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ABSTRACT

This monograph presents the self-help skills module of the social development curriculum portion of the Early Childhood-Special Education Teacher Preparation Program. Included are: (1) an ontogeny of self-help skills (feeding, dressing, toileting, and grooming) in young children; (2) a brief discussion of the relevance of self-help skills to the development of young children; (3) an outline of conditions in the environment which facilitate the development of self-help skills; (4) a total of 15 specific Montessori practical life exercises; and (5) a brief outline of four desired learner outcomes (with instructional procedures) for both normal and handicapped children. (ED)

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**Social Development:  
Self Help Skills**

**Lynne Mann  
Monograph XIII**

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## TABLE OF CONTENTS

Preface.....	1
Introduction.....	3
Self Help Skills Ontogeny.....	5
Self Help Skills Outcomes.....	6
Relevancy of Self Help Skills.....	7
Measuring Self Help Skills.....	8
Learner Characteristics.....	9
Conditions in the Environment to Facilitate Self Help Skills.....	11
Competencies Teachers Need.....	23
Module Schedule.....	23
References.....	24

## PREFACE

It is with great appreciation that the following colleagues are recognized: Marlis Mann for her guidance and organization, Carol Anfin for her Montessori handbook, Elaine Barker and Kay Albertson for their lesson plans, and Kathryn Castle for her help in refinement of the module.

## INTRODUCTION

Although relatively few in number, those skills which enable a child to care for himself are essential for his total social development. These abilities are commonly known as self help skills.

At birth the child is dependent upon those adults within his environment for his total care. These adults are responsible for feeding, cleaning and dressing the child. As the child develops he gradually assumes the responsibility for his own care.

The ontogeny that follows displays the order in which the self help skills usually occur. Allen (1974) believes that social skills develop as a result of a reciprocal sequences of behavior between the child and the significant adults in his environment. Montessori (1967) also believes in the importance of the child's environment in facilitating self help skills. She devotes a total group of activities to self care in her practical life exercises. These include exercises in coordination, care of person and environment, exercises in fastening, folding and opening. The purposes of the practical life exercises are:

1. To give the child opportunity to move freely and work with a purpose - thus developing his inner self.
2. To provide exercises in muscular control and eye hand coordination.
3. To develop a sense of orderliness and confidence in ability to follow through in sequential steps involved in the tasks presented.
4. As an aid in the development of memory (exemplified in remembering which step comes next.)
5. To develop communication skills.

Those skills which are considered to be self help skills include skills in feeding self, dressing self, toileting self and cleaning self (grooming).

## SELF HELP SKILLS ONTOGENY

### Eating

6-7 months	Chews solid foods well. Begins to drink from cup - prefers bottle, anticipates spoon feeding, sucks from spoon.
9-10 months	Holds own bottle. Pretends to drink from cup. Finger feeds spoiled bits of food.
12 months	Finger feeds from tray. Drinks small amount from cup. Holds spoon and brushes across tray.
18 months	Uses teaspoon ( can hold awkwardly at 15 months). Feeds self in part - spills.
24 months	Feeds self. Inhibits overturning spoon. Holds cup or glass in one hand. Drinks from glass.
36 months	Put proper amount of food in mouth. Chews properly. Uses soup spoon. Uses fork. Eats sandwich properly. Eats with minimum spills.
42 months	Uses napkin. Can combine talking and eating.
48 months	May help plan and prepare meals.

### Clothing

18 months	Unzip large zipper. Take off leggings, slacks, mittens, boots, hat or cap. Puts on shoes.
24 months	Takes off pants.
36 months	Unbuttons accessible buttons. Undresses except for back fastenings. Puts on pants, socks, shoes. Cannot distinguish front from back.
42 months	Fastens buttons front and side. Fastens snaps. Fastens zipper. Laces shoes. Fastens belt. Buckles shoe. Fastens hat or cap. Takes off and puts on coat. Dresses with some assistance - clothes need to be laid out (complete dressing with exception of tying bows and buttoning back buttons).
48 months	Distinguishes front from back. Can hang up clothes. Puts on outer clothing.
60 months	Dresses self completely. Takes off outer clothing.
72 months	Laces and ties shoe laces.
84 months	Knows own clothing.
106 months	Can choose own clothes. Takes care of clothing. Can tie and keep shoe laces tied without being reminded.

