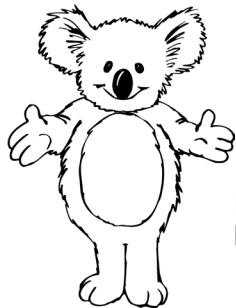


Child Development



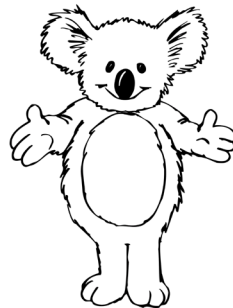
Birth to Six Months

During this time your child may learn to...

- ✧ vary his/her cry to indicate needs.
- ✧ react to touch with movement.
- ✧ lift his/her face off the floor.
- ✧ visually follow an object.
- ✧ make throaty sounds and single short vowel sounds (oo, ah, ee).
- ✧ bear weight on his/her elbows while on stomach.
- ✧ bring his /her hand to own mouth.
- ✧ listen to voices, turn his/her head, and search for a sound while lying down.
- ✧ squeal, laugh, babble, smile to the person talking.
- ✧ play with his/her hands and feet.
- ✧ roll from back to stomach or stomach to back.
- ✧ reach out and grasp a rattle near body, holding it for 5-10 seconds .
- ✧ hold his/her head steady when pulled to sitting.
- ✧ bang a toy in play.
- ✧ crawl on his/her belly, start to get up on all fours.
- ✧ pull a cloth off a hidden toy.

Please use the range of skills listed above as a guide. Children acquire new skills at varying ages.

Child Development



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Please use the range of skills listed above as a guide. Children acquire new skills at varying ages.

Encourage your child's development during the first six months...

- ✧ talk to your baby while you hold and cuddle him/her.
- ✧ sing quiet nursery songs (ex. Twinkle, Twinkle), or play soft music for your child at certain times of the day.
- ✧ present a colorful object with sharp contrast (black, white, yellow, or red) that makes a sound about 6-8" from his eyes. Move the object slowly from side-to-side. Watch for him/her to follow it with his eyes.
- ✧ lay your child on his/her stomach with a rolled towel under his upper chest to help him lift his head.
- ✧ play cooing games with your child. Hold him/her so he/she can see your face. Say, "ahh", "ooo", or "uh", then wait to see if your child will try it. Say the sound again.
- ✧ give your child small rattles or soft cloth toys to hold.
- ✧ talk to your child and describe what he/she is doing.
- ✧ place an infant wrist bracelet with bells, etc. on your child's leg or hand. Watch for his/her reaction.
- ✧ lay your child on his/her side with toys in reach. Prop a pillow along his/her back to help him stay on his side for a few minutes.

Appropriate Toys:

- | | |
|---|---|
| ✧ clutch ball | ✧ mobile of bright and contrasting color with music box |
| ✧ suction cup rattle | |
| ✧ cradle gym | |
| ✧ pictures on wall | ✧ chime ball |
| ✧ music box | ✧ musical toys |
| ✧ crib mirror | ✧ measuring cups |
| ✧ rattles that make a variety of sounds | ✧ stuffed animals |

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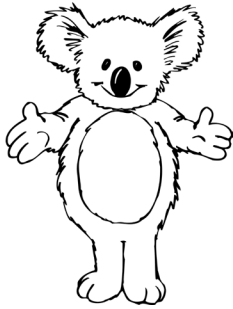
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Child Development



Six Months to One Year

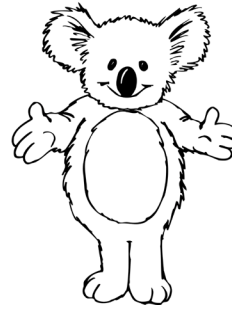
During this time your child may learn to...

✧ tolerate junior or mashed table foods.

