

Help Yourself!

Promoting Self-Help Skills in Young Children

Land acknowledgement

The lands, waters, nature and sky that Grandview Kids is privileged to exist within have long been home to the Michi Saagiig Anishinaabeg. We acknowledge the lands of the traditional and treaty territories covered under the Williams Treaties, including the Mississaugas of Scugog Island First Nation, Alderville First Nation, Hiawatha First Nation, Curve Lake First Nation and the Chippewa Nation of Georgina Island, Beau Soleil and Rama. We are responsible for building stronger relationships with clients, caregivers, partners and colleagues from First Nations, Métis and Inuit communities. Through our shared values of belonging, excellence, connection, discovery and celebration, Grandview Kids commits to seeking truth and upholding reconciliation.

Vision

Every child and youth living at their full potential

Mission

Supporting children and youth with physical, communication and developmental needs to live, learn and play



Values



Belonging

Creating a caring environment by welcoming, respecting and including everyone.

Advocating to make the community more accessible and inclusive for all.

Removing barriers to ensure equitable access to services.

Embracing diversity by listening to and amplifying unique perspectives.



Excellence

Providing safe, family-centred, efficient, high-quality care.

Maintaining a positive work environment to help Team Grandview thrive.

Mobilizing knowledge within Grandview Kids and across the system.

Being accountable for our actions, committed to transparency and ethical decision-making.



Connection

Valuing clients and caregivers as our best partners in care.

Collaborating across Team Grandview to deliver exceptional care.

Anticipating community needs through continuous engagement.

Partnering with other providers to better connect the system.



Discovery

Enabling clients to discover their own potential.

Embracing growth and change.

Re-imagining what currently exists to innovate solutions.

Integrating cutting-edge science and research into our work.



Celebration

Recognizing Team Grandview's diverse skills and contributions.

Honouring inchstone and milestones, using a strengths-based approach.

Achieving the best possible outcomes for clients and their families.

Inspiring hope for the future.



Agenda

1. Introductions
2. What are Self-Help Skills?
3. Early Dressing Skills
4. Personal Hygiene
5. Self-Feeding Skills
6. Promoting Self-Help Skills at Home
7. Strategies

