

**Bharathidasan University**  
Centre for Differently Abled Persons  
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Tamilnadu



# Diploma in Vocational Training and Management

Course: Basic Academics  
Unit-1



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## What are self care skills?

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Self care skills are the everyday tasks undertaken so children are ready to participate in life activities (including dressing, eating, cleaning teeth).

They are often referred to as the activities of daily living (ADL's).

While these are typically supported by adults in young children, it is expected that children develop independence in these as they mature.

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## **Why are self care skills important?**

*Self care skills are one of the first ways that children develop the ability to plan and sequence task performance, to organise the necessary materials and to develop the refined physical control required to carry out daily tasks*

*(e.g. opening lunch boxes, drawing or standing to pull up pants).*

*Self care skills act as precursors for many school related tasks as well as life skills.*

*The term 'self care' would suggest that these skills are expected to be done independently and in many cases it becomes inappropriate for others to assist for such tasks (age dependent of course).*

*When self care skills are difficult, this also becomes a limiting factor for many other life experiences*

## **Building blocks necessary to develop self care skills**

**Hand and finger strength:** An ability to exert force against resistance using the hands and fingers for utensil use.

**Hand control:** The ability to move and use the hands in a controlled manner such as cutlery use for eating.

**Sensory processing:** Accurate registration, interpretation and response to sensory stimulation in the environment and one's own body.

**Object manipulation:** The ability to skilfully manipulate tools, including the ability to hold and move pencils and scissors with control, controlled use of everyday tools such as a toothbrush, hairbrush, and cutlery.

**Expressive language (using language):** The use of language through speech, sign or alternative forms of communication to communicate wants, needs, thoughts and ideas.

**Planning and sequencing:** The sequential multi-step task/activity performance to achieve a well-defined result (e.g. dressing and teeth cleaning).

**Receptive language**

**(understanding):** Comprehension of language.

**Compliance:** Ability to follow simple adult-directed routines (i.e. doesn't demonstrate avoidance behaviours where the child simply doesn't want to do it because an adult is telling them to do it and interrupting what they were doing).



## SELF CARE DIFFICULTIES

When a child has self care difficulties, they might also have difficulties with:

**Following instructions:** The ability to understand and be able to initiate the tasks to be done as per requested by others.

**Receptive language (understanding):** Comprehension of language.

**Eating:** The physical skill of using cutlery in an age appropriate manner as well as eating a good range of food.

**Sleeping:** Being able to independently settle and resettle to get to sleep.

**Dressing and undressing** or assisting with dressing to an age appropriate level and recognising what articles of clothing go where and in what order.

**Social skills:** Determined by the ability to engage in reciprocal interaction with others (either verbally or non-verbally), to compromise with others, and be able to recognize and follow social norms.

**Fine motor skills:** Finger and hand skills such as opening lunch boxes, tying shoelaces, doing up buttons.

**Gross motor skills:** Whole body physical skills using the 'core' strength muscles of the trunk, arms, legs such as getting on and off the toilet and standing to dress.

**Organisation:** The ability to know what a task involves, the materials required, how to collate them such as packing the bag for preschool or even getting dressed.

**Learning new tasks** and retaining that information for the next time the task is done again.

**Executive functioning:** Higher order reasoning and thinking skills.



## **Ways to improve self care skills?**

**Visual schedule** of the steps involved.

**Reward chart** for independent completion of tasks (or attempt at, in the early stages).

**Small steps:** Breaking down self-care skills into smaller steps and supporting the child through each step so that, in time, they can do more for themselves.

**Routine:** Use the *same* routine or strategy each time you complete the same task to help them learn it faster.

**Consistency:** Be consistent with the words and signs used to assist the child, and keep instructions short and simple.

**Allow enough time:** Ensure that there is enough time available for the child to participate in self care activities without feeling rushed (e.g. practice dressing on the weekend to start with before then doing it before rushing to preschool or school).

# SELF HELP SKILLS



# Self help skills

- Wash hands before eating, after toileting and playing outside
- Use toilet as development allows, including flushing and wiping
- Cover mouth when coughing or sneezing, using a tissue
- Use grooming supplies, such as a toothbrush and comb, help bathe self
- Eat independently, using utensils and cup as abilities allow
- Clean up own spills and messes with paper towel, sponge or child-sized broom
- Put own garbage into trash container
- Help put items in child care cubby

# Self help skills(cont..)

- Help make bed
- Choose clothes from two choices; dress self, at least partially
- Put dirty clothes in laundry basket, clean ones in drawers or on low hooks
- Get personal toys and books from child-height shelves
- Play with toys, such as puzzles and blocks and put away after play
- Keep track of favorite blanket or stuffed animal
- Help with simple toy repair, like taping torn pages in a book
- Co-operate getting into safety seat or belt
- Cooperate with medical care, like taking temperature