- ✧ shake a bell or other noise making toy.
- ✧ move a toy from one hand to another.
- ✧ repeat an action that produces a sound.
- ✧ hold his/her own bottle.
- ✧ imitate familiar speech sounds, (ba, da, ma, etc.).
- ✧ rock forward and backward on hands/knees.
- ✧ put objects into or take out of a container.
- ✧ sit alone with good balance for 10 minutes.
- ✧ clap hands, bang two toys together.
- ✧ pull to a standing position.
- ✧ respond to simple verbal requests with a gesture, (up, bye-bye, peek-a-boo, patty-cake, come here).
- ✧ crawl on hands and knees.
- ✧ look for a ball rolled out of sight.
- ✧ begin to drink from a cup held by an adult.
- ✧ stop an activity briefly when told no.
- ✧ finger feed self soft foods, sometimes using thumb and first finger.
- ✧ start an activity by pushing, pulling, banging toys.
- ✧ find a toy hidden under a cloth, basket or container.

Please use the range of skills listed above as a guide, Children acquire new skills at varying ages.

Child Development



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Encourage your child's development from six months to one year...

- ✧ respond to your child's vocalizations to encourage him/her to verbalize again. Imitate his/her sounds ("oo, ah, ee, uh, da, ba, or ma).
- ✧ when your child has been eating strained baby food for a while begin to introduce junior baby food or mashed table food as recommended by your doctor. Gradually increase to small chunks of food.
- ✧ fill containers with large spools, blocks, clothespins, etc. and let him/her reach in and get them out.
- ✧ make a small ball of masking tape and let your child grasp the ball. Encourage him/her to pull the tape ball off with the other hand.
- ✧ assist your child to get up on all fours by placing a large towel roll about 6" in diameter under his/her tummy and helping him/her to rock forward and backward on it.
- ✧ splash or stir the bath water to make a floating toy bob. Quickly catch the toy, and keep it in your hand when you stop splashing or stirring. See if your child will touch the toy or your hand to restart this activity.
- ✧ read at least one book a day to your child.
- ✧ talk to your child. Label his/her everyday items such as, "Here's your blanket".
- ✧ put all of baby's stuffed animals in a blanket. Pull them out one at a time and make the animal's sound.
- ✧ give baby a hat to take off and put on again.

Appropriate Toys:

- ✧ xylophone
- ✧ bath toys
- ✧ spoons
- ✧ mirror heavy
- ✧ jack-in-the-box
- ✧ pounding bench
- ✧ baby swing
- ✧ suction cup rattle/toy
- ✧ balls (small & large)
- ✧ stacking ring
- ✧ paged books (cardboard)
- ✧ plastic cars/trucks
- ✧ washable cuddly toys

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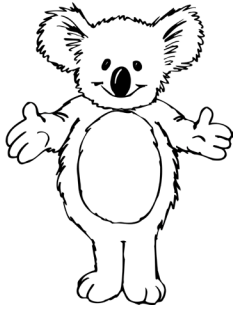


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Child Development

One to Two Years



During this time your child may learn to...

✧ name 1-3 objects or picture (ma-ma, kitty, car, etc.).

✧ roll a ball to an adult on request.

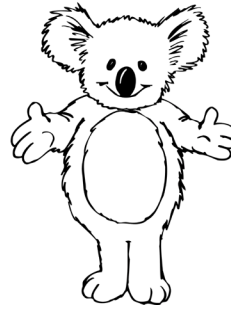
✧ place a large round form in a puzzle.

- ✧ play alone with toys for 15 minutes (may be in same room with adult).
- ✧ give a toy to an adult on request, "Give me _____."
- ✧ walk alone 10 steps.
- ✧ give a gesture to indicate wants.
- ✧ use expressions like oh-oh.
- ✧ carry a small object while walking.
- ✧ put a large peg in/out of a hole (ex. Fisher Price people-toy).
- ✧ talk so that 25-50% of his/her speech is understandable.
- ✧ understand two words together (go bye, sit down, get_____).
- ✧ stack 2-4 blocks.
- ✧ follow a simple direction, "Get the book".
- ✧ crawl up stairs.
- ✧ drink from a cup, finger feed, spoon feed, chew well.
- ✧ remove a sock, mitten, hat, shoe, easy pants, and shirt.
- ✧ point to four pictures in a book when they are named.
- ✧ scribble on paper.
- ✧ become easily frustrated, is not always cooperative.

Please use the range of skills listed above as a guide. Children acquire new skills at varying ages.

