

## Adaptive and Self-care skills

### Child Outcome Area 3: Children Take Action to Meet Needs



### Classroom Instruction and Observations

Uses materials needed for self-care appropriately and efficiently (for example, tissues, soap, eating utensils)

Stays in the assigned area with the group and adult and practices safety rules.

Indicates the need to toilet, goes to the bathroom and completes steps of toileting. Children are mostly independent with toileting but might need reminders or a visual sequence chart for handwashing after toileting.

Follows processes for meals in settings such as classroom and lunchroom, as well as at home and community settings. Remains at the table, indicates choices of food and drink, uses utensils, and cleans up area when finished. In addition, follows safety rules for eating by managing size of bites, chewing, and swallowing safely.

### Gaining Family Input

Collaborate with family about following up with providing practice for skill development. Share strategies and visual schedules if needed by the family. Ask family members to provide information about their child's use of self-care skills at home and in various settings.