

Health is a Journey!!



NO!
NO!
NO!

What to expect at 2 Years!!! Tips from Gene

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 Time!

How many times an hour do you hear that “no” thing? One study in the journal Child Development, clocked toddlers as saying it up to **30 times in an hour**. So what’s up with using the word, “no” so much? Well, theories abound! Some think the child is learning **independence**, so should automatically want something OTHER than what was just suggested. Others question if it is a brain maturing thing. It is estimated that some of the brain nerve cells may attach to 10,000 more other brain cells. So if a message or idea starts in one cell, it would take a little while to send it all over the brain! **And sometimes we adults aren’t patient enough to let the little brain process things.** So, could it be that the toddler learns to blurt out “No!!” in an attempt to buy just a few more milliseconds for the brain process... to get the idea to other brain areas?

Suggestions: 1) Be sure TSK is rested and full. Asking an uncomfortable child to do anything most likely won’t work.

2) Give only 2 acceptable choices (“Do you want the red one or the blue one?” Or “Do you want your carrot now or after your milk?”)

3) Make a game out of transitions; if taking a bath is a “No” event, see about starting a singing/marching game, and you end up at the bath at the end- with a choice of the blue duck or red duck to take a bath first! You can vary the transition activity. Lots of laughing and giggling helps!

4) Use “No” sparingly – try to find other ways to express yourself.

5) When “No” has to be used, say it firmly and lovingly and always follow through. With planning, other alternatives to hitting are much more effective, and long-lasting! With love and brain maturing “No” will slowly decrease.

6) Find reasons to laugh and enjoy TSK!
Give your special TSK a Hug!

Dr. Greta and Gene

Keep in Mind.....

Developmental Milestones for Two Year Olds

Goes up and down steps alone, holding to railing or someone’s hand

Runs with ease

Jmps off the floor with both feet

Opens doors

Climbs on furniture

Kicks a ball

Throws over-handed

Stacks five to six blocks

Uses spoon and cup well

Has a fifty word vocabulary and puts two words together

Knows first name

Responds to two part commands

Imitates horizontal and vertical lines, and a circle

Shows interest in dressing self

Shows interest in bowel/bladder control

Enjoys imitating adult behaviors, and is beginning to form gender identity

Uses toys appropriately, i.e., hammering on a work bench

One Day at a Time!!

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|--|---|---|---|---|---|
| Healthy Child Calendar | | | | | | |
| 8 | 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! | | | | | | |
| 15 | Toothbrushing and Spit Sharing?? Flouride varnish is available. | | | | | |
| No more than 1-2 hours of media a day, and Parents should watch with TSK! | | | | | | |
| Been to the Library? Reading every day together? | | | | | | |
| 22 | Family history for Cholesterol? | | | | | |

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



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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NO!! NO!!! A Thousand TIMES... NO!!! And maybe another "No", just because I can....

MORE INFO IN DEPTH.....

Development – The “Terrible Twos” or the “Talented Twos” – A matter of perspective!!

Development is becoming more complicated and more individualized. Up until now we have approached development in a linear fashion with those Support Framework ideas: the child needs to sit before walking, he/she needs to say “dadada” before going on to other words. But now things are a little different; the tasks from now on don't always occur in the same order. These include potty training, more in-depth communication skills, more precise motor functioning, fine-tuning basic body functions, like eating and sleeping, and autonomy, the beginning of independence. Your child will pick and choose which one of these to “work” on, and will proceed for a set period of time. If the chosen task isn't accomplished, he/she will go on to the next, and come back later.

Child Care Provider Issues – Don't forget to address the changes your child is making at home with your Child Care Provider, to strive for consistency; your child will recognize inconsistency, and this can worsen behavior concerns! Review the Child Care Provider Check List.

