

ONE, TWO, I CAN DO.....



MEALTIMES



DRESSING



PLAY

DEVELOPMENTAL ADVICE

**2-3
YEARS**

Occupational Therapy Children and Young People

Developmental Advice Pack Contents Page

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This pack has been provided to support your child's development in areas identified as a concern by you or your health visitor.

It is recommended that you use a selection of the listed activities on a daily/regular basis to support your child's development. These activity lists are not exhaustive and we would encourage you to use your own play activities.



Play and Hand Skills

We use our hands on a daily basis for a variety of activities. Development of fine motor skills can improve the way a child manipulates things in daily life.

At this stage your child is developing their play and hand skills through a variety of daily experiences. Providing your child with play opportunity daily will support their development. Frequent practice and opportunity is beneficial, and don't be afraid to get messy.

Below you will find a variety of activities to develop play and hand skills. ***Always be careful when playing with small items with young children.***

IMPORTANT: For age 2-3 year children simplify activities by using larger toys and items.

Using two hands together:

- Threading large beads to make necklaces
- Construction games (large Duplo or Lego)
- Clapping rhythms and action songs
- Water Play- use a ball in the bath, encourage your child to splash using two hand, use floating bath toys or cups that are big enough to need two hands to lift



Pincer grasp:

- Fill a bowl with dried pasta, raisins, beads, marbles, buttons etc. and ask your child to sort them into cups, bowls or jars
- Use playdough to hide objects in such as coins or marbles. Ask your child to find them and pull out
- Peeling stickers
- Pick up items using large tongs
- Making patterns with large pegboard and pegs
- Pegging clothes pegs on a washing line (this also helps with hand strength)

Pencil skills:

- Doodle/Scribble on a blackboard or large pieces of paper on the floor
- Doodle/Scribble in sand, shower gel, paint, using chalkboard
- Try using thick pencils, chunky chalks or crayons
- Use colouring and tracing books

Hand strength:

- Squeezing water bottles with water play
- Rolling out playdough

Be creative and have fun!!!



Gross Motor Skills

Gross motor skills are those which require whole body movement and which involve the large muscles of the body to perform everyday functions, such as standing, walking, running, and sitting upright.

IMPORTANT: For age 2-3 year children ensure your child is active and participating in outdoor and indoor play areas where possible.

Core and balance

- Play games on the floor on all fours or in high kneeling at a small table
- Run around like a ballet dancer on tiptoes
- Jump like a bunny or kangaroo to practice jumping forward keeping 2 feet together
- Walk like an animal, i.e. a crab, an elephant, a bear
- Riding a trike
- Outdoor and in-door play areas, where the child has the opportunity to climb, balance and crawl

Ball skills

- Catching and popping bubbles
- Roll a large ball back and forth between you and your child
- Use large balls i.e. a beach ball, a balloon for catching
- Throw a large ball in the air and catch
- Play large skittles
- Throw a beanbag into a large box
- Practice kicking balls into goals, starting large and decreasing target size



Tips for stairs (independence on the stairs starts at about 3 years)

- Practice stepping onto and off of a small step stool. Have your child go up with one foot leading and then step off the other side with the opposite foot first
- Encourage your child to hold on to the banister with one hand when going up and down
- Once you feel your child is more confident using the stairs encourage them to carry an object when going up and down the stairs – play games

Be creative and have fun!!!



Mealtimes

Mealtimes are an important part of family life. Children develop their feeding skills by copying their family. A child at 2-3 years old will be learning to control a spoon and may start to stab food with a fork. As with any skill, the best way to teach your child is to break each task into small steps. Slowly build the task back up as they refine each step.

