

Car Seat Recommendations for Children



- Select a car seat based on your child's age and size, and choose a seat that fits in your vehicle and use it every time.
- Always refer to your specific car seat manufacturer's instructions; read the vehicle owner's manual on how to install the car seat using the seat belt or LATCH system; and check height and weight limits.
- To maximize safety, keep your child in the car seat for as long as possible, as long as the child fits within the manufacturer's height and weight requirements.
- Keep your child in the back seat at least through age 12.



Birth — 12 months



Your child under age 1 should always ride in a rear-facing car seat.

There are different types of rear-facing car seats: Infant-only seats can only be used rear-facing. Convertible and 3-in-1 car seats typically have higher height and weight limits for the rear-facing position, allowing you to keep your child rear-facing for a longer period of time.



1 — 3 years



Keep your child rear-facing as long as possible. It's the best way to keep him or her safe. Your child should remain in a rear-facing car seat until he or she reaches the top height or weight limit allowed by your car seat's manufacturer. Once your child outgrows the rear-facing car seat, your child is ready to travel in a forward-facing car seat with a harness.



4 — 7 years



Keep your child in a forward-facing car seat with a harness until he or she reaches the top height or weight limit allowed by your car seat's manufacturer. Once your child outgrows the forward-facing car seat with a harness, it's time to travel in a booster seat, but still in the back seat.



8 — 12 years



Keep your child in a booster seat until he or she is big enough to fit in a seat belt properly. For a seat belt to fit properly the lap belt must lie snugly across the upper thighs, not the stomach. The shoulder belt should lie snug across the shoulder and chest and not cross the neck or face. Remember: your child should still ride in the back seat because it's safer there.

AGE

DESCRIPTION (RESTRAINT TYPE)



A REAR-FACING CAR SEAT is the best seat for your young child to use. It has a harness and in a crash, cradles and moves with your child to reduce the stress to the child's fragile neck and spinal cord.



A FORWARD-FACING CAR SEAT has a harness and tether that limits your child's forward movement during a crash.



A BOOSTER SEAT positions the seat belt so that it fits properly over the stronger parts of your child's body.



A SEAT BELT should lie across the upper thighs and be snug across the shoulder and chest to restrain the child safely in a crash. It should not rest on the stomach area or across the neck.



www.facebook.com/childpassengersafety

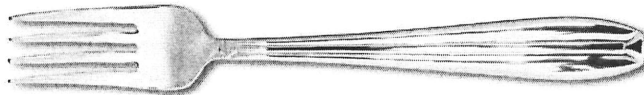


<http://twitter.com/childseatsafety>

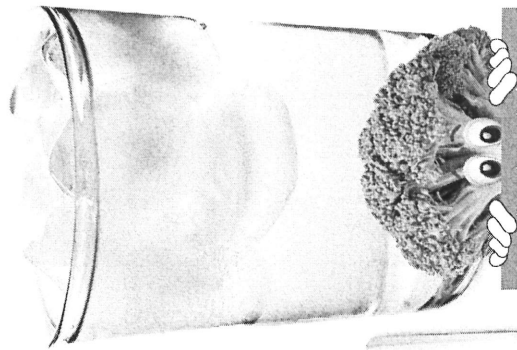
March 21, 2011

My Plate Planner

A Healthy Meal Tastes Great



The plate method is a simple way to learn healthy portion sizes. Just split the plate into 3 parts, the largest part for vegetables. Note to adults planning meals for smaller children: Remember to use a smaller plate or serve smaller portions if you don't have different plate sizes.



Your hand can help you measure the right amount of food to eat. Use your hand to measure out portions

Palm of Hand
Amount of
Lean Meat



A Fist
Amount of Rice,
Cooked Pasta,
or Cereal



A Thumb
Amount of
Cheese



Thumb Tip
Amount of
Peanut Butter



Note to adults preparing meals for children: Use your child's hand to measure portion sizes.

