAT YOU CAN DO TO HELP YOUR BABY WITH THESE ACTIVITIES

- Make sure your baby is comfortable and calm before you start feeding him.
- Make sure your baby is awake and ready for feeding.
- Use toys that make sounds to get his attention on your breast/bottle.
- While you are feeding your baby, talk to him and maintain eye contact

ACTIVITIES THAT YOU CAN DO WITH YOUR BABY

SC 3: Bring your breast/bottle into your baby's sight. Observe him while he is watching your breast/bottle. Let your baby look at the breast/bottle and let him reach out towards it.

SC 4: Ensure that your baby puts his hand on your breast/bottle when you feed him. When you take your baby in your lap, slowly move his hands to your breast/bottle and keep his hands there. While you are doing this, talk to your baby about what you are doing.

SC 5: When you bring your breast, bottle or spoon to your baby's mouth, make sure you touch his chin and make him open his mouth. When he opens his mouth, touch his lips with your nipple, bottle or spoon and make sure he takes it into his mouth. If you do this continuously, your baby will open his mouth by himself. While you are doing this, talk to your baby about what you are doing.

SC 6: Hold your baby in the right position for feeding. Put a small amount of puree or porridge on a spoon and bring it towards his mouth. When he opens his mouth, slowly give him the food. Make sure that he eats the whole spoonful before you start giving him another one

USEFUL OBJECTS OR CONDITIONS:

Pillow (you can use it for support or lay him down on your lap while feeding)

Toys that make sounds (you can use them to get his attention on your breast/bottle).

Banana or boiled vegetable purees

AIMS

SC 7: Your baby is able to hold and suck the bottle without any help.
SC 8: Your baby is able suck your breast or the bottle
SC 9: Your baby is able to drink water from a glass with some help

ICF-CODE

XXXXX
XXXXX
XXXX

YOUR BABY CAN ALREADY:

- Turn his head towards sounds that interests him.
- Take his fingers and hands to his mouth.
- Hold and shake a toy in his hand.
- Take pureed food into his mouth and swallow

ACTIVITIES THAT YOU CAN DO WITH YOUR BABY

SC 7: Bring the bottle into your baby's sight. Observe him while he is watching the bottle. Wait for your baby to hold the bottle. If he doesn't do this by himself, help him by slowly guiding his hands. Encourage him to hold the bottle and bring it to his mouth. When your baby becomes more successful with this, wait for him to do it by himself and help him if necessary. While you do this, talk to your baby about what you are doing.

SC 8: Put food in front of your baby and wait for him to take it or hand it to him. If your baby needs help, gently hold his hands and guide him to take hold of the food. While you are doing this action, talk to him about how this can be done. When your baby becomes more successful, wait for him to do it by himself and help him if necessary. Let your baby bring food to his mouth with his hands and bite into it. Use food such as bread, biscuits, fruit or vegetables. Do not use food which easily becomes soft or jelly-like as this could be dangerous for your baby. Observe your baby while he is doing this activity.

When you are feeding your baby, he might try to put his hands into the food. Let him do this and guide him to move his hands to his mouth to lick the food from his hands. This will encourage him to learn to eat with his hands.

SC 9: Find a time which is not a main meal time for this activity and give your baby a drink in a glass. Give him only a small amount of liquid at first. You might use times when your baby is not very thirsty, so that he does not drink too fast. Bring the glass into your baby's sight and make sure you get his attention on the glass. Then help him to place his hands around the glass and support him to bring the glass to his mouth and drink.

WHAT YOU CAN DO TO HELP YOUR BABY WITH THESE ACTIVITIES

- Make sure your baby is comfortable and calm before you start feeding him.
- Make sure your baby is awake and ready for feeding.
- Make sure you sit at your baby's level and face him.
- Make sure you talk to your baby and maintain eye contact with him.
- If necessary, model activities for your baby in an "exaggerated" manner.
- Make your baby feel that he has your full attention.
- Use your baby's feeding times for learning new things.
- Provide fun and entertainment for your baby and yourself during joint play time.
- Ask your baby to do things and let him try to do things by himself.
- Talk to your baby about what you are doing. Observe your baby's behavior.
- Try to identify your baby's favorite foods and use them.
- Reward your baby by clapping, touching him or using words such as 'well done' if he demonstrates successful behavior.

