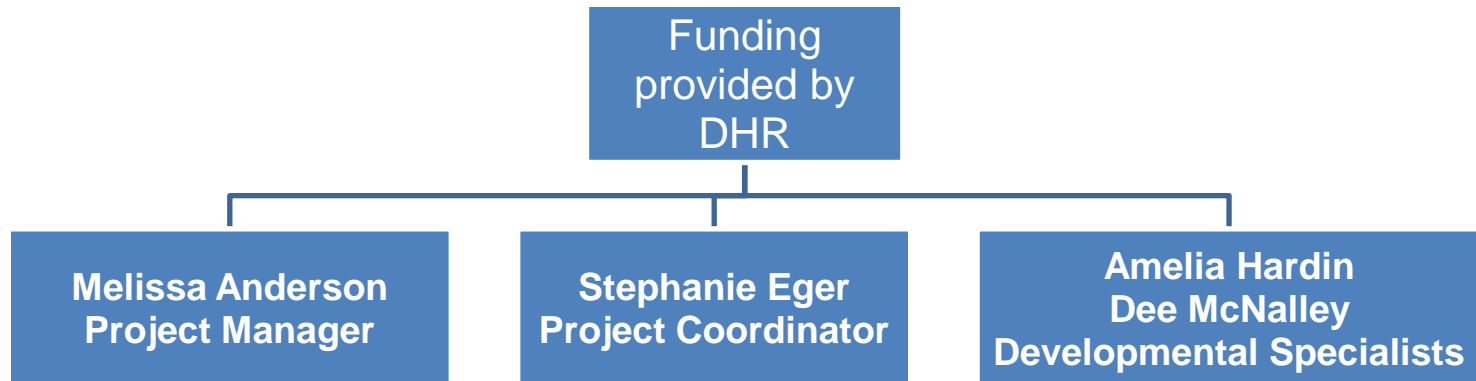


# Childcare Enhancement With A Purpose



UCP of Huntsville and Tennessee Valley

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Huntsville, AL 35810

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# Self-Care Super Stars!

Janet Taylor, OTR

United Cerebral Palsy of Huntsville & TN Valley

# Children are not driving the school bus YOU are!!

- *Survival Skills for Dealing with difficult wee folks*
- Ignore bothersome behavior
  - Do not take it personally
  - Keep ignoring –it may take a while to diminish the behavior
  - Ignoring means NO attention-no eye rolling ladies!!

# Survival Skills

- **Be Assertive**

- Say what you want clearly and strongly
- State expectations in a concise manner with visual supports and consequences
- Be strong but polite, remember YOUR actions will be imitated by all the children

# Survival Skills

Say “I” instead of “you”

## “You-Talk”

*“You aren’t listening”*

*“You did a bad job on this work”*

*“You are being mean!”*

## “I-Talk”

*“I want what I’m saying to be listened to”*

*“I need you to do your best work on this project”*

*“I don’t appreciate how you are talking to your friend”*

# Potty Training Woes



# Lets look at Potty Readiness

- Physical signs
  - Has dry periods of up to 2 hours or during naps-this shows bladder muscle readiness
  - Age range between 18 months and 3 years
  - Can get off and on potty
  - Child can give some type of indicator that he needs to “go”-this may mean pointing to a picture or gestures/signs

