

Health is a Journey!!

What to expect at 15 Months!! Tips from Gene

It may not be Hamlet... but "the toddler doth protest too much, methinks"... or is it the Parent?????"



Comedy or Tragedy? You can make a difference!

The Journey..... Is made of **Short Term Goals** that you choose or at least control somewhat. These will lead to **Long Term Goals**, like being **Independent**, to **Belong**, to develop **Skills**, and be **Giving** when your child grows up! How exciting is that? And it happens, almost before you know it, so watch those Short Term Goals, One Day at a

You have an actor on your hands!!

Full of **emotion**, you may see TSK go from

laughing and happy to

surprised, puzzled, then disgusted, and finally

Angry.

when you are **too slow** getting the Mac and Cheese to the table!

OH!!!! DUCK!!! A sippy cup may be hurled your way, as well!

And all of those emotions occurred in less than 2 minutes!

Welcome to Toddlerhood and the time when emotions reign, and everyone else is....

Well, miserable and grumpy because

you don't know how to communicate with your Emotional **"Drama Queen or King"**.

Here are some tips; Remember that **framework** thing from last time? (See 2nd Complicated diagram below at the arrow.) →

- 1) **Patience:** It's the basis of all frameworks .
- 2) There are **5 basic emotions**– learn to read TSK's and study which ones to intervene with quickly– ask, if questions.
- 3) Give TSK **time to respond**; remember that TSK's brain cells don't have a lot of insulation yet so they are slower to respond; Pick your Battles and CHILL OUT.
- 4) TSK's **attention span** is only a little more than a minute, so don't talk too much; "Brevity is the Soul of Wit"; per Shakespeare.
- 5) Be sure TSK is **comfortable and isn't hungry or tired**, when you go to the store; if you do, expect a "Noisy Tragedy" of epic proportions that would even impress Shakespeare! But... you really don't want to impress Shakespeare... or the other store shoppers.
- 6) To loosely quote Shakespeare, again, "Give thy toddler your ear, but less of your voice... and

Always a hug!

Gene and Dr. Greta

Keep in Mind *To remember on not...that is the question!*

Developmental Milestones

Walks alone with a wide-based "Charlie Chaplin" gait, stops and starts more easily, stoops, walks backward.

Crawls up stairs.

Builds a tower of two blocks.

Can put a small object like a raisin, in a bottle.

Uses fingers for self-feeding and drinks well from a cup.

Scribbles spontaneously... on anything available.

Points to several body parts.

Understands simple requests: "Bring me the ___."
Says three to six words.

Pats a picture in a book and attends to a story being read to him/her.

Understands and can play "Roll the Ball".

Can remove some clothes.

Gives and takes a toy. Hugs.

Finds objects hidden out of sight.

Check List

Immunizations should be current.

Vitamin with iron, and fluoride (if needed), should be taken, and child is not on the bottle

Tooth/gum brushing?

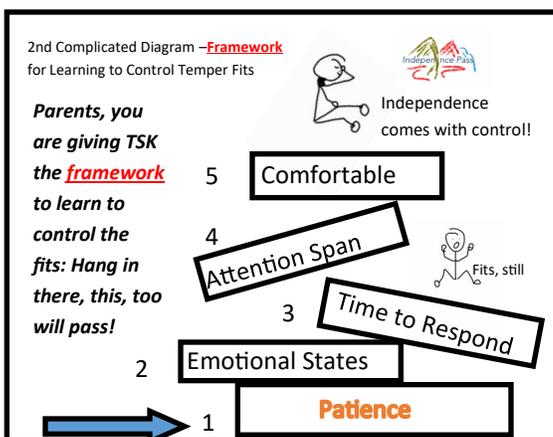
Development is appropriated, and all care givers are teaching the child the same behavior lessons.

Any new family stresses that may be affecting the child's behavior?

Any violence sources?

TV/videos aren't recommended until 2 years of age, and then no more than 1 hour/day.

One Day at a Time!!



1	2	3	4	5	6	7	
Healthy Child Calendar							
A Way to Stay "Up-to-Date" on TSK's Needs: Plan Ahead!							
And it all happens each Day as you make choices! Consider these! Add your own!							
8						13	14
How's the routine for eating, sleeping playing?							
15						20	21
TV isn't recommended until 2 years of age, but if used watch with TSK so he can understand your reactions !							
22						27	28
Been to the library? Reading every day?							
Brushing teeth daily and NOT sharing spit????							

Health is a Journey!! One Day at a Time!!



Gene, Dr. Greta's Advisor

THANK YOU for sharing your journey with Dr. Greta and her advisor, Gene. Together, you will explore the wonders of your child's growth and development. We will explore how to use Short Term Goals to reach your Long Term goals... and how to enjoy the Journey... One Day at a Time! Under the tutelage of Gene, this material is developed by

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Emotions, HERE WE Come! Ready for the Roller Coaster Ride???

MORE INFO IN DEPTH.....

Child Care Provider Issues – Can't forget this!!! Any new changes? Visited with your Child Care Provider lately? Consistency between you and the Child Care Provider helps!