USEFUL OBJECTS OR CONDITIONS:

Toys that make sounds (you can use them to get his attention on your breast/bottle).

Boiled potatoes, apple slices (for SC8)

AIMS:	ICF-CODE
SC 10: Your baby tries to take food into his mouth with a spoon.	XXXX
SC 11: Your baby can bite or chew food such as biscuits or bread by himself.	XXXX
SC 12: Your baby can eat the food that his mother and father eat, when it is	XXXX

YOUR BABY CAN ALREADY:

- Turn his head towards sounds that interests him.
- Take his fingers and hands to his mouth.
- Hold and shake a toy in his hand.
- Suck mashed food into his mouth and swallow.
- Hold a bottle without help.
- Eat with his hands.
- Drink water from a glass with some help.

ACTIVITIES THAT YOU CAN DO WITH YOUR BABY

SC 10: Place your baby in a well-balanced position in front of a table. Make sure that he feels secure and guide his hands/arms onto the table where the food is. Before you start feeding him, let him look at the spoon and reach out for it. Allow him to try to hold the spoon while you are feeding him and together, guide the spoon towards his mouth. Try and talk to your baby during this activity.

SC11: Try to do this activity while having your main meal. Put food in front of your baby and encourage him to hold the food. Allow him to grab and bite it. If your baby has difficulty doing this, gently hold his hands and guide them to the food. During this activity talk to your baby about how well he is doing. As your baby progresses, reduce your help. For this activity, use bread, cookies, fruit or vegetables. Don't choose food which is too soft, as this might be dangerous for your child. Watch your baby while he is doing the activity.

SC 12: Feed your baby with home cooked food that is mashed. Start this activity using food that your baby likes. Encourage him to hold the spoon and eat by himself. During this activity, talk you to him about what he is doing. When he finishes, smile at him, pat his head and say "well done".

WHAT YOU CAN DO TO HELP YOUR BABY WITH THESE ACTIVITIES

- Make sure your baby is comfortable and calm before you start feeding him.
- Make sure your baby is awake and ready for feeding.
- Make sure you sit at your baby's level and face him.
- Make sure you talk to your baby and maintain eye contact with him.
- If necessary, model activities for your baby in an "exaggerated" manner.
- Make your baby feel that he has your full attention.
- Use your baby's feeding times for learning new things.
- Provide fun and entertainment for your baby and yourself during joint play time.

USEFUL OBJECTS OR CONDITIONS:

Toys that make sounds (you can use them to get his attention on your breast/bottle).

Boiled potatoes, apple slices

AIMS

SC 13: Your baby can drink water from a glass, some of which might spill a bit.

SC 14: Your baby can eat food by himself using a spoon by himself, some of which might spill a bit.

ICF-CODE

XXXX

XXXX

YOUR BABY CAN ALREADY:

- Drink water from a glass with help.
- Take food into his mouth with a spoon.
- Bite or chew food such as biscuits or bread

WHAT YOU CAN DO TO HELP YOUR BABY WITH THESE ACTIVITIES

- Make sure your baby is comfortable and calm before you start feeding him.
- Make sure your baby is awake and ready for feeding.
- Make sure you sit at your baby's level and face him.
- Make sure you talk to your baby and maintain eye contact with him.
- If necessary, model activities for your baby in an "exaggerated" manner.
- Make your baby feel that he has your full attention.
- Use your baby's feeding times for learning new things.
- Provide fun and entertainment for your baby and yourself during joint play time.

