



## Developmental Training Programmes

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### *Self Care & Social Skill*



Child Assessment Services



DH

# **I. Child self-care development**

Self-care refers to the ability and habit of taking care of oneself in daily life. Self-care skills include feeding, dressing, grooming, toilet training, etc. Participating in different self-care activities is very useful in developing children's basic skills. It includes:

- 1. Sensory motor skills**
- 2. Fine motor skills**
- 3. Cognitive concepts**
- 4. Psychological development**

Details are as follows:

## **1. There are two aspects of sensory motor skills:**

### **i. Sensory development:**

Children take different kinds of food with different temperatures, such as cold and hot, different textures as paste or hard solid food. There is also food with different flavors such as sweet, sour, bitter and with a variety of colors which will enhance children's development in sense of touch, taste, smell and visual.

### **ii. Motor development:**

When children are eating, they can be trained to sit properly and learn to use different utensils so that motor planning can also be trained during this process in their daily life. Eating is a good example to illustrate the motor planning. Firstly, children should know how to sit properly. Secondly, put the utensils on

the table. Thirdly, know how to make use of the utensils while eating. Lastly, they need to know how to tidy up the utensils. All these sequences are called motor planning which is one category of motor development.

## **2. Fine motor development**

When children practice different self-care activities, such as buttoning, dressing, and twisting towels, will strengthen children's eye-hand coordination, two-hands coordination, fingertip flexibility and finger grip strength. These self-care activities can strengthen the fine motor skill and are of great help for children in kindergarten. For example, when a teacher requests a child to eat by himself or write a simple word, a good foundation of fine motor skills will greatly help the child's performance.

## **3. Cognitive concepts**

Children need to concentrate on self-care activities, using their eyes and visual spatial skills before they can complete different self-care activities. For example, when putting on a jacket, children should be able to distinguish the front, back, inside and outside of the jacket, which involves children's concept of space and body parts. Another example is when children are selecting their clothes of beloved color or choosing a longer chip to eat, these aspects of cognitive development will gradually be strengthened when they practice in their self-care activities.

#### **4. Psychological development**

When parents ask children to take care of themselves and appreciate with rewards will greatly increase children's self-confidence, responsibility and independence. This helps children greatly in their adaptability in long run.

## **II. Factors affecting the development of self-care ability**

### **1. Personal basic skills**

If the children have weak personal basic skills about the sensory motor, for example, poor in motor planning, weak in fine motor skill, weak cognitive concepts and poor psychological development, etc. All these will affect their self-care ability.

### **2. External environmental factors**

If parents are overprotective to their children, it will reduce their chance of learning self-care skills. Irregular daily routine at home together with the parents' lack of understanding of children's self-care development, will further decrease children's motivation to do their self-care activities.

## **III. Self-care development milestones**

The following is a general reference, which will vary according to the individual ability of the child.

<b>8 – 12 months</b>	<b>Self-care development reference</b>
Feeding	Can get food into the mouth with hand Can use two hands to hold the milk bottle and drinks from it.
Clothing	When changing clothes, can stretch out his hands and feet to cooperate.

<b>1 – 2 years</b>	<b>Self-care development reference</b>
Feeding	Sips with a drinking straw, eat with a spoon, and drink with a cup
Clothing	Can take off shoes and remove the “velcro” Take off pants and underwear
Toileting	Can use simple gesture or wording to show the diaper is wet
Combing	Can use towel to wipe the mouth and wash hands with water

<b>2 – 3 years</b>	<b>Self-care development reference</b>
Feeding	Can drink water from cup without spilling out Can use fork, can feed by himself
Clothing	Can take on and off simple clothes and can pull off jacket zipper
Toileting	Can indicate toilet need and boys can manage to urinate in front of the toilet bowl Can wash hands after toileting

Grooming	Can roughly brush teeth Rinse mouth with clear water and wipe nose with tissue paper
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<b>3 – 4 years</b>	<b>Self-care development reference</b>
Feeding	Can use spoon skillfully Can eat hard solid food Can spilt out the seed of fruit
Clothing	Can put on socks, shoes, long pants, jacket Buttoning and unbuttoning (large buttons)
Toileting	Can flush the toilet bowl Can identify the signage of men and women toilet.
Grooming	Can turn on/off water tape Can wash hands with liquid soap Can roughly comb hair

<b>4 – 5 years</b>	<b>Self-care development reference</b>
Feeding	Can eat with chopsticks Can spread jam on bread Can remove the wrapper of a candy
Clothing	Can put on the right and left shoes correctly Can identify the inside and outside part of a jacket
Toileting	After urination, girls can clear up with tissue paper
Grooming	Can wash face and brush teeth Can squeeze out suitable amount of toothpaste

<b>5 – 6 years</b>	<b>Self-care development reference</b>
Feeding	Can place out and tidy up feeding utensils
Clothing	Can turn a jacket inside out
Toileting	After defecation, can use appropriate quantity of tissue paper to clean up
Grooming	Can nearly manage to complete the whole procedure of bathing. It includes getting a suitable amount of bath lotion and shampoo. Can use towel to dry up the body After washing hair, can use towel to dry the hair

#### **IV. Social skill development**

If parents want to facilitate children’s social development, they can make use of children’s nature “observation first and then imitation”. For example, if parents meet friends and greet each other, parents can hold child’s hand and demonstrate how to greet friends. If child could speak single words, parents can simply say “auntie” and let child to imitate, and also to wave ‘bye-bye’ upon leaving. Over time, children will feel that greeting is a natural and simple social behavior. In addition, library and park are good places for children to interact with others. These environments give children the opportunity to learn and imitate the proper social etiquette, such as taking turns, sharing and understanding. The practice of these social skills will greatly benefit the development of children’s interpersonal relationships.