### Personal Cleanliness

18-24 months	Understands the meaning of clean and dirty. Toilet habits regulated in daytime. Recognizes need to go to bathroom and can verbalize need.
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30-36 months	Recognizes need for washing. Goes to the bathroom alone. Uses toilet paper. Flushes toilet.
42 months	Washes hands. Dries hands. Washes face. Knows how to blow nose. Properly adjust clothes before and after using toilet.
48 months	Cleans teeth. Knows how to wipe nose. Needs minimum directions when bathing.
72 months	Combs hair (boys - if short), (girls later if long hair).
96 months	Cares for fingernails.

## Communication

### Oral

24 months	Can make needs known. Obeys simple commands.
36 months	Recites name.
60 months	Recites address. Recites parent's name. Recites telephone number.

### Written

48 months	Recognizes name.
60 months	Recognizes street address.
72 months	Recognizes town name. Writes simple messages. Writes name. Writes address.
84 months	Recognizes emergency protective vocabulary.

## SELF HELP SKILLS OUTCOMES

2 year old	Feeds self with spoon. Drinks from glass. Makes bathroom needs known. Takes off pants. Uses toilet paper. Flushes toilet. Recognizes needs for washing hands.
3 year old	Feeds self with spoon and fork. Eats sandwich. Eats and drinks with minimum spilling. Bathrooms self. Buttons, unbuttons accessible buttons. Zips. Puts on socks. Puts on shoes. Takes off and puts on coat, pants. Hang up clothing (on hook). Washes hands with soap. Uses napkin. Laces shoes. Fastens belt. Buckles shoe. Dresses with some assistance. Washes face. Able to blow nose.
4 year old	Distinguishes front from back. Can hang up clothing. Cleans teeth. Knows how to wipe nose. Needs minimum direction in bathing.
5 year old	Cuts food with fork. Helps set table. Can pour liquid into glass. Dresses self completely. Bathes self.
6 year old.	Eats using all utensils. Serves self at meals. Laces and ties own shoes. Combs hair (if short).
7 year old	Knows own clothing



## Relevancy of Self Help Skills

Montessori (1967, p. 56) believes that "the first educational influence upon a child should have as its object the guidance of the child along the way of independence." A child must be allowed to develop those skills which will enable him to become more dependent upon himself and less dependent upon others.

In all areas of development, language, motor, cognitive as well as social, the child is totally dependent upon his environment for growth. A stultifying environment such as in a large institution negatively affects development. In order for language to develop the child must be exposed to and be expected to use language. With language a person is able to communicate with others. Without it he is isolated from our linguistic society.

Language development is closely related to cognitive development. Cognitive development is also dependent upon environmental stimulation and the interaction of the individual and his environment. A child or adult with limited cognitive abilities also is relegated to a subculture and often isolated from mainstream society. Motor development, too, could be retarded or limited and this would affect (depending on degree of impairment or loss) the role of an individual in society.

Social development is no less vital to the full functioning adult in any culture than language skills, cognitive ability or motor ability. A child in school must be able to do certain things for himself. He usually must be able to take off and put on his outer clothing, toilet himself and feed himself. Without these skills the child does not function acceptably and could conceivably be excluded from the school.

Naturally, the child's self concept would be affected by either his deficiency or self care skills or his ability to care for himself. This might affect his self esteem positively or negatively. If a child can care for himself and he knows his abilities this would be an aid in the development of positive self esteem.

Maria Montessori (1962, p. 57) in her practical life exercises includes activities which would enable the child to develop his independence. "If teaching is to be effective with young children it must assist them to advance on the way to independence. It must initiate them into those kinds of activities which they can perform themselves . . ."

In a Montessori environment "there are objects which permit the child who uses them to attain a determined goal. There are for example, simple frames which enable a child to learn how to button, lace, hook or tie things together. There are also wash basins where a child can wash his hands, brooms with which he can sweep the floor, dusters so that he can clean furniture, brushes for shining his shoes or cleaning his clothes.

All these objects invite a child to do something, to carry out a real task with a practical goal to be obtained . . . all are tasks which not only require increasing skills, but also a gradual development of character because of the patience necessary for their execution and the sense of responsibility for their successful accomplishment" (Montessori, 1967, p. 62).