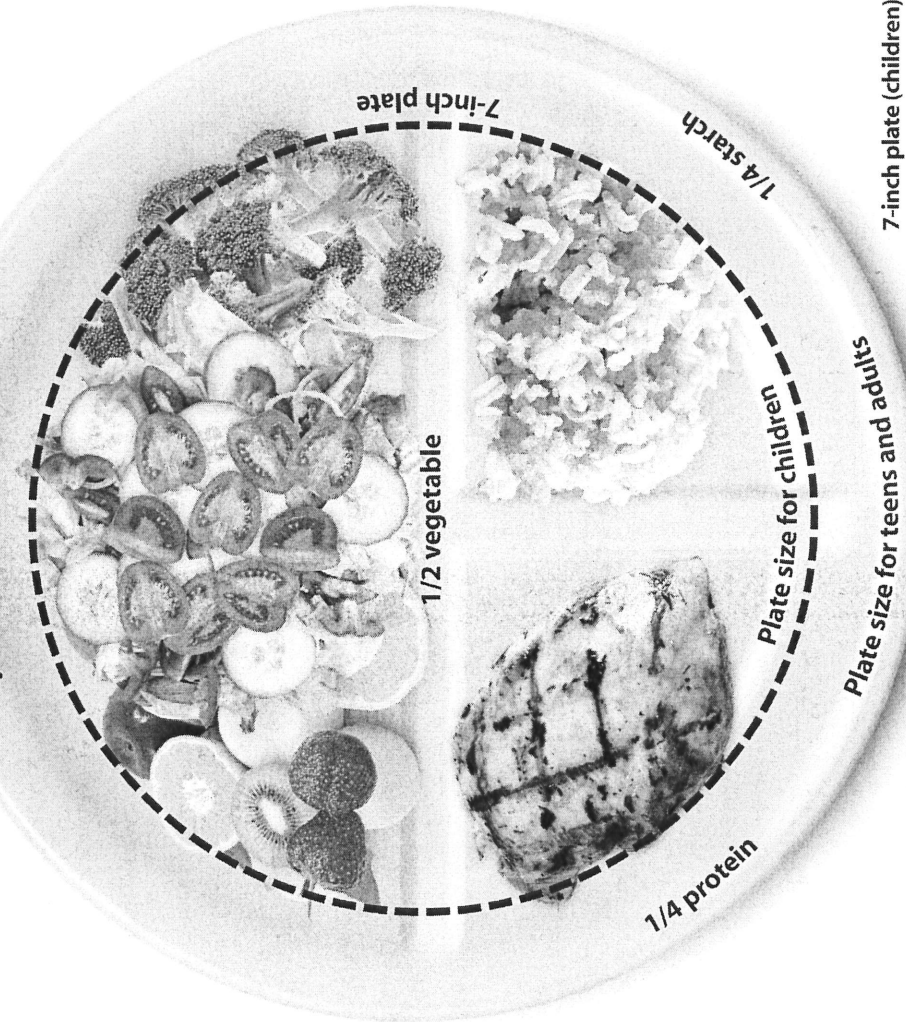


Plate size for teens and adults

7-inch plate (children)

9-inch plate (adult)



Calcium and Vitamin D

Calcium is an Important Mineral That Helps:

- Our bones and teeth stay strong
- Our muscles move when we exercise
- Our body stay at a healthy weight
- Our skin to form scabs when we get cut
- Our body maintain a healthy blood pressure

Vitamin D is an Important Nutrient That Helps:

- Our body absorb calcium and prevent osteoporosis
- Regulate insulin and blood sugar and prevent type 2 diabetes and heart disease
- Prevent the following types of cancer: bladder, breast, colon, ovarian, prostate and rectal
- Prevent falls and muscle weakness
- Regulate immune function

Men, women and children have different calcium needs, which change with age. Vitamin D is a nutrient that works together with calcium and is essential for children and adults.

Calcium and Vitamin D Requirements

<i>Age</i>	<i>Daily Calcium</i>	<i>Daily Vitamin D</i>
1 to 3 years	700 mg	600 IU
4 to 8 years	1,000 mg	600 IU
9 to 18 years	1,300 mg	600 IU
19 to 49 years, men up to 71 years	1,000 mg	600 IU
Women over 51, men over 71	1,200 mg	600-800 IU
Individuals with osteoporosis	1,500 mg	800 IU
<i>Pregnant & Breastfeeding:</i>		
<i>Below age 18</i>	1,300 mg	600 IU
<i>19 and older</i>	1,000 mg	400-800 IU

How to get the Calcium and Vitamin D Your Body Needs

Many foods, especially dairy products, are naturally rich sources of calcium. You can identify the good sources of calcium (both natural and fortified) and the amount a food provides on the food lists on the back of this page.

Few foods, other than fatty fish and fish liver oil, are naturally rich sources of vitamin D, and some foods are fortified with vitamin D, such as milk. Vitamin D is usually produced in your body when your skin is exposed to sunshine. Talk with your doctor to determine if you should rely on sun exposure for vitamin D.