# Self care Development Checklist

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- Instructions: Answer all questions up to your child's current age bracket by answering 'Yes' or 'No'.
- Does the Child have difficulty with



| Age               | Skill                                                                                                                                                                       | Yes | No |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| <b>0-6 months</b> | Tracking objects with eyes.                                                                                                                                                 |     |    |
|                   | Coordinating suck, swallow, breath sequence, tongue is cupped, forward rhythmical movements of the tongue, and jaw consistently moves up and down in a coordinated pattern. |     |    |
|                   | Sleeping for 4-10 hour intervals.                                                                                                                                           |     |    |
|                   | Communicating hunger, fear or discomfort through crying.                                                                                                                    |     |    |

|                    |                                                            |  |  |
|--------------------|------------------------------------------------------------|--|--|
| <b>6-12 months</b> | Playing for 2-3 minutes with a single toy.                 |  |  |
|                    | Reaching for nearby objects.                               |  |  |
|                    | Tracking objects with eyes.                                |  |  |
|                    | Sleeping 10-12 hours with only 1 awakening.                |  |  |
|                    | Tolerating a range of different textured foods.            |  |  |
|                    | Drinking from a cup.                                       |  |  |
|                    | Holding bottle or cup independently.                       |  |  |
|                    | Using tongue to move food around mouth.                    |  |  |
|                    | Feeding self small crackers or other small pieces of food. |  |  |



**1-2  
years**

Distinguishing between edible and inedible objects (18 months).

Looking in the right spot for hidden objects.

Playing next to children.

Imitating adult behaviour.

Engaging in imaginative play.

Has an awareness of a parent's approval or disapproval of their actions.

Understanding common dangers of hot objects, stairs, glass.

Regularly checking in with adults/carers.

Tolerating nappy changes.

Settling themselves to sleep at night or during the day.

Attempting to brush teeth.

Knowing where familiar items are kept.

Removing their own socks and shoes.

Cooperating with dressing by extending an arm or leg.

**2-3  
years**

Using toilet with assistance and having daytime control.

Having an awareness of a parent's approval or disapproval of their actions.

Understanding common dangers of hot objects, stairs, glass.

Settling themselves to sleep at night or during the day.

Sitting to look at a book independently.

Unbuttoning large buttons.

Expressing emotions.

Tolerating a range of different textured foods.

Engaging in imaginative play.

Distinguishing between urination and bowel movements, names correctly.

Using a napkin to wipe face and hands.

Feeding self simple meals using a fork or spoon.

Taking socks and shoes off.

Enjoying/tolerating messy play.

Knowing where familiar items are kept.

Attempting to brush teeth.



**3-4  
years**

Having an awareness of a parent's approval or disapproval of their actions.

Understanding common dangers of hot objects, stairs, glass.

Settling themselves to sleep at night or during the day.

Taking turns.

Brushing teeth independently.

Playing with 2 or 3 children in a group.

Dressing and undressing self (only requiring assistance with laces, buttons, and other fasteners in awkward places).

Knowing where familiar items are kept.

Toileting independently.

Using a napkin to wipe face and hands.

Independently packing items away.

Tolerating different clothing textures, seams, tags.

Feeding self without difficulty.

**4-5  
years**

Using a napkin to wipe face and hands.

Settling themselves to sleep at night.

Independently packing items away.

Developing friendships.

Expressing emotions.

Following rules.

Knowing where familiar items are kept.

Toileting independently.

Choosing weather appropriate clothes.

Dressing self independently.

Feeding self without difficulty.

Taking turns.

Playing with 4 or 5 children in a group.

Tolerating different clothing textures, seams, tags.

**4-5  
years**

Using a napkin to wipe face and hands.

Settling themselves to sleep at night.

Independently packing items away.

Developing friendships.

Expressing emotions.

Following rules.

Knowing where familiar items are kept.

Toileting independently.

Choosing weather appropriate clothes.

Dressing self independently.

Feeding self without difficulty.

Taking turns.

Playing with 4 or 5 children in a group.

Tolerating different clothing textures, seams, tags.



**5-6  
years**

Dressing independently.

Morning routine at school (putting bag away, swapping readers, putting drink bottle in correct spot).

Feeding self without difficulty.

Expressing emotions.

Opening lunch boxes, zip lock bags, food packaging.

Sitting at a desk, following teacher instructions, and independently doing simple in-class assignments.

Tolerating different clothing textures, seams, tags.

Coping in busy/noisy environments.

Settling independently for sleep.

Packing a bag for school or other outings with assistance.

**6-7  
years**

Opening lunch boxes, zip lock bags, food packaging.

