



SERIES 3 · EVERYDAY FAMILY LIFE AND SHARED MEANING

Raising Helpers: Belonging Through Meaningful Contribution

How children can experience skill, meaning, and belonging through voluntary, age-appropriate contribution without making love or care conditional.

CONNECTED CAREGIVER

Series 3 - Everyday Family Life and Shared Meaning | 23-25 minutes

ABOUT THIS PUBLICATION

Resources for Caregivers publications provide general educational and informational material informed by research, professional literature, and caregiving practice. Every child, caregiver, family, and situation is different. The ideas are intended to support awareness, reflection, learning, and informed decision-making; they are not a substitute for individualized medical, developmental, mental-health, educational, therapeutic, legal, financial, or other professional advice.

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AT A GLANCE

Estimated reading time: 23-25 minutes

Central idea: Children can learn skills and experience meaning by participating in family and community life. Contribution works best as an invitation to practice, not a condition of love, care, safety, identity, rest, or belonging. Adults remain responsible for adult work and for matching expectations to each child's age, capacity, access needs, and circumstances.

In this publication, you will explore how to:

- 1 Define contribution more broadly than household chores.
- 2 Choose tasks that are safe, understandable, equitable, and developmentally appropriate.
- 3 Respond to difficulty with curiosity, teaching, support, and proportionate repair.
- 4 Prevent contribution from becoming parentification, emotional caretaking, or a productivity test.
- 5 Make a thoughtful family choice about chores, allowance, and paid projects.

This publication includes small actions and questions for reflection.

ADULTS CARRY ADULT RESPONSIBILITY

A child may help without becoming responsible for a parent's emotions, sobriety, safety, finances, relationships, medical

care, translation, immigration matters, conflict, or younger children. Children must not lose sleep, schooling, healthcare, food, play, privacy, bodily autonomy, or protection because adults depend on their labor. Family contribution should never include unsafe tools, hazardous substances, sexualized work, secrecy, illegal activity, exploitation, or tasks beyond the child's training and supervision. When a family lacks care, money, housing, food, language access, disability support, or safety, the answer is more adult and community support - not greater pressure on the child.

Contribution Begins with Belonging

The previous briefs asked:

Who are we becoming together?

How do we live those values in ordinary life?

Now we add:

How can each person participate in ways that fit?

Children may enjoy being included, mastering a skill, making a visible difference, working beside someone, or choosing a way to help. They may also be tired, uninterested, still learning, overwhelmed, disabled, ill, worried, or resistant to an expectation that feels unfair.

Both realities belong in this conversation.

The aim is not to produce a child who always helps without being asked. It is to create supported opportunities to learn practical and relational skills, understand shared work, exercise agency, and see how actions affect other people.

Big Idea: Belonging Comes First

What might a meaningful contribution communicate to a child? One possible answer is:

“What I do can matter here.”

That message is valuable only when it rests on a more fundamental one:

“I matter here whether or not I can help right now.”

Belonging is not earned through productivity, compliance, chores, caregiving, emotional regulation, achievement, gratitude, or payment. Babies belong. People who need extensive care belong. A child who forgets, refuses, rests, or requires support still belongs.

Contribution can express belonging. It cannot be the price of belonging.

What Counts as Contribution?

Contribution includes more than finishing assigned tasks. Depending on the person and context, it might involve:

- caring for one's own belongings or body with support;
- helping prepare food or a shared space;
- feeding an animal under adult supervision;
- carrying, sorting, matching, watering, wiping, or putting away;
- offering an idea or noticing a problem;
- welcoming someone or making room for access;
- listening when willing and able;
- participating in repair after causing harm;
- caring for a neighborhood or natural place safely;
- making art, music, humor, or a family ritual; or
- receiving help and communicating what support works.

Not every kind act should become a duty. Affection, hugs, emotional disclosure, forgiveness, friendship, and companionship must remain freely given. A child's calmness is not a service owed to the household. Adults are responsible for creating safety and managing their own emotions.

What the Evidence Can - and Cannot - Say

Pediatric guidance commonly recommends age-appropriate household responsibilities as opportunities to practice skills and responsibility. Research also examines associations between childhood chores and later outcomes, but much of it is observational, culturally specific, or dependent on adult reports.