Child Development

One to Two Years



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Encourage your child's development from one to two years...

- ✧ look at books that have simple pictures in them. Take your child's hand to touch the pictures as you name them.
- ✧ hold your toddler and dance to music, bounce him/her on your lap, clap and rock him/her to rhythm and rhymes.
- ✧ read at least one book a day to your child. Repeating the story again and again is helpful in teaching vocabulary and sentence structure.
- ✧ sit down with your child to push a ball, car, or truck to another person.
- ✧ place 3-5 familiar toys in front of your child. Play a game where you say, "Give me _____," and he/she will try to find it.
- ✧ help the child walk with support provided at or below the shoulders so his hands are free.
- ✧ play with toys that have people that fit in a cut out hole. Have them put them in as he/she plays. (peg-like toy)
- ✧ use other materials for building a tower such as jewelry boxes, tissues boxes, small cereal boxes to demonstrate stacking.
- ✧ make your own scrapbook of words he/she knows using a photo album (then pictures may be changed).
- ✧ expand on what your child says. Child: "Puppy."
Adult: "The puppy is sleeping."
- ✧ place a doll on the couch. Point to each body part on the doll and name it. Wait after you name each part to give your child time to imitate it, then repeat the name and go on.

Appropriate Toys:

- ✧ pegboard/pegs
- ✧ snap/ lockbeads
- ✧ simple puzzle
- ✧ pounding bench
- ✧ bath toys
- ✧ small boat
- ✧ doll
- ✧ animal pictures
- ✧ crayons/paper
- ✧ balls
- ✧ push cart
- ✧ dump truck
- ✧ riding toy
- ✧ plastic jar/lid
- ✧ teddy bear
- ✧ toy telephone
- ✧ beads to string

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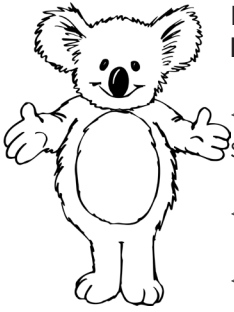


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Child Development

Three to Four Years



During this time your child may learn to...

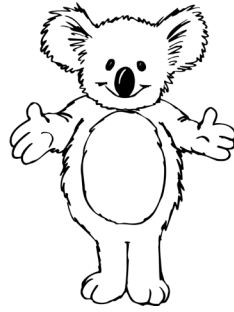
- ✧ talk so that 75-90% of his/her speech is understandable.
- ✧ match and name 2-3 colors.
- ✧ climb up and slide down a small slide by self.

- ✧ cut with child sized blunt ended scissors across a 2-inch strip of paper.
- ✧ catch a bounced ball.
- ✧ count to four.
- ✧ talk in sentences of 3-5 words or more.
- ✧ obey prepositions: in, on, under, behind, and in front
- ✧ draw a person with at least three parts.
- ✧ play with other children, taking turns and sharing toys.
- ✧ hop on one foot 1-3 hops.
- ✧ put together a puzzle with 6 connecting parts.
- ✧ tell a story or relay an idea to someone, pretend when playing (play house).
- ✧ stay with one activity 8-9 minutes.
- ✧ dress with little help on buttons, snaps, zippers.
- ✧ draw a circle.
- ✧ tell if objects are the same or different.
- ✧ ask who, what, where, and why questions.
- ✧ ride a tricycle.

Please use the range of skills listed above as a guide. Children acquire new skills at varying ages.

Child Development

Three to Four Years




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Encourage your child's development from three to four years...

- ✧ put pictures on a strip of paper for your child to cut between 
- ✧ play catch with a nerf ball if he/she is unsure of catching a plastic one.
- ✧ hit a balloon in the air with different body parts. Name the body part used.
- ✧ put on a record with a good tempo and have him/her march to it.
- ✧ string buttons, old spools of thread onto a shoe string.
- ✧ draw 2 simple identical pictures. Add an extra detail on one of the pictures. The child has to try to discover what has been added.
- ✧ ask your child to help you dry and put away the silverware after washing. Spoons, forks, knives, or utensils can all be put in different trays or drawers for sorting.
- ✧ play children's songs with simple words (tapes/records).
- ✧ make dots and have your child connect the dots to make vertical, horizontal lines.
- ✧ read one book a day. Start to use longer books.
- ✧ pay attention to your child when he/she is talking. Add new information to your child's sentences. Child: "The dog is barking." Adult: "Yes, the dog is barking. He wants a dog bone. Would you like to give him one?"
- ✧ be a good listener.
- ✧ put on his/her socks...help your child fold the upper part of the sock down so that the sock resembles a slipper.