If you don't get enough calcium from your diet and if your doctor tells you that your vitamin D levels are low, you can take over-the-counter supplements. Talk to your health care provider to determine if a calcium or vitamin D supplement is necessary and how much you need to take.

Calcium Content of Foods

Dairy

FOOD	SERVING SIZE	CALCIUM (MG)*
MILK		
Milk, non-fat, dry, instant	1/3 cup	500
Milk: whole, low-fat, nonfat, buttermilk and chocolate	1 cup	250 - 300
Pudding made with milk	½ cup	155
Rice milk & Soy milk, <i>fortified</i>	1 cup	300 - 370
Soy milk	1 cup	55
YOGURT & ICE CREAM		
Frozen yogurt	½ cup	100
Ice cream	½ cup	85 - 110
Yogurt (whole, low-fat, and nonfat) plain and fruit-flavored	1 cup	275 - 450
CHEESE		
American cheese	1 oz.	160
Brie cheese	1 oz.	50
Hard cheese (cheddar, Swiss, mozzarella, provolone)	1 oz.	200 - 220
Soy cheese, fortified	1 oz.	200
Cottage cheese	½ cup	80
Ricotta cheese (<i>part skim</i>)	½ cup	335

Non-Dairy

	SERVING SIZE	CALCIUM (MG)*
VEGETABLES & SOY		
Broccoli, cooked	½ cup	30
Dried beans and peas	½ cup	50 - 100
Leafy greens (mustard, beet, kale, collards, dandelion, spinach) cooked	½ cup	70 - 180
Soybeans	½ cup	130
FISH		
Salmon, canned (<i>with bones</i>)	3 oz.	180
Sardines, drained(<i>with bones</i>)	3 oz.	325
Tuna, light, canned in oil, drained	3 oz.	10
NUTS & SEEDS		
Almonds	1 oz. or 23 nuts	75
Nuts – most varieties	1 oz.	30
Seeds	1 oz.	20
Tofu, fortified with calcium sulfate or lactate	1/4 cup	215
OTHER		
Cereal bar, calcium fortified	1 each	300
Orange juice, calcium fortified	½ cup	175 - 200
Molasses, Blackstrap	1 Tbsp	170
Tortillas, corn (6 inch)	2 each	100

Vitamin D Content of Foods

FOOD	SERVING SIZE	VITAMIN D (IU)
Cod liver oil	1 Tbsp	1360
Salmon, wild caught	3 oz.	400 - 800
Catfish	3 oz.	425
Tuna (canned in oil) or Mackerel	3 oz.	230 - 345
Milk, fortified	1 cup	90 - 125

* Values are rounded to the nearest 5 mg and may be averaged with similar foods in group

Source: American Dietetic Association Nutrition Care Manual Calcium Content of foods

To look up other foods, visit the USDA Nutrient Database online at www.nal.usda.gov/fnic/foodcomp/search/

Television and Your Family



While family is the most important influence in a child's life, TV is not far behind. TV can inform, entertain, and teach us. However, some of what it teaches may not be what you want your children to learn. Read on to find out how TV can affect your children and how you can help make TV-watching safe and fun for your family.

How TV negatively affects your children

There are many ways that TV affects a child's life. When used appropriately, TV can be a positive tool to help your children learn. Studies show that preschool children who watch educational TV can increase their reading and speaking skills. However, parents should be aware of the negative effects including the following:

Time

Most children in the United States watch about 4 hours of TV every day. Watching movies on tape or DVD and playing video games only add to time spent in front of the TV screen. It may be tempting to use TV, movies, and video games to keep your children busy, but playing, reading, and spending time with friends and family are much healthier activities.

Nutrition

Studies show that children who watch too much TV are more likely to be overweight. It takes away from the time they should be running, jumping, and getting the exercise they need. They often snack while watching TV. They also see many commercials for candy, snacks, sugary cereals, and drinks. As a result, children may persuade their parents to buy these unhealthy foods.

Violence

By age 18, the average young person will have viewed 200,000 acts of violence on TV. Children who see violence on TV may become numb to it. They do not understand that real violence hurts people. They may also come to think that it is OK to use violence to solve problems.

Research also shows a very strong link between TV violence and violent behavior in children and teenagers. Watching a lot of violence on TV can lead to hostility, fear, anxiety, depression, nightmares, sleep problems, and posttraumatic stress disorder. It is best not to let your children watch violent programs and violence in cartoons.

TV and toddlers

The American Academy of Pediatrics does not recommend TV for children younger than 2 years. This is because the first 2 years of life are very important in the growth and development of a child's brain. It is during this time that language and social skills develop. Children need positive interactions with other people to develop these skills. Watching TV takes time away from these important interactions.