ACTIVITIES THAT YOU CAN DO WITH YOUR BABY

SC 13: In this activity, you teach your baby to use a glass by himself encouraging him to take a glass from its place, drink from it and put the glass back in its place. When you give the drink to your baby, make sure that you bring the glass into his sight and get his attention on it. Put the glass somewhere that he can easily reach and then wait for him to take it. Later, wait for him to have a drink and then put the glass back. He might have particular difficulty putting the glass back. Help him if he needs it. When your baby is successful, reward him verbally ("Well done! You did very well") Make sure you only put a small amount of liquid in the glass as he may spill some of the liquid. Don't worry about it; this is a phase and it is important for your baby to learn to drink by himself.

SC 14 Place your baby in a well-balanced position in front of a table. Make sure that he feels secure, and place his hands/arms onto the table where the food is. Before you start feeding him, let him look at the spoon, reach for it, hold it and move it towards his mouth. While your baby is holding the spoon, gently guide his hand. Help him to get the food from the plate and move it towards his mouth. Reduce your help as soon as your baby becomes more successful. Do not worry if your baby drops some food, this is a phase and it is important for him to learn to eat by himself. When you are teaching him this skill, talk to him about what he is doing. When he is successful and especially when he manages to eat by himself, reward him (e.g. say "well done" and stroke his hair).

USEFUL OBJECTS OR CONDITIONS:

Drinking glass that has two handles. Make sure that the bottom of the glass is heavier, as this will help him to hold the glass more easily and reduce the chance of it tipping over when he puts it down.

Spoon (small, short and with a rounded edge.)

Mashed vegetables, fruit puree, yoghurt, pudding.

AIMS

SC 23: Your child can drink juice with a straw.
SC 24: Your child can use a fork to eat food
SC 25: Your child can put on his socks.
SC 26: Your child can put on his shoes.

ICF-CODE

XXXX
XXXX
XXXX
XXXX

YOUR BABY CAN ALREADY:

- Drink water from a glass without spilling.
- Eat food with a spoon by himself without spilling
- Take off his trousers.
- Take off his socks and hat
- Put on his hat

SC 23: For this activity, use a carton of juice or milk. At first it might be difficult for your child to drink something with a straw and you will need to help your child to do this. When he is drinking the juice or milk, you might need to squeeze the box to help the liquid go through the straw. Decrease your help day by day. Don't use straws that are too long. Use straws that your child can easily take in and out of his mouth and use his favorite drinks.

SC 24: Let your child eat his food with a fork. Show him how to hold the fork, how to stick it into pieces of food. While you are helping him do so, talk to him about this activity. If he observes and listens to you, he will be more successful. Help him to stick pieces of food (e.g. pieces of meat or fruit) onto his fork, holding his hand and guiding him if necessary. When he manages to eat his food with a fork, reward him ("Well done, you were holding the fork perfectly" or "well done, you put the food onto the fork very carefully").

SC 25: Use dressing times for this activity. When you try to encourage him to put on his socks, do it with him. Say "come on let's put on our socks" and help him by holding or guiding his hand. Whilst doing this activity, talk to him about what he is doing and try to make it into a game. This will make him enjoy the activity and want to do it by himself. When your child becomes more successful, you might reduce your help. When you work on this activity with your child, begin by teaching him to do the last stage of the activity. For example, put his sock on his toes and heel and tell him to pull it up. When he learns this, ask him to put it on completely. At first it might be difficult for him to put his socks on. Don't be disappointed. He will learn it by himself after a little practice.

SC 26: Use times when you are going out with your child for this activity. When you go to put your child's shoes on, say "come on let's put our shoes on together". By holding or guiding his hands, help him to do it. While your child is doing this activity, talk to him about what he is doing. When your child becomes more successful, wait for him to do it by himself and support him if necessary. When he has put his shoe on, you might also put your shoe on, showing and telling him what are you doing. Be a role model for him, for example say, "look, I am stretching my leg out, come on, you can do it too". Reduce your support bit by bit when your child

WHAT YOU CAN DO TO HELP YOUR BABY WITH THESE ACTIVITIES

- Make sure your baby is comfortable and calm before you start feeding him.
- Make sure your baby is awake and ready for feeding.
- Make sure you sit at your baby's level and face him.
- Make sure you talk to your baby and maintain eye contact with him.
- If necessary, model activities for your baby in an "exaggerated" manner.
- Make your baby feel that he has your full attention.
- Use your baby's feeding times for learning new things.