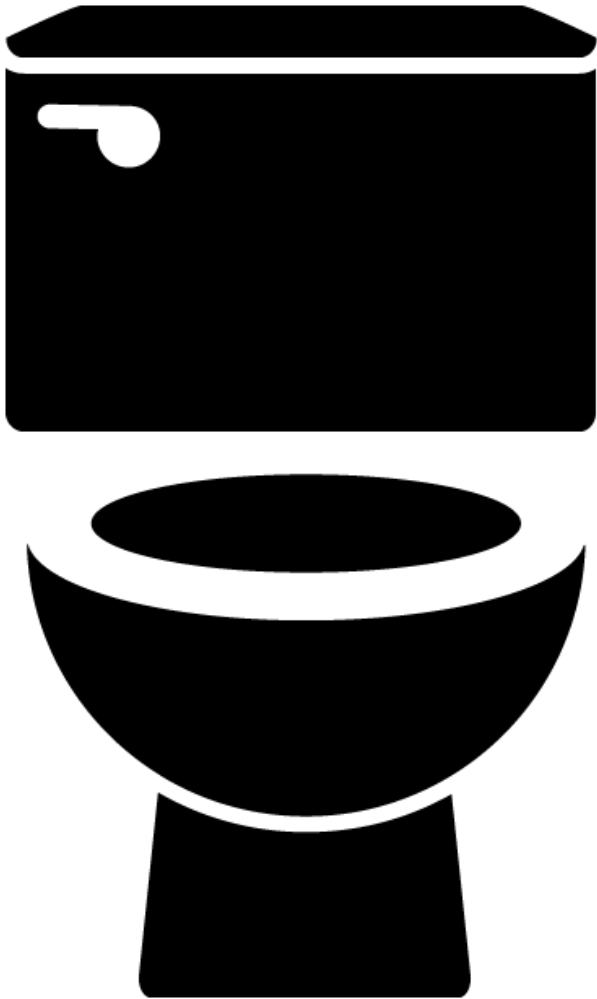
# Potty readiness

- Behavioral signs:
  - Can sit quietly 1-2 minutes
  - Shows interest in being “clean”
  - Shows interest in others using potty
  - Takes pride in accomplishments
  - Recognizes that he is urinating or having a bowel movement
  - Copies family or peers potty behavior



# Potty Readiness

- Cognitive Readiness
  - understands his physical 'GO' signs and is able to let adult know, this maybe through words, signs and or gestures or pointing to a visual support
  - understands the value of putting things where they belong

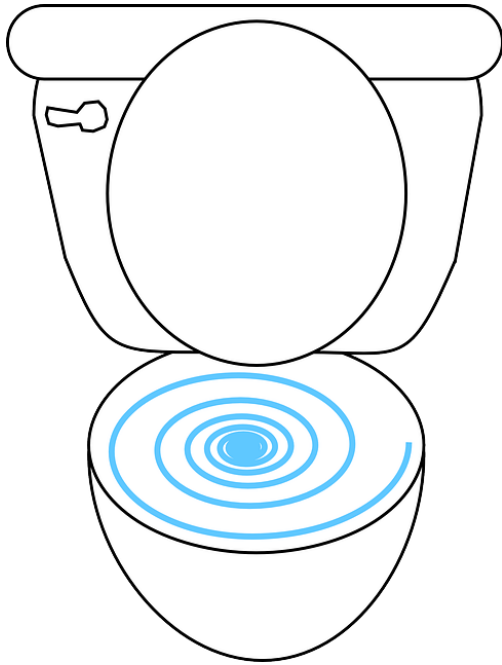


**Lets do this!!**

# Basic steps to Potty training

- Start a chart on readiness
  - How long is child dry between diaper changes?
  - Is she showing signs of willingness?
  - Do you have a communication system in place?
  - Do you have a potty that is comfortable for the child
  - Do you have reward system ready?

# Visual Supports





special notes:

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Watch Go, Diego, Go! weekdays on Nick Jr.  
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# Challenges in Potty Training

## Where do we start?

- Sit for 6-plan on taking the child to the potty 6 times per day. At first the trips may be very short, but always try to extend the time with smart distractions. Reading books, looking at interesting video or tactile toys that hold the attention.
- Don't ask-TELL
  - Tell the child “it is time, for the potty”

# Challenges-continued

- Communicate-use the same language or visual every time. Use simple words or pictures
- Work for 3 weeks without stopping
- Make a Visual Schedule-
  - [www.do2learn.com/picturecards/printcards/selfhelp/toileting.htm](http://www.do2learn.com/picturecards/printcards/selfhelp/toileting.htm)
  - [www.theautismprogram.org/wpcontent/uploads/toileting-tips.pdf](http://www.theautismprogram.org/wpcontent/uploads/toileting-tips.pdf)
- Have the rewards ready-at the potty!!

# Still more questions:

- The program I set up for Johnny is not working. What's the next step?
  - Be sure there are no medical problems
  - Look at the general program -does it makes sense, should the trips to the potty be initiated at a different time in regard to meals/snacktime?
  - Change the reward-daily if necessary



# Questions

- My child is afraid of the potty, what can I do?
  - Place the small, floor sitter potty in the child's play area. Let the child explore it with no pressure or verbal commands. Put the top down and let the child use the top for a play or picnic surface
  - Let the child look at a video or eat a snack fully clothed while sitting on the potty
  - Let the child see a peer sit on the same potty
  - Once the child is comfortable sitting on potty, actually drop the contents of a dirty diaper into the potty bowl so she can see where it belongs
  - Once the child is used to the routine of sitting and putting poo in the potty, let him choose his training pants for the daytime

