

## ***IDAHO EARLY LEARNING EGUIDELINES***

### **GOAL 22: CHILDREN PRACTICE BASIC PERSONAL CARE ROUTINES.**

**Domain 2:** Motor Development, Physical Well-Being, and Health  
**Sub-Domain:** Health

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

| DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH |   |   |   |
|--|---|---|---|
| SUB-DOMAIN: HEALTH   |   |   |   |
| DAILY LIVING SKILLS  |   |   |   |
| GOAL 22: CHILDREN PRACTICE BASIC PERSONAL CARE ROUTINES.     |   |   |   |
| Age Range  | Developmental Growth  | Child Indicators  | Caregiver Strategies  |
| Birth through 8 Months                                       | Begin to develop an awareness of basic physical needs related to personal care. | <ul style="list-style-type: none"> <li>▪ Indicates needs and wants such as sleep or discomfort from heat or cold.</li> <li>▪ Indicates anticipation of feeding on seeing the breast or bottle.</li> <li>▪ Demonstrates increasing ability to self-soothe and fall asleep.</li> <li>▪ Shows feelings of hunger and fullness in feeding routines.</li> <li>▪ Indicates preference towards known caregiver.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Read child's cues to offer positive and prompt response when a child indicates need (need for food, diaper change, blanket), rather than scheduling caregiving.</li> <li>▪ Provide child with a safe and comfortable sleeping environment.</li> <li>▪ Wash your hands and child's hands frequently to help prevent the spread of colds and viruses.</li> <li>▪ Use routines around feeding, waking, and playing, and respond to the child's cues as you carry out the routines.</li> </ul> |

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| Age Range  | Developmental Growth                                  | Child Indicators   | Caregiver Strategies   |
| 6 to 18 Months   | Participate in routines to meet basic personal needs. | <ul style="list-style-type: none"> <li>▪ Indicates needs and wants such as hunger or sleep.</li> <li>▪ Assists caregiver with holding bottle; later grasps a cup.</li> <li>▪ Begins self-feed soft, easily dissolvable foods, using fingers.</li> <li>▪ May indicate when in need of diaper change.</li> <li>▪ May assist adult when undressing, dressing, and diapering.</li> <li>▪ Removes loose clothing (socks, hats, mittens).</li> <li>▪ Holds own cup when drinking.</li> <li>▪ Begins to use a spoon.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Respond positively and promptly when child indicates need (need for food, diaper change, blanket).</li> <li>▪ Provide safe finger foods for child to self -feed.</li> <li>▪ Wash your hands and child's hands frequently to help prevent the spread of colds and viruses.</li> <li>▪ Provide oral health care (brushing teeth and gums).</li> <li>▪ Encourage child to assist with daily personal care (pull down and pull up pants, brush teeth, and dress self).</li> <li>▪ Provide child-sized eating utensils and cups; and provide opportunities for older child to make selections from foods offered and feed self.</li> <li>▪ Provide older babies with a consistent bedtime routine for both evening and naptimes.</li> <li>▪ Help the child learn words that help them participate in physical routines (e.g. ask child if she is finished with the meal before removing bib and cue her to pull the bib away from her body, cue child to hold up his foot as you put on his shoes, or talk with child about putting his arms in the coat on a cool day).</li> <li>▪ Model basic personal care routines.</li> </ul> |

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| Age Range  | Developmental Growth                        | Child Indicators  | Caregiver Strategies  |
| 16 to 38 Months  | Participate in meeting personal care needs. | <ul style="list-style-type: none"> <li>▪ Shows through gestures, expressions, body language, or words that they need to urinate or have a bowel movement.</li> <li>▪ Feeds self with spoon, without assistance.</li> <li>▪ Washes hands, with assistance.</li> <li>▪ Demonstrates interest in changing clothes when wet or muddy.</li> <li>▪ Participates in putting on shoes and socks.</li> <li>▪ Dresses and undresses completely, with assistance.</li> <li>▪ Uses personal care objects correctly and regularly, sometimes with assistance (drinks from open cup, brushes hair, brushes teeth).</li> <li>▪ Participates in sleeping routines such as getting and arranging their bedtime comfort items.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Provide opportunities for child to participate in personal care (e.g. choose clothes to wear, use toothbrush, and for older toddlers, dress self using very basic closures).</li> <li>▪ Provide opportunities for child to be responsible for personal belongings (e.g. hanging up own jacket, placing shoes in a bin, putting artwork in the cubby).</li> <li>▪ Provide easy on/off clothing to allow child a chance to practice personal care.</li> <li>▪ Read with child and practice other calming routines at naptime and bedtime.</li> <li>▪ Be aware of culturally-based personal care strategies used by families to promote interdependence.</li> <li>▪ Use child sized feeding utensils, small pitchers and serving bowls, so children can practice serving themselves.</li> </ul> |

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| Age Range  | Developmental Growth  | Child Indicators   | Caregiver Strategies   |
| 36 to 60 Months  | Initiate and carry out personal care routines, with and without assistance. | <ul style="list-style-type: none"> <li>▪ Feeds self with fork and spoon; and spreads with a blunt knife, without assistance.</li> <li>▪ Washes hands independently, with frequency.</li> <li>▪ Gets a drink of water from an appropriate tap, without assistance.</li> <li>▪ Dresses and undresses, with minimal help.</li> <li>▪ Chooses own clothes to wear, when asked.</li> <li>▪ Puts shoes on, without assistance.</li> <li>▪ Decides, with few prompts, when to carry out self-help tasks (e.g. to wash hands when dirty and before meals).</li> <li>▪ Chooses to rest, when tired.</li> <li>▪ Participates in helping younger siblings or other children with personal care routines.</li> <li>▪ Independently completes toileting activities, though may need some reminders and or support in wiping and flushing the toilet.</li> <li>▪ Brushes own teeth, though adult may complete the brushing process.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Offer plenty of guidance and opportunities for child to take care of self (e.g. put on own coat, clean up after spills and messy projects).</li> <li>▪ Give child enough time to take care of personal needs such as zipping and unzipping coat.</li> <li>▪ Help child recognize personal signs of fatigue and need for rest.</li> <li>▪ Provide opportunities for child to help younger siblings and other children with appropriate personal care routines.</li> <li>▪ Demonstrate clear and consistent boundaries about harmful objects and situations (e.g. always put child in car safety seat when traveling in a vehicle, always hold adult hands when walking in parking lot, look both ways when crossing streets, or wear a helmet when using wheel toys).</li> </ul> |

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| Age Range  | Developmental Growth   | Child Indicators   | Caregiver Strategies   |
| 60 Months through Kindergarten                               | Independently initiate and carry out personal care routines. | <ul style="list-style-type: none"> <li>▪ Uses fork, spoon, and a blunt table knife.</li> <li>▪ Pours liquids easily, with minimal spills.</li> <li>▪ Dresses and undresses in easy pull-on clothes and using basic closures, without assistance.</li> <li>▪ Ties single knot in shoelaces, with assistance.</li> <li>▪ Brushes and combs hair.</li> <li>▪ Independently toilets.</li> <li>▪ Helps select clothes appropriate for the weather.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Talk with child about the health benefits of positive personal care routines.</li> <li>▪ Provide repeated opportunities for child to practice personal care such as dressing, brushing hair, and brushing teeth.</li> <li>▪ As appropriate, provide opportunities for child to take responsibility for own special personal care (eyeglasses, hearing aids).</li> <li>▪ Provide opportunities to model care routines with dolls or other toys.</li> <li>▪ Offer opportunities for child to prepare food, and to clean up bowls and dishes after eating.</li> <li>▪ Describe personal responsibility skills needed for practicing good hygiene as children share bathrooms, wash hands, and eat together.</li> </ul> |