



Teaching Your Child to: Become Independent with Daily Routines

Does this Sound Familiar?

Nadine is a single mom with two young children ages 3 and 5. Her children attend preschool while she is working. When they all get home at the end of the day, Nadine is exhausted but still has household chores to complete (i.e., making dinner, doing laundry, straightening the house, etc.). In addition, she has to help the children with bathing, getting ready for bed, and brushing their teeth. She wishes that her children would start doing some of their daily self-help routines independently. The preschool teacher has said that the 5-year-old is very helpful and independent. But at home, neither of the children will get dressed and undressed independently, and they complain and whine when asked to wash their hands, brush their teeth, or help with the

bathtime routine. When Nadine asks the children to do one of these self-help tasks, they run around the house or whine and drop to the ground. It takes every ounce of energy Nadine has to get through the evening. Often she finds herself yelling at the children and physically helping them through the entire routine, just to get it done.

The Focus

Young children can learn how to do simple daily self-help activities—they just need to be taught what to do. When teaching a child to do self-care skills, you first need to know what you can typically expect of a young child, your child's skill level, and how to provide clear and simple instructions about how to do a task. In addition, providing children with ample encouragement that is both positive and specific will help promote their success. Children can learn, at a very young age, how to independently wash their hands, brush their teeth, and get undressed and dressed. The information below will help you understand what you can expect from your preschooler and tips for helping your child learn how to become more independent with daily routines.



What to Expect

Children who are 8 to 18 months old often can:

- Drink from a cup, pick up finger food, and begin to use a spoon
- Help undress and dress, put foot in shoe and arm in sleeve
- Point to body parts
- Have strong feelings and begin saying “no”
- Reach for/point to choices
- Feel a sense of security with routines and expectations (e.g., at bedtime)
- Imitate sounds and movement
- Understand more than they can say

Children who are 18 to 36 months old often can do all of the above and:

- Wash hands with help
- Drink from a straw
- Put clothes in the hamper when asked
- Feed self with spoon
- Push and pull toys; fill and dump containers
- Learn to use the toilet
- Bend over without falling
- Imitate simple actions
- Become easily frustrated
- Enjoy trying to do tasks on their own (note that this is why tasks may now take more time to complete)

- Pouring, washing, dressing
- Enjoy playing dress-up
- Become fascinated with water and sand play
- Begin learning simple clear rules

Children who are 3 often can:

- Help with brushing teeth
- Understand “now,” “soon,” and “later”
- Put dirty clothes in the hamper independently
- Get shoes from the closet
- Put on shoes without ties
- Enjoy singing easy songs
- Listen more attentively
- At times, prefer one parent over the other
- Enjoy playing house
- Imitate
- Match like objects
- Put non-breakable dishes in the sink
- Put trash in the trash can
- Wash body with help
- Wash and dry hands, though they may need some help reaching

Children who are 4 often can:

- Use a spoon, fork, and dinner knife
- Dress without help, except with fasteners/buttons
- Learn new words quickly
- Recognize stop signs and their own name in print
- Follow two-step directions that are unrelated



- Understand simple clear rules
- Share and begin taking turns
- Wash self in the bathtub
- Brush teeth independently
- Wash and dry hands

Children who are 5 often can:

- Follow established rules and routines (e.g., wash hands before eating, put dirty clothes in the hamper, brush teeth before going to bed)
- Independently initiate a simple routine (e.g., dress and undress, brush teeth, wash hands, eat dinner sitting at the table, take bath with adult watching)
- Understand beginning, middle, and end
- Begin to understand others' feelings
- Be independent with most self-care skills

Sometimes, children with disabilities may need special assistance to become more independent in doing daily routines. You might want to do the following:

- Expect your child to do only part of the routine, while you assist with the part that is difficult
- Provide help to your child so that he/she can complete the task
- Provide instructions in a different format, by modeling and/or using a picture or gesture so that your child understands what to do
- Allow extra time to complete the task

Teaching Your Child to Independently Complete Daily Routines

Young children like to feel independent, but sometimes they need a parent's encouragement to feel that they are capable and that adults believe that they "can" do it. Teaching independence with self-help skills like hand washing, brushing teeth, and dressing/undressing is an important step in development that can be achieved when children are taught how to do each step in each routine. Initially, it takes an adult's focused attention to teach children how to do these skills. Once the child learns how to do a skill independently, the adult can fade out of the routine completely.

When teaching your child independence in self help routines (brushing teeth, hand washing, getting dressed/undressed), try these simple, yet effective, tips:

1. Begin by getting down on your child's eye level and gaining his attention. (i.e., touch your child gently, make eye contact, physically guide, or jointly look at the same object).