Independently getting herself to sleep and sleeping through the night.

Eating a range of food and tolerating different textures.

Showering independently.

Packing a bag for school or other outings with little assistance/prompting.

Expressing emotions.

Morning routine at school (putting bag away, swapping readers, putting drink bottle in correct spot).

Independently toileting during the day and at night.

Coping in busy/noisy environments.

Feeding self without difficulty.

Telling the time.

Knowing where their body is in time and space to coordinate body movements for ball skills.

Playing with 4 or 5 children in a group.

Inhibiting the need to talk and ask questions.

Preparing simple meals (e.g. cereal, sandwich).

**7-8  
years**

Opening lunch boxes, zip lock bags, food packaging.

Packing a bag for school or other outings with little assistance/prompting.

Recalling events and describing them.

Expressing emotions.

Remembering a sentence to write that was just thought about or told.

Attending for longer periods of time.

Sitting still (e.g. in class, at mealtimes).

Coping in busy/noisy environments.

Showering independently.

Taking on more responsibilities (e.g. chores).

Understanding money.

Telling the time and displaying time management skills.

Inhibiting the need to talk and ask questions.

Preparing simple meals (e.g. cereal, sandwich).









# I Can Brush/Comb My Hair

Able2LEARN



I



Can



Brush



Comb



My



Hair

This is the way we wash our hands...



Turn on  
the tap.

**Did you**  
**WASH**  
**your**  
**hands?**









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# Meal time activities







# Feeding – eating by self



# Wash Your Hands After...

**1**



**Playing with  
pets**

**2**



**Using the  
bathroom**

**3**



**Sneezing, blowing  
your nose &  
coughing**

**4**

**AND Before...**



**Touching a cut or  
open sore**

**5**



**Playing outside**

**6**

**AND Before...**



**Eating**

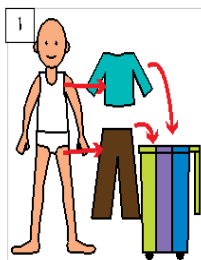
# Dressing: Removing & wearing



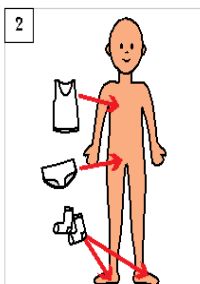




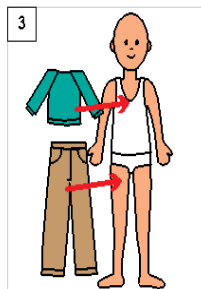
## Getting dressed



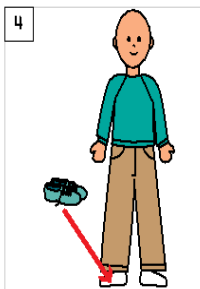
Take clothes off and put  
in wash basket