It is reasonable to say that children can learn through supported participation. It is not reasonable to promise that chores will cause confidence, empathy, resilience, independence, career success, or a lifelong helping identity.

Outcomes depend on the task, meaning, choice, workload, teaching, relationships, culture, material conditions, disability, gender expectations, and whether the responsibility is experienced as fair or burdensome.

Become a Family Team - Without Making Everyone Equal Workers

A family-team agreement might say:

In our family, everyone belongs. Adults are responsible for providing care and keeping children safe. We invite each person to participate in ways that fit their age, capacity, access, time, and circumstances. We care for ourselves, one another, our shared spaces, our communities, and the natural world as we are able. Some contributions are visible; others are quiet. Needing care does not make anyone less valuable. When something is missed, we respond with safety, curiosity, teaching, support, and repair.

This is a direction, not a rule that every person must do an equal number of tasks. Fairness considers need, power, time, and capacity.

Make the Purpose Understandable

A task is easier to learn when the child can understand what it does.

Instead of relying only on “**Because I said so,**” an adult might explain:

- “Putting the food away keeps it safe to eat.”
- “The dog depends on adults to make sure she has water. Would you like to fill the bowl while I supervise?”

- “We need a clear path so nobody trips. Let's decide where these things can go.”
- “Clean clothes take several steps. You can match socks while I finish the rest.”

Explanation does not guarantee agreement, and adults sometimes must set limits. Still, naming the purpose separates a real need from adult preference and makes problem-solving possible.

Choose Tasks with Care

Before assigning or inviting a contribution, check:

| Area | Ask | |---|---| | **Need** | Does this task actually need doing, and who ultimately owns it? | | **Safety** | Are the tools, substances, heat, water, animals, lifting, travel, and supervision appropriate? | | **Development** | Has the child had the instruction and practice needed for these steps? | | **Access** | What motor, sensory, cognitive, communication, health, or environmental supports matter? | | **Time** | Does it leave room for sleep, school, healthcare, play, friendships, and unstructured time? | | **Choice** | Can the child choose between tasks, influence how it is done, or request help? | | **Equity** | Are expectations shaped by gender, birth order, disability, culture, or who complains least? | | **Workload** | Is the child helping, or has an adult responsibility quietly transferred to them? | |

Review | How will we notice when the task should change, pause, or end? |

Generic chore-by-age lists can offer ideas, but age alone does not establish readiness. Teach the actual child in the actual setting.

Build Skill in Stages

A contribution may develop through a flexible sequence:

- 1 **Observe:** The child watches and asks questions.
- 2 **Join:** Adult and child do part of the task together.
- 3 **Practice:** The child tries a safe step with immediate support.
- 4 **Use supports:** Pictures, labels, adapted tools, timers, routines, or demonstrations reduce load.
- 5 **Increase independence:** The adult steps back only when the child is ready.
- 6 **Review:** Adult and child decide whether the task still fits.

Independence is not the only successful outcome. Some people will always use assistance or complete tasks collaboratively. Access tools do not make the contribution less real.

Four Areas of Care

Contribution can take several forms across family life. These categories can help adults think beyond a chore chart.

Caring for bodies

Children can gradually participate in food, hygiene, movement, rest, medication routines, and healthcare communication as developmentally appropriate. Adults remain responsible for access and oversight.

Self-care is not valuable because it makes a person more productive. Bodies deserve care whether or not they can contribute to anyone else. Health is not a moral achievement, and illness or disability is not failure.

Caring for shared spaces

Examples include returning materials, hanging up a backpack, sorting laundry, setting part of a table, watering a plant, or helping prepare food.

Make the environment workable. A lower hook, open bin, picture label, lighter container, seated work surface, or shorter task may build more skill than repeated reminders.

Caring for relationships

Family members can practice listening, honesty, boundaries, encouragement, and repair. But relational care must not require a child to soothe an adult, absorb mistreatment, forgive on demand, mediate conflict, or conceal harm.

Adults model responsibility by apologizing without asking the child to comfort them and by changing behavior after harm.

Caring for community and the natural world

A family might participate in mutual aid, visit a neighbor, care for a shared place, reduce waste, write to a decision-maker, or join a community project.

Choose activities with the community rather than treating other people as projects. Protect children's privacy and images, follow local safety guidance, and avoid presenting charity as proof that the family is morally superior.