Sex

TV exposes children to adult behaviors, like sex. But it usually does not show the risks and results of sexual activity. On TV, sexual activity is often shown as casual, fun, exciting, and without consequences. In ads, sex is often used to sell products and services. Your children may copy what they see on TV to feel more grown up.

Alcohol, tobacco, and other drugs

Young people are surrounded by messages that say drinking alcohol and smoking cigarettes or cigars are normal activities. These messages often do not say that alcohol and tobacco harm people and may lead to death. TV frequently shows people who drink and smoke as healthy, energetic, sexy, and successful. It is up to you to teach your children the truth about the dangers of alcohol, tobacco, and other drugs.

Commercials

The average child will see more than 360,000 commercials on TV before graduating from high school. Commercials are quick, fast-paced, and entertaining and often are louder than the accompanying programs. After seeing the same commercials over and over, children can easily remember a song, slogan, or catchy phrase. Commercials try to convince children that having a certain toy or eating a certain food will make them happy or popular.

10 things parents can do

The following are ways you can help your children develop positive viewing habits:

1. **Set limits.** Limit your children's use of TV, movies, and video and computer games to no more than 1 or 2 hours per day. Do not let your children watch TV while doing homework. Do not put a TV in your children's bedrooms.
2. **Plan what to watch.** Instead of flipping through channels, use a program guide and the TV ratings to help you and your children choose which shows to watch. Turn the TV on to watch the program and turn it off when it is over.

3. **Watch TV with your children.** Whenever possible, watch TV with your children and talk about what they see. If your children are very young, they may not be able to tell the difference between a show, a commercial, a cartoon, or real life. Explain that many characters on TV are not real.
Be especially careful of "reality-based" programs. Most of these shows are not appropriate for children. Even the news can contain violent or other inappropriate material. If you cannot watch TV with your children, talk with them later about what they watched. Better yet, record the programs so that you can watch them with your children at a later time.
4. **Find the right message.** Some TV programs show people as stereotypes. If you see this, talk with your children about the real-life roles of women, the elderly, and people of other races. Remember, if you do not agree with what you see on TV, you can either turn it off or explain why you object. These programs can turn out to be a good learning experience if you help your children find the right message.
5. **Help your children resist commercials.** Do not expect your children to be able to resist commercials without your help. When your children ask for things they see on TV, explain that the purpose of commercials is to make people want things they may not need. You can limit the number of commercials your children see by recording programs and leaving out the commercials or buying or renting children's videos or DVDs.
6. **Look for quality children's videos and DVDs.** There are many quality videos and DVDs available for children. Check reviews before buying or renting programs or movies. Information is available in books, newspapers, and magazines, as well as on the Internet.
7. **Give other options.** Watching TV can become a habit for your children. Help them find other things to do like playing; reading; learning a hobby, a sport, an instrument, or an art; or spending time with family, friends, or neighbors.
8. **Set a good example.** As a role model, limiting your own TV viewing and choosing programs carefully will help your children do the same.
9. **Express your views.** When you like or do not like something you see on TV, make yourself heard. Stations, networks, and sponsors pay attention to letters from the public. If you think a commercial is misleading or inappropriately targeting children, write down the product name, channel, and time you saw the commercial and describe your concerns. Call your local Better Business Bureau (BBB) if the commercial is for a local business or product. For national advertising, call the BBB's Children's Advertising Review Unit at 866/334-6272 (ext 111) or visit its Web site at www.caru.org. Encourage publishers of TV guides to print ratings and feature articles about shows that are educational for children.

Toppling TVs pose a hazard

Newer TVs with larger, heavier screens can be dangerous to toddlers. Small children have been seriously injured and, in some cases, killed when these front-heavy models fall on them. Use these safety tips to keep your children safe.

- Place your TV on low furniture that is designed to hold your TV model.
- Use brackets or anchors to secure the TV to the wall.
- Do not place remote controls, videos, or other objects that children might try to reach on top of the TV.
- Do not allow children to climb on the TV.

10. **Get more information.** The following resources can provide you with more information about the proper role of TV in your children's lives:
 - Your pediatrician may have information about TV or you can visit the AAP Web site at www.aap.org.
 - Public service groups publish newsletters that review programs and give tips on how to make TV safe for you and your child.
 - You can ask the parent organization at your child's school.
 - Parents of your child's friends and classmates can also be helpful. Talk with other parents and agree to enforce similar rules about TV viewing.