Put undergarments on

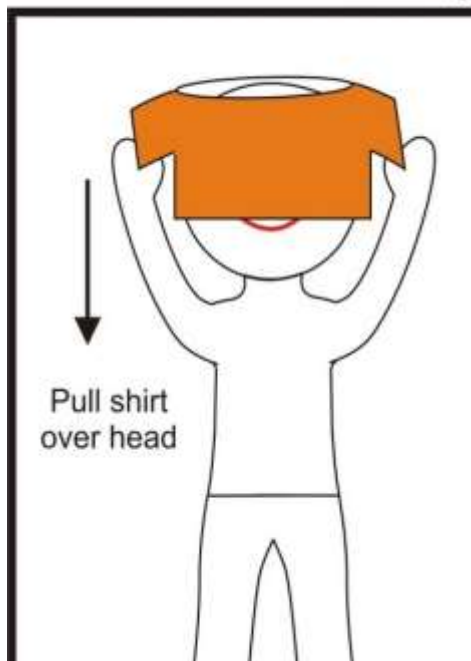


Put top and pants on

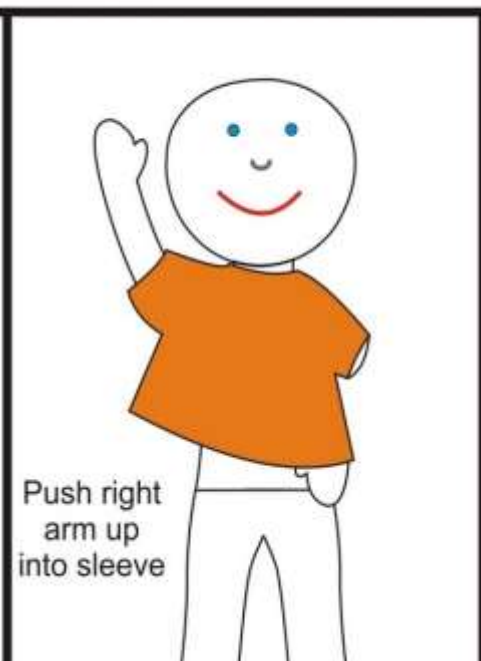


Put your shoes on

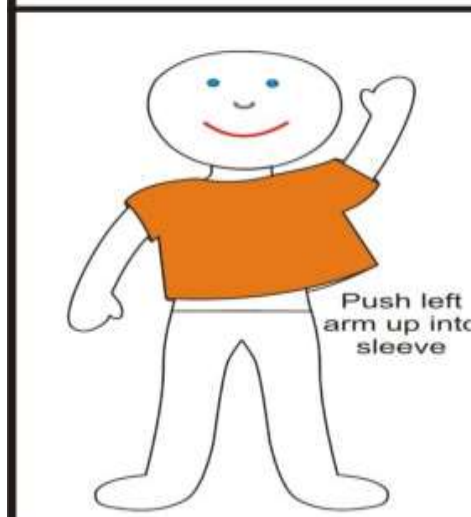
## Putting on Shirt



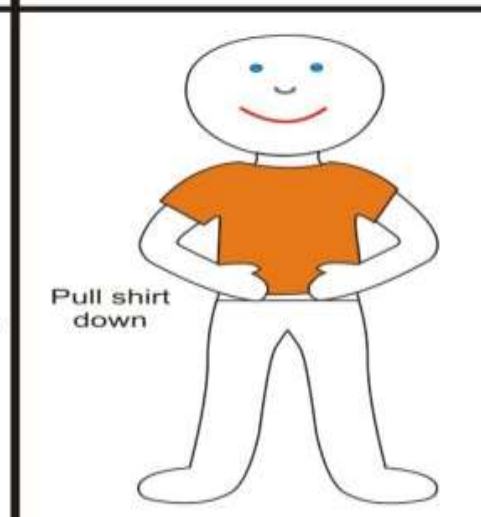
Pull shirt  
over head



Push right  
arm up  
into sleeve



Push left  
arm up into  
sleeve



Pull shirt  
down

# Mending







working









# Additional Resources

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- **Learning Disabilities Association of America**  
4156 Library Road  
Pittsburgh, PA 15234  
(412) 341-1515
- **President's Committee on Employment of People with Disabilities**  
1331 F Street, N.W.  
Washington, DC 20004  
(202) 376-6200
- **National Center for Law and Learning Disabilities**  
P.O. Box 368  
Cabin John, MD 20818  
(301) 469-8308
- <http://www.ldonline.org/>
- <http://www.iser.com/index.shtml>
- [http://www.childdevelopmentinfo.com/learning/learning\\_disabilities.shtml](http://www.childdevelopmentinfo.com/learning/learning_disabilities.shtml)
- <http://www.starbeacon.com/index.asp?MC=NEXT&NID=4&AID=3767>



# Resources

<http://www.odc.state.or.us/tadoc/ada40.htm>

[http://65.54.187.250/cgi-bin/linkrd?\\_lang=EN&lah=d0b0b9bbf10d4f4426ce5e44a90e1454&lat=1084629747&hm\\_\\_action=http%3a%2f%2fericec%2eorg%2ffact%2ffamous%2html](http://65.54.187.250/cgi-bin/linkrd?_lang=EN&lah=d0b0b9bbf10d4f4426ce5e44a90e1454&lat=1084629747&hm__action=http%3a%2f%2fericec%2eorg%2ffact%2ffamous%2html)

<http://www.addforums.com/forums/showthread/t-4159.html>

Flynn, M. & Flynn, P. (1998). *Thinking about having a learning disability*. London: Belitha Press.

Girod, C. M. (2001). *Diseases and disorders: Learning disabilities*. San Diego: Lucent Books.

Landau, E. (2004). *Dyslexia*. New York: Franklin Watts.

Silverstein, A., Silverstein V., & Silverstein Nunn, L. (2001). *Dyslexia*. New York: Franklin Watts.

"How Not to Diagnose ADHD" Contemporary Pediatrics Archive, Nov. 1996 by Martin Baren MD, James Swanson, PhD

"The Clinical Characteristics of Behaviors of ADD/ADHD People Vary with Age" ADD Medical Treatment Center of Santa Clara valley

The Gardner School online site. [www.gardnerschool.org](http://www.gardnerschool.org)

"Georgetown researchers to present evidence of biological cause of dyslexia" Press release Feb 14, 2001. Georgetown University Medical Center

Learning Disabilities Association of America [www.ldanatl.org](http://www.ldanatl.org)

The International Dyslexia Society, [www.interdys.org](http://www.interdys.org)







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# IRONING





# use of suitable footwear and accessories









*Thank  
You!*