Introductions



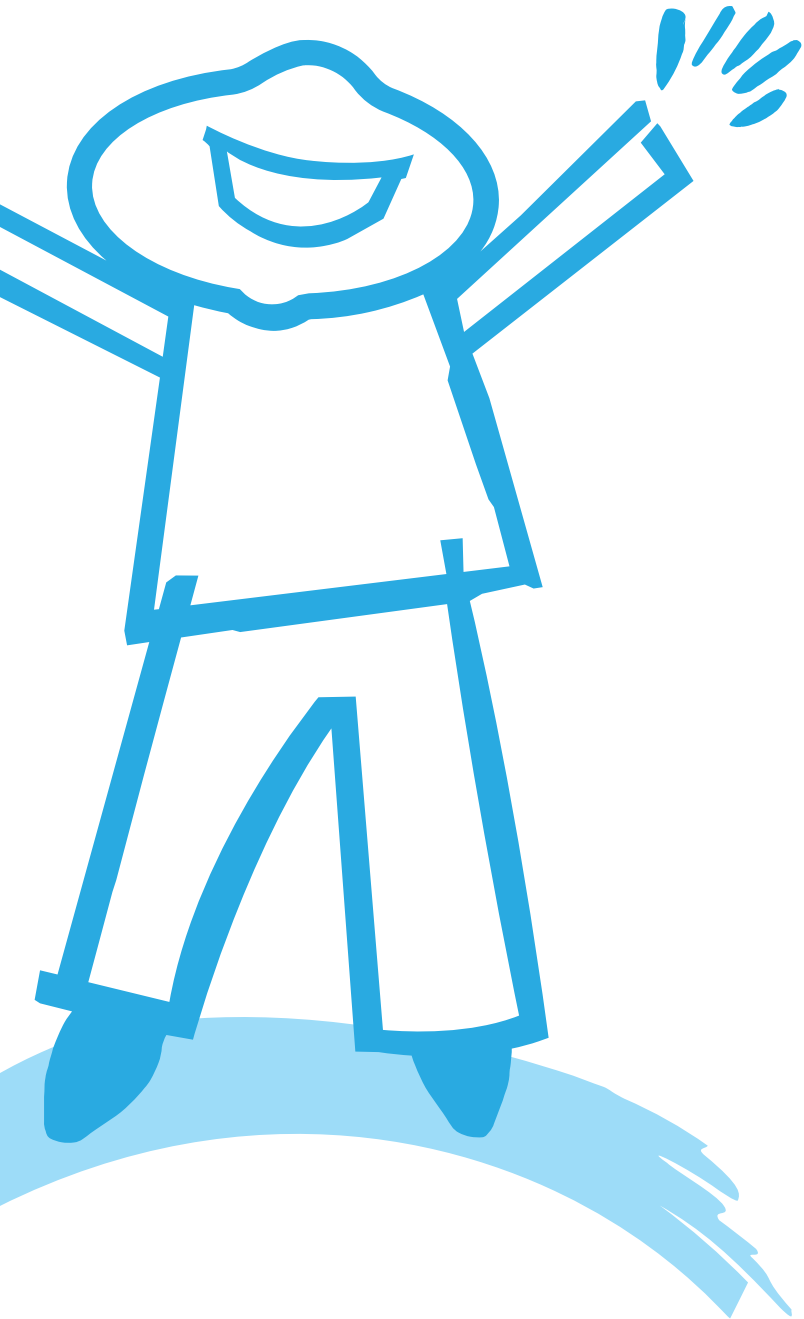
What are Self-Help Skills?

- The skills we need to get ourselves ready
- They range from basic activities to more complicated skills
- We will focus on skills introduced in the early years



Development of Self-Help

	Dressing	Personal Hygiene	Self-Feeding
2-3 years	<ul style="list-style-type: none"> • Cooperates/Participates • Pulls socks/shoes off Removes hat • Removes shoes • Puts shoes on with help • Gets undressed* • Helps pull elastic waist pants up • Tries to put pants on* • Tries to put socks on • Can put coat on * <p>*help with fasteners</p>	<ul style="list-style-type: none"> • Washes and dries hands with help • Turns faucet on and off • Wipes nose with help • Helps with clothing while toileting • Can distinguish between urination and bowel movements • Verbalizes need for toileting • Goes to washroom independently (still needs help with wiping) • Participates in tooth brushing 	<ul style="list-style-type: none"> • Dips or fills spoon with food • Holds cup with handles • Hold cups with one hand • Uses spoon with some spilling (palm-up) • Pierces with fork • Drinks from cup or glass • Eats a variety of foods • Can wipe mouth with a napkin if given a reminder
3-4 years	<ul style="list-style-type: none"> • Pulls pants on and off • Pulls socks on with minimal assistance • Puts on shoes (may be on wrong feet) • Zips and unzips non-separating zipper • Unbuttons large buttons 	<ul style="list-style-type: none"> • Can wash and dry hands and face independently • Tries to wipe self after toileting • Flushes toilet 	<ul style="list-style-type: none"> • Holds cup with 1 hand • Uses forks and spoons without spilling
4-6 years	<ul style="list-style-type: none"> • Can connect 2-part separating zipper on jacket • Can buckle a belt • Puts shoes on correct feet • Independent with dressing • Can orient clothing when putting it on 	<ul style="list-style-type: none"> • Infrequent toileting accident • Can wipe independently after toileting 	<ul style="list-style-type: none"> • Holds fork and spoon with fingers • Can open a variety of different containers • Can prepare simple foods i.e peeling, pouring, unwrapping



