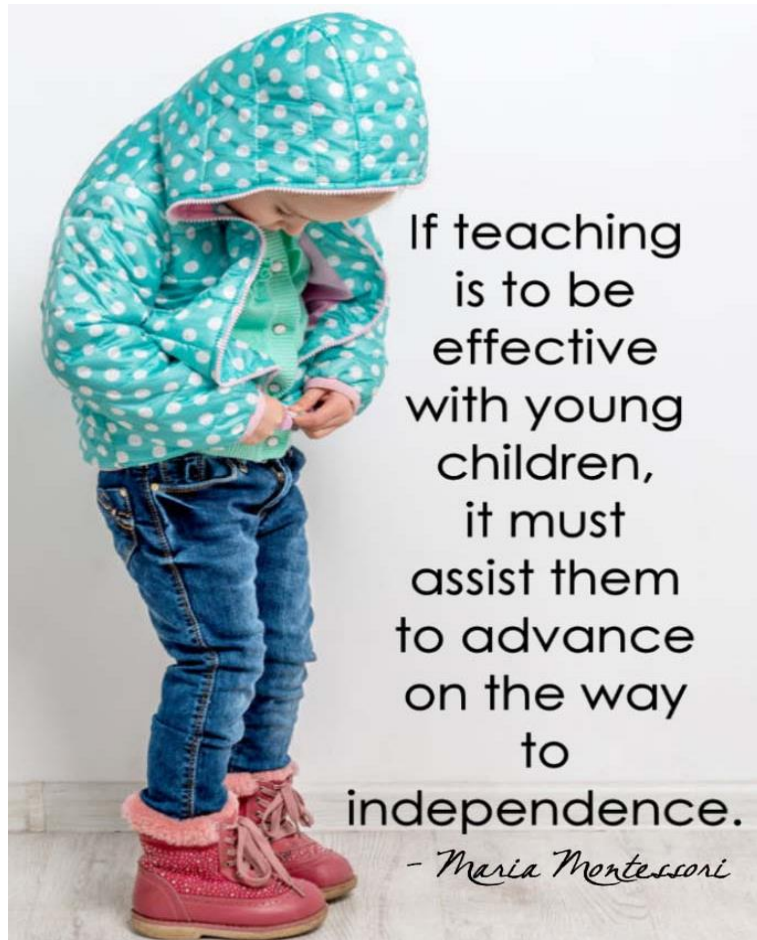


Promoting *Independence*



Information Session for Early Years Parents Parents/Carers

October 2021



What is *Independence*?



*Acting
or
thinking
for yourself*



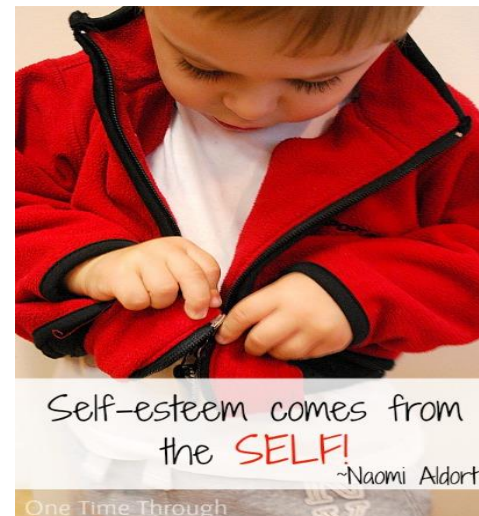
Why is *independence* important?

Overall learning and development – thinking and problem solving.

The development of fine and gross motor skills.

Promoting self esteem and confidence.

Taking responsibility.



What *independent* learning skills do children need at school?

Characteristics of Effective Learning
Playing and exploring – engagement Finding out and exploring Playing with what they know Being willing to 'have a go'
Active learning – motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do
Creating and thinking critically – thinking Having their own ideas Making links Choosing ways to do things

How does *independence* develop?

Birth to 3

Feel strong enough to express a range of emotions.

Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.

Learn to use the toilet with help, and then independently.

Children in Reception

Manage their own needs.

- Personal hygiene

Show resilience and perseverance in the face of challenge.

3 and 4 year olds

Develop their sense of responsibility and membership of a community.

Become more outgoing with unfamiliar people, in the safe context of their setting.

Show more confidence in new social situations.

Remember rules without needing an adult to remind them.

ELG: Managing Self Children at the expected level of development will:

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

What does the development of *independence* look like?

Children between 18 and 36

months can do things like: wash hands with help, learn to use the toilet, and put clothes in the wash basket.

Children around 3 years old can often: put things in the bin, brush teeth (with help), and carry non breakable dishes from the table.

Children who are 4 and 5 can begin to: dress by themselves, understand 2 step directions, and follow simple routines.

What does the development of *independence* look like?



"By the age of THREE the child HAS ALREADY laid down the FOUNDATIONS of his personality as a HUMAN BEING..."

Maria Montessori



<https://www.youtube.com/watch?v=BSuGRG5bUOI>

Why do we find it hard to let our children develop *independence*?

Babies/toddlers are naturally curious and want to be able to do things for themselves but adults sometimes stop them!

Concerns about safety

Concerns about mess!

Time

Patience

We want to feel needed



What can parents/carers do to promote *independent* actions?

Small steps and lots of support, encouragement and patience!



Parents

It takes commitment and consistency for toilet training to happen. You have to be ready and prepared for the challenge!