What Adults Learn Too

Adults often notice what can be counted: dishes emptied, clothes folded, pet fed. Quieter contributions can matter too - a useful idea, a boundary clearly communicated, willingness to try, a repaired mistake, or acceptance of needed help.

Notice without assigning a permanent identity such as **“the helpful one,” “the responsible one,”** or **“the easy child.”**

Positive labels can become pressure, especially when a child learns that approval depends on continuing the role.

ONE SMALL CHANGE

Choose one task and say:

“This matters because ____.” “Your part could be ____.”

“What support or change would help?”

PAUSE AND REFLECT

- Does each person belong before and beyond what they do?
 - Is this task for learning, shared need, adult convenience, or control?
 - Who ultimately holds responsibility?
 - Have I confused quietness or emotional caretaking with contribution?
 - What would make participation safer, fairer, or more accessible?
-

Grow Skills Without Blame

When Something Is Missed, Begin with Information

Everyone forgets, avoids, misunderstands, or cannot complete responsibilities sometimes. The first question is not necessarily **“Who is in trouble?”** It is:

“What happened, and what needs attention now?”

Curiosity is not the absence of limits. If a stove is on, an animal is unsafe, medication is accessible, or someone may be hurt, act first. Secure safety, then investigate and teach.

When there is time, try neutral observation:

- “The backpack is still by the door.”
- “The water bowl is empty.”
- “The blocks are in the walkway.”

Then ask one manageable question:

- “What got in the way?”
- “Did the steps make sense?”
- “Do you need help starting, doing, or finishing?”
- “Is something about this task painful, scary, confusing, or unfair?”

Listen for information rather than a confession.

Look for the Missing Condition or Skill

Repeated difficulty can have many sources:

| Possible barrier | Possible response | |---|---| | The expectation is unclear. | Show the finished result and reduce the number of steps. | | The skill is new. | Demonstrate, practice together, and give specific feedback. | | The cue is

easy to miss. | Add a visual, location cue, routine, or reminder chosen together. | | Starting or sequencing is hard. | Begin together, use a checklist, or make the first step smaller. | | The task creates pain or sensory distress. | Adapt the tool or environment, substitute a task, or seek assessment. | | The child is tired, hungry, ill, grieving, or overloaded. | Meet the need and reduce or postpone the demand. | | The distribution is unfair. | Revisit who does what and who has authority. | | The task is unsafe or inappropriate. | Stop it; the adult reclaims responsibility. | | The child objects to the purpose or method. | Hear the concern, hold necessary limits, and negotiate what can change. | | The adult system is inconsistent or unrealistic. | Change the plan rather than escalating pressure. |

“Try harder” is not a complete support plan.

Connect, Correct, and Teach

The phrase “**Connect before you correct**” can remind adults that connection may reduce defensiveness and make learning more possible. It should not become a script adults must perform perfectly or a delay in urgent intervention.

A fuller sequence is:

- 1 **Regulate enough to respond safely.**
- 2 **Connect with dignity:** use a calm voice, protect privacy, and avoid humiliation.

- 3 Describe what happened.**
- 4 Address the immediate need.**
- 5 Teach or practice the missing skill.**
- 6 Repair impact where appropriate.**
- 7 Change the environment or expectation if the pattern persists.**

Responsibility means responding to impact and building capacity - not making a child feel bad enough to remember next time.

Practice Is Not Impunity

Some situations need another supported attempt:

- hang the backpack together;
- lower the hook;
- place a picture on the checklist;
- divide cleanup into zones;
- use gloves or a different texture;
- schedule the task at a more workable time; or
- assign a different contribution.

Other situations require restitution or a protective boundary. If someone spills carelessly, they can help clean in a safe, proportionate way. If someone harms another person, repair

centers the harmed person's safety and needs; an apology alone may not be enough.

Avoid consequences that are unrelated, humiliating, excessive, or that remove basic needs. Food, sleep, healthcare, school access, communication support, safe shelter, family contact required by a plan or order, and affection are not bargaining chips.

Recognize Without Turning Helping into a Performance

Specific acknowledgment can help a child understand impact:

- “You brought the towel, and that helped us clean the spill.”
- “You noticed the bowl was low and told me.”
- “You said the task hurt your hand, so we found another way.”
- “You came back to finish with help.”