Components of Self-Help Skills

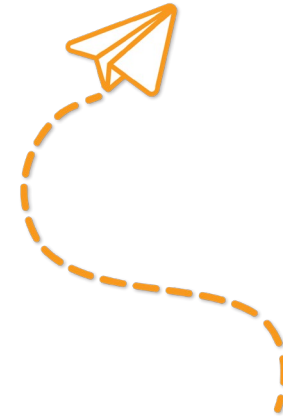
- Sensory
- Motor skills
- Exposure
- Cognitive development
- Behaviour
- Environment

Early Dressing Skills



Progress Early Dressing Skills

- Cooperates with dressing
- Participates in dressing
- Undresses
- Dresses
- Fasteners



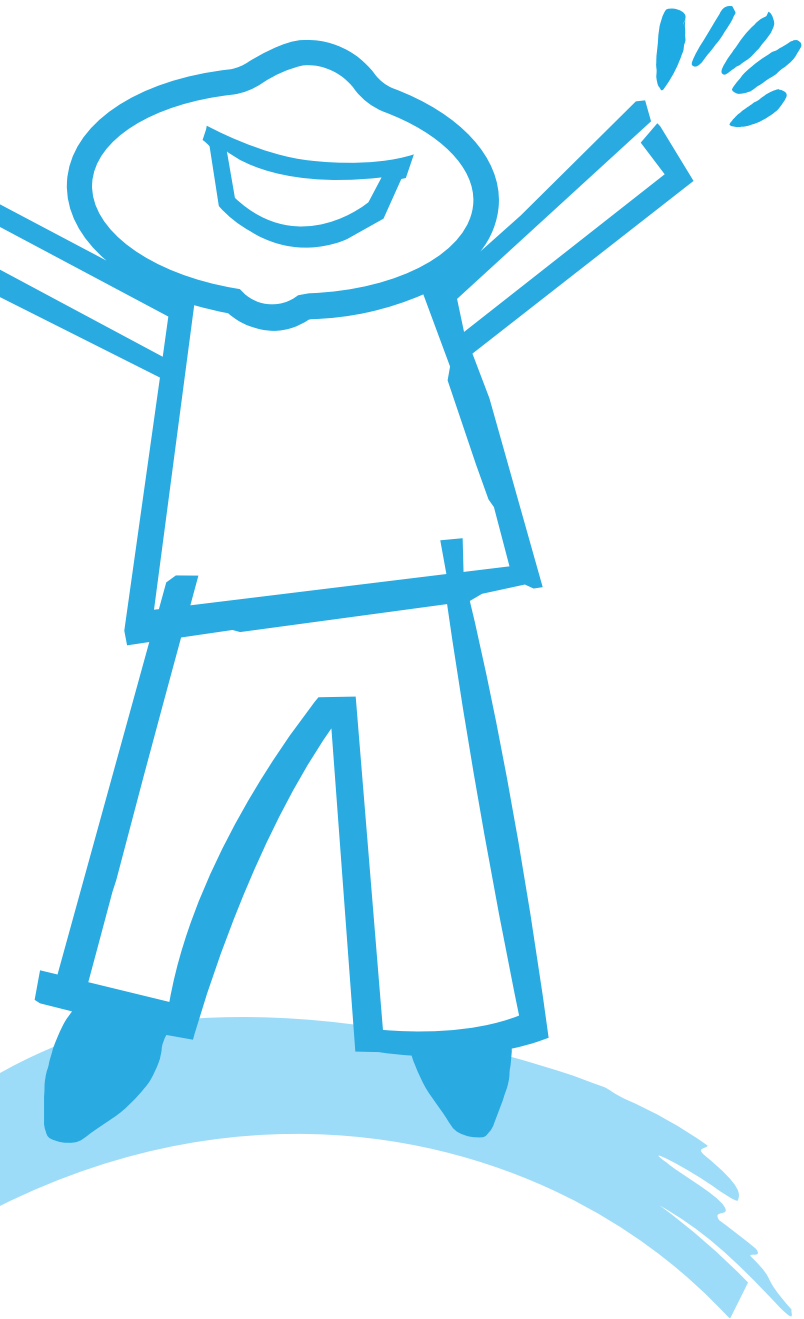
Promoting Early Dressing Skills at Home

- **Backward chaining Technique**
 - Prompt child through entire process, leaving last part, or parts, for child to complete
- **Hand over Hand (HOH)**
 - E.g. to teach pulling pants up or down
 - Used with backwards chaining
 - Must be faded
 - Easier to learn fasteners (e.g. zippers) and less stressful on child

Promoting Early Dressing Skills at Home

- **Use of verbal cues** and physical guidance as needed
- **Be consistent** so a predictable sequenced series of steps is repeated
- **Set up the environment** for success





Components of Self-Help Skills

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Activities to Try at Home