Social-Emotional – Autonomy, or independence is the “skill of the day”. There are many theories about this, but no one really knows much of the evolution all two year olds make. Some think the child is trying to identify boundaries, recognizing that he/she is a separate being from parents. To do this, the child needs to be oppositional, at every turn, as this helps to identify what will and won't be accepted. Others feel that the “Wants” in life are becoming more obvious to the child, and that tied to this is also the “want” to be in control of something, or someone, or anything! After all, up to this point, the child has been quite vulnerable and dependent on others. Now, the child is starting to understand there are a few things he/she can do on his/her own, and this is fun and makes the child feel important, a sense of self-worth. It is crucial, that we recognize this need to feel in control of something for the child, and help him/her to be in control of appropriate things. This DOES NOT mean that we let a two year old decide when to go to bed, where he/she will or won't go, what is appropriate behaviors, etc. One way to start this process, how ever, is to offer two choices (both of which you approve) i.e., “Which would you like to put on first; your shirt or your pants?” Don't ever ask a two year old, “Do you want to get dressed?” The answer will always be “NO!!” With a little practice, you can learn how to change your communication skills to cut down on so many “NO!!” responses, and yet help the child make some decisions that will help

him/her feel a little in control, and will help with over-all mental processing.

Language- Stuttering may start now. This is only due to the mind going faster than the mouth. This will pass with time. Don't correct the child. Just speak plainly, and at a normal rate, as a good role model.

Stress Management – Regression of behavior will be more obvious now, when the child is under stress, such as with a new baby, a move, or someone moving in or out of the house. If your child had a skill almost perfected, then all of a sudden loses the skill i.e., potty training, sleeping all night, etc., it is possible that he/she is stressed. The new skill hasn't been well enough formed yet to be a habit, and with the stress, the child is using more brain power, so can't devote to the new and improving skill. Look for the stress, to see if you can diminish it or help the child deal with it.

Body Functioning

Potty training- A child is ready if he/she can squat down and up without losing balance, can pull the pants up over the buttocks, can coordinate wiping and can identify sensations for urination/defecation. When a child is ready, this usually is accomplished quickly. Some are not ready until three years. It is a mistake to push this, or make a big deal out of it, as the child then may develop a negative attitude. Also children who are prone to hard stools may experience pain, and try to hold the bowel movement. If your child has this tendency towards hard stools, it helps to work with diet to get stools soft, BEFORE you try to potty train. Ask if you have specific questions about the process.

Genital Exploration- Sexual curiosity is normal at this age. There are no harmful effects. It is important to teach your child that it is not appropriate to touch the genitalia in public. Many people teach their child that if he/she wants to examine him/herself, this needs to be done in the privacy of the bedroom or bathroom, and without others, especially playmates, around.

Nutrition- Two year olds often are testing the waters, by refusing everything, including food, especially at mealtime. Sometimes this upsets parents so much they will try to feed the child by chasing him/her around with cookies! This is NOT a good idea, as it teaches the child that he/she is in control and doesn't have to eat more nutritious things! It is best to offer foods at designated mealtimes and with set snacks, offering something every two to three hours. If the child refuses, then nothing is to be given until the next regular snack or meal. Food should ALWAYS

be eaten while sitting (so choking won't occur), and preferably at the designated eating place, i.e., kitchen table. A vitamin with iron is still a good idea and watch for choking hazards, i.e., gum, nuts, popcorn, hard candy, sliced hot dogs, grapes, etc.

Activities to Enhance Development

Work on increasing Attention Span (should be two minutes now), by daily planning activities that will require thinking, organized physical activity (if you have questions, ask). Your child will still need lots of one on one attention from you, to learn everything from how to manipulate things (eating still falls into this category, as does interest in dressing/undressing - so pick some clothes child can easily wear) to how to deal with emotions. Helping with daily activities and chores is good; don't be too critical or expect too much, and let the child work at his/her own pace, with gentle and frequent reminders and praise.

Curiosity about everything is naturally present; you can help by being excited when your child is trying to show you something even if you've seen it many times before. (There is nothing more ego deflating that to have discovered something, only to have someone you trust put you down, or think your discovery is “no good”!) This is a wonderful opportunity to look at the world anew, through the eyes of your very special little friend; don't miss the opportunity- it will be here for only a short time (Soon enough your child won't WANT to show and tell you things!)

Sharing is starting to emerge, but this is a learned trait, not inborn. Don't be surprised that your child will share one day, and grab something back the next. You may be able to tell your child's moods on this issue. It probably won't gain anyone anything to put your child in a sharing situation, if you can tell he emotionally will not handle it well. It is better to wait until you can sense a “good” situation, so he can succeed at sharing, and thus learn from it! Remember the Two Year Old Motto: What's Mine is Mine and What's Yours is Mine, Unless it's Broken!

Encourage imagination. Remember, imaginary things, real things and dreams all seem real to a child until age seven! Let's pretend-Games, though, start ground work for teaching a child the differences.