# Utensil Confidence



# Self Feeding and The Picky Eater

- Typical self feeding in the life of a child:
  - Physical readiness-can the child bring the hands to her mouth? Can the child grasp and release? Does the child have the oral abilities to take food off the hand or utensil?
  - Understanding –does the child want to take charge of the eating process? Does he anticipate the next bite-leaning forward, mouth open? Does the child have strong preferences to certain tastes or textures? Can she play with her food? Smell the food? See the food? Is the child able to sit up comfortably with a table in front of him in order to see and touch the food?
  - Quick summary of age appropriate skills with the typical child:
  - *9 months*-assists in drinking from cup held by adult, chews with rotary chew, touches food, *12 months*-feeds self with fingers, *15 months* -holds and drinks from cup, brings spoon to mouth, and *18 months* -scoops from bowl

# Problems for Self Feeders

- Does the child play with objects? Does she mouth toys?
- Even in utero babies play with their fingers in the their mouth. They are practicing sucking and bringing hands to their face/mouth. This early play gets the child ready for self exploration and eating later on. Oral play is very important for jaw/cheek and tongue movements which then gets the baby ready for eating solids later on. If the child misses this wonderful play early in the growth process, problems may occur with efficient chewing/swallowing, texture progression and self feeding. Self guided oral exploration allows the infant to become a healthy self feeder later down the developmental road.

# Problems for self feeding-continue

- Is the child in a safe, comfortable seat? The child must be: upright, stable, supported and have access to a table top or tray. If the child needs a seat or high chair adapted call on the folks that can help.



# Utensil Use

- Preparation for utensil or 'tool' use occurs in the early months between 6-12 months, when the baby's hands develop and change to adapt to different sizes and shapes of objects. This helps build a foundation for the finger foods and tools that are introduced in the 1<sup>st</sup> and 2<sup>nd</sup> year of life.
- Activities that prepare the child for tool use:
  - Nesting toys
  - Sand box play-filling and dumping
  - Edible play dough with plastic knives and forks
  - Plastic dishes for pretend eating and cooking
  - Opening tops/pull off/screw on
  - Playground play-pulling/pushing/hanging/climbing