- Hula hoop: pulling it up and down from feet to hip; using a pull tube in a circle and pulling it up and down your arms
- Obstacle courses
- Threading and lacing activities
- Playing Simon Says
- Dress in front of the mirror to assist with body placement and motor planning, visual feedback
- Hair elastics/jelly bracelets – stretch them over your toes/feet to mimic putting on socks
- Pretend play dressing with dolls
- Daycare flip



Can you think of anything else?

Type in other ideas, games or activities that might help with encouraged undressing/dressing at home in the chat box now.

Checking in – Any questions?

Early Personal Hygiene



Development of Early Personal Hygiene

Progress of personal hygiene generally follows this pattern:

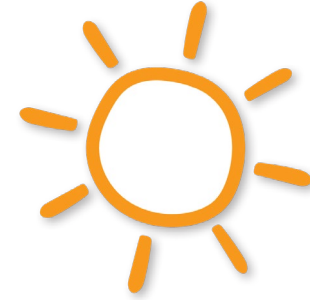
- Completes skill with help
- Completes skill with prompting
- Completes skill independently



Development of Early Personal Hygiene

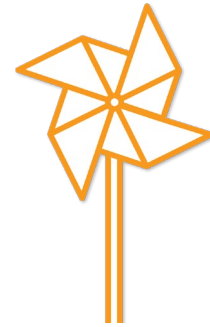
Consider the following skills:

- Washing hands
- Wiping face/nose
- Toileting
- Tooth brushing

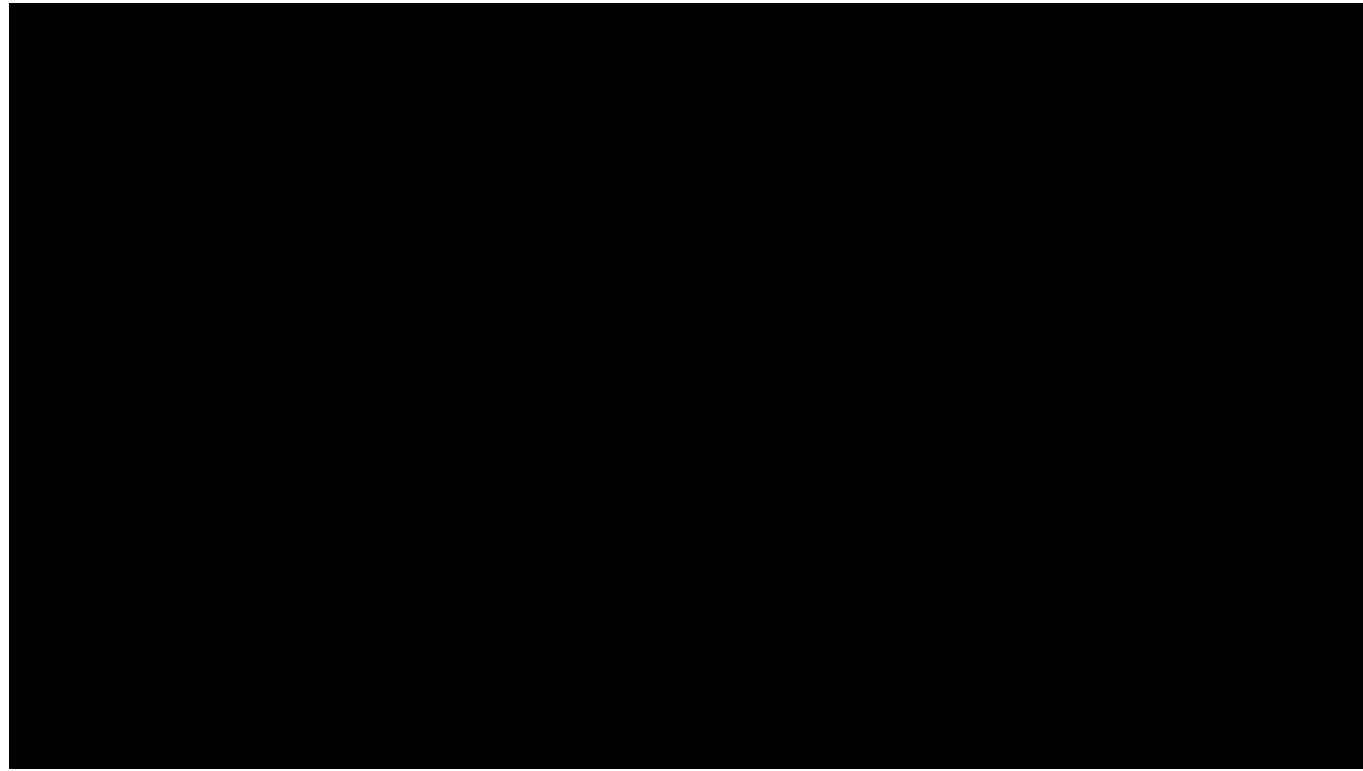


Promoting Early Personal Hygiene

- **Backward chaining technique**
 - See video
- **Hand over hand (HOH)**
 - E.g., to teach brushing teeth
 - Must be faded
 - Pair with verbal and visual prompts



Backwards Chaining



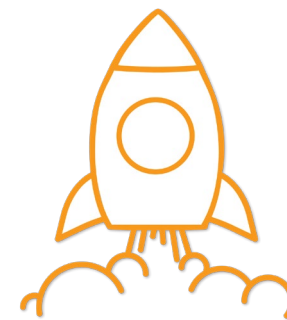
Link to watch: <https://youtu.be/LbBj4Tzi9CQ>