USEFUL OBJECTS OR CONDITIONS:

Soft, stretchy socks (That your child can put on easily.)
Socks without a heel.
Shoes without laces, or a sports shoe.

AIMS:	ICF-CODE
SC 27: Your child can put on his trousers.	XXXX
SC 28: Your child can take off his sweater	XXXX
SC 29: Your child can undo a zip.	XXXX

YOUR CHILD CAN ALREADY:

- Take off his trousers.
- Take off his socks and hat
- Put on his hat

Because detaching the zip at his bottom is more difficult, you might need to help your child with this. When your child becomes more successful, decrease your help. First, try to undo big zips. When your child becomes more successful, try with smaller ones.

ACTIVITIES THAT YOU CAN DO WITH YOUR CHILD

SC 27: Use dressing times for this activity. When you make him put his pants on, do it together with him. Say “come on let’s put our trousers on” and help him by holding or guiding his hand. Whilst doing this activity, talk to him about what he is doing. Start with the easiest step. For example, put his feet through the pants and pull them up to his knee. Then ask him to pull them from his knee up to his hips. When he learns this, put the trousers around his ankles and ask him to pull them all the way up to his hips. When he learns this, put the trousers around his ankles and ask him to pull them all the way up to his hips. When he learns this, ask him to put the trousers on all by himself and pull both the front and the back up to his waist. When you teach him this skill, make sure that you always show him which side is the front of the pants and later ask him to find it by himself.

SC 28: Use dressing times for this activity. When you try to encourage him to put on his sweater, do it together with him. Say “come on let’s wear our sweaters” and help him by holding or guiding his hand. Whilst doing this activity, talk to your child about what he is doing. When your child becomes more successful, reduce your help. At the beginning, choose sweaters that are bigger than his own and have a large neck. This will help your child to take the sweater off easily. When your child becomes more successful at this activity, use his own clothes.

SC 29: Use dressing times for this activity. Undo the zipper on your child’s clothes together. Say “come on let’s unzip the zip” and by holding or guiding his hand, hold the zip and pull it down. Again hold his hand and detach the zip at his bottom. Talk to him about the activity. At the beginning, your aim should be to teach him to hold and pull the zip down.

WHAT YOU CAN DO TO HELP YOUR CHILD WITH THESE ACTIVITIES

- Make sure your baby is comfortable and calm before you start feeding him.
- Make sure your baby is awake and ready for feeding.
- Make sure you sit at your baby’s level and face him.
- Make sure you talk to your baby and maintain eye contact with him.
- If necessary, model activities for your baby in an “exaggerated” manner.
- Make your baby feel that he has your full attention.
- Use your baby’s feeding times for learning new things.

USEFUL OBJECTS OR CONDITIONS:

Big zips that have a ring or piece of string attached at the end.

A potty.

Child toilet seat that will attach on top of an adult toilet seat.

AIMS:

- SC 30: Your child can express his need to go to the toilet through signs and words.
SC 31: Your child can use the toilet under adult supervision.
SC 32: With some help, your child can wash and dry his hands and face.
SC 33: Your child can brush his teeth with help

ICF-CODE

XXXX
XXXX
XXXX
XXXX

YOUR CHILD CAN ALREADY:

- Keep himself dry for a long time during the day time.
- Manage to take, hold and place objects.