Research suggests that the best time to begin toilet training is between the ages of 2 and 2 1/2 .



8 signs of readiness



Does your child stay dry for 2 hours?



Does your child ask to be changed?



Does your child ask to use the potty?



Are your child's poos regular?



Does your child ask to wear underwear?



Does your child follow simple instructions?



Does your child let you know when they need to go?



Can your child pull their pants up and down?

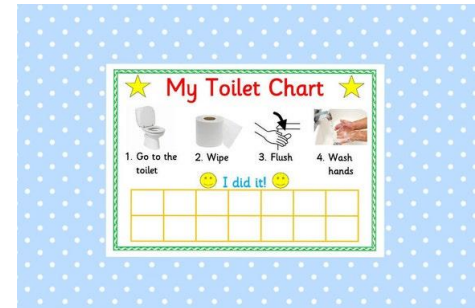
Bladder muscles and co-ordination are the key to controlling toileting. Children can develop this control any time from 20 months to 3 ½ years old.

Rewards



Children respond well to rewards.

Introducing a reward system when you are starting to toilet train is helpful.



Lots of praise and encouragement also needs to be used to motivate your child into wanting to use the toilet.



Further Advice

For more information on Getting Your Child Toilet Trained please visit our school website

- Key information section (green tab)
- Admission arrangements
- Other important information

What can parents/carers do to promote *independent* actions?

Small steps and lots of support, encouragement and patience!

1. Make time to promote independence.
2. Set appropriate goals.
3. Take it step by step.
4. Model every activity.
5. Talk about what you are doing as you model, e.g. first, then.
6. Give your child a choice, e.g. do you want to wear the red shirt or blue shirt today? Would you like a banana or an apple?
7. Give specific, positive feedback, e.g. You did a great job of squeezing the toothpaste today, I liked the way you put all of your toys in the right boxes, you are good at that now.

What can parents/carers do to promote *independent* actions?

1. Encourage independence

Reception children will be expected to know the basics of looking after themselves. Encourage your child to dress on their own – tackling buttons, zips and taking off and putting on jackets. Plus they should know how to eat using a knife, fork and spoon independently and be able to go to the toilet without help.

2. Help them learn about making friends

Having friends is hugely beneficial for children. Those who have already been to pre-school or a nursery will already be proficient in socialising, so do encourage your child to talk to other children at play sessions or at the park and invite young friends over for play dates.

3. Develop speaking and listening skills

School children are expected to listen to what the teacher says, without interrupting, and to also answer when spoken to. Get your child ready for 'circuitime' – a time when the teacher and class sit together every day to discuss topics – by trying it out at home. Either make your own 'circuitime' with siblings – or use teddies and dolls – and encourage family discussions at the dinner table, taking turns to listen and to speak.

4. Teach them to recognise their name

Some children will already be able to read and write simple words by the time they start Reception; others will be new learners. It's important that your child can recognise their name so they can pick up the correct name-labelled uniform or jacket, and also find their own drawer in the classroom. With your child, explore what the letters in their name look like and help them try writing their name, too.

5. Talk enthusiastically about school

Children's thoughts about school can vary enormously. Some can hardly wait to start while some find it stressful to leave their parents for the day. Start helping your child look forward to school by talking enthusiastically about it now. Visit the classroom, admire other pupils' pictures and projects together and talk about what your child will be doing and who they will meet in positive terms.

What can parents/carers do to promote *independent* thinking?

Believe that your child can think for themselves.

Create a safe, risk taking environment.

Give thinking time when you ask a question.

Let children know you are interested in their thoughts and ideas. Ask their opinions on things that are to do with them.

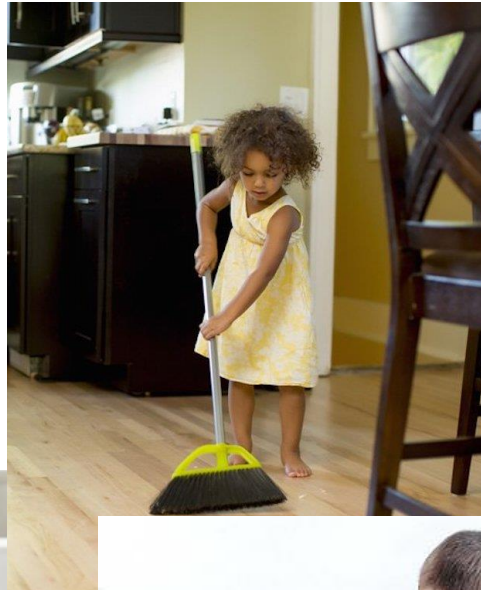
Teach children problem solving skills – encourage them to think about what they could do to fix the problem rather than telling them what to do.

Help children to understand the impact of their choices.

What can your child do *independently*?



What can your child do *independently*?



Children are as
independent as you
expect them to be.
Maria Montessori

But I bet they can all do this
independently!



Where can I get help if I am concerned about my child's level of *independence*?

- Talk with other parents/carers or family and friends – they may be thinking the same as you.
- Have a chat with Jackie Moldrich, our Parent Support Adviser.

Key messages to take away

“It is not what you do for your children, but what you have taught them to do for themselves that will make them successful human beings.”

Ann Landers

” NEVER HELP A CHILD WITH A TASK AT WHICH HE FEELS HE CAN SUCCEED.”

MARIA MONTESSORI