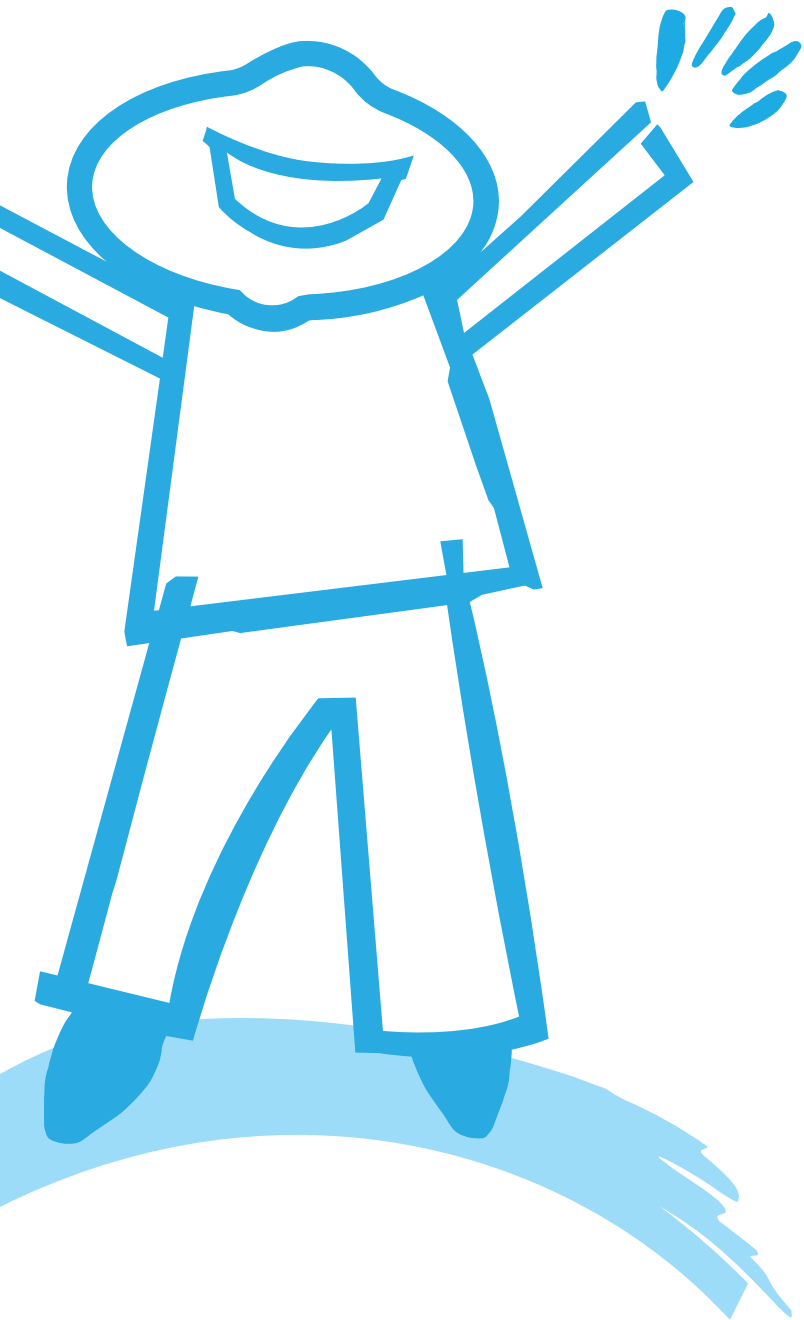
Promoting Early Personal Hygiene

- **Set up the environment for success**
 - E.g., toileting and wiping
- Using a toddler potty or a reducer ring and a stool helps set them up physically for toileting

Strategies to Try at Home

- Washing your hands – the paint demonstration
- Practice alongside a parent/sibling – modeling
- Social stories
- Visual schedule for bathroom routine





Components of Self-Help Skills

- Sensory
- Motor skills
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- Environment



Break Time

5 minutes

Self-Feeding Skills



Progress of Early Self-Feeding Skills

- Interacts with utensil – banging, mouthing
- Holds bottle/sippy cup/straw cup
- Feeds self with pre-loaded spoon/fork
- Dips or fills spoon*
- Drinks from open cup
- Pierces with a fork*