SC 30: You can start with toilet training once your child starts showing that he needs the toilet, e.g. through his facial expressions, signs or words. Watch your child's toilet habits and observe the times that he defecates and urinates. Continue to do this for a couple of days so that you have an idea of the times when he normally needs the toilet. During these times, take him to the toilet and make him sit on the potty. Do this in a systematic way. When he sits on the potty, stay with him and tell him why you are doing this. Reward him for his successful behavior. After a while, he will start telling you that he needs to go to the toilet. Once he tells you, take him to the toilet immediately. This will be important for him to learn how to use the toilet. Once he starts to tell you about his need, reward him.

SC 31: When you go to the toilet with your child, pull his pants down and wait for him to sit on the potty. At this stage, your child might have difficulty sitting on the potty while he is holding his pants around his ankles. You might need to help him to find his balance while sitting on the potty. When he finishes, you need to remind him to stand up by saying "Okay we are done". Make sure you teach him to say "it's finished" or "I am done" after he completes his action in the toilet. Once he is done, help him to pull his pants up. It will take time for him to do this by himself. Don't worry about it. Let him try to do it by himself and help him if he has difficulty. Reduce your help as soon as he becomes more able.

SC 32: Use washing up time for this activity (before the meal time and/or when he wakes up in the morning). Go to the bathroom and ask him to wash his face/hands. You might say that his hands/ need cleaning to keep him healthy. Let him do it by himself, but help him to turn the tap on. Show him how to do it step by step and ask him to do it by himself. Help him by holding his hands if necessary. After he washes his face/hands, wait for him to get

the towel and dry himself. Again, help him if necessary. Explain all the steps to him and reduce your help as soon as he becomes more able. Reward him whenever he does the right thing.

SC 33: Use your child's daily routines to learn how to brush his teeth. After meal times, go to the bathroom with your child. Explain to him why brushing teeth is so important and then be a model for him and encourage him to brush his teeth. If necessary, hold his hand and guide him. While doing this activity, talk about what you are doing and explain each action. When your child becomes more successful, reduce your help. Your child might not easily manage to squeeze the toothpaste and you might need to do this for him. After he has brushed his teeth, tell him to look in the mirror to see his white teeth. You might also smell his

WHAT YOU CAN DO TO HELP YOUR CHILD WITH THESE ACTIVITIES

- If necessary, model activities for your child in an "exaggerated" manner.
- Make your child feel that he has your full attention.
- Provide fun and entertainment for your child and yourself during joint play time.

USEFUL OBJECTS OR CONDITIONS:

A potty.
Child toilet seat that attaches on top of an adult toilet seat.
Liquid hand soap
Soap (a size that will fit into your child's hands)
Small towel (small kitchen towels that your child can use easily to dry his hands/face)
Small chair (for your child to use in the bathroom)
The soap, tooth brush, tooth paste and towel need to be in a place that is easy for your child to reach.

AIMS:

- SC 34: Your child can feed himself by using a fork and spoon.
 SC 35: Your child can fill his glass with water from a jug without it spilling.
 SC 36: Your child can put on his sweater.
 SC 37: Your child can undo buttons.
 SC 38: Your child can do up buttons.

ICF-CODE

- xxxx
 xxxx
 Xxxx
 xxxx
 xxxx

YOUR CHILD CAN ALREADY:

- Drink water from a glass without it spilling.
- Feed himself with a spoon without spilling.
- Eat food with a fork.
- Take off his sweater
- Take off/put on his trousers
- Take off/put on his socks/hat
- Unzip a zip

SC 37 / 38: Start with big buttons for your child to do/undo. Once your child learns how to undo the buttons, start teaching how to do up buttons. Say “come on let’s undo the buttons” and explain the steps to him. At the same time, go behind your child and guide him by holding his hands. When your child becomes more successful, wait for him to do it alone and support him if necessary. Follow the same steps for him to do up the buttons. Once he is confident, start using smaller buttons.

ACTIVITIES THAT YOU CAN DO WITH YOUR CHILD

SC 34: Use daily meal time routines for your child to learn how to use a fork and spoon. Have a meal with the whole family together. Let your child try to eat his food with a fork and spoon like you; supporting him if necessary. When he manages this skill, reward him.