Considering the above, it is essential to the child that he develop independence in care of self. The next section deals with the conditions within the environment to facilitate self help skills.

Measurement of Self Help Skills

Denver Developmental Screening Test, Frankenburg, W. K.,  
and Dobbs, J. B. Denver, Colorado: University of Colorado Medical  
Center, 1967.

Vineland Scales of Social Maturity  
Bayley

erebral  
type

Learner Characteristics: Self Help Skills

Learner Characteristics

Area of Div. Affected

Env. Modification

May have difficulty feeding self, toileting self.

Eating with spoon & fork - Feeding self.  
Buttoning, zipping, snapping, dressing self.  
Adaptive eating utensils.

May, have difficulty dressing self.

The child's self-management skills  
Does the child characteristically, weak after week:

- Assume insufficient responsibility for self-help in putting on and taking off clothing, feeding and toileting himself, caring for his own possessions, putting away toys and materials, settling down at rest time?
- Fail to engage in purposeful activities when left to his own devices? Complain "I don't know what to do"?
- Refuse to enter into new situations, explore novel materials, experiment with different ways of using familiar materials? Appear overly frightened by dogs, loud noises and voices, sirens, storms, and other unexpected stimuli?
- Exhibit few coping and problem-solving behaviors? Have a tantrum or give up too easily when confronted with frustrating situations?
- Cling to the comfort blanket, pacifier, baby bottle, or engage in baby talk, babbling, crawling, smiling, and smearing?
- Walk on tiptoe much of the time, talk in a high shrill voice, drool, have frequent episodes of incontinence even though thoroughly toilet trained, exhibit tics or other signs of strain and anxiety. (Allen, Beike, Dmetries, Hayden).

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The practical life exercises help the child care for himself and his environment. The following is an outline of Montessori's practical life exercises:

A. Exercises in coordination

1. Pouring
  - a. grains
  - b. water
2. Carrying
  - a. materials
3. Cutting
  - a. peeling carrots
  - b. cutting paper
  - c. cutting and arranging flowers
4. Sorting
  - a. beans
  - b. nuts

B. Care of person and environment

1. Washing
  - a. hands
  - b. table
2. Cleaning
  - a. sweeping
  - b. brushing crumbs
  - c. dusting
3. Polishing and dusting
  - a. furniture
  - b. shoes
  - c. silver
4. Other
  - a. care of plants
  - b. care of pets

C. Exercises in fastening, folding, opening.

1. Dressing and undressing
  - a. buttons
  - b. snaps
  - c. hooks and eyes
  - d. buckles
  - e. lacing
  - f. tying bows
  - g. zippers
2. Locking and unlocking
3. Folding, wrapping and packing.

Specific Montessori practical life exercises follow.

## POURING RICE

Age 2-1/2-5

### MATERIALS:

Oilcloth for table top, small tray bearing a small glass and a small pitcher (or a 1 cup plastic measuring cup) which is half filled with rice.

### DEMONSTRATION:

1. Point to the various objects and name them for the child
2. Grasp the pitcher handle with the first two fingers and thumb.
3. Grasp the glass with the other hand.
4. Place the lip of the pitcher opposite the rim of the glass and exactly over its center.
5. Pour from the pitcher to the glass.
6. Repeat until the exercise is perfectly mastered.

### PURPOSE:

To develop the muscles involved in pouring  
To teach the child to pour from pitcher to cup in a neat fashion  
To teach self-reliance.

### CONTROL OF ERROR:

Errors cause spills.

### NOTE:

When the pouring of rice is perfected, you may advance to water and then to juice and milk and etc. You will also find that much time and energy can be saved if you teach the child to use a sponge and clean up anything he spills.

## CARRYING A CHAIR

Age 2-1/2-5

### MATERIALS:

Child's chair

### DEMONSTRATION:

1. Grasp the back of the chair with one hand and the front of the seat with the other hand, stooping as you do this.
2. Movements should be deliberate and as noiseless as possible.
3. Straighten, and standing erect carry the chair to a specified place, avoiding other persons and objects.
4. Chair seat should be kept level at all times.
5. Lower chair carefully into position so that no noise is heard.

### PURPOSE:

To teach coordination, independence and concentration  
To develop precision and care of handling objects, and to do this quietly.