# Spoon training with 6 month olds



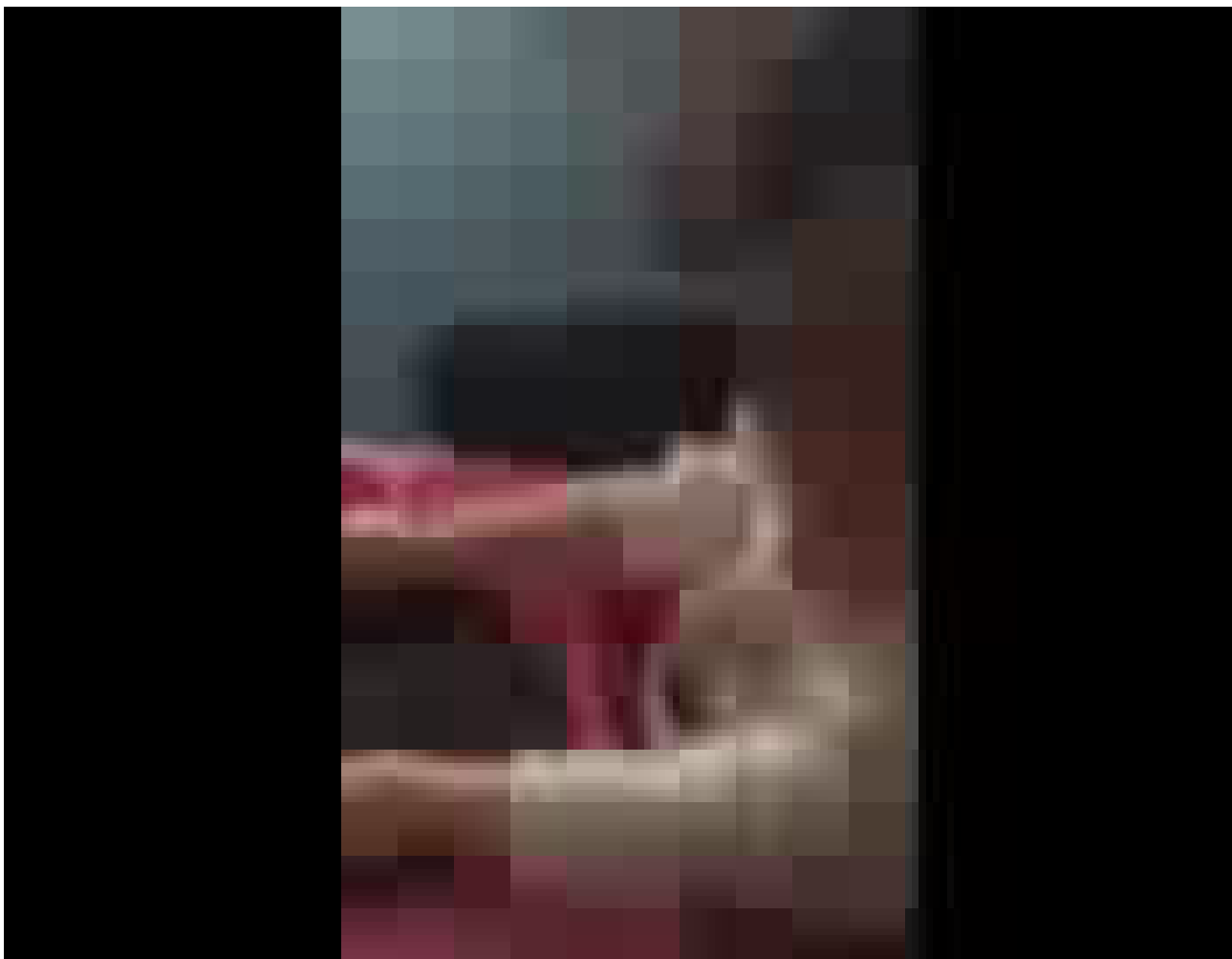




# Assistive Guidance

- Two spoon method: sit next to child ( out of his eye sight), give spoon to child, encourage self spooning only with minimal physical assist, if the child is only approximating the spoon to the mouth use the second spoon to reward the child's efforts. Slowly back away from assistance as the child grows more successful
- Backward Chaining Method: Provide hand over hand assistance as the child needs it-for example if child needs 99% assistance, then provide that. Keep in mind to back off as the child needs less help. For example, the child may only be able to hold the spoon for about 45% of the scoop-mouth sequence, if so the adult does all that work but lets the child hold the spoon as it is guided into her mouth.
- Hand over Hand method-adult places his hand or 2-3 fingers over child's hand and assists in guiding the spoon to the mouth. Be careful of over providing help the child will need to be weaned from this process over time.
- **ALWAYS PLAN ON WEANING THE CHILD FROM ASSISTANCE-WE** don't want her depending on us for very long

# 2 spoon method







# Those that refuse to join in:

- Children with oral/tactile sensitivities have a difficult time joining in at mealtime. They may be picky eaters or simply unable to tolerate the smell or look of foods.
- Games to assist children in becoming more confident at mealtimes: Setting the Table. Color eating, Same Color meal, Plan a Picnic, Sensory Cooking Activity, making play dough, oobleck and sensory boxes



# Assistive straw and cup









# Definite Don'ts in promoting Independent feeding skills

- Never let a child see you 'turn up your nose' at any foods. Model the behavior you want the child to imitate.
- Never tell a child that touching food is nasty or 'don't play with your food'-remember this is how babies start out –by playing with their food
- Let the child hold many different cups early on- don't limit them to 1 style of fluid intake
- Always encourage self exploration of new foods
- Start earlier not later!!!

# Resources

- *The Carolina Curriculum for Infants and Toddlers with Special Needs 2<sup>nd</sup> edition/Nancy M. Johnson-Martin, Kenneth G Jens, Susan Attermeier. C1986*
- *Feeding and Nutrition for the Child with Special Needs/Marsha Klein, Tracy Delaney . C1994*
- [www.do2learn.com/picturecards/print\\_cards/selfhelp\\_toileting.htm](http://www.do2learn.com/picturecards/print_cards/selfhelp_toileting.htm)
- [www.theautismprogram.org/wp-content/uploads/toileting-tips.pdf](http://www.theautismprogram.org/wp-content/uploads/toileting-tips.pdf)
- [www.speechpathology.com/ask-the-experts/age-appropriateness-drinking-from-the-straw](http://www.speechpathology.com/ask-the-experts/age-appropriateness-drinking-from-the-straw)
- [www.babycenter.com/0\\_toddler-milestone-self-care\\_11740.bc](http://www.babycenter.com/0_toddler-milestone-self-care_11740.bc)
- [www.zerotothree.org](http://www.zerotothree.org)