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12 MO WELL CHILD VISIT

DATE _____ WT _____ HT _____ HC _____

DIET

- start whole milk 16-24oz/day with good variety of table foods
- work on weaning from bottle to sippie cup by 18months

DEVELOPMENT

- cruises, walks
- very curious
- more interactive with other children and adults
- increasing numbers of words

GUIDANCE

- discipline is the teaching of rules and setting limits--it is not punishment. It's important to start setting limits now. **YOU ARE THE PARENT AND ARE IN CONTROL, HOWEVER, YOU HAVE TO BE WILLING TO SHOW THAT TO YOUR CHILD.** Children quickly figure out how to "work" or "manipulate" their parents if you don't set limits and follow through; consistency is VERY important
- the "terrible twos" starts the second year of life, not necessarily when the child turns two yrs old
- NO TV IN KID'S ROOM
- take child in for initial dental visit/screening
- see attached sheet on discipline basics

SAFETY

- lock up any weapons or ammunition you have in your house
- store medications/cleaners/poisons safely out of the way
- be careful around pools, tubs, and bodies of water
- new recommendations state to keep children rear facing in car seat until child is two years old

Childhood Temperaments

Find your child below and try to identify any mismatch between your expectations of your child's behavior and your child's temperament.

High Activity Child

You hear yourself saying: "You're over excited/too revved up/getting too wild."

- allow the child the opportunity to expel energy regularly
- learn to identify early signs of overexcitement
- intervene promptly to prevent escalation

High Persistence Child

You hear yourself saying: "I know it's hard for you to give up when you really want something."

- take a firm stand early
- help your child get unstuck by setting limits on duration or number of repetitions
- pick battles carefully; your child needs to "win" some of the time

Slow to Warm Up Child

You hear yourself saying: "I understand this is new for you/takes you time to get used to a new place." "I know that new places and people make you nervous."

- introduce new things with ample preparation
- allow the child to go forward at his own pace with new people or in a new situation

Poor Adaptability Child

You hear yourself saying: "I know it's hard for you to make a change."

- prepare the child for transitions by describing the sequence of events that are coming
- teach the child to anticipate when a change will occur; give a "5 minute warning"

Distractable Child

You hear yourself saying: "I know it's hard for you to pay attention."

- establish eye contact before attempting verbal communication
- at school, place the child near the teacher

High Intensity Child

You hear yourself saying: "I know you have a loud voice, but.../you have trouble speaking softly, but..."

- enjoy the laughter
- don't get angry or upset with tantrums; they need to be ignored

Low Sensory Threshold Child

You hear yourself saying: "I know you feel hot when other people don't" "I know this sweater doesn't feel right." "I know certain things smell/look/taste funny."

- avoid settings that are over stimulating
- offer choices

Irregular Habits Child

You hear yourself saying: "I know you don't feel hungry/sleepy right now."

- don't try to force the child to eat when not hungry or sleep when not tired, but you can insist that the child sit at the table with the family or lie in the bed at bedtime

DISCIPLINE BASICS

Discipline means to teach, not to punish. The primary goal of discipline is to protect the child and others from danger. The higher goal of discipline is teaching right from wrong.

Children need a parent who is in control and willing to **CONSISTENTLY** set **REALISTIC** limits and enforce them. Consistent limit-setting prevents the creation of the spoiled child who becomes difficult for parents to love and unacceptable to the adult world. Bribing your children may get immediate results, but does not create long term change in behavior. It may motivate your child to seek more rewards for unacceptable behavior. Spoiling a child does **NOT** include holding infants too much.

LISTEN: to what your child is saying and be sensitive to his/her feelings

look at your child as he speaks

convey concern (not anger) as you ask questions

tell your child when you are not pleased with their behavior, but that you still love them

SET LIMITS: be sure that your child understands the boundaries

limits should be realistic

when situations change, be flexible

Guidelines for Setting Rules/Limits:

-be clear in describing misbehavior and clearly stating the accepted behavior

-"don't sweat the small stuff" and pick your battles wisely

-use rules that are fair and attainable for the child's age and begin with a few simple rules

-**BE CONSISTENT**

Techniques:

-begin with a safe environment

-distract, redirect

-use verbal and nonverbal disapproval

-**PHYSICALLY** remove the child from the situation without hurting him; constantly yelling

"come here" and "don't" won't work on smaller children

-use time out (described later) starting as early as 12-15 months if needed

-allow natural consequences when safe to do so (putting sand in mouth is distasteful, but not harmful)

REWARD YOUR CHILD

-reward should **NOT** be a bribe; don't say "If you do this, I'll get you something special."

-rewards can help encourage certain behaviors you'd like to see repeated

-praises, hugs, kisses, undivided adult attention are powerful reinforcers

-reward the child when the task is completed; don't postpone the reward

-the reward must fit the behavior

-choose a reward that is valued by your child, you may need to change that reward periodically;

let the child have some input into what rewards he'd like to work for

-"catch the child being good"; say "I liked how you got dressed by yourself this morning when I asked. Now we won't be late."

HOW TO USE PUNISHMENT:

-doesn't necessarily mean physical force

-can mean not letting the child do something he enjoys; "removing privileges"

-punish the child immediately and consistently after the misbehavior

-make sure the child knows why he's being punished

-time out and spankings are OK if used appropriately

-**REMAIN CALM**

Managing normal tantrums: 10 tips for patients

1. **Minimize** the need to say NO by storing breakable items and, where possible, dangerous items
2. **Use distraction.** When frustration begins to mount, redirect the child to a less frustrating or more acceptable activity.
3. **Present choices** within the limits of what is acceptable; “Do you want to wear your red pajamas or your blue ones?”
4. **Pick your battles** carefully. The more important the issue –e.g., safety precautions – the more firm and consistent.
5. When a preschool child throws a tantrum, ignore it by staying within the child’s sight and carrying on normal activities without talking to him.
6. For the older child, establish the rule that he must go to his room until he calms down. When a tantrum occurs, tell him to leave. Be a model of self-control.
7. **Take into account** your own emotions that may interfere with effective management of a tantrum. Never let a child hurt himself or others, including you, during a tantrum. A child who is in danger of hurting himself (by thrashing around on a hard floor, for example) should be moved to a safer place.
8. **Use words like** “out of control” instead of “bad child” to describe tantrum-throwing behavior, and praise the child’s ability to regain control after a tantrum. You might say, “You did a good job getting yourself under control.”
9. Once the tantrum is over, the child is entitled to start over with a clean slate. Comfort may be given, but any original demands the child had should not be fulfilled. Otherwise, tantrums will become a way of life.
10. **Try to establish** an environment of positive reinforcement in the household, by commenting on, and praising desirable or neutral behavior every few minutes as a general habit.