Appropriate Toys:

- ✧ barrels to screw/nest
- ✧ tricycle
- ✧ sand toys
- ✧ small table/chairs
- ✧ puppets
- ✧ matching games
- ✧ felt tip pens
- ✧ lotto games
- ✧ wagon
- ✧ train
- ✧ toy animals/people/buildings
- ✧ Duplo blocks
- ✧ smaller pegs/pegboard
- ✧ stickers
- ✧ glue/paper
- ✧ paint/paintbrushes
- ✧ books
- ✧ bristle blocks
- ✧ dolls/clothes
- ✧ slide
- ✧ playdough

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- ✧ pay attention to your child when he/she is talking. Add new information to your child's sentences. Child: "The dog is barking." Adult: "Yes, the dog is barking. He wants a dog bone. Would you like to give him one?"
- ✧ be a good listener.
- ✧ put on his/her socks...help your child fold the upper part of the sock down so that the sock resembles a slipper.

Appropriate Toys:

- ✧ barrels to screw/nest
- ✧ tricycle
- ✧ sand toys
- ✧ small table/chairs
- ✧ puppets
- ✧ matching games
- ✧ felt tip pens
- ✧ lotto games
- ✧ wagon
- ✧ train
- ✧ toy animals/people/buildings
- ✧ Duplo blocks
- ✧ smaller pegs/pegboard
- ✧ stickers
- ✧ glue/paper
- ✧ paint/paintbrushes
- ✧ books
- ✧ bristle blocks
- ✧ dolls/clothes
- ✧ slide
- ✧ playdough

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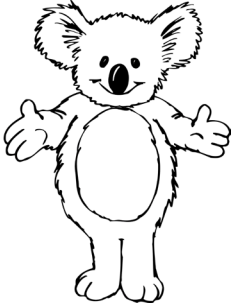


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Child Development

Four to Five Years



During this time your child may learn to...

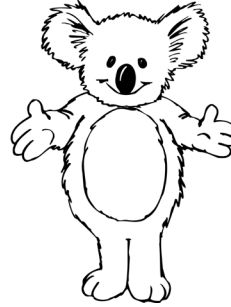
- ✧ gallop.
- ✧ talk so that 90% of his/her speech is understandable.
- ✧ bounce and catch a large ball using both hands.

- ✧ talk in sentences of 4-6 words or more.
- ✧ follow a 2-step direction (ex.: pour the jello in the bowl and then stir it).
- ✧ tell his/her name, age, sex, address, and some nursery rhymes.
- ✧ color staying in the lines of a large picture.
- ✧ count 1-10 objects.
- ✧ answer who, what, why, where, and what if questions.
- ✧ stay with one activity 10-15 minutes.
- ✧ name 6-8 colors and 3 shapes (○ △ □).
- ✧ understand the meaning of: beside, behind, in front, and over.
- ✧ follow 2 unrelated directions (get your pajamas on and brush your teeth).
- ✧ understand opposites: big/little, long/short, and hard/soft.
- ✧ dress himself/herself and care for self in the bath room.
- ✧ draw (○ + □ \).
- ✧ ask for help when needed.

Please use the range of skills listed above as a guide. Children acquire new skills at varying ages.