### CONTROL OF ERROR:

While carrying the chair the child can hear any noise or feel any bumps.

WASHING DISHES  
Age 2-1/2-5

MATERIALS:

Sink, sponge, dishes, dish drainer, apron, soap, towel.

DEMONSTRATION:

1. Invite child to watch you.
2. Put on apron.
3. Partially fill one sink with water for washing and the other with rinse water. (If you have a single sink, place the rinse water in a plastic sink.)
4. Put soap into the wash water.
5. Place a dish in the water.
6. Wash it with sponge and place it in rinse water.
7. Rinse and place in drainer.
8. Proceed in this manner until all dishes are washed, rinsed and set in drainer.
9. Drain water from sinks and clean them.
10. Wring out sponge and return sponge and soap to their places.
11. Dry dishes with towel, showing child how to hold the towel and dish properly.
12. As each dish is dried, place it on drainboard.
13. When all dishes are drained, put them away in their proper places.
14. Remove apron and put apron and towel away.

PURPOSE:

To teach muscle coordination and to give the child a sense of enjoyment and achievement in doing household chores.

CONTROL OF ERROR:

Spilled water, broken dishes or soiled dishes.

WASHING A TABLE  
Age 3-4

MATERIALS:

Child's table, pitcher of water, two small pails or bowls (one for rinsing, one for washing), sponge, drying cloth.

DEMONSTRATION:

1. Cover the floor underneath the table with a large cloth or paper.
2. Pour water from the pitcher into each pail, adding soap to one.
3. Dip sponge in soap water, wring partially dry.
4. With soapy sponge, scrub table top, working from outer edges to the center.
5. Remove any lingering spots.
6. Rinse sponge well.
7. Dip sponge into rinse water, squeeze until partially dry, then wipe table top until soap is removed.
8. With drying cloth, carefully wipe the table until thoroughly dry.
9. Empty water from basins and return all materials to their proper places.

PURPOSE:

To teach care of environment, sequence of action and control of movement.

CONTROL OF ERROR:

Table should be clean with no traces of soap or dirt.

## SWEEPING THE FLOOR

Age 3-5

### MATERIALS:

Broom, dustpan, waste basket.

### DEMONSTRATION:

1. Call attention to debris on floor and speak of desirability of neatness.
2. Hold broom correctly and easily, sweeping from far sides to center and moving furniture when necessary.
3. Brush gathered debris into small pile in center of floor.
4. Holding dustpan in left hand, and broom in right, lean over and brush debris into dustpan.
5. Empty contents of dustpan into wastebasket.
6. Put furniture and sweeping implements back into their proper places.

### PURPOSE:

To teach cleanliness and care of environment.

### CONTROL OF ERROR:

If not properly done, the floor will not be clean.

## DUSTING

Age 2-1/2-4

### MATERIALS:

A duster, a wastebasket, a dusty table.

### DEMONSTRATION:

1. Notice dust on the table.
2. Brush away from the body with the duster, working from the far side.
3. Dust the table legs and sides, as well as the top.
4. Pick up anything that interferes with the dusting, and dust under these things, not around them.
5. Put everything back in order.
6. Shake duster into basket.

### PURPOSE:

To learn that dust, which gathers daily, must be eliminated.  
To learn neatness and responsibility of keeping things neat and clean.

### CONTROL OF ERROR:

If not properly done some dust will remain.

## SHINING SHOES

Age 3-5

### MATERIALS:

Newspaper, pair of shoes, shoe polish, brush and cloth.

### DEMONSTRATION:

1. Place newspaper on floor.
2. Remove dirt from shoes with brush.
3. Hold shoe in place with left hand and with right hand cover shoe with polish, which has been placed on cloth.
4. Repeat process on second shoe.

5. Let shoes dry while you replace lid on polish.
6. Shine shoes with cloth.
7. When job is completed, return things to their proper places.

PURPOSE:

To teach the care of personal possessions and to teach the completion of a work cycle.  
To develop coordination and dexterity.

CONTROL OF ERROR:

Any errors or sloppiness will be readily seen.

POLISHING SILVER  
Age 3-5

MATERIALS:

Apron, silver polish, silverware, oiling cloth, polishing cloth.