Practical hints and tips:

- Ensure your child is well positioned, either in a high chair, booster seat or at a small table and chair, with feet supported (use a footrest if necessary), and back against the chair
- Try to encourage your children to sit when eating instead of wandering around with food
- It may help to use the same routine and layout at each mealtime making it easier for your child to identify familiar items i.e. spoon, cup, bowl, plate
- Limit distractions –reduce background noise by turning the TV off and removing iPads/tablets/phones
- Use a non-slip mat underneath the plate/bowl will help steady utensils from moving
- Provide hand over hand assistance in the early stages
- Eat with your children so that you can show them how to use a spoon and they can copy your behaviour at mealtime
- Use play opportunities out with mealtime to practice developing their skills, i.e. helping with baking, decorating cookies, playing with playdough

Remember time, patience and practice are key to encourage your child!!!



Dressing

It is a huge accomplishment when children learn how to dress. Independent dressing is a skill that needs to be taught and practiced and can be done through play. Development of fine motor skills and body awareness supports the development of dressing.

Parents need to consider if their children are ready to dress themselves. They may need a little extra time. Find a routine that suits you and your child. If weekday mornings are busy, it may be easier to practice at bedtimes or at the weekends.

IMPORTANT: By one year old your child should be able to help you as you dress them, by pushing their arms and legs through items of clothing.

By 2 years old they should be starting to remove and unfasten their jacket.

By 2 ½ years they should be starting to put clothes on more easily such as jacket or open front shirts.

By 3 year your child may be able to assist with zipping and unzipping a jacket.

Handy hints to develop independent dressing:

- Undressing is easier and your child may manage this easier than putting clothes on
- Involve your child in learning the order of dressing as early as possible. Sing songs about dressing, talk to your child about dressing, play dress up games and practice dressing up dolls/teddies
- Talk about the order of dressing when you and your child are dressing. Name the items and ask questions such as “What goes next?”
- Encourage your child to choose their own clothes, and lay them out in a line in the order they should be put on the night before
- Your child may find it easier to be seated when dressing
- Start small and move up, i.e. socks, pulling up trousers, pulling t-shirts down
- Use larger items of clothing to make it easier, i.e. a size bigger
- Use a mirror so they can see what they are doing. Get your child to look in the mirror afterwards to see if they have made any mistakes
- Use a reward chart system

Backward Chaining

- Backward chaining means that a task of dressing is broken into steps
- An adult provides assistance throughout several steps until the child can complete the last steps independently
- For example – socks:
 - The adult places the sock over the child’s toes (step1), then over their heel (step 2) and encourages them to pull the sock up their leg (step 3)
 - Once they are able to pull the sock up on their own, encourage them to pull the sock over their heel and up
 - Finally, they will pull the sock over their foot and heel and up their leg



Toileting

When children learn how to use the toilet by themselves it is a huge accomplishment. Independent toileting is a skill that needs to be taught and practiced and requires a lot of patience. Be prepared to invest time and energy.

Parents need to consider if their children are ready to use the toilet. They may need a little extra time. Find a routine that suits you and your child. If you feel they are ready you may prefer to use a time where you are not bound by nursery times etc.

There is no set age at which potty training or toilet training should begin. The right time depends on your child's development but a guide would be between 2 ½ and 3 ½ years.

Your child will demonstrate an awareness of the need to go by:

- Knowing where the toilet is
- Verbalising needing a pee or poo
- By actions, i.e. pointing, squatting, pushing
- Imitating your behaviour

Ensure you praise your child's efforts as much as possible and do not draw attention to accidents. You may also want to try a reward chart system for encouragement.

For further detailed toilet training information please go to:

<https://www.nhs.uk/health/a-z/going-to-the-toilet/>



Further information on the topics covered in this pack and a range of other useful resources can be found on the KIDS Scotland web page. The website is a specifically designed NHS website for Children and Young People hosted by NHS Greater Glasgow and Clyde.

<http://www.nhsggc.org.uk/kids/>

In addition we regularly post activity ideas and general information on our Facebook page and Twitter account.

Please follow our Social media Pages:

 **NHS Lanarkshire Children and Young People, Occupational Therapy**
 **@OccupationalTh4**

If you have any queries or concerns please contact Lanarkshire Occupational Therapy - Children and Young People, at your locality:

South Lanarkshire – Douglas Street Community Health Clinic on 01698 368 714
North Lanarkshire – Glenorchy, Coathill Hospital on 01236 707778