SC 35: Create opportunities for your child to pour water from a jug into a glass. You might use a time when your child is thirsty or wishes to get himself a drink. Put a jug and glass somewhere where he can easily reach and wait for him to pour the water from the jug into the glass. When he begins to do this, reward him. Watch him while he is doing this activity and tell him to stop pouring the water at the appropriate time to avoid it overflowing. Help him as and when necessary. When your child tries this activity, use a transparent jug and glass so that he can see the amount of the water inside. Put only a little amount of water in the jug, to help your child do this activity more easily.

SC 36: Use dressing time for this activity. When you are putting your child’s sweater on him, say “come on let’s wear our sweaters” and help him by holding or guiding his hand. Talk to him about what he is doing during this activity. When your child becomes more successful, reduce your help. At first, choose a shirt that is bigger than his own and has a large neck. This will help your child to put on the sweater on more easily. When your child becomes more able, use his own sweaters. Begin with the last stage of the activity. For example, put his head and arms into his sweater and ask him to pull it down from his chest to his waist.

WHAT YOU CAN DO TO HELP YOUR CHILD WITH THESE ACTIVITIES

- If necessary, model activities for your child in an “exaggerated” manner.
- Make your child feel that he has your full attention.
- Provide fun and entertainment for your child and yourself during joint play time.

USEFUL OBJECTS OR CONDITIONS:

- A spoon that your child can use easily.
- A small short fork with large handle.
- A transparent jug and glass
- Large, short-sleeved T-shirt
- Large long-sleeved sweater

AIMS:

- SC 39: Your child can open and close buckles.
SC 40: Your child can get fully undressed by himself.
SC 41: With guidance, your child can get fully dressed by himself.
SC 42: Your child can pull his pants down to go to the toilet by himself.

ICF-CODE

- xxxx
xxxx
xxxx
xxxx

YOUR CHILD CAN ALREADY:

- Drink water from a glass without it spilling.
- Feed himself with a spoon without spilling.
- Eat food with a fork.
- Take off his sweater
- Take off/put on his trousers
- Take off/put on his socks/hat
- Unzip a zip
- Show that he needs the toilet by expressing himself using signs or words.
- Use the toilet under adult supervision

SC 39: You might start with big buckles to open and close them. First, teach him how open a buckle. When he learns it, teach him to close again. Say “come on let’s open a buckle” and explain the steps to him. At the same time, go behind your child and guide him by holding his hands. When your child becomes more successful, wait for him to do it alone; supporting him if necessary. Follow the same steps to open close buckles. Once he is confident with this, start using smaller buckles.

SC 40: You might use undressing time for this activity (e.g. before going to bed). Tell him to undress by himself. Let him try to do it by himself, supporting him if necessary. If he has difficulty doing this, first tell him what to do and if he still struggles, hold his hands and guide him. When he takes off all his clothes reward him (“well done, you managed to take your shirt off by yourself”).

SC 41: You might use dressing time for this activity (e.g. before going out). Tell him to get dressed and let him try to do it by himself, supporting him if necessary. Help him to get his clothes in the right order and tell him which item should be put on first. Explain the steps for him to follow while he gets dressed. Hold his hands and guide him if necessary. When he is fully dressed, reward him (“well done!”)

SC 42: Ask your child to pull down his pants when you go to the toilet with him. Wait for him to do it by himself. If he has difficulty, guide him. When he pulls down his pants and sits on the potty, reward him. Tell him about the things that he is doing correctly. For example, “Well done, you did very well and pulled your trousers down.” When he can pull his trousers down all by himself, reward him more enthusiastically.

WHAT YOU CAN DO TO HELP YOUR CHILD WITH THESE ACTIVITIES

- If necessary, model activities for your child in an “exaggerated” manner.
- Make your child feel that he has your full attention.
- Provide fun and entertainment for your child and yourself during joint play time.

USEFUL OBJECTS OR CONDITIONS:

All your child’s clothes.

A potty.

A small toilet seat that can be attached on top of an adult toilet seat.

