DIFFERENT APPROACHES IN TEACHING SKILLS TO CHILDREN

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You are your child’s first and most vital teacher. Teaching skills to children are often a crucial initiative in managing their behavior. For example, if your child doesn’t skills to line the table, she might refuse to try to do it – because she can’t roll in the hay. The solution? Teaching her how.

When you’re teaching your child a skill, you’ll probably use quite one method at a time. For example, your child might find it easier to know instructions if you furthermore may break down the skill or task into steps. Likewise, modelling might work better if you give instructions at an equivalent time. Your child can check the poster by himself when he’s able to run through the instructions independently. A poster also can help children who have trouble understanding words. Sometimes your child won’t follow instructions.

This can happen for lots of reasons. Your child might not understand. She might not have the skills to do what you ask every time. Or she just might not want to do what you’re asking. Through watching you, your child learns what to try to do and the way to try to do it. When this happens, you’re ‘modelling’.

Modelling is typically the foremost efficient thanks to teach children a replacement skill. For example, you’re more likely to point out instead of tell your child the way to make a bed, sweep a floor or throw a ball.

You can also use modelling to point out your child skills and behavior that involve non-verbal communication, like visual communication and tone of voice. For example,
you can show how you turn to face people when you talk to them, or look them in the eyes and smile when you thank them.

The idea of step-by-step teaching is to show the steps that structure a skill one at a time. When your child has learned the primary step, then you teach subsequent step, then subsequent, and so on. Move to subsequent step only your child can do the previous step reliably and without your help. You keep going until your child can do the entire task for himself.

If the task is complicated, show the primary a part of the task and provides your child an opportunity to practice. Then move onto the next bit. Start with the easiest parts if you can.

Teaching backwards has some advantages. Your child is a smaller amount likely to misbehave because it’s easier and quicker to find out the last step. Often the foremost rewarding thing a few job or task is getting it finished!

In the earlier example, you would possibly teach a toddler to urge dressed by starting with a jumper. In this instance, you'd help the kid dress until it came to the ultimate step – the jumper.

You might help the kid put the jumper over her head and put her arms in – then you would possibly let her pull the jumper down by herself. Once the kid can do that, you would possibly encourage her to place her arms through by herself then pull the jumper down. This would continue until the kid had mastered each step of the task and will do the entire thing for herself.

When your child is learning a replacement physical skill like getting dressed, it can help to place your hands over your child’s hands and guide him through the movements. Phase out your help as your child begins to urge the thought, but keep saying what to try
to too. Then simply point or gesture. When your child is confident with the skill, you'll end gestures too.

References:
