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2-2 1/2 YR WELL CHILD VISIT

DATE _____ WT _____ HT _____ HC _____

DIET

- child can eat anything you eat, but picky eating continues; they need to feed themselves; encourage nutritious snacks; toddlers grow slower so don't need as much to eat; food likes and dislikes will change
- protect from choking
- try to have regular family gatherings and conversations at meals

DEVELOPMENT

- motor activity at its peak; toddlers learning to play and share together; start with playing with one child at a time; can kick a ball, throw overhand, jump
- good toys now are climbing/riding toys, books, blocks, small table and chairs for drawing and coloring, musical toys
- has 50 word vocabulary with 2-3 word sentences; some stuttering is common; encourage reading
- follows 2 step commands
- wants to do things for himself; assign simple chores and allow him to make simple choices like which color shirt to wear
- can become more rigid and inflexible
- starts to show interest in toilet training; (**see attached sheet**)

GUIDANCE

- limit TV watching to 2 hours/day and limit your own TV watching as well
- NO TV IN THE KID'S ROOM**
- bedtime rituals increase security and comfort, but keep them brief (<20min); stories, nightlight, blanket, toys; nightmares and fears very common at this age
- continue with firm and consistent limits; follow through with discipline
- negativism (saying "No" to everything and being contrary) is a normal part of development so try to ignore most of it
- redirect child when you know he/she is getting frustrated with activity/toy
- encourage tooth brushing with a small amount of paste; first dental visit if hasn't already happened

SAFETY

- use car seat until at least 4yr and 40#
- recheck childproofing
- teach animal, water, gun, sun, fire, safety and use of helmets

YOUR CHILD SHOULD HAVE RECEIVED THE FOLLOWING VACCINES BY THIS AGE:

4 DTaP	4 Prevnar
3 IPV	2 Rotarix
1 MMR	2 Hep A
3-4 HIB	1 Varicella (chicken pox)
3 HEP B	

How to Develop Self-Calming Skills



Some children misbehave because they do not have the skills to calm themselves when things do not go their way. In adults, these skills are called coping skills or anger control skills. Children without these skills are often called bad-tempered, strong willed, or difficult.

Many parents try to get their children to behave using lectures, explanations, and reasoning. When this fails, they try to force the child to behave. This often leads to direct confrontations that are unpleasant for both parent and child and usually accomplish nothing beneficial.

Here are some ways to help teach your children self-calming skills:

1. Don't nag. Eliminate lecturing, threatening, and warnings as much as possible - preferably eliminate them completely.
2. Provide your child with a great deal of time-in. Time-in is brief, nonverbal, physical contact. This is not meant to be a reward. Rather, it is meant to let your child know nonverbally that you love him. Whether your child is 3 months, 3 years, or 13 years old, touch them for 2 to 3 seconds while they are behaving in any way that is acceptable to you. You can nonverbally let your child know that he is loved when the child is playing a game, watching TV, coloring, building with blocks, or just looking out the window. Time-in is touching, not talking. Talking to children when they are doing something often distracts them enough that they never complete the task.

Try to identify situations where your child has a history of bugging you. For example, if your child often bothers you when you are on the phone, give her a lot of brief, nonverbal physical contact while you are on the telephone but before she starts bothering you.

3. State 3 words in a calm tone of voice. When your child interrupts, say "Interrupting, calm down" or when he is whining say, "Whining, calm down." It is important that you ignore your child until he is quiet or has settled down. During these calming-down periods, do not nag or remind your child of what he did or did not do. Just ignore your child until he has calmed himself down.
4. Ignore your child during the calm-down period. Do not make eye contact with your child. For a calm-down period to end your child must calm down or gain control of himself for 2 or 3 seconds. Your child can call you a name or have a tantrum on the floor, but until he calms down, he does not exist.

At first this will not be easy for you to do. Think of the situation like a broken vending machine. When a vending machine does not work properly, many people's first reaction is to push, hit, or kick the machine. As you know, the machine does not respond. It ignores you. Soon, you walk away. Eventually, your child will give up and calm down, too. Contrast this example with slot machines. Slot machines may go periods without paying off, but then unexpectedly pay off. For this reason, people will stand for hours putting money into a slot machine because they are occasionally rewarded for their efforts. If you sometimes give

your child attention when he is whining or throwing a tantrum, he will keep doing it every time for that occasional payoff of attention. You are encouraged to be a vending machine to your child when he is trying to calm down. Stop paying attention to undesired behavior. Give your child the chance to calm himself down without your help.

5. Let your child see you when you are ignoring him.

While you are ignoring, your child needs to:

See you.

See that you are not upset or frustrated.

See what he is missing.

You can start doing something that he might enjoy such as playing with his favorite toy or nibbling a snack that your child enjoys. After your child calms down, you can share the toy or snack. Remember, you are giving him the chance to learn self-control, a skill he will use throughout his life.

