

Parenting Packet

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- ☆ 0-3 months
- ☆ 3-8 months
- ☆ 8-14 months
- ☆ 14 months - 3 years
- ☆ 3-5 years
- ☆ Potty training and bedtime
- ☆ Nutrition issues — infant feeding
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- ☆ Guiding a child's behavior — discipline
- ☆ Child care options
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0-6 weeks

General Behavior

- Sleepy
- Irritability/Crying (but often soothed when held)
- Lack of Mobility
- Sucking ability
- Frequent eating
- Smiles often
- Regular times of day crying may indicate colic (contact doctor)

Positive Parenting

- Handle infant often with eye contact
- Respond to needs
- Check for signs of discomfort (hungry, wet, etc.)
- Feed on demand (child will self-regulate eventually)
- Talk with and smile to infant often and use voice inflections
- Avoid secondhand smoke
- Have infant sleep on their back. Begin tummy time a couple times per day, for short periods of time, with care giver present.

6 weeks - 3 months

General Behavior

- Awake longer periods
- Earlier and more frequent smiling
- Begins to notice own hands
- Follows moving objects with eyes
- Turns head toward sound
- Sucks with pleasure

Positive Parenting

- Continue to hold infant often and respond to needs
- Crying for prolonged periods may indicate a problem (check with doctor)
- Shorter periods of fussiness (crying) can be expected
- Stimulate with crib toys (mobiles, visual gazing toys)
- Continue tummy time several times a day, for short periods of time, with care giver present.

FACT: *Holding, cuddling, singing/talking/reading to and playing with your child (such as finger play) in its first three years can elevate intelligence and improve behavior.*

3-5 months

General Behavior

- Responds to faces and voices (by kicking out vigorously, laughing, etc.)
- Ability to control head
- Likes to lie on belly and push up to look around
- Holds objects
- Studies objects intently
- Plays with and enjoys infant toys (soft toys, mobiles, rattles and other safe toys)
- Listens intently, responds when spoken to

Positive Parenting

- Continue to respond to needs
- Talk and read to baby
- Smile and hold
- Prop baby up so he/she can look around (be sure he/she is secure)
- Play music
- Continue giving baby tummy time several times a day, increasing the amount of minutes at a time, always with care giver present.

5-8 months

General Behavior

- Sitting up
- Reaching for objects
- Responds to sounds
- Some children will sleep through the night
- Fear of strangers
- Fascinated with faces
- Feels, shakes and bangs things
- Prefers parents to other people
- Repeats actions that have interesting results

Positive Parenting

- Continue to be responsive to infant (holding and interacting)
- Play on the floor
- Continue to talk to infant
- Read small stories aloud
- Provide different sounds for the infant to listen to

CAUTION: *Infant will put anything available in mouth*

8-14 months

General Behavior

- Beginning to crawl and explore surroundings
- Curious
- Clumsy
- Active
- Says first, meaningful words
- Interested in small objects by sucking, chewing and biting
- Handles and touches objects
- Pulls self up on furniture
- Beginning to attempt to walk
- Loves to play pat-a-cake and peek-a-boo
- Loves to put objects in bowls, pots, boxes and take them out again
- Beginning to remember simple events, form simple concepts
- Identifies themselves, body parts, voices, familiar people
- Understands own name, other common words
- Can find hidden object

8-14 months

Positive Parenting

- Provide safe toys of varied shapes and sizes and containers for “fill and empty” play
- Provide drawer or cupboard for child’s enjoyment in kitchen
- Allow child to explore safe places
- Play is important part of learning: play pat-a-cake and peek-a-boo; cover a toy and let baby find it
- Talk to infant; describe things and actions
- Read to child

Discipline Options

Diversions: Substitute a good behavior for a bad behavior you find unacceptable (distract to a toy or behavior, change environment, take to another room).

CAUTION: *Accident proof your home by putting household cleaners out of reach, covering electrical outlets, moving electrical cords, fans and heaters, barricade stairs.*

14 months - 2 years

General Behavior

- Beginning to speak, putting words together
- Interested in environment
- Solves problems
- Shows pride in accomplishments, likes to help
- Begins to play with others
- May have temper tantrums
- Shyness
- Clingy to mother (or person child is most attached to)
- Likes to: play with water, take things apart, carry things, help
- Asserts independence, but strongly prefers familiar people
- Recognizes ownership of objects
- Begins to understand what adults want them to do, but does not yet have the ability to control them