Trousers with elasticized waist.

AIMS:	ICF-CODE
SED 28: Your child recognizes a range of emotional expressions, such as sadness, anger, happiness, fear and confusion.	b152/d7104
SED 29: Your child controls his anger, when he has been told "NO" by an adult.	b1521/d7102
SED 30: Your child behaves appropriately in relation to rules and expectations coming from an adult.	b1522/d7100

WHAT YOUR CHILD CAN DO

- Help to tidy up his toys.
- Ask questions such as "what?" and "why?"
- Learn to stay away from dangerous situations when told by someone.

If he chooses the second option, you must thank him and tell him that you are very pleased with his behavior. Make sure that you buy that toy next time go to the shopping mall. Your child will learn to trust you if you demonstrate stable and consistent.

At this period, the child might have difficulty following your rules because he might struggle to make suitable decisions. For him to follow your rules, they need to be suitable for his age, easy to follow and have reasonable expectations of him. Between the age of 30-36 months, you can have rules like tidying toys away, washing his face and hands when he wakes up in the morning or holding your hand when he is out with you on the street. This period is also important for you and your child to spend time together and share experiences. Children who can follow rules will have more successful social

ACTIVITIES THAT YOU CAN DO WITH YOUR CHILD

SED 28: Your child's knowledge about happy, angry, sad, scared and confused facial expressions can be found in more detail in the RECEPTIVE LANGUAGE module. At this age, your child can play games involving these expressions. Understanding these expressions will help your child to demonstrate different situation-appropriate reactions. In other words, a child who can express his emotional states appropriately will be more successful in social interactions.

SED 29: Children at this age might not always be able to control their anger. For this reason, you might have conflict with your child on some issues (especially feeding, toilet habits, clothing). These conflicts are quite normal. On the other hand, this is the best age for your child to learn to control his anger e.g. when you or another person says "NO" to him. If he insists to continue with his actions and becomes angry, then tell him clearly, "NO". However, this is not a war in which someone has to win. First of all, try to get his attention onto something else. For this, use his favorite toy or activity. If you cannot manage to do that, don't argue with him. Wait patiently for him to calm down. While you are waiting, don't sit in front of him looking angry. During this waiting period, try to occupy yourself with something else. When he calms down, reward him for calming down. Later on, raise the issue through a story or example and explain to him why you said NO.

SED 30: Children who can delay their gratification or can make changes to their requests will develop better social and emotional skills. Making a choice is the most basic skill that will affect your child's delay of gratification. Consequently, during daily life, if you allow your child to make his own choices, it will be effective for him to delay his gratifications or change his requests.

For example, if he asks for a very expensive toy that you cannot or do not wish to buy immediately. You can give him 2 options in this situation. Either you can buy him a less expensive and less likeable toy immediately, or you can buy the expensive toy that he wants in a couple of days when you go to the shopping mall. If your child goes for the first option, you need to do it immediately actions.

WHAT YOU CAN DO TO HELP YOUR CHILD WITH THESE ACTIVITIES

- It might be hard for you to be a play mate for your child because being a parent means that you have many responsibilities and duties. But, your child lives in a world of games and fun, not in a business world. The more you participate in the activities that your child initiates, the more opportunities you will have to join his activities.
- Think of the behavior that tends to make your child smile and be happy. Include these behaviors into activities that your child finds boring, doesn't like, or is bored of doing.
- If you ensure that the rules and expectations that you have for your child are appropriate to his age and developmental ability, your child will be more cooperative with you and will show less negative behavior.
- If you noticed that your child is watching you carefully, ask him "would you like to do it with me?" and by creating a space for him, you can let him do it with you.
- Don't forget that your child's interests can change quickly. One day a thing might interest him and next day it does not.
- Your child's interest in an activity or an object might not be very obvious. If your child is showing his interest in something, but doesn't join in with the activity effectively, this still shows his interest.

USEFUL OBJECTS OR CONDITIONS

Same as developmental age 24-30 months