Child Development

Four to Five Years



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- ✧ have the child give someone a message, "Tell Daddy I need an envelope" .
- ✧ say nursery rhymes and fingerplays together.
- ✧ playdough = 1 cup flour + one half cup salt + 2 T. vegetable oil + 1 tsp. alum. Add small amount of water at a time until consistency of bread dough. It will not be more than half a cup of water. Store in an air tight container. May add food coloring to the water before you add it to the dough to make colored playdough.
- ✧ put four pictures in a row. Ask your child to close his/her eyes. Mix up the cards. See if he/she can replace them in the same order.
- ✧ encourage your child to cut out magazine pictures of things that are noisy and quiet. Paste them on a sheet of paper, with noisy on one side and quiet on the other.
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- ✧ pretend to walk like a special animal with your child. Bear (on hands and feet) or a kangaroo (hop on legs).
- ✧ read books that last 10 minutes.
- ✧ encourage him/her to print own name, draw pictures (simple house, tree, man, car) and to tell about what he/she makes.
- ✧ give directions using 3 actions.
- ✧ blindfold your child. Have the blindfolded child identify sounds made by objects in the home (ex. radio, mixer, telephone, windup toy, etc.)

Appropriate Toys:

- ✧ patterns to match
- ✧ jump rope
- ✧ roller skates
- ✧ dustless chalk
- ✧ play money
- ✧ board games
- ✧ card games
- ✧ bean bags
- ✧ glue/crayons/paint
- ✧ dominoes
- ✧ playdough
- ✧ bicycle with training wheels
- ✧ scissors/paper
- ✧ coloring books
- ✧ letters/numbers
- ✧ trucks/cars
- ✧ sewing cards
- ✧ dolls/clothes
- ✧ books
- ✧ sled
- ✧ blackboard
- ✧ large ball
- ✧ bat/ball

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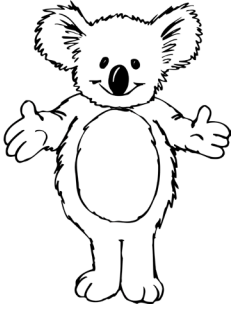


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Child Development

Two to Three Years



During this time your child may learn to...

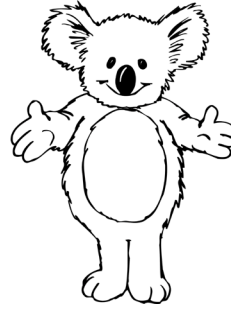
- ✧ put 2-3 words together (daddy go bye).
- ✧ jump up and down.
- ✧ feed with a spoon, with some spilling.

- ✧ put together large and separate piece puzzles.
- ✧ imitate simple actions. "Put your hand on your head."
- ✧ use language to express wants and needs and ask for "more".
- ✧ scribble making circles.
- ✧ sort two different objects (blocks and spoons).
- ✧ name 7-10 objects, pictures, or actions.
- ✧ talk so that 50-75% of his/her speech is understandable.
- ✧ catch a large ball thrown 3-4 feet.
- ✧ place ring on a ringstack by size.
- ✧ wash and dry hands with assistance.
- ✧ put away a few toys.
- ✧ remove loose fitting clothing.
- ✧ match an object to a picture and match 2 colors.
- ✧ put on socks, mittens, shirt, coat, etc.
- ✧ ask questions like, "What's that?"
- ✧ string three large beads.
- ✧ separate items that are big from little ones. (daddy's sock/child's sock).

Please use the range of skills listed above as guide. Children acquire new skills at varying ages.

Child Development

Two to Three Years



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- ✧ put 2-3 words together (daddy go bye).
- ✧ jump up and down.
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Encourage your child's development from two to three years...

- ✧ let your child play with puppets so he/she can express himself/herself without being seen (sock puppet).
- ✧ play bouncing games to music in which your child can bend and straighten his/her knees. This leads to jumping movement. Pretend you are a kangaroo and jump around the room . Help if needed .
- ✧ tape paper down. With crayons. "go around and around" Let him/her make circles in a tray of sand, fingerpaint, pudding or snow. If needed, show or help him/her do it.
- ✧ talk in short simple sentences to him/her about what you are doing.
- ✧ place largest and smallest ring from ringstack in front of your child. Ask him/her to pick the larger of the two and place it on the spindle. Keep doing this till the last one is on. Help the child feel the spindle to see how it is little at the top and big at the bottom.
- ✧ let him/her start dressing, doing one small step such as putting his/her arm in/out of a sleeve. Then finish the rest for him/her. Encourage him/her to do a little more as skills increase. Dressing skills require repetition and practice.
- ✧ match objects by color. Hold up one colored object. Ask child to find another one to match it. Start with only two colors and as he/she gains skill, give more colors to choose from.
- ✧ play games where you share things, "one block for you and one block for me".
- ✧ give him/her many opportunities to make choices. This will encourage independence.
- ✧ when you go to some place new, talk about it before you go, when you're there and when you return.
- ✧ read one book a day, start to use a longer story.