6. Start time-in again. After your child gains control of himself or calms himself down, wait 2 to 3 seconds, then resume time-in. Do not remind him or discuss with him the reason for the calm-down period.
7. Keep working at it. Even if it takes your child a month or two to learn how to calm himself down, having this skill can help to make your household a much more pleasant place to live.

Written by D. Robert Ward and Edward Christophersen. From "Beyond Discipline: Parenting That Lasts A Lifetime."



Positive Parenting



Foundation

- Your child needs to know your unconditional love every day
- Your child needs to feel safe: physically, emotionally, and in conversation. Show them respect.
- Catch them being good: positive messages to negative messages should be 4:1
- Have expectations that they will be good, but prepare them for difficult situations
- Expect effort, not perfection. Reward effort, not performance.

Connect

- Connection simply means “to be present with”. Not just a physical presence but a caring, emotional presence. Remind them of their strengths.
- Listen first. Then talk.
- Speak words of encouragement instead of praise.
 - To encourage is “to give courage to”. Encouragement is not performance based. It emphasizes the qualities that build resilience in the future: effort, perseverance, patience, problem solving.
 - Examples include: “*you worked so hard on that, look how far you have come, you are stronger than you think!*”
 - In contrast, praise focuses on performance that is done in the past. Praise puts pressure on them to have success every time.
 - Examples include: “*You did it just right. Perfect!*”.

Coach

- When addressing behavior, it is important to teach important life skills:
 - Respect, Concern for others, problem solving, cooperation
- Have realistic expectations. Remove them from situations they can’t handle.
- Parent with respect. Let them know the rules, but don’t expect perfection.
- Teach them to ask for help when they need it. Demonstrate patience to them.
- Say no when you need to, but give them a warning.
- Let them learn by natural consequences
 - “*If you don’t wear that coat, you could get cold.*”
- Resilience allows us to bounce back from failures and not be defeated by them.
- Resilience allows us to use failure as a stepping stone for further success, rather than viewing it as a negative result.

Correct

- Remind them that we all have rules to live by. Consequences happen when rules aren’t followed.
- Hopefully, when we lay the foundation, connect with our child, coach them properly, we won’t have to correct them often. Verbal reprimand, time-out, consequences, lost privileges are all possibilities.
- Remember that no good communication happens when anger is involved. If you want your child to learn from correction, you must wait until both sides are calmed down before you talk about the situation.

YOUR TODDLER AND TOILET TRAINING

Some children are ready to begin toilet training at 15 or 18 months. Other children are not ready until 2 years of age or older. (The average age seems to be 2 years for girls and 2 1/2 years for boys.)

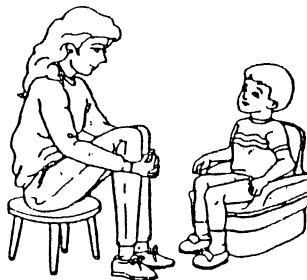
Some factors that might slow the learning process are: childhood illnesses, family crisis, certain fears like being afraid of losing part of his or her body in the "potty", or bringing home a new baby.

THE TEN INDICATORS OF TOILET TRAINING READINESS

1. *Your child must be able to recognize and control the urge to have a bowel movement or to urinate.*
2. *Your child's bowel movements have become regular and predictable.*
3. *The parent or care-giver must be able to understand the child's "cue" that he or she feels the need to "go potty".*
4. *Your child remains dry for at least two hours at a time during the day or is dry after naps.*
5. *Your child indicates by words, facial expressions or behavior that he or she is about to urinate.*
6. *Your child understands simple verbal directions.*
7. *Your child becomes uncomfortable with soiled diapers and wants them changed.*
8. *Your child asks to use the potty chair or toilet.*
9. *Your child asks to wear his or her grown-up underwear.*
10. *Your child can take pants off and on.*

GAINING THE CHILD'S COOPERATION:

Parents will find it helpful if they look upon potty training as a time of learning and education of the child. Like learning new words or learning to stack blocks, it takes time for the child to recognize and put to work everything he or she has learned. The best way to gain cooperation is to praise your child when successful and be kind and understanding when he or she doesn't make it. Harsh words should not be used because that will make him or her feel ashamed. Spanking will only cause delay in the training and should never be done. Forcing a child to potty train before he/she is ready can cause emotional damage and cause problems later on in life.



REWARDS:

Rewarding your child when he/she is successful in using the potty will help speed training. Some examples of rewards you might try when successful are:

- Draw happy faces on the clown chart
- Keep 2 or 3 of his/her toys in a box where they can't be reached, then give your child one that hasn't been seen for a while to play with.
- Hang a music box on the bathroom wall, then hold your child up and let him/her turn it on and listen to it play for a little while.