DEMONSTRATION:

1. Apply polish to cloth.
2. Apply polish to tarnished silverware, rubbing until cloth is free of polish.
3. Replace cap on polish.
4. Return polish and cloth to their proper places.
5. Rinse silverware, dry thoroughly.
6. Return silverware to its proper place.

PURPOSE:

To show the satisfaction of seeing perfection emerge from imperfection through one's own efforts.  
To teach the care of the child's own environment and possessions.

CONTROL OF ERROR:

Cleanliness of silverware.

SETTING A TABLE  
Age 2-1/2-5

MATERIALS:

Table, silverware, place mats, napkins.

DEMONSTRATION:

1. Place mats on table.
2. Arrange silverware, explaining where each piece goes.
3. The first few times, work with just the knife and fork.
4. Then add the spoon and napkin.
5. Add other things as child becomes adept at the basic setting (salt and pepper, plates, cups, flowers, etc.)

PURPOSE:

To develop control of movement and coordination  
To teach appreciation of manners and social amenities.

CONTROL OF ERROR:

A properly set table will look attractive and correct.

NOTE: At first use the child's table and his play implements; then allow him to set the family table.



BUSY BOARD OR DRESSING FRAMES  
Age 2-1/2-5

MATERIALS: The busy board or the individual dressing frames.

DEMONSTRATION:

1. Present the frame to the child in its complete state.
2. Take the two sides apart, slowly and deliberately, and then reassemble it in the same way.
3. Let the child count the buttons, feel the fabric, etc. Tell him the names of the things involved and what they are used for.

PURPOSE:

To teach self-reliance, self-control and coordination of movements.

CONTROL OF ERROR:

The child is able to see if it has been improperly done.

General Directions:

zipper, buttons, snaps,  
hooks, shoelace, buckle,  
safety pin, twill tape

frames 10" square

Upholstery tacks

"BUSY BOARD" 12"x18"

LACING A SHOE  
Age 3-1/2-5

MATERIAL:

Wooden lacing boot or busy board.

DEMONSTRATION:

1. Place shoe on table in front of child.
2. Slowly unlace shoe.
3. Replace shoe, using exaggerated motions so that the child can see how the laces cross each other and go through consecutive holes.
4. Simply lace the shoe at this point--don't bother about tying the bow.

PURPOSE:

To teach the child independence in dressing himself.  
To develop hand-eye coordination and muscular control.

CONTROL OF ERROR:

If improperly laced, the shoe will appear sloppy.

TYING A BOW

Age 4-5

MATERIAL:

Lacing boot or busy board.

DEMONSTRATION:

1. Place the laces on the table in front of the child. (If you use two contrasting colors of twill tape it will be easier for the child to see and understand what is being done).
2. The first day, simply let the child tie the first half knot.
3. The second day, show him how to make a loop with one piece, then bring the second piece around the loop and through it.
4. The third step is to demonstrate how to grasp one loop in the right hand and one in the left, then pull until your bow is made and secured.
5. Proceed slowly with bow tying, making sure that the child is fully understanding the various steps.

PURPOSE:

To develop muscle control.

To learn completion of a cycle.

To teach independence in dressing oneself.

CONTROL OF ERROR:

An improperly tied bow will appear sloppy.

OPENING AND CLOSING DRAWERS

Age 2-1/2-4

MATERIALS:

The child's own chest of drawers.

DEMONSTRATION:

1. Place the first two fingers and thumb on each knob or handle.
2. Open and close one drawer noiselessly and carefully.
3. Proceed in this manner with the remaining drawers, then have the child do it.

PURPOSE:

To teach the child an appreciation of quiet and order.

To give the child a sense of achievement when he opens and closes the drawer quietly.

CONTROL OF ERROR:

Drawers should make no noise.

FOLDING A NAPKIN

Age 2-1/2-5

MATERIALS:

Square napkin or piece of cloth (This can be marked or stitched to show the child where to make the folds).

DEMONSTRATION:

1. Lay napkin flat on table.

2. Bring sides together.
3. To make oblong, fold once again. To make triangle, place diagonal corners together.
4. Flatten crease with hand.
5. As you make the folds, mention to the child the names of the shapes you are forming: "This is a triangle," etc.

PURPOSE:

To develop muscular control of fingers, which is training in precision.  
To teach the child to help in his own environment.