Appropriate Toys:

- ✧ large Lego blocks
- ✧ toy telephone
- ✧ tricycle
- ✧ water/sand toys
- ✧ bubbles
- ✧ table/chairs
- ✧ dress-up clothes
- ✧ play dishes
- ✧ shape sorters
- ✧ blocks
- ✧ balls-large/small
- ✧ doll/doll bottle/blanket
- ✧ cars/trucks
- ✧ nursery rhyme tapes
- ✧ large crayons
- ✧ stuffed animals
- ✧ wooden animals
- ✧ push bike
- ✧ rocking horse
- ✧ large pegboard
- ✧ blunt scissors
- ✧ separate piece puzzle
- ✧ books

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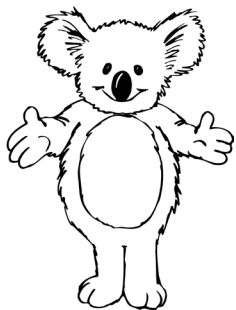


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Child Development

Four to Five Years



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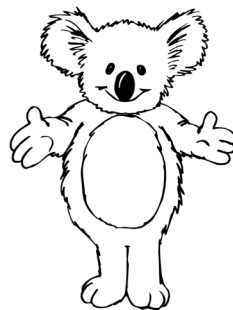
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- ✧ answer who, what, why, where, and what if questions.
- ✧ stay with one activity 10-15 minutes.
- ✧ name 6-8 colors and 3 shapes (○ △ □).
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Child Development

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- ✧ pretend to walk like a special animal with your child. Bear (on hands and feet) or a kangaroo (hop on legs).
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- ✧ give directions using 3 actions.
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Appropriate Toys:

- | | |
|--------------------------------|-------------------|
| ✧ patterns to match | ✧ scissors/paper |
| ✧ jump rope | ✧ coloring books |
| ✧ roller skates | ✧ letters/numbers |
| ✧ dustless chalk | ✧ trucks/cars |
| ✧ play money | ✧ sewing cards |
| ✧ board games | ✧ dolls/clothes |
| ✧ card games | ✧ books |
| ✧ bean bags | ✧ sled |
| ✧ glue/crayons/paint | ✧ blackboard |
| ✧ dominoes | ✧ large ball |
| ✧ playdough | ✧ bat/ball |
| ✧ bicycle with training wheels | |

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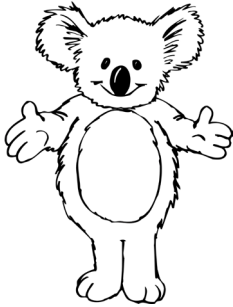


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Behavior Related Child Development

Birth to Three



All children need lots of love, attention and nurturing to help them grow and develop.

During this time your child may learn to . . .

- ✧ follow a very simple direction (1-2 years).
- ✧ stop activity briefly when told "no" (1 year).
- ✧ play alone with toys near adult for 15 minutes (1-2 years).
- ✧ have temper tantrums and not follow your requests as a way to develop his/her independence (1-1/2-3 years).
- ✧ test limits by not following directions and talking back (beginning at about 18 months).
- ✧ express wants and needs and ask for "more" (2-3 years).
- ✧ put away a few toys with adult assistance (2-3 years).
- ✧ share a toy briefly with adult help (2-1/2 years).

Managing your child's behavior

In an attempt to gain a "place" within the family, your child will challenge your authority as a parent. Your child will test their boundaries through "misbehavior". This does not mean you are a "bad" parent or that he/she is a "bad" child.