Frustration Factors - Both Child's and Parents' Views

Every day you will notice new things; your child's understanding is growing by leaps and bounds and the thought processes are becoming more intricate, almost by the minute! Thus, the desires and wants are growing, as well! Unfortunately, the communication skills are not nearly as evolved. With the child only able to say three to six words, he/she depends on pointing, pulling you to the desired place, crying, etc. to get the point across. The frustration at this age may be the worst it has been. Imagine what it would be like to continually have new thoughts and ideas that you desperately wanted to share, only to have no one understand! Thus, more and longer temper tantrums. (With increasing attention span, the tantrums last longer, too!) some authorities suggest teaching toddlers sign language. If you are interested in this idea, please ask.

EVERYONE, including the child and parents, underestimates the fifteen monther's growing abilities; your child needs continual watching, twenty five to thirty hours a day! (In other words, sometimes it takes more than one person to adequately watch and interact with this wonderfully growing little being!)

Answers Through Development

Cognitive/Emotional- See the Nine and Twelve Month Visit Sheets. Nothing new that we understand here, just more of the same. Your child quickly assesses each experience for harm, then assigns emotional value, and a decision is made to discard, or to place it in long term memory. There are enough daily experiences which you, the parent, can assess now, that the idea of the "Good Experience Jar", "Bad Experience Jar", is worth explaining. This is a way of thinking of your child's day, in terms of his developmental and emotional accomplishments/experiences. Imagine that each experience in life is a "Jelly Bean". There are two jars available to place our "Experience Jelly Beans" in, one for "Good Experiences" one for "Bad Experiences". We are putting an "Experience Jelly Bean" in one of the jars, with each thing that happens, so this goes on all day. At the end of the day we have two jars full of jelly beans. Which will be fullest? A "Good Experience" occurs when the child productively does something, interacts with someone in a positive way, and most importantly, figures out how to deal with/overcome a problem or chal-

lenge. Some "Good Experiences" will have some crying, or even tantrums, but the end result will be the child's accomplishing, understanding, or overcoming the emotion in a positive way. A "Bad Experience" is one that ends with nothing learned, except the emotions of fear or anger or depression having been more deeply embedded. You will not be able to avoid this, sometimes, and a "Bad Experience" today may lead to a different approach tomorrow, for a "Good Experience". At the end of each day (or even throughout the day), keep track of how many "Good" and "Bad" experiences there are; the analogy of the "Jelly Bean Jar" is useful for you to picture which jar is filling up faster. If the "Bad" jar is always the fullest, then your child is experiencing more negatives, and this will have a life long impact. You will be instrumental in teaching the child the skills needed to make positive experiences out of negative ones; some of the most intense teaching you will ever do, begins around this time. You will need to focus hard on understanding the child's thinking, so you can gently guide him/her to a positive, learning experience.

Motor-Faster, Farther, Higher, this is the Fifteen Monther's Motto; Don't assume anything any more!

Language- Expressive (what the child can say) language is three to six words, Receptive (what the child understands) language is several hundred words. This language discrepancy is the basis for many temper tantrums. Some children have been helped by learning sign language to help with the frustration.

Stress Management- Consistently dealing with the temper tantrums, by ignoring, placing the child alone for a few minutes and quietly, calmly, firmly, setting limits, will teach inner self-control. When the child calms down, he/she should be praised with a short statement, such as "Good! You are now in control again! Let's go have fun doing _____." If you react in a negative, punitive way, the child will respond in the same way. If you treat the incident matter-of-factly, (but certainly not letting the child get by with it!), and teach that this is a matter of inner self-control, the child will learn special body quieting techniques; you will not be teaching fear or anger, but the release and control of these. If a child is outwardly controlled, repeatedly hit or yelled at, he/she may learn to outwardly be quiet (although, often this doesn't work as the child gets older, so the parent yells and hits more, until the child will ignore all of this, and by the teen years usually runs away or gets into risky activities to escape; drugs, sex, the "wrong crowd" etc). Inside, however, the emotions of fear and anger, and depression are growing and changing the attitudes, as well as the body. It has been shown that these emo-

tions can cause serious health problems, like heart attacks, stroke, more infections, possibly cancer, if they are allowed to stay in the body for prolonged times. We must teach our children not to keep these emotions inside, and one way to do this is to teach inner self-control. You may see an increase in thumb sucking at this time, as a response to stress. Use this as a signal to watch the stress level. Head banging may start, to gain attention. The best thing is to ignore this; just walk away when it starts, with a comment like "I don't want to be around if you are going to hurt yourself. When you stop hitting your head and are in control, I'll be back." Then, be sure to return quickly and immediately when the child stops. Remember that the attention span is only a little more than one minute, so for a child to associate cause and effect, things have to happen within that time frame.

Safety Issues –Review earlier sheets

Drowning tips: A child can drown in the stool, or in a large bucket of fluid; children this age are "top heavy", with the center of gravity being in the upper abdomen, or even chest (This is due to the larger head children have in relation to the rest of the body. By the teen years, most of us have a lower center of gravity in the hip or pelvic region, making it harder to fall over.) A child should not be allowed in the bathroom alone, and should be closely monitored in work areas, or best, not allowed in these areas.

Review burn safety: fire drills/alarms, water temperature (no more than 120 degrees F), stove or appliance/curling iron access.

Ingestion problems: does the child still put things in his/her mouth? If so, rethink lead poisoning, and if the child eats a lot of dirt, tell me. Review Poison Control # 1-800-222-1222.

Choking is still a problem: avoid balloons, small objects, popcorn, nuts, gum, grapes, sliced hot dogs, etc.