



What's It Like To Be 2 and 2 1/2 Years Old?

Date	_____
Weight	_____
Height	_____
BMI	_____
Next Appointment	_____

How I Grow

- I can walk down alone, both feet on one step at a time holding to the railing.
- I usually like to run more than I like to walk.
- I like to walk by myself; I don't like begin carried or pushed in a stroller.
- I can jump with both feet off the ground and balance on foot for about a second.
- I can take lids off jars. Be sure safety caps are on things you don't want me to open.
- I'm interested in lots of things but usually just for a few minutes.
- I get into things and make messes.
- I might be afraid of the noise of trains, trucks, thunder, toilet flushing and the vacuum cleaner. I might also fear rain, wind, and wild animals. Be patient with me.
- I like to do things in the same way each day; routines are important to me.

How I Talk

- I can answer questions such as, "What is your name?" "What does the dog say?"
- I can name things that I see often, such as things in my house or preschool.
- I'm beginning to learn the meaning of "soon" and I am learning to wait.
- I can ask for food and drink.
- I like to learn words that describe things like high, big, dry.
- I like books; I can point to pictures and name them.
- I usually speak in short phrases like "all dirty," "go to store," "that mine."
- I can sing parts of songs or all of very short songs; I like to hear favorite songs over and over again.
- I talk mostly to myself and adults, not much to other children.

What I Have Learned

- I can sit and "read" picture books, turning the pages for myself.
- I can put together a puzzle of three to six pieces and make a tower of eight blocks.
- I know pretty well where things are located in and around my house.

I can draw a pretty good circle.

I understand why some things happen, like flipping a switch turns on the light.

I can sometimes understand "today" and "pretty soon," but I don't understand "yesterday."

I like to sort things, like silverware in a drawer.

I am beginning to understand the difference between one and two.

How I Get Along With Others

I still don't understand sharing, but I like to be with other children for short periods of time.

I may hit other children not because I don't like them, but because I just don't know what else to do.

If you ask me to do something simple I can usually do it.

Mostly, I 'm still just interested in myself and doing things my way.

I like to please others, and I am afraid of rejection or disapproval.

I am interested in babies and their mothers.

I like to order people around.

I am sometimes stubborn and defiant and use words like, "it's mine," "I don't like it," "go away," "I won't," and "no" just to show you how independent I am.

It helps me to feel important if you admire what I have learned to do.

What I Can Do For Myself

I can take off most of my clothes and I can put most of my clothes back on.

I like to wash my hands, but not my face.

I like to help you put things away and clean things up.

I like to unwrap packages.

I can turn doorknobs and open doors. Keep dangerous things out of my sight and out of my reach.

I can use a spoon or fork pretty well, but I still spill some.

I know what a toilet is for, but I may not want to use it yet.

Play I Enjoy

I like to play simple chase games like tag.

I like to take things apart and put them together. Watch that I don't play with small pieces that could choke me.

I mess happily with playdough.

I like to talk to myself when I play.

I like to tell stories you tell me about myself and my things.

I like toys that I can pile up or nest or sort by color or size.

I sometimes act silly just to make you laugh.

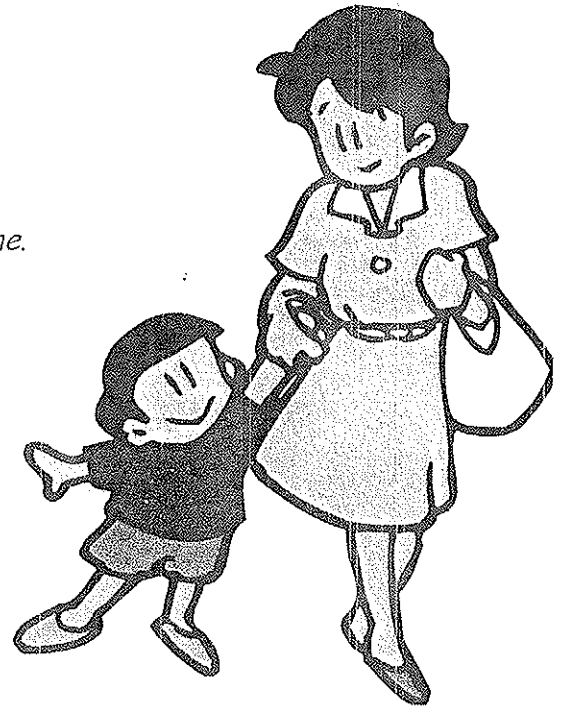
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Why Toddlers Do What They Do!

Parents sometimes think they aren't doing a "good" job if their children don't act the way they "should." No matter how good you are as a parent, your child *will* misbehave sometimes. Understanding why your toddler does not behave the way you want him to is important. Toddlers show unwanted behavior when:

- They are trying something new and do not know how adults feel about it yet.
For example, jumping up and down on the furniture.
- They are asked to do something that they are not yet able to do.
For example, sitting quietly in a nice restaurant.
- They are looking for attention.
For example, interrupting a telephone conversation.
- They are tired or hungry.
For example, getting cranky around mealtime or bedtime.
- They imitate their parents or other people.
For example, cursing at a passing car.
- They are testing family rules.
For example, refusing to go to bed on time.
- They feel they must protect themselves.
For example, lying to avoid a punishment.
- They feel bad about themselves.
For example, refusing to try a new task for fear of making a mistake.