TV Parental Guidelines and the v-chip

A TV rating system, known as the TV Parental Guidelines, was created to help parents know which programs contain sex and violence. Parents can use a computer device in their TVs called the v-chip to block programs based on these ratings. The v-chip is programmed from a remote control. All new TVs (13 inches or larger) that were made in the United States after 2000 are required by federal law to have the v-chip.

The ratings apply to all TV programs except news and sports. They appear for 15 seconds at the start of a program. When the rating appears on the screen, an electronic signal sends the rating to the v-chip in the TV.

The ratings are as follows:

TV-Y	For all children.
TV-Y7	For children age 7 and older. The program may contain mild violence that could frighten children younger than age 7.
TV-Y7-FV	For children age 7 and older. The program contains fantasy violence that is glorified and used as an acceptable, effective way to solve a problem. It is more intense than TV-Y7.
TV-G	For general audience. Most parents would find this program suitable for all ages. There is little or no violence, no strong language, and little or no sexual content.
TV-PG	Parental guidance is suggested. Parents may find some material unsuitable for younger children. It may contain moderate violence, some sexual content, or strong language.
TV-14	Parents are strongly cautioned. The program contains some material that many parents would find unsuitable for children younger than age 14. It contains intense violence, sexual content, or strong language.
TV-MA	For mature audience. The program may not be suitable for children younger than age 17. It contains graphic violence, explicit sexual activity, or crude language.

Additional letters may be added to the ratings to indicate violence (V), sexual content (S), strong language (L), or suggestive dialogue (D).

This rating system was created to help parents choose programs that are suitable for children. The ratings are usually included in local TV listings. Remember that ratings are not used for news programs, which may not be suitable for young children.

For more information go to the Federal Communications Commission (FCC) Web site at www.fcc.gov/vchip.

The Children's Television Act

The Children's Television Act ensures that TV stations pay attention to the needs of children aged 16 and younger. Under this law, stations must air at least 3 hours of educational shows for children each week. They must also limit ads during these times to 12 minutes per hour on weekdays and 10.5 minutes per hour on weekends. Stations that do not follow the law risk losing their licenses.

Keep tabs on TV stations in your community. TV stations file quarterly Children's Television Programming Reports with the FCC. For more information call 888/CALL-FCC (888/225-5322) or visit the FCC Parents' Place Web site at www.fcc.gov/parents.

Please note: Listing of resources does not imply endorsement by the American Academy of Pediatrics (AAP). The AAP is not responsible for the content of the resources mentioned in this publication. Phone numbers and Web site addresses are as current as possible, but may change at any time.

The information contained in this publication should not be used as a substitute for the medical care and advice of your pediatrician. There may be variations in treatment that your pediatrician may recommend based on individual facts and circumstances.

From your doctor



American Academy
of Pediatrics



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The American Academy of Pediatrics is an organization of 60,000 primary care pediatricians, pediatric medical subspecialists, and pediatric surgical specialists dedicated to the health, safety, and well-being of infants, children, adolescents, and young adults.

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Discipline Basics

About Discipline

The first goal of discipline is to protect your child from danger. Another very important goal is to teach your child an understanding of right from wrong. Good discipline gradually changes a self-centered child into a mature adult who is thoughtful and respectful of others, assertive without being hostile, and in control of his or her impulses. Reasonable limit-setting keeps us from raising a "spoiled" child. The word "discipline" means "to teach." It does not mean "to punish."

To teach respect for the rights of others, first teach your child about parents' rights. Children need parents who are "in charge." You will need to start showing your child that you are in charge at about 6 months of age. Children do not start to develop self-control until 3 or 4 years of age. They continue to need you to help control their behavior, in gradually decreasing amounts, through adolescence.

If your child has several discipline problems or is out of control, start reading the section titled "How to Begin a Discipline Program." If you want to learn more about normal discipline, go directly to the section titled "Guidelines for Setting Rules."

How To Begin a Discipline Program

1. List problem behaviors.

What do you want to change? Over the next 3 or 4 days, note and write down your child's inappropriate or annoying behavior traits.

2. Set priorities for correcting the problem behavior.

Some misbehavior needs immediate attention (for example, behavior that might harm your child or others). Some behavior is too annoying or obnoxious to be ignored (such as not going to bed). Some unpleasant behavior (such as, saying "No" all the time between age 2 and 3) is normal and should be tolerated. Some families with a child who is out of control have too many rules and need to think about what misbehavior can be overlooked.

3. Write house rules about the most important kinds of misbehavior.

See the section titled "Guidelines for Setting Rules."