Positive Parenting

- Allow child to do small things to help dress and undress himself/herself (but do not push him/her to achieve beyond his capabilities).
- If doing it himself/herself frustrates toddler, help him/her a little. Start sock on foot and allow child to finish pulling it on. Let child put on shirt, button it for him/her.
- Allow and help child to express feelings
- Be patient
- Read to child

Discipline Options

- Continue distractions for unacceptable behavior and reward for acceptable behavior
- Ignore tantrums unless hurts himself/herself
- Set reasonable limits on behavior
- When behavior is unacceptable, tell the child clearly in language the child can understand: A) what the behavior is; B) how it makes you feel; C) how it affects you; and D) what you expect them to do instead

2-3 years

General Behavior

- Interested in peers (leading, following and competing)
- Enjoys conversation
- Begins simple reasoning
- Asks questions (Why?)
- Begins potty training
- Engages in role playing or make believe activities
- Self-centered (does not understand that parents and siblings have needs too)
- Riding tricycle, running, climbing
- Feelings can be hurt

Positive Parenting

- Model positive traits you wish your child to possess
- Listen to child's feelings
- Assure child that you understand his/her feelings
- Listen to child's verbal messages and pay attention to nonverbal behavior
- Develop schedule for bedtime and meals, but do not be too rigid
- Let the child begin to make some decisions
- Set aside some "special" time without interruptions for child each day to play, talk and read

Discipline Options

- Use clear-cut limits, but do not enforce them with anger
- Be specific about what you expect
- Use gentle firmness, no hitting

3-5 years

General Behavior

- Active, curious, explorer
- Gains independence (likes to feed and dress self but may need assistance)
- Unable to distinguish between reality and fantasy (enjoys make-believe, dressing up and imaginary playmates)
- Develops some fears (dark, storm, animals) and should not be ridiculed. Give comfort and reassurance
- Gains control of body (walks erect, climbs stairs)
- Concept of time is limited with difficulty in understanding, "Wait for 5 minutes"
- "Terrible 4s" if passed over negative behavior at age 2
- Likes to play with friends, does not like to lose
- Acts more independent, but is still dependent, too
- Enjoys learning new skills
- Frustrated easily

Positive Parenting

- Do not expect child to be good at sharing (can't do it logically, although 4- and 5-year-old children will share)
- Quarrels are normal
- Continue to encourage child to behave ("Catch them doing good" and let them know)
- Set firm limits
- Allow child to express feelings both positive and negative
- Actively listen to them when they are experiencing a problem. (What may not seem like much of a problem to you may be a serious problem to them.) Listen with patience and understanding.

Potty training

- Don't make potty training a big deal. Children develop at different rates and this development is not a reflection of intelligence or a parent's ability.
- Potty training cannot begin until:
 - Muscle control is adequate (usually after the 2nd birthday)
 - Communication can take place, such as the ability to speak or give some sign that the child needs to go to the bathroom
 - Desire is adequate for the child to want to participate
- Diapers can be used for travel, nap time or night use
- If the number of accidents out-numbers the number of successes, go back to diapers for a few months. It is better to postpone this learning process than to create stress for the child.
- Relax, take your time and be patient
- All children will eventually be potty trained!

REMEMBER: *This teaching period is a wonderful opportunity for your child to increase self-esteem through accomplishment he/she can claim as his/her own. Insisting on early toileting steals that opportunity away from a child.*

Bedtime

Bedtime Fears Change with Age:

- At two years old the child may be afraid of the dark
- At three years old the same child might fear bugs in bed
- At five years old the child fears wild animals in the room
- Sleep disturbances can be caused by over stimulation such as active play before bedtime, tickling, scary TV shows or movies, rough play, a birthday party or a change in routine or environment

Methods to Encourage Sleep Include:

- Reduce the noise level and dim lights (night light is OK)
- Make sleeping area comfortable
- Provide quiet time for a child to unwind before bedtime
- Read the child a story
- Allow the child to look at a book
- Let the child play with one favorite toy reserved for quiet time
- Provide soothing music
- Reduce excitement (TV, loud talking and music) in rest of home

Be positive, persistent and patient about relaxation and sleep.

Have the child take a warm bath (alone) right before bed (supervised, but without the stimulation of other children).

All children require different amounts of sleep and some may not need naps.

Parents may require a quiet time.