Sources:

PARENT EXPRESS, a publication of the Human Relations Program, University of California Cooperative Extension, Berkeley.
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The Toddler Years: Parenting Your 1- to 3-Year Old, published by the State of NC Department of Environment, Health and Natural Resources and the Department of Human Resources ©January 1997.
Your Two-Year-Old: Terrible or Tender by Louise Ames & Frances Ilg ©1976 by the Gesell Institute of Human Development.

Helpful Hints for Getting Toddlers to Cooperate

- Avoid questions that can be answered with "NO."
For example, instead of saying, "Do you want to have your bath now?" try, "It's bath time. Let's go find your duck!"
- Give choices when you can but don't give a choice when there isn't one.
For example, "Do you want an orange or an apple to eat?" is a choice. (Hint: many toddlers will choose the last item you mentioned!) What time a toddler goes to bed at night may not be a choice.
- Distraction, humor, and substitution are all ways to help direct (or redirect) your two-year-old's attention.
*Distraction: "Did you hear that? I think your teddy bear is calling you."
Humor: "Let's be lions and roar all the way to the bathtub."
Substitution: "It's not okay to throw books. Let's go outside and throw a ball."*

Remember that . . .

Your two-year-old may find it difficult to wait for things, take turns and share easily. She will need lots of practice.

Sometimes two-year-olds get very angry when things don't go their way (as do adults)! Their strong feelings don't mean you have been a bad parent or that your two-year-old dislikes you. Understand that his anger is temporary and normal. While it is important to prevent him from turning his feelings into angry actions such as biting, kicking, and hitting, show your child that you care for him even when he has angry feelings.

Certain undesirable behaviors (saying "no" for example) are stages that will pass. (Remember when your toddler was a baby and was waking every 2 hours?)

Give yourself and your child credit for the good times and remember, no one is perfect!

Toilet Training

What, When, and How?

What?

Toilet training is a process with many starts and stops. It is different for every child. Toilet training works best if you follow your child's lead and make it a positive experience for both of you. Praise your child's successes and be careful not to shame your child for accidents. When accidents happen, stay calm and ask your child to help you change her into dry clothes. Even after your child is toilet trained, she may have setbacks when there are changes in her routine. Stay calm, and remember that these setbacks are temporary.

When?

Between the ages of two and three years, most children show signs that they are ready to begin the process of toilet training. Your child may be ready if she:

- can stay dry for two or three hours at a time.
- can really follow simple directions.
- can pull her pants and underwear up and down. (Don't dress her in overalls, onesies, or tights for now.)
- shows awareness that she has just had a bowel movement, is having one, or is about to have one.
- can use a few words to tell you her wants and needs.

How?

When you and your child are ready for toilet training, here are some tips for success. This handout suggests using a potty chair to start toilet training. You or your child may prefer to start with a child's seat that fits over the toilet or to use the regular toilet seat. Toilet training the way your child seems most comfortable is what's important.

1. **Buy a potty chair** that sits on the floor. Your child's feet will be able to touch the floor and she can get on and off the potty herself. Together with your child, place it where she can use it and talk about what it is for. Share your excitement about this wonderful, new chair!
2. **Help your child get used to the chair** by first letting her sit on it with her clothes on. If she's not interested, don't force her. Try again tomorrow.
3. **Let your child watch you use the toilet.** This helps her begin to understand its purpose. Together you can flush the toilet and say "bye-bye" to the waste.
4. **Let your child sit on the potty with her diaper off.** Don't expect results, but praise her if it happens.

5. Place your child on the potty at routine times during the day; when she first wakes up, before lunch, after naptime. Before long your child will be able to tell you when she needs to use the potty.
6. Decide what toileting words you will use. Ask all the people who care for your child to use the same words.
7. When her diaper is wet, talk about using the potty.
8. When she has a full diaper, dump the stool into the toilet together. Explain where "the poop" goes and say bye-bye as you flush. If a flushing toilet frightens your child, flush after she leaves the room.
9. Ask your child during the day if she "needs to go potty." Look for signs that she is about to go. Tell her "let's take off your pants and go potty." Let her sit for as long as she wants.
10. Praise your child for attempts and successes. This works much better than criticizing her when she fails or has an accident.
11. When you see a regular pattern of peeing and pooping on the potty, say bye-bye to diapers with your child. Let her help you throw diapers away and put on "big kids" training pants. Some people believe that once you put training pants on your child, it's a good idea never to use diapers during the day—mixing training pants and diapers during the day can be confusing to children.
12. Once you feel your child is successfully trained, you might consider switching from the potty chair to a child's seat that fits over the toilet.
13. Staying dry at night will happen some time after your child is successfully trained during the day. Ask your child now and then if she is ready to use training pants at night. Make the switch when you're both ready.
14. Feel good about helping your child take these very big steps toward growing up. Remember that toilet training is a process with many starts and stops. Give yourself and your child time, patience, and keep a sense of humor!