2. Break down the routine into simple steps and state each step one at a time with positive and clearly stated directions. Sometimes we make the mistake of telling children what not to do or what they did wrong, such as, "Stop splashing in the water." However, it's more effective and clear to say, "All done washing, now it's time to turn off the water."

3. To clarify steps even further, you could take a photo of each step in the routine and post it where the routine takes place. For instance, with hand washing, you could post photos above the sink. As you state one step at a time, show your child the photograph to illustrate what needs to be done.

4. When teaching your child to do each step, model (i.e., demonstrate) how to do each step. After your child begins to learn the steps, you can take turns showing each other "how" to do the routine. Be prepared to provide your child with reminders about what to do. As a child first learns a skill, it's common to forget a step and need assistance. You can simply model and say, "Look, do this," and show how to do the step that is causing difficulty. If needed, you can gently physically guide your child in how to do the step so that he/she can feel successful.



5. For activities that might be difficult or not preferred, state the direction in a “first/then” phrase. For instance, “First wash hands, and then we can eat snack”; or “First brush your teeth, and then I can give you a minty fresh kiss”; or “First get dressed, and then you can choose milk or juice with breakfast.”
6. Offering children a “choice” during routines increases the likelihood that they will do the activity. With brushing teeth, you could say, “Do you want to use the mint toothpaste or the bubble gum toothpaste?”
7. It is very important that you encourage all attempts when your child is first learning how to do a routine. If you discourage or reprimand your child because it was not done quite right, his/her attempts at trying might stop. It’s important to let your child know you understand his/her feelings and then assist your child so that he/she feels successful. For example, “I know it’s hard to brush your teeth. Let me help. (Singing while you help brush) Brush, brush, brush your teeth; brush the front and back . . .

brush, brush, brush your teeth, attack the germs right back.” Remember that young children need a lot of practice—and your support—before they are able to do new skills independently.

8. Encourage your child as each routine is completed and celebrate when the task is done.

Why Do Children Sometimes Become Challenging When Learning to Do Self-Help Skills on Their Own?

As children grow, they are learning all kinds of new skills that will help them become more and more independent. A child might be using challenging behavior to communicate a variety of messages. For example, your child might need help with a task, and crying results in your providing that help. Or a child might have a tantrum to

communicate that the task is too difficult. Other children might have challenging behavior because they don’t want to leave a preferred activity (e.g., playing with toys) to do something that is less interesting (e.g., taking a bath). If you think you know the “message” of your child’s challenging behavior, a good strategy is to validate what the behavior seems to be saying. For example, you might say, “You are telling me that you don’t want to stop playing for your bath. But it’s time to be all done and get in the tub.”

What Can You Do When Children Refuse to Independently Do Daily Routines?

Remember, preschoolers are moving from the toddler stage, where much was done for them, to a new stage where they are becoming independent little people. Your child might need a bit of help or extra cueing when learning new skills that will build his/her ability to be more independent around everyday routines. Think about what your child needs and help him/her be successful...success builds independence! For instance, your child:

- Might want your attention because inappropriate behavior got attention in the past. Your child might refuse to listen or cooperate to gain your attention because this has worked before.
- Remember to ignore the challenging behavior and teach calmly and clearly while guiding him/her through the task.



- Praise every little attempt to do any step. Attention to your child's use of a new skill will strengthen that skill.
- Might not understand what you are trying to get him/her to do.
 - Restate your expectation in positive terms and show him/her how, with either photo cues and/or modeling.
- Could need a warning a few minutes prior to the routine.
 - Let him/her know there are only a few more minutes of “play time” and then it's time to ____ (i.e., wash hands, eat dinner, undress/dress, brush teeth, etc.).
- Might not have heard what you asked him/her to do.
 - Gain attention and calmly and clearly restate the direction.
 - Try pairing the verbal direction with a gesture or model.
- Might feel rushed and confused.
 - As children learn new tasks, we need to slow down the routine and expect that it might take extra time to complete.
 - If you are feeling frustrated with your child and think your child is reacting to your

frustration, you might take a few deep breaths to feel calmer. First, take a deep breath in through your nose and out through your mouth several times, and then proceed with clearly stating your expectation to your child.

- Might find the routine too difficult and need some modeling or partial help.
 - First, model how to do the first step and then say, “Now you show me.” Show one step at a time, allowing time for your child to process the information and imitate what you did before moving to the next step.
 - If needed, assist your child by gently guiding him/her through the steps.
 - Praise every attempt.

- Might need encouragement and to be validated.
 - You could say, “I see you are sad. This is hard. You can do it. Let me show you how.”

It is important to try to understand your child's point of view and feelings. This will help you respond with the most appropriate cue. Encouragement and supporting your child's attempts will build confidence.



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