Breast-feeding hints

"Tips for Two...Baby and You"

- Provide frequent feedings
- Use breast massage before and during feeding
- Hold baby close to and even with the breast
- Tuck your baby's arm under yours
- Stroke your baby's cheek closest to the breast
- Position baby's mouth well up on areola (dark skin)
- Use both breasts
- Use different nursing positions
- Air dry after each nursing: avoid drying agents
- Offer the breast when your baby cries: it's Okay!
- Eat good foods for baby and you
- Drink to thirst
- Accept offers for household help
- Relax—you're doing the best thing
- Love your baby

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Infant feeding

Breast-feed whenever possible. The American Academy of Pediatrics recommends breast-feeding or an iron fortified infant formula until the age of one.

Make sure baby is comfortable at meal time.



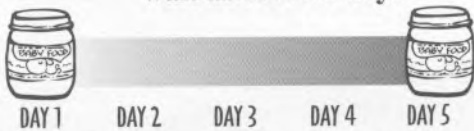









Never force your baby to finish a bottle of food—baby is best judge of how much to eat.

Add one new food at a time. Give baby time to adjust.

Offer small amounts. Make food thin by mixing with formula or breast milk.

Use sippy cups as a transition from nursing or bottles to a regular cup. Sippy cups are not a long term solution. Do not allow child to carry around all day; if child insists, only have water in the cup.

The following was developed from infant feeding material developed by Ventura County Health Department and the City of Berkeley Department of Public Health and distributed by the Nutrition Unit, Maternal & Child Health Bureau, Montana State Department of Health & Environmental Studies.

<p>Some important things to remember!</p> 	<p>1 Bottles are for WATER and FORMULA only</p>  <ul style="list-style-type: none"> • NO solids (solids should be fed with a spoon) • NO Kool-Aid • NO sodas (these have lots of sugar, no nutrients!) • NO juice 	<p>2 Add ONE new food at a time, wait about five days</p>  <p>DAY 1 DAY 2 DAY 3 DAY 4 DAY 5</p> <p>This gives your baby time to adjust to the new food. If there is a reaction, it's easier to determine which food may have caused it.</p>
<p>3 Offer SMALL AMOUNTS at first. Make food thin & smooth by mixing it with a little formula or breast milk.</p>  <p>Use a spoon.</p>	<p>4 Never force your baby to finish a bottle or food. Your baby is the best judge of how much to eat. Overfeeding can lead to weight problems.</p> 	<p>5 At feeding time, you and your baby are learning about each other.</p>  <p>Relax, hold your baby close. Love is just as important as milk for your baby's health.</p>
<p>6 Buy PLAIN, ONE-ITEM PROTEIN foods, avoid combinations</p> <div style="display: flex; align-items: center; justify-content: center;">  =      </div> <p style="text-align: center;">strained chicken chicken & noodles</p> <p>There is as much protein in one jar of strained chicken as in four and one-third jars of strained chicken & noodles</p>		

General Guidelines

- Never reward a child with food
 - Do not urge child to "clear his plate"
 - Do not use food as a pacifier
 - Keep mealtime relaxed and calm
 - Do not force child to try new foods—encourage them
 - Encourage quiet, before mealtime activities
 - Avoid jar food with sugar and additives
 - Consider strained foods made in home, less expensive—consult nutrition or childcare materials
 - Be careful of foods that cause choking (i.e. hard candy, marshmallows)—if possible, cut food smaller than the end of your thumb
 - Foods that are not recommended until children are over 12 months: peanut butter, eggs, honey, strawberries, chocolate, whole milk, shellfish, wheat products, egg whites, and acid or citrus fruits.
- For more information go to: <http://www.wholesomebabyfood.com/forbiddenbabyfood.htm>

Guiding a child's behavior

Children develop self-control through understanding. Screams, spanking, ridicule, name calling, and other harsh treatments are not effective ways to help children learn control. Children need a consistent, positive approach to become emotionally mature.

Set realistic limits on behavior. Keep limits to a few.

Be consistent with your child. Don't have rules you won't have time to enforce.

Make rules that are simple, few and reasonable.

Give children time to comply with requests.

Make the discipline/consequence appropriate to the misbehavior. For example, if your child runs into the street or away from a group, take him/her off the street, hold his/her hand or take him/her inside.

Learn to give Win/Win choices. For example, say, "You must remember the rule about staying inside the yard or you must stay inside the house." Or say, "You must eat this lunch pleasantly or you may leave the table, but there will be nothing else to eat until snack time."

Plan a varied day. Your child is less likely to get into mischief if there are interesting things to do—modify the environment.

Model the behavior you would like to see in your child.