Adapted from Parker, S. & Zuckerman, B. (1995) *Behavioral and Developmental Pediatrics*. Little, Brown: Boston.

For more information:

Parenting Your Toddler by Shimm and Ballen, 1995

What to Expect The First Year by Eisenberg, Murkoff, and Hathaway, 1989

What to Expect The Toddler Years by Eisenberg, Murkoff, and Hathaway, 1994

Tips for Toddlers by Beebe, 1993

"NO NO NO!!"

Handling the "No"s of Toddlerhood

As toddlers grow more independent and more verbal, "no" becomes a very useful word. It is easy to learn (they hear it a lot!), it helps toddlers declare their independence and it gets attention. Toddlers begin to use "no" for just about any situation. They can even say "no" to something they really want! This toddler negativism is very normal for toddlers, but it can be very frustrating for parents. As toddlers grow more mobile and independent, parents may discover that in their attempts to set limits, they are saying "no" almost as often as the toddler. When toddlers and parents get into this "no" spiral, it can lead to interactions that are upsetting to both parent and child. How can parents avoid the "no" spiral?

Give Your Child Some Control. Toddlers need to assert their growing independence by having some control in their world. What can your toddler be in charge of? Can she choose the game or the toys, or help choose the clothes she wears?

Let Your Child Say No. When is it OK for your child to say "no"? "No" is an important word for children to be able to say. It helps them feel in control and competent and may keep them safe.

Pick Your "No" Battles. Limit your "no"s to the most important rules, like those about safety and interacting with others. Try to use limit setting techniques like distraction or choices, instead of saying "no".

Don't Give Your Child The Opportunity To Say "No" If It Is Not An Option. Offer choices. Instead of saying "Do you want to get dressed?", say, "Do you want to wear the red or green shirt?" Give your child choices that are safe and healthy. Control the choices so they are manageable for your toddler. Try giving your toddler just two choices to pick from.

No Means No. If you say no to your toddler, follow through with your limit. When you say "no" to climbing on the chair, don't give in to your child or ignore it when your child does it anyway. Toddlers can learn very quickly that "no" doesn't really mean no.

Respect Your Toddler's "No"s. Don't laugh at your toddler's attempts at independence. It is an important step in developing self esteem. Help your child feel competent and confident by respecting her attempts.

For More Information:

Kutner, L. (1994) *Toddlers and Preschoolers: The Parent and Child Series*. Avon Books: NY.



"Now I'm Big" Moving From a Crib to a Bed

Sometime during the toddler years, most toddlers move from a crib to a bed. Like many other transitions during the toddler years, moving from a crib to a bed is easier for some toddlers than others. How can you help your toddler make a smooth transition from crib to bed?

Make Sure The Timing Is Right. Plan the transition during a stress-free time in your toddler's life. Avoid making the switch when there are other changes happening like a new baby, moving or new child care.

Go Slow. Prepare your child by talking about the switch before it happens. Talk about getting "too big" for the crib and praise your child for her efforts at being a "big kid." Read books together about making the move to a bed.

Let Your Toddler Pick Out The Bed or Bedding. Whether it is a new bed or old, let your child claim it by picking out the bed, sheets, pillow or a blanket.

Start With The Mattress On The Floor. Help your child safely get used to sleeping on the new mattress and without the crib rails by putting the mattress on the floor.

Buy Bed Rails. If your child need them, bed rails can keep children from falling out of bed. Blankets on the floor might help too if your child takes a tumble.

If Your Child Protests. Let your child make the transition more slowly by sleeping on the bed for naps at first or cuddle on the bed during playtime.

Say Goodbye To The Crib. Make a big deal about saying goodbye to the crib. Have a fun ceremony to welcome the bed.

Stick To The Same Bedtime Routine. Your child will be comforted by all of the things that don't change for bedtime. Your familiar routine might help your child settle in faster.

For More Information:

Eisenberg, et al (1994). *What to Expect: The Toddler Years*

Palfrey, et al (1995). *The Disney Encyclopedia of Baby and Child Care*



Tips on Reading Aloud with Your Toddler

Make Reading Part of Everyday.

Read at bedtime or on the bus.

Have Fun.

Children who love books learn to read. Books can be part of special time with your child.

A Few Minutes is OK.

Young children can only sit for a few minutes for a story, but as they grow, they'll sit longer.

Let Your Child Turn the Pages.

Babies need board books and help to turn pages, but your toddler might be able to do it alone!

Show Your Child the Cover Page.

Explain what the story is about.

Show Your Child the Words.

Run your finger along the words as you read them.

Make The Story Come Alive!

Make up voices, use your body to tell the story.

Ask Questions About the Story.

What's going to happen next? What's that?

Let Your Child Ask Questions About the story.

Children as young as toddlers can memorize parts of a story.