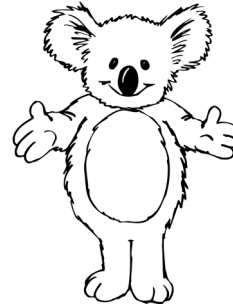
A child may misbehave more when you first begin trying to change or modify a behavior.

Be **consistent**. To successfully change unacceptable behavior requires consistent action on the part of the parent or caregiver.

The job of parenting is to **teach** the child what behavior you will tolerate or accept. Teaching requires systematically working to change behavior.

Behavior Related Child Development

Birth to Three



All children need lots of love, attention and nurturing to help them grow and develop.

During this time your child may learn to . . .

- ✧ follow a very simple direction (1-2 years).
- ✧ stop activity briefly when told "no" (1 year).
- ✧ play alone with toys near adult for 15 minutes (1-2 years).
- ✧ have temper tantrums and not follow your requests as a way to develop his/her independence (1-1/2-3 years).
- ✧ test limits by not following directions and talking back (beginning at about 18 months).
- ✧ express wants and needs and ask for "more" (2-3 years).
- ✧ put away a few toys with adult assistance (2-3 years).
- ✧ share a toy briefly with adult help (2-1/2 years).

Managing your child's behavior

In an attempt to gain a "place" within the family, your child will challenge your authority as a parent. Your child will test their boundaries through "misbehavior". This does not mean you are a "bad" parent or that he/she is a "bad" child.

A child may misbehave more when you first begin trying to change or modify a behavior.

Be **consistent**. To successfully change unacceptable behavior requires consistent action on the part of the parent or caregiver.

The job of parenting is to **teach** the child what behavior you will tolerate or accept. Teaching requires systematically working to change behavior.

A **request** gives a child a choice of responses. Use a request only when you are willing to accept the child's choice of responses.

1. Here your child may choose to do or not to do what is asked.

example:

1. Would you come here?

A **direction** is used when you want a child to do something specific. Get child's attention before giving direction. Make it clear and short.

example:

1. Come here. (to assist or comfort the child)
2. Go get a book and I'll read to you.

Redirecting is used to move a child from an unwanted behavior to a behavior you want . . .

example:

1. Johnny is throwing blocks. Tell him, "No throwing blocks." Then assist him with building a tower, or putting them in a truck, to get a behavior you want.

Ignoring is used to reduce or get rid of a behavior you don't want such as, whining, interrupting, tantruming or demanding excessive adult attention.

1. Check to make sure the child isn't hungry, wet, hurt, sick, or tired.
2. Continue to give attention to the other behaviors, but ignore the undesired behavior.
3. When the undesired behavior stops, praise the child for good behavior and involve them in a fun activity.

Attention is perhaps the most powerful reward for children, especially if positive. Give attention when your child is being good.

Reinforce small steps toward the desired behavior. Be specific, "I like how you went and got your shoes."

Reinforce the things he/she does well by telling him/her...

- | | |
|------------------|----------------------------|
| 1. Good job! | 6. I knew you could do it. |
| 2. Good for you. | 7. Keep on trying. |
| 3. Wow! | 8. I like that. |
| 4. Nice going. | 9. Nice waiting. |
| 5. Way to go. | 10. Great. |

Information from the
Early Childhood Special Education Department
Great Prairie Area Education Agency

2814 North Court Street
Ottumwa, Iowa 52501
(461) 682-8591
1-800-622-0027

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Burlington, Iowa 52601
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Three to Five Years

A **request** gives a child a choice of responses. Use a request only when you are willing to accept the child's choice of responses.

1. Here your child may choose to do or not to do what is asked.

example:

1. Would you come here?

A **direction** is used when you want a child to do something specific. Get child's attention before giving direction. Make it clear and short.

example:

1. Come here. (to assist or comfort the child)
2. Go get a book and I'll read to you.

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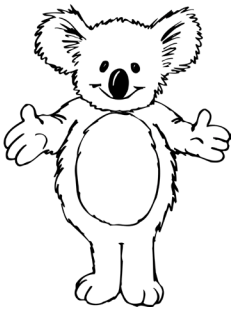
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Three to Five Years



Behavior Related Child Development

Three to Five

All children need lots of love, attention and nurturing to help them grow and develop.