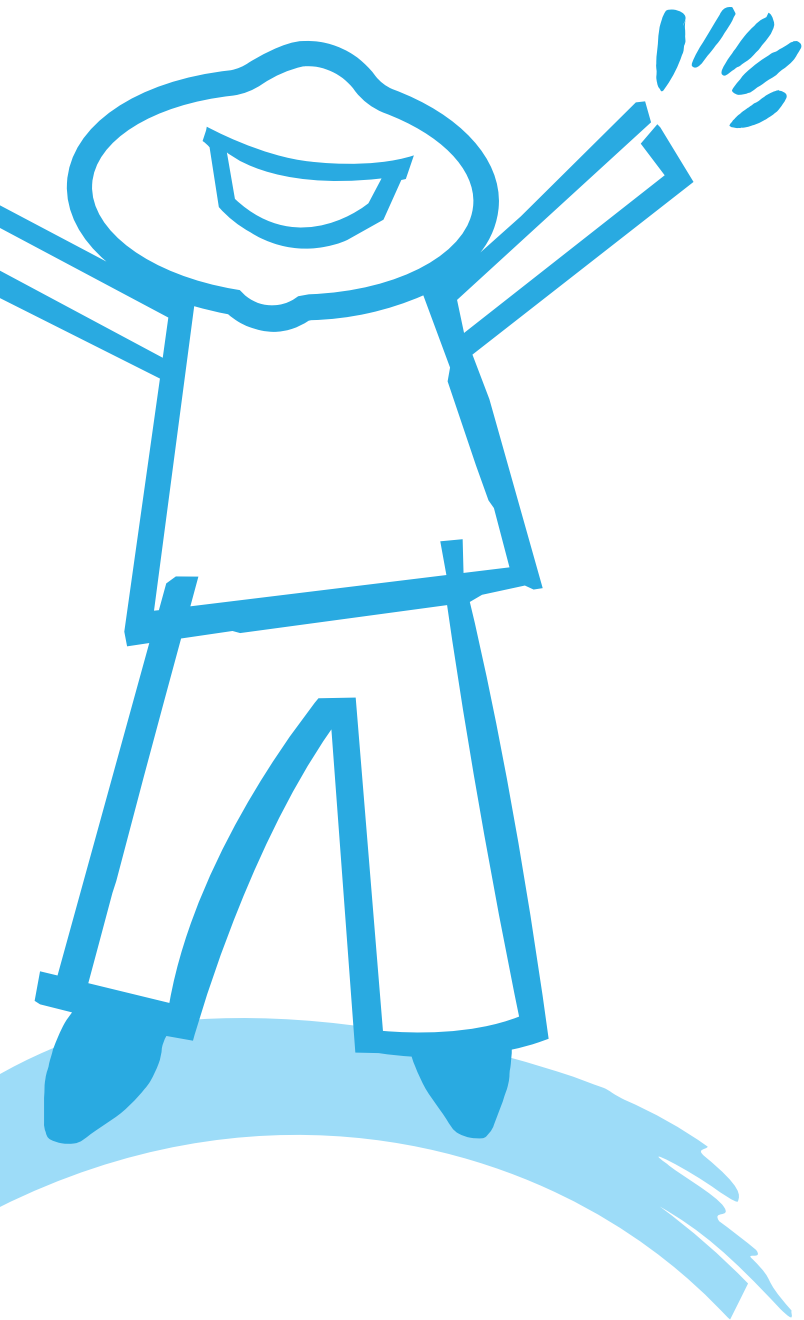


Progress of Early Self-Feeding Skills

- Drinks from straw cup
- Holds cup with both hands and then one hand
- Scoops and self feeds (palm up) with spoon with some spill
- Pierces and self feeds with fork with some spill

Setting up for Success





Components of Self-Help Skills

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How to Promote Early Spoon Skills at Home

- Use small, easy to grasp spoon with a shallow bowl
- Initially use foods that stick to the spoon (e.g., mashed potatoes, yogurt, dips/thicker purees, etc.)
- Incorporate spoon use into play activities (e.g., feeding dolls, scooping in bathtub, shovels in a sandbox etc.)

How to promote Early Fork Skills at Home

- Pick a fork for a short handle
- Use easy to pierce, bite-size foods (e.g., chicken pieces)
- Use a plate with curved, raised edges to help keep food on the plate
- Use a non-skid place mat
- Play based activities: spearing play d'oh

Getting Started

- Refer back to the goals set at the OT assessment
- Observe your child during dressing, hygiene and mealtime routines
- Focus on one goal area at a time
- Try different strategies to see what will be the best fit
- Involve other family members and caregivers
- Celebrate small successes



Questions?