Recognition does not need to be constant or exaggerated. Do not publicly tally kindness, compare siblings, require a child to help for praise, or post their work without consent.

Be careful with identity claims such as “**You're a natural helper.**” A child should be able to say no, need help, or stop performing a role without feeling that they have become a worse person.

Prevent Parentification

Contribution becomes parentification when a child is pushed into developmentally inappropriate adult or parental roles, particularly when the responsibility is chronic, compulsory, unsupported, or costly to the child's own needs.

Warning signs include a child being expected to:

- manage an adult's emotions or crises;
- act as a partner, therapist, confidant, mediator, or protector;
- provide substantial care for siblings or adults without choice, training, backup, or limits;
- earn money needed for basic household survival;
- handle adult translation, legal, medical, or financial decisions;
- conceal family problems;
- miss school, sleep, healthcare, friendships, or play; or
- feel responsible for what will happen if they stop.

Children and adolescents sometimes provide real family care, especially amid disability, illness, migration, poverty, or inadequate services. Their experience should not be reduced to a label or treated as automatically harmful. Ask about workload, fairness, choice, support, cultural meaning, impact, and whether adults and systems are meeting their obligations.

Seek practical support without shaming the family or romanticizing the child's sacrifice.

Fairness Is Not Sameness

Do not divide work by gender, birth order, presumed maturity, or who resists least. Older children should not automatically parent younger ones. Disabled children should not be excluded from all participation or required to prove capacity. A child who is skilled at emotional attunement should not become the household peacekeeper.

Review both visible tasks and invisible work:

- Who notices what needs doing?
- Who remembers schedules and supplies?
- Who teaches and supervises?
- Who absorbs interruptions?
- Who gets thanked?
- Who has time to rest?

Adults should examine their own division of labor before using children's chores to solve an inequitable adult arrangement.

Belonging and Earning Are Different - But Families Have Options

Families differ on allowance. Evidence does not establish one universally best system, and access to spare money varies widely. An allowance is not required for teaching responsibility or financial skills.

Common approaches include:

| Approach | Possible lesson | Question to consider | |---|---|---|
 | **Allowance separate from regular tasks** | Practice budgeting with predictable money. | What expectations still apply, and what happens when a task is missed? | | **Payment tied to selected tasks** | Connect agreed work with earnings. | Can the child safely decline the work, and is the rate clear and fair? | | **Hybrid** | Some shared tasks are unpaid; optional projects are paid. | Who decides which work counts, and are gendered tasks valued equally? | | **No allowance** | Learn through family budgeting, shopping, saving gifts, or other methods. | How will the child get age-appropriate experience making money decisions? |

Whichever approach you choose:

- never make food, clothing, shelter, healthcare, education, or basic participation depend on earnings;
- explain the agreement in advance;

- do not create debt through punitive fines;
- provide accessible ways to learn about spending, saving, sharing, and waiting;
- protect account and transaction privacy;
- avoid making generosity compulsory;
- pay fairly for substantial work when payment is promised; and
- follow labor, tax, safety, and permit rules for work beyond ordinary household participation.

Some families reserve pay for projects beyond everyday responsibilities. That is one workable model, not a research-established rule. A child can belong unconditionally whether regular tasks are paid, unpaid, mixed, or temporarily beyond their capacity.

What Adults Learn Too

Adults may hope that contribution will become part of a child's identity and future community life. That may happen, but identity cannot be engineered through chore systems.

A more immediate goal is enough: teach useful skills, make labor visible, support participation, respect limits, and practice fairness now.

ONE SMALL CHANGE

Replace one repeated correction with a joint experiment:

“The current plan is not working. What is one support, timing change, task swap, or smaller step we can try?”

PAUSE AND REFLECT

- Am I responding to a missing task, a missing skill, or an unmet need?
 - Does the repair address impact without producing shame?
 - Is any child carrying adult emotional or practical responsibility?
 - Are tasks distributed fairly across gender, age, disability, and birth order?
 - Does our money system teach what we intend without threatening basic needs or belonging?
-

Notice Contribution Without Counting Worth

Family Activity: Notice Every Kind of Helping

For two weeks, notice moments when family members participate in shared life. Look beyond assigned jobs.