Reinforce Good Behavior

- Spend time with the child
- Praise both accomplishments and good behavior
- Show interest and excitement in new skills

Expect from your child only behavior you expect from yourself. For example, if you want your child to pick up after himself/herself, you must pick up those things that belong to you.

Do not act as if your child did something on purpose when, in fact, it was an accident. Children have accidents just like adults. They are learning new skills.

Catch your child being good! “I saw you help Timmy with his coat. That was a nice thing to do.”

Be honest with your child.

Allow children to do as much for themselves as possible.

Have a quiet time each day or evening to rock or hold and cuddle.

Time Out

- Have a special place that is well lit, quiet and away from interesting activities.
- Tell your child he/she needs time to settle down.
- Tell your child he/she must stay there for a certain amount of time—1 min. of time out per 1 yr. of age of child. (i.e. 2 yr. old should have 2 min. of time out, 4½ yr. old should have 4½ min. of time out.)
- When time is up, remind your child why he/she was in time out, then redirect child to activities he/she will enjoy.
- Attempt to encourage your child for desirable behavior as soon as possible after the “time out” period is over.
- Use time out only if distraction or redirection does not work.
- Do not over use time out.

Things to avoid

Threats

- Avoid because they do not help or improve and they make a child feel negative about himself/herself

Belittling or Shaming

- Avoid statements that destroy a child's self-respect, i.e., "You are a bad girl." "You" messages are put-down or blaming messages.

How to Handle Your Own Anger

- Realize you have a right to be angry sometimes
- Find ways to calm yourself when you become angry, i.e., sit down for a few minutes. Call a friend.
- Let your child know you are angry, but also let them know that you will not hurt them when you are angry
- If you are having a difficult day, let your children know
- Ask for their cooperation and special help that day

Behavior to Ignore

- Negative behavior is often caused by children trying to gain attention, such as swearing and breaking rules. When it's responded to with a time out or ignored, it's most likely to disappear.

Behavior to Stop

- Destructive or hurtful behavior, such as throwing things, biting, hitting and kicking people

Redirect Behavior

- Substitute an activity that is acceptable for one that is not. For example, acceptable alternatives might be hitting a pillow instead of a person or chewing a rattle instead of furniture.

Specific behavior problems

Hitting, Kicking, Scratching

Talk directly to your child, at their eye level; hold your child if necessary. State your limits: “I can’t let you hit. I won’t let anyone hurt you, either.” When your child calms down, interest him/her in another activity. You can use time out.

Biting

Separate the children. Comfort the child who has been bitten. Be sure that he/she is all right. Administer first aid if necessary. Be very firm with the child who did the biting. “I will not permit biting here. Biting hurts.” Redirect both children into an interesting activity. Never bite a child yourself, or have other children bite back to show how it feels. Biting is wrong for everyone at all times because it is destructive and dangerous.

For more information, go to “Play Right-Don’t Bite” at <http://illinoisearlylearning.org/tipsheets/biting.htm>

Writing on Walls

Say to your child, “Paper is for writing on, not walls.” Give your child some paper he can write on or get him/her interested in another activity. If this is a chronic problem, a time out can be used if caught in the act.

Babysitting

A babysitter is someone who comes into your home on an infrequent basis. Locate babysitters through references made by friends, family, neighbors and church. Check references babysitters give.

Traits to Look for in a Babysitter are:

- Responsible
- Dependable
- Likes children
- Experience with children
- Follows parental instruction
- Completed a course in babysitting or child care
- Certified in first aid and CPR

Parental Instructions to Leave for the Babysitter:

- List of emergency phone numbers near phone (police, fire, ambulance or other emergency personnel)
- Location and phone number where you can be reached
- Specific instructions regarding eating, sleeping and any behavior problems
- Address and phone number of your home

Call periodically to check on things!

Listen to what children say about sitters. If they complain, find out why.

Child care

Finding care for your infant or toddler can be a scary experience, especially for a first time parent. You may see this as your test for successfully juggling work and family. Becoming informed on how to choose quality care can make this task easier. Choosing a situation that meets your child's needs as well as yours will assist in reducing the stress of leaving your child.

The first step is to locate options for the care of your child in your community. **The local child care resource and referral service is: West Central Child Care Connection, 217-222-2550 or 800-782-7318.** This agency maintains information on types of child care in a nine county area and what openings are currently available. They also have brochures discussing quality childcare and can assist parents in making the decision about care.