During this time your child may learn to . . .

- ✧ Show their own way of thinking and frustrations through temper outbursts.
- ✧ Test limits by not following directions and talking back to you.
- ✧ Put away toys by him/her self (3-5 years).
- ✧ Stay with an activity 8-15 minutes or until activity is finished (3-5 years).
- ✧ Still be resistant to some directions or requests (4 years).
- ✧ Accept supervision and direction 75% of the time, thrives on praise.
- ✧ Follow a 2-3 step direction (4-5 years).
- ✧ Ask for help when needed (3-5 years).
- ✧ Accept consequences.
- ✧ Share toys with peers more readily (3-5 years)
- ✧ Play more cooperatively with peers (4-5 years).

Managing your child's behavior . . .

In an attempt to gain a "place" within the family, your child will challenge your authority as a parent. Your child may test their boundaries through "misbehavior". This does not mean you are a "bad" parent or that he/she is a "bad" child.

A child may misbehave more when you first begin trying to change or modify a behavior.

Be **consistent**. To successfully change unacceptable behavior requires consistent action on the part of the parent or caregiver.

The job of parenting is to **teach** the child what behavior you will tolerate or accept. Teaching requires systematically working to change behavior.

A **request** gives a child a choice of responses. Use a request only when you are willing to accept the child's choice of responses. Here your child may choose to do or not to do what is asked.

A **direction** is used when you want a child to obey with no questions asked.

1. Be sure the child knows how to do what you are asking and that it is appropriate for their age.
2. Make sure the child is looking at you.
3. Give one step at a time for greater success.
4. Make sure the child understands (Pointing, demonstrating, or helping may be needed the first few times.)
5. Be patient and allow the child time to complete the task. Then give more praise.
6. Require the child to follow through on it.

Redirecting is used to move a child from an unwanted behavior to a behavior you want . . .

example:

1. Johnny is throwing blocks. Tell him, "No throwing blocks." Then assist him with building a tower, or putting them in a truck or putting them in a box, to get a behavior you want.

* * * * *

Ignoring is used to reduce or get rid of a behavior you don't want such as, whining, interrupting, and demanding excessive adult attention.

1. Check to make sure the child doesn't need something (food, nap, is sick, hurt, or wet).
2. Continue to give attention to the other behaviors, but ignore the undesired behavior.
3. When the undesired behavior stops, praise the child for the desired behavior and involve them in a fun activity.

example:

Sally is making noises with her mouth and has discovered spitting. Look at her and praise her only when she makes noises that do not involve spitting. Turn away from her when she persists with spitting behavior after telling her "no spitting."

* * * * *

Time out is a place away from people, activities and things the child likes. Here the child has a chance to regain self control. The child should not be in time out for longer than 3-5 minutes. Removing him/her immediately from an activity and attention because of misbehavior is an effective way to stop that behavior. After time out assist the child in engaging in a positive activity.

example:

1. Susie doesn't get her way and has a (severe) temper tantrum. Sending her to her room for three minutes or until she gains control is a good use of time out. Help Susie find a positive activity after her time out is over.
 - ✧ Use of a kitchen timer will facilitate and also give the child a visual and auditory check to monitor the time out behavior.
 - ✧ When the child won't stay in time out, hold the child facing away from you on your lap for the time out period.
2. If a child fails to pick up his/her toy you may want to deny the use of the toy for a short time period. (toy time out) [It's toy pickup time. Get a box. Tell the child that toys left lying around will be put in that box. Anything put in that box may not be removed until the following day. Offer praise when he/she picks up toys.]

* * * * *

Attention is perhaps the most powerful reward for children, especially if positive. Give attention when your child is being good.

Reinforce small steps toward the desired behavior. Be specific, "I like how you put your book quickly on the shelf."

Reinforce the things he/she does well by telling him/her so . . .

- | | |
|------------------|----------------------------|
| 1. Good job! | 6. I knew you could do it. |
| 2. Good for you. | 7. Keep on trying. |
| 3. WOW! | 8. I like that. |
| 4. Nice going. | 9. Nice waiting. |
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