You might notice someone:

- brings a needed object;
- asks a useful question;

- tells an adult that a plant, pet, or person needs attention;
- prepares or clears part of a meal;
- returns something to its place;
- shares an idea;
- repairs after a disagreement;
- notices exclusion;
- makes someone laugh;
- cares for a shared space;
- asks for help before a situation becomes unsafe; or
- receives care and communicates what works.

Keep the activity light and private. Do not require one contribution from every person every day, compare totals, reward the “best helper,” or ask children to monitor one another. Some days a person's work is resting, healing, surviving, or accepting support.

At a calm moment, ask an optional question:

“Did anything someone did make shared life easier, safer, kinder, or more interesting today?”

Anyone may pass. Adults should include their own contributions and the help they received, without asking children to praise them.

Big Words, Clear Meanings

Contribution

Contribution means offering time, attention, knowledge, effort, creativity, or another resource toward a shared purpose.

Contribution can be chosen, expected, paid, unpaid, visible, quiet, practical, relational, or civic. Whether it is appropriate depends on power, consent, capacity, fairness, safety, and context.

For a young child, try:

“A contribution is one way we take part or help with something we share.”

Teamwork

Teamwork means people coordinating different roles toward a shared purpose.

Good teamwork does not require everyone to do the same amount or pretend to agree. It includes clear adult responsibility, access, communication, boundaries, and a way to ask for help.

Storybook Connection

One related book is *Many Hands: A Penobscot Indian Story*, by **Angeli Perrow**, with illustrations by **Heather Austin**.

The publisher describes the story as following ten-year-old Lily, who has made a basket and gradually recognizes the many people, materials, knowledge, and relationships involved. The book incorporates basket making, a Wabanaki animal story, and some Penobscot language.

As you read, ask:

- What work and knowledge contributed to the basket?
- Why might Lily want recognition for her own effort?
- Can we appreciate both individual skill and community contribution?
- What materials, land, teaching, and history are part of the process?
- What questions should we take to Penobscot-created sources rather than answer for the community?

Do not present one book as a complete account of Penobscot people, history, basketry, or contemporary life. Avoid a generic “Native American” lesson. Name the specific nation and seek current, community-created resources when extending the discussion.

What We Hope You Will Discover

Children can experience themselves as capable participants when adults offer real, supported roles and respond honestly to impact. Confidence may grow through practice, but children do not need to become confident, independent, or constantly helpful on an adult timetable.

The deeper measure of a family team is not whether every task is completed perfectly. It is whether labor is visible, adults remain accountable, needs can be named, support is available, and no person's worth depends on output.

The Connected Caregiver Principle

Belonging Can Grow When Everyone Has Meaningful Ways to Participate.

“Can” matters. No single task guarantees belonging, and the absence of contribution must never cancel it.

Meaningful participation may be setting out spoons, watering a plant, choosing music, noticing a bird, using a communication device to offer an idea, changing an inaccessible plan, or letting someone else help.

A thriving family is not necessarily one where everyone contributes something every day. It is one where care and work are approached with dignity, honesty, fairness, access, and adult responsibility.

Try This for Two Weeks

Notice one meaningful contribution on days when it is practical - including your own and contributions made by people outside the household.

Record:

- 1 **What happened?** Describe it without an identity label.
- 2 **What need or purpose did it serve?**
- 3 **What support, knowledge, or earlier work made it possible?**
- 4 **How did the person seem to experience it?** Ask rather than assume when appropriate.
- 5 **Was the workload fair and safe?**

At the end, consider:

“What helps people participate without making their worth depend on helping?”

Choose one practical change: teach a step, lower a hook, rotate a task, reclaim an adult responsibility, acknowledge invisible work, offer a paid project, add rest, or stop a practice that has become unfair.

ONE SMALL CHANGE

Thank someone without defining them by the task:

“When you ___, it helped ___. Thank you.”

PAUSE AND REFLECT

- Which kinds of work receive attention, and which remain invisible?
 - Can people receive care without apologizing or proving usefulness?
 - Are we recognizing impact without creating a “helper” performance?
 - What support from adults, schools, services, or community would reduce an unfair load?
 - Which contribution practice should we continue, adapt, pay, redistribute, or end?
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WHERE THESE IDEAS FIT

The Laundry Room Laboratory offers a practical example of safe participation in familiar routines. *Caring for the Heart of Our Home* connects contribution with hospitality and inclusion. *What's Your Family Philosophy?* helps caregivers examine the values, rights, and boundaries that should guide expectations for helping. Read together, this package provides broader context and helps caregivers choose where to explore a particular idea more deeply.