Questions to Ask When Interviewing a Prospective Child Care Provider:

- Is this provider licensed or practicing legal care?
- What hours and days is the facility open?
- What are the fees? When must they be paid?
- How many and what ages are the children cared for in the facility?
- What is the policy regarding sick children?
- Are nutritious meals and snacks provided?
- How much is the TV on? What programs do the children watch?
- Is the facility a clean, safe environment?
- Is there a safe outside play area?
- Does the provider appear to be warm and friendly and enjoy being with children?
- Does she treat each child as an individual?
- Does she have some understanding of children's growth and development?
- Does the provider have attitudes and methods of guiding behavior and discipline that you agree with?
- Are there a variety of age appropriate toys?
- Does she take time to discuss your children with you regularly?
- Are parents able to come in for impromptu visits? (should be able to)
- Can children select toys on their own? Are materials neatly arranged and organized so children know what is available?
- Do children receive individual attention?

Once you have selected an arrangement, plan on slowly introducing your child to the setting. Stay with your child for a couple hours at the day care for the first few days to allow time to adjust to the surroundings.

It is important to find long-term arrangements for your child. Infants are forming strong attachments, the building blocks for future healthy relationships. Keeping the child care arrangements consistent can provide for a strong care giver relationship and reduce stress and anxiety for the child and the entire family.

Safety tips

To Prevent Drowning:

- Never leave a child unattended in a swimming pool, wading pool or bathtub
- Don't answer the ringing telephone
- Put a toilet seat clamp on all toilets
- Buckets, ice chests and bathtubs should be emptied—do not leave them unattended with water in them

To Prevent Burns:

- Put childproof barriers around wood stoves
- Do not have candles or oil lamps lit around the house when your toddler is up and about
- Lower your hot water heater temperature to avoid accidental scalding
- Always check the temperature of heated liquids and food before feeding
- Keep child away from stove and keep all pans' handles turned in so that your child cannot grab them
- To prevent burns and electrical shock, put plug inserts in all outlets and outlet covers on all outlets which are being used
- Always use a high SPF sunscreen formulated for infants and children

To Prevent Choking:

- Tie up all dangling drapery cords, electrical cords, and telephone cords
- Do not give your toddler nuts, grapes, miniature marshmallows, or raw, hard vegetables—always cut food into extremely small pieces. If you are letting your child feed himself/herself only give them a few bits of food at a time.
- Feed infant when he/she is in an upright position
- Do not allow infants to play with toys with small, removable parts
- Always closely supervise young children playing with balloons

To Prevent Suffocation:

- Keep all plastic bags or mattress covers out of reach of young children
- Remove doors from stored appliances
- Keep doors on functional appliances closed at all times
- Do not allow young children to play unsupervised in bathrooms

To Prevent Poisoning:

- Keep all medicines, household cleaners, laundry detergents and bleach, automotive products and gardening chemicals out of child's reach

To Prevent Other Injuries:

- Keep all knives, scissors and sharp gardening tools out of your child's reach
- ALWAYS use a child safety seat in the car and use it properly according to the seat's instructions
- Never leave your child unattended in a parked car
- Put up stair fences at the top and bottom of stairs to prevent toddlers from falling
- Be sure all items used by or with your children meet current safety standards

Communicating with children

Always treat children with the same respect you hope to see them use when relating to others. The way you talk to your children will determine how they respond.

1. Always phrase statements in the positive. Instead of "Don't push Sue," say, "Sue could fall if you push."
2. Acknowledge your children's feelings. Instead of "You know there are no monsters. There is nothing to be afraid of," say, "Sometimes it feels scary in the dark."
3. Model desired behaviors. Instead of "Can't you even say hello to your cousin?" say, "Hello Terry, we are happy to see you."
4. Tell children clearly what you expect. Instead of "Can't you ever put anything away?" say, "Milk goes in the fridge."
5. Give children choices. Instead of "Get into bed this minute," say, "It is bedtime. Would you like a book or a song before you hop in?"
6. Avoid name calling. Instead of "You are so lazy. Can't you ever do anything beside sit in front of the TV?" say, "That was a fun program. Now it is time to play outside."
7. Avoid threats. Instead of "Put those toys away this instant or you'll be sorry," say, "Toys belong in the toy box."
8. Explain consequences instead of nagging. Instead of "How many times do I have to tell you to put your trike away?" say, "If you leave your trike in the driveway, someone might run over it."
9. Describe what is special about something your child has done. Use "You are a good" type praise sparingly. Instead of "My, you are such a good girl," say, "You picked up all your toys. Your room looks so neat." Never use you are bad type statements. Instead of "What a bad boy you are," say, "We do not hit people."