4. Decide what punishment you will use for each type of misbehavior.

All behavior, good and bad, is mainly affected (or shaped) by consequences. If the consequence is pleasant (for example, a reward or praise), the child is more likely to repeat that behavior. If the consequence is unpleasant (a punishment), the child is less likely to do the same thing again.

Young children usually do not respond to lectures or reminders. Actions speak louder than words. The most effective actions are ignoring the misbehavior, redirecting the child to appropriate behavior, or giving your child a time-out.

For further information on forms of punishment, see the section titled "Discipline Techniques."

5. Temporarily stop any physical punishment.

Most out-of-control children are already too aggressive. Physical punishment teaches them that it's OK to be aggressive (for example, hit or hurt someone else) to solve problems.

6. Stop yelling.

Yelling and screaming teach your child to yell back; you are thereby legitimizing shouting matches. Your child will sense from your yelling that you are not feeling in charge. Yelling often escalates the disagreement into

a win-lose battle. Your child will respond better in the long run to a pleasant tone of voice and words of diplomacy.

7. **Don't take your child to public places until his or her behavior is under control at home.**

Misbehaving children are usually more difficult to control in a shopping mall or supermarket than at home. Leave your child with a baby sitter or spouse when you need to go to these places.

8. **Take daily breaks from your child.**

Ask your spouse to give you a break from supervising your young child, to take over all the discipline for a few hours. If this is impossible, hire a teenager a few times a week to look after your child while you go out. Also make a "date" for a weekly night out with your spouse or a friend.

9. **Give your child more positive feedback.**

Children respond to discipline from people they feel loved by and want to please. Every child needs daily praise, smiles, and hugs. Give your child this increased attention when he or she is not demanding it, especially if the child is behaving well. Try especially hard to notice the times when your child is being good. If your child receives more negative comments and criticisms each day than positive responses, you need to restore an emotionally healthy balance by having less rules, criticizing your child less, and giving your child more praise and affection. Many experts feel that it takes several positive contacts to counter one negative one. (For further information, see the section titled "Guidelines for Positive Reinforcement.")

10. **Protect your child's self-esteem.**

Your child's self-esteem is more important than how well disciplined he or she is. Don't discuss your child's discipline problems and your concerns about him or her when your child is around. Correct your child in a kind way. Sometimes begin your correction with "I'm sorry I can't let you" Don't label your child a "bad girl" or "bad boy." After punishment is over, welcome your child back into the family circle, telling him or her that all is forgiven.

Guidelines for Setting Rules

1. **Begin discipline at about 6 months of age.**

Newborns don't need any discipline. Starting at 6 months, however, parents can begin to clarify their own rights. If your child makes it difficult to change a diaper by kicking and wiggling you can say firmly, "No, help Mommy change your diaper." By 8 months of age, children need rules for their own safety.

2. **Express each misbehavior as a clear and concrete rule.**

Your child may not understand vague descriptions of misbehavior such as "hyperactive," "irresponsible," or "mean." The younger the child, the more concrete the rule must be. Examples of clear rules are: "Don't push your brother" and "Don't interrupt me on the telephone."

3. **Also state the acceptable, desired, adaptive, or appropriate behavior.**

Your child needs to know what is expected of him or her. Examples are: "Play with your brother," "Look at books when I'm on the telephone," or "Walk, don't run." Make your praise of good behavior specific; for example, "Thank you for being quiet."

4. **Ignore unimportant or irrelevant misbehavior.**

The more rules you have, the less likely your child is to obey them. Constant criticism usually doesn't work. Behavior such as swinging the legs, poor table manners, or normal negativism is unimportant during the early years.

5. **Use rules that are fair and attainable.**

Rules must fit your child's age. A child should not be punished for clumsiness when he or she is learning to walk, nor for poor pronunciation when the child is learning to speak. In addition, a child should not be punished for behavior that is part of normal emotional development, such

as thumbsucking, fears of being separated from his or her parents, and toilet training accidents.

6. Concentrate on two or three rules initially.

Give highest priority to issues of safety, such as not running into the street, and to the prevention of harm to others. Of next importance is behavior that damages property. Then come all the annoying behavior traits that wear you down.

7. Avoid trying to change "no-win" power struggles through punishment.

"No-win behavior" is behavior that usually cannot be controlled by the parent if the child decides to continue it. Examples are wetting pants, hair pulling, thumbsucking, body rocking, masturbation, not eating enough, not going to sleep, and refusal to complete schoolwork. The first step in resolving such a power struggle is to withdraw from the conflict and stop punishing your child for the misbehavior. Then give your child positive reinforcement, such as praise, when he or she behaves as you'd like. (See the section titled "Guidelines for Positive Reinforcement.")