## **V. Continuous learning in daily life**

The basic concepts of continuous learning in daily life refer to some concepts in life, such as the concept of color, shape, size, boundary, up and down, left and right directions, horizontal and oblique, etc. When children mastered these concepts, they can learn some abstract concepts, such as word recognition and arithmetic. To strengthen the basic concept of children, parents can always use every chance to teach children in daily life.

Here are some examples for reference:

- When helping a child in buttoning, teach him the color, shape and size of the button
- When taking chocolate beans, take the opportunity to ask the children what color chocolate beans they want
- When eating chips, you can teach him the concept of long and short
- In addition to teaching the size of the shoes, you can also tell the difference between light and heavy
- Give checkered books with borders for children to stamp on them and master the concept of borders gradually
- Use pencils to build horizontal, straight, and diagonal directions and let children understand the concept of direction



# Reference for the Child Development between three and six years' old

Excerpt "Preschool Children's Development and Behavior Management  
---Kindergarten Reference Manual"

	3 to 4 years	4 to 5 years	5 to 6 years
Gross motor	<ul style="list-style-type: none"> <li>*One foot per step and walk up the stairs</li> <li>*Able to kick the big ball</li> <li>* Know how to ride a tricycle</li> </ul>	<ul style="list-style-type: none"> <li>*Jump forward and backward continuously</li> <li>*Throw the small ball</li> </ul>	<ul style="list-style-type: none"> <li>*Go up and down stairs one foot per step at a time</li> <li>*Play simple ball games</li> </ul>
Fine motor	<ul style="list-style-type: none"> <li>*Can tighten the bottle cap</li> <li>*Can stack up more than 10 cubes</li> <li>*Try coloring</li> </ul>	<ul style="list-style-type: none"> <li>*Draw straight lines</li> <li>*Paper cutting</li> </ul>	<ul style="list-style-type: none"> <li>*Draw graphics</li> <li>*Copy numbers and simple Chinese and English characters</li> </ul>
Cognitive	<ul style="list-style-type: none"> <li>*Know one's name, gender and age</li> <li>*Can distinguish big/small/long and short</li> </ul>	<ul style="list-style-type: none"> <li>*Began to recognize object categories</li> <li>*Start to understand relative</li> </ul>	<ul style="list-style-type: none"> <li>*Can write 1-20</li> <li>*Start to operate simple addition and subtraction</li> <li>*Start to learn about calendar</li> </ul>

	<p>*Can complete six puzzles</p> <p>*Ability to sort objects by pattern</p> <p>*Name three to four colors</p>	<p>concepts, such as back and forth, fast and slow, up and down</p> <p>*Begin to understand the concept of time (morning, afternoon and night)</p> <p>*Rote count 1-20, count up to 10 objects</p>	<p>and say the year, month and day</p> <p>*Can read the clock</p> <p>*Recognize ten common words</p>
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	3 to 4 years	4 to 5 years	5 to 6 years
Language	<p>*Can use words such as 'here / there'; 'you and I'</p> <p>*Begin to ask 'What/Where/Who' questions</p>	<p>* More detailed description of daily life</p> <p>*Appropriate use of conjunctions, such as 'so', 'because', etc.</p> <p>*Ask simple questions such</p>	<p>*Can describe pictures</p> <p>*Know how to Use more conjunctions, such as 'but' and 'despite'</p> <p>*Use words to express</p>

		as 'Why/When' *speech mostly intelligible	emotions appropriately
Self-care	<ul style="list-style-type: none"> <li>*Able to go to toilet during the day</li> <li>*Can eat with spoon</li> <li>*Can undo the button</li> <li>*Learn to wash hands with liquid soap and dry them afterwards</li> <li>* Know to avoid dangers such as fire and boiling water</li> </ul>	<ul style="list-style-type: none"> <li>*Eat independently</li> <li>*Can dress and undress independently</li> <li>*Help with simple housework</li> </ul>	*Start eating with chopsticks
Social skill	<ul style="list-style-type: none"> <li>* Know how to take turns</li> <li>*Show care to younger children</li> <li>* Willing to share toys</li> <li>*Under the prompt, they can say</li> </ul>	<ul style="list-style-type: none"> <li>* Know how to follow the rules of the game</li> <li>*Start to have the concept of right and wrong, knowing that</li> </ul>	<ul style="list-style-type: none"> <li>*Start choosing playmates</li> <li>*Able to play cooperative games with companions</li> </ul>

	<p>‘Thank you’</p> <p>*Able to accept persuasion and follow instructions</p>	<p>they are being appreciated because they did the right thing</p>	
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