Key Takeaway

Helping is more than completing chores, and contribution can offer genuine opportunities for learning, agency, connection, and shared purpose. But the sequence must remain clear:

Belonging first. Contribution by capacity. Adults responsible throughout.

Choose real tasks with understandable purposes. Teach before expecting independence. Adapt for disability, development, health, and context. Respond to difficulty with information, support, proportionate repair, and revised systems. Examine gender and birth-order assumptions. Keep children out of adult roles. Make allowance choices transparently without pretending the evidence identifies one correct model.

The goal is not to raise a child whose value comes from usefulness. It is to help a person develop skills and participate in shared life while knowing that care, dignity, rest, protection, and belonging are theirs even when they cannot contribute.

Learn · Connect · Grow

LEARN

What is one idea from this publication that you want to remember?

CONNECT

What did this publication help you notice or reconsider about the person in your care, your relationship, or your circumstances?

GROW

What is one small, safe, manageable action you may try, practice, or pay attention to next?

Research Foundations and Further Reading

- 1 American Academy of Pediatrics. (2023). Age-Appropriate Chores for Children. *HealthyChildren.org*. The guidance presents household responsibilities as opportunities to develop skills and recommends clear expectations, routines, encouragement, and tasks suited to the child. Individual development and circumstances still matter more than a generic age list.
- 2 UNICEF. Convention on the Rights of the Child, especially Articles 12, 19, 23, 24, 27, 28, 31, 32, and 36. These address children's views, protection from violence, disability, health, living conditions, education, rest and play, economic exploitation, and other exploitation. Ratification and domestic legal effect vary by country.
- 3 Dariotis, J. K., Chen, F. R., Park, Y. R., Nowak, M. K., French, K. M., & Codamon, A. M. (2023). Parentification vulnerability, reactivity, resilience, and thriving: A mixed methods systematic literature

review. *International Journal of Environmental Research and Public Health*, 20(13), 6197. The review reports mixed outcomes and substantial variation in how parentification is defined and experienced; developmentally inappropriate, involuntary, unfair, or unsupported roles warrant particular concern.

- 4 OECD. (2024). PISA 2022 Results, Volume IV: How students engage with money. Associations between ways adolescents received money and financial-literacy performance varied across participating systems. These observational data do not establish that allowance - or tying allowance to chores - causes stronger or weaker financial literacy.
- 5 Siegel, D. J., & Bryson, T. P. (2014). No-Drama Discipline: The Whole-Brain Way to Calm the Chaos and Nurture Your Child's Developing Mind. Bantam. A practical, relationship-centered approach to connection, skill building, limits, and repair; it is not evidence that connection alone resolves every behavior, disability need, or unsafe situation.
- 6 Doucleff, M. (2021). Hunt, Gather, Parent: What Ancient Cultures Can Teach Us About the Lost Art of Raising Happy, Helpful Little Humans. Avid Reader Press. A journalist's travel-based account of practices she observed and tried. Read it as one author's interpretation rather than a representative study of Inuit, Maya, or Hadzabe families, and avoid turning culturally situated practices into universal prescriptions.
- 7 Lieber, R. (2015). *The Opposite of Spoiled: Raising Kids Who Are Grounded, Generous, and Smart About Money*. Harper Business. Practical guidance for family conversations about money, work,

allowance, spending, saving, and giving; it does not settle the limited empirical debate over allowance systems.

- 8 Perrow, A. (2010). *Many Hands: A Penobscot Indian Story*, illustrated by Heather Austin. Down East Books. The publisher describes a story about individual pride, basket making, and the network of community contributions behind one child's work.

A FINAL REMINDER

Choose and adapt any idea, reflection prompt, activity, or suggested response based on the individual needs, abilities, circumstances, and safety of the person in your care. Seek guidance from an appropriately qualified professional when a situation calls for individualized support. If anyone may be in immediate danger, contact the appropriate local emergency or crisis service.

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