CONTROL OF ERROR:

An improperly folded napkin will appear sloppy.

## Carrying A Chair

Age 2½-5

### Materials:

Child's chair

### Demonstration:

1. Grasp the back of the chair with one hand and the front of the seat with the other hand, stooping as you do this.
2. Movements should be deliberate and as noiseless as possible.
3. Straighten, and standing erect carry the chair to a specified place, avoiding other persons and objects.
4. Chair seat should be kept level at all times.
5. Lower chair carefully into position so that no noise is heard.

### Purpose:

To teach coordination, independence and concentration.  
To develop precision and care of handling objects, and to do this quietly.

### Control of Error:

While carrying the chair the child can hear any noise or feel any bumps.

## Washing A Table

Age 3-4

### Materials:

Child's table, pitcher of water, two small pails or bowls (one for rinsing, one for washing), sponge, drying cloth

### Demonstration:

1. Cover the floor underneath the table with a large cloth or paper.
2. Pour water from the pitcher into each pail, adding soap to one.
3. Dip sponge in soap water, wring partially dry.
4. With soapy sponge, scrub table top, working from outer edges to center.
5. Remove any lingering spots.
6. Rinse sponge well.
7. Dip sponge into rinse water, squeeze until partially dry, then wipe table top until soap is removed.
8. With drying cloth, carefully wipe the table until thoroughly dry.
9. Empty water from basins and return all materials to their proper places.

### Purpose:

To teach care of environment, sequence of action and control of movement.

### Control of Error:

Table should be clean with no traces of soap or dirt.

## Dusting

Age 2½-4

### Materials:

A duster, a wastebasket, a dusty table

Demonstration:

1. Notice dust on the table.
2. Brush away from the body with the duster, working from the far side.
3. Dust the table legs and sides, as well as the top.
4. Pick up anything that interferes with the dusting, and dust under these things, not around them.
5. Put everything back in order.
6. Shake duster into basket.

Purpose:

To learn that dust, which gathers daily, must be eliminated.  
To learn neatness and responsibility of keeping things neat and clean.

Control of Error:

If not properly done some dust will remain.

Shining Shoes

Age 3-5

Materials:

Newspaper, pair of shoes, shoe polish, brush and cloth

Demonstration:

1. Place newspaper on floor.
2. Remove dirt from shoes with brush.
3. Hold shoe in place with left hand and with right hand cover shoe with polish, which has been placed on cloth.
4. Repeat process on second shoe.
5. Let shoes dry while you replace lid on polish.
6. Shine shoes with cloth.
7. When job is completed, return things to their proper places.

Purpose:

To teach the care of personal possessions and to teach the completion of a work cycle.  
To develop coordination and dexterity.

Control of Error:

Any errors or sloppiness will be readily seen.

Setting A Table

Age 2½-5

Materials:

Table, silverware, place mats, napkins

Demonstration:

1. Place mats on table.
2. Arrange silverware, explaining where each piece goes.
3. The first few times, work with just the knife and fork.
4. Then add the spoon and napkin.
5. Add other things as child becomes adept at the basic setting, (Salt and pepper, plates, cups, flowers, etc.).

Purpose:

To develop control of movement and coordination.  
To teach appreciation of manners and social amenities.

Control of Error:

A properly set table will look attractive and correct.

Note:

At first use the child's table and his play implements; then allow him to set the family table.

Catalogues which include Montessori materials may be obtained by writing to any of the following:

Lakeshore Equipment Company  
1144 Montague Ave.  
San Isandro, California 94577

or 5369 West Pico Blvd.  
Los Angeles, California 90019

Creative Playthings  
Princeton, New Jersey 08540

Developmental Learning Materials  
3505 N. Ashland Ave.  
Chicago, Illinois 60657

A. Nienhuis N.V. (Montessori equipment)  
14 Industripark  
Zelhem (Gld.), Holland

St. Nicholas Graining Center (Montessori equipment)  
23 Princess Gate  
London S.S. 7, England

Products of the Behavioral Sciences, Inc.  
1140 Dell Ave.  
Campball, California 95008

The following is a partial list of Montessori materials:  
Lacing cards, Lacing boat, Dressing frames, Lock box, Lock board.  
A guide to making Montessori materials at home in Teaching  
Montessori in the Home, Elisabeth G. Hainstock.

1. Learner Outcome: Self Help Skills - Clothing

2. Conditions:

- a. Learner Characteristics - Normal or handicapped 4,5 year olds.
- b. Situational Variables - In a quiet area of room teacher and one child are working together.
- c. Instructional Strategy - Directive. Zipping a zipper.
- d. Content -
  1. Teacher shows child how to hold the zipper: Take one side of the zipper in each hand.
  2. As child does this teacher praises him when he does it right; if correction is needed it is always immediate.
  3. Teacher shows child how to place zipper tag into zipper stud.
  4. Child follows instruction and teacher praises or corrects.
  5. Teacher shows child how to pull the tag up to zip the zipper.
  6. Child follows directions and teacher praises or corrects.
  7. End behavior is child's ability to zip the zipper.

1. Learner Outcome: Self Help Skills - Clothing

2. Conditions:

- a. Learner Characteristics - Normal or handicapped 3,4, and 5 year olds.
- b. Situational Variables - Large table in one accessible area of the room.
- c. Instructional Strategy - Concept center - buttoning.
- d. Content - Montessori Cloth Buttoning Frames

Doll Clothes

Books with buttons

Toys with buttons (stuffed blocks with buttons)

Buttons of all sizes

Children interact and manipulate the buttoning items.

1. Learner Outcome: Self Help Skills - Clothing

2. Conditions:

- a. Learner Characteristics - Handicapped and normal 3,4, and 5 year olds.
- b. Situational Variables - Zipping items in classroom placed together
- c. Instructional Strategy - Developmental. Zipper center.
- d. Content -
  1. Teacher will demonstrate the use of the zipper.
  2. Child will be allowed to manipulate the zippers at the zipper center.
  3. Zipping items may include zipping frames (large and small) zipping dolls, coats with zippers, boots with zippers, clothing items in dress up center.

1. Learner Outcome: Self Help Skills - Buttoning

2. Conditions:

- a. Learner Characteristics - Handicapped 3,4, or 5 year olds.
- b. Situational Variables - Child with coat on getting ready to go home.

- c. Instructional Strategy - Directive. Buttoning a coat.
- d. Content - Day I. 1. Put coat on child with 3 buttons buttoned, the 4th one partially through the button hole.
2. Child will push 4th button all the way through the button hole.
3. Teacher praises child.
- Day II 4. Teacher would then button 3 buttons and child would button one.
5. Teacher praises child.
- Day III 6. Teacher buttons two buttons, child buttons two;
7. Teacher praises child.
- Day IV 8. Teacher buttons one button, child buttons three.
9. Teacher praises.
- Day V 10. Child buttons all four buttons.
11. Teacher praises him.

### COMPETENCIES

The following skill and cognitive competencies are needed to facilitate the development of self help skills:

#### Cognitive Competencies:

1. To list self help skills at each level of early childhood (2-7 year olds).
2. To recognize those materials which will facilitate the development of self help skills.
3. To discuss the rationale behind the self help skills.

#### Skill Competencies:

1. To create materials (2) which will facilitate the development of self help skills.
2. To write and implement two lessons plan which will aid in the development of self help skills.
3. To administer the Vineland Social Maturity scales.

### MODULE SCHEDULE

- |       |   |
|-------|---|
|       | <u>Teacher</u>  |
| Day 1 | Assign readings.<br>Discuss introduction  |
| 1½hr. | Go over Ontogeny and Outcomes.<br>Distribute Module   |
| Day 2 | Discuss relevancy of Self Help Skills<br>Discuss measurement of Self Help Skills                            |
| 1½hr. | (Demonstrate Denver Developmental)<br>Discuss Deviancy of Outcomes  |
| Day 3 | Discuss conditions in environment to facilitate   |
| 1½hr. | Self Help Skills  |
|       | <u>Student</u>  |
| Day 2 | Read 5 readings from list and module  |
| Day 3 | Be prepared to implement 2 developmental lesson plans<br>Demonstrate administration of Denver Developmental |



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- Allen, K.E., Reike, J., Dmitriev, V., Hayden, A.H. Early Warning: Observations as a tool for recognizing potential handicaps in young children. Educational Horizons, Vol. 50, No.2, Winter: 1971-1972.

### Additional Readings:

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