

Continually helps the child even when the child is capable

Is inconsistent with regard to discipline or uses no discipline;
frequently applies different rules to the siblings

Is dictatorial and arbitrary, making decisions without considering
the child's wishes, such as keeping the child from attending
school

Hovers and offers suggestions; calls attention to every activity;
overdoes praise

Protects the child from every possible discomfort

Restricts play, often because of fear that the child will be injured

Denies the child opportunities for growing up and assuming
responsibility, such as learning to give own medications or
perform treatments

Does not understand the child's capabilities and sets goals too high
or too low

Monopolizes the child's time, such as sleeping with the child,
permitting few friends, or refusing participation in social or
educational activities

Young children also need the opportunity to develop independence. Frequently, the child is able to learn self-help skills, such as finger feeding, and removing simple articles of clothing, but the parent continues to perform the act. The nurse can provide parents with anticipatory guidance as to the usual milestones expected from the child. When a child is unable to perform a skill independently, functional aids should be used. With innovation, many adaptations can be implemented in children's environments to increase their mobility and independence and allow them to play like other children their age. For example, with slight modifications, a child with physical limitations may be able to ride a tricycle (Fig. 17-4).