8. Apply the rules consistently.

After the parents agree on the rules, it may be helpful to write them down and post them in a conspicuous place in the home.

Discipline Techniques (Including Consequences)

1. Summary of techniques to use for different ages

The techniques mentioned here are further described after this list.

- From birth to 6 months: no discipline necessary.
- From 6 months to 3 years: structuring the home environment, distracting, ignoring, verbal and nonverbal disapproval, moving or escorting, and temporary time-out.
- From 3 years to 5 years: the preceding techniques (especially temporary time-out), plus natural consequences, restricting places where the child can misbehave, and logical consequences.
- From 5 years to adolescence: the preceding techniques plus delay of a privilege, "I" messages, and negotiation and family conferences. Structuring the environment and distraction can be discontinued.
- Adolescence: logical consequences, "I" messages, and family conferences about house rules. By the time your child is an adolescent, you should stop using manual guidance and time-out techniques.

2. Structuring the home environment

You can change your child's surroundings so that an object or situation that could cause a problem is eliminated. Examples are: putting breakables out of reach, fencing in a yard, setting up gates, putting locks on a special desk, or locking certain rooms.

3. Distracting your child from misbehavior

Distracting a young child from temptation by attracting his or her attention to something else is especially helpful when the child is in someone else's house, a doctor's office, or a store. It would be difficult to use other options for discipline (such as time-out) in such places. You may also want to give your child something to distract him or her from trouble if you're going to be busy at home with guests, the telephone, or feeding a baby. Most children can be distracted with toys or food. School-age children may need books, games, or other activities to keep their attention. Distracting is also called "diverting" or "redirecting."

4. Ignoring the misbehavior

Ignoring helps stop unacceptable behavior that is harmless--such as tantrums, sulking, whining, quarreling, or interrupting. The proper way to ignore this behavior is to move away from your child, turn your back, avoid eye contact, and stop any conversation with your child. Ignore any protests or excuses. Sometimes you may need to leave the area where your child is misbehaving. Ignoring is also called extinction.

5. Verbal and nonverbal disapproval

Mild disapproval is often all that is required to stop a young child's misbehavior. Get close to your child, get eye contact, look stern, and give a brief, direct instruction, such as "No" or "Stop." You can speak in a disapproving but soft tone because you are close to your child. Show your child what you want him or her to do. You may want to underscore that you are serious by pointing or shaking your finger. The most common mistake parents make when they use this technique is smiling or laughing.

6. Moving or escorting (manual guidance)

"Manual guidance" means that you move a child from one place to another against his or her will. Sometimes children must be physically moved from a place where they are causing trouble to a time-out chair. At other times they must be taken to the bed, bath, or car if they refuse to go on their own. Guide your child by the hand or forearm. If your child refuses to be led, pick the child up from behind and carry him or her.

7. Temporary time-out or social isolation

Time-out removes the child from the scene of the unacceptable behavior to a boring place (for example, a playpen, corner, chair, or bedroom). Time-out is the most effective discipline technique available to parents for dealing with misbehaving infants and young children. Time-outs should last about 1 minute per year of age and not more than 5 minutes.

8. Natural consequences

By experiencing the natural consequences of his or her own actions, your child learns good behavior from the natural laws of the physical world. Examples are: Coming to dinner late means the food will be cold; not dressing properly for the weather means your child will be cold or wet; not wearing mittens while playing in the snow will lead to cold hands; running on ice can lead to falling down; putting sand in the mouth leads to an unpleasant taste; breaking a toy means it isn't fun to play with anymore; and going to bed late means being sleepy in the morning. Although it is very helpful for children to learn from their mistakes, it is important that they not be allowed to do anything that could hurt them or others, such as by playing with matches or running into the street.

9. Restricting places where a child can misbehave

This technique is especially helpful for behavior problems that can't be eliminated. Allowing such misbehavior as nose picking and masturbation in your child's room prevents an unnecessary power struggle. Roughhousing can be restricted to outdoors. You may decide to allow your child to ride the tricycle only in the basement during winter.

10. Logical consequences

Logical consequences are consequences that you impose on your child as a result of his or her misbehavior. They should be logically related to the misbehavior, making your child accountable for his or her problems and decisions. Many logical consequences are simply the temporary removal of a possession or privilege. Examples are: taking away toys or crayons that are not handled properly, not replacing a lost toy, not repairing a broken toy, sending your child to school partially dressed if the child won't dress himself or herself, having your child clean up milk the child has spilled or a floor the child has tracked mud on, having your child clean messy underwear, and turning off the TV if children are quarreling about it. In addition, your child can temporarily lose TV, telephone, shopping, bicycle, and car privileges if they are misused. The schoolteacher will provide appropriate logical consequences if your child does not complete homework assignments.

Do not punish children by depriving them of basic essentials, such as a meal; organized activities with groups such as a team or scout troop; or events your child has looked forward to for a long time, such as going to the circus.

11. Delay of a privilege

This technique involves requiring your child to finish a less preferable activity before a more preferable one is allowed ("work before play"). Examples are: "After you clean your room, you can go out and play"; "When you finish your homework, you can watch TV"; and "When you have tasted all your foods, you can have dessert."

12. "I" messages

When your child misbehaves, tell your child how you feel. Say, "I am angry" or "I am upset when you do such and such." Your child is more likely to listen and respond positively to you than if everything you say to your child starts with "you." "You" messages usually trigger a defensive reaction.

13. Negotiation and family conferences

As children become older they need more communication and discussion with their parents about problems. A parent can begin such a conversation by saying, "We need to change these things. What are some ways we could handle this?" Discussions involving the whole family (family conferences) also are helpful.

Guidelines For Giving Consequences (Punishments)

1. Be unambivalent.

Mean what you say and follow through. Be stern and tough. Take charge.

2. Correct with love.

Talk to your child the way you want people to talk to you. Avoid yelling or using a disrespectful tone of voice. For example, say gently, "I'm sorry you left the yard. Now you must stay in the house."

3. Give one warning or reminder before you punish your child.

When you know your child understands the rule, this warning is unnecessary and you can punish your child without a warning. Do not just keep repeating threats of punishment if your child doesn't stop what he or she is doing.

4. Punish your child for clear intent of aggressive behavior.

Try to stop your child before someone is hurt or damage is done. An example would be that you see your child raising a toy to hit a playmate.

5. Give the consequence immediately.

Delayed consequences are less effective because young children forget why they are being punished. Punishment should occur very soon after the misbehavior and be administered by the adult who witnessed the misdeed. An exception for children older than 4 or 5 years of age is when they misbehave outside the home, where you cannot give a time-out. You could put checkmarks on your child's hand with a felt-tip pen to indicate the number of punishments the child will receive when you get home. The punishments might be 30 minutes of lost TV time for each checkmark.

6. Make a one-sentence comment about the rule when you punish your child.

Avoid making a long speech.

7. Ignore your child's arguments while you are correcting him or her.

This is the child's way of delaying punishment. Especially under 3 years of age, children mainly understand action, not words.

8. Make the punishment brief.

Take toys out of circulation for no more than 1 or 2 days. Time-outs should last no longer than 1 minute per year of the child's age.

9. Keep the consequence in proportion to the misbehavior.

Also try to make the consequence relate to the misbehavior (logical consequences).

10. Follow the consequence with love and trust.

Welcome your child back into the family circle and do not comment upon the previous misbehavior or require an apology for it.

11. Direct the punishment against the misbehavior, not the person.

Avoid degrading comments such as, "You never do anything right."

12. Expect behavior to get worse before it gets better.

Children who are out of control initially go through a phase of testing their parents before they comply with the new system. This testing usually lasts 2 or 3 days.

Guidelines for Positive Reinforcement of Desired Behavior

Most parents don't give enough positive reinforcement, especially touching and hugs. Don't take good behavior for granted. Watch for behavior you like, then praise your child by saying such things as "I like the way you ...," or "I appreciate" When you say this, move close to your child, look at him or her, smile, and be affectionate. A parent's affection and attention is the favorite reward of most children.

There are two kinds of positive reinforcement: social and material. Social positive reinforcement, such as praise, should be used when your child behaves in a desired way. Praise the behavior, not the person. Examples are sharing toys, having good manners, doing chores, playing cooperatively, treating the baby gently, petting the dog gently, being a good sport, cleaning the room, or reading a book. Your child can also be praised for trying, such as trying to use the potty or attempting something difficult, like a puzzle. Praise will make your child want to behave well more often. Try to "catch" your child being good, and comment on it three or more times for every one time you discipline or criticize your child.

Material reinforcers are often candy, animal crackers, money or video-time. Use material reinforcers as incentives to increase the frequency of more responsible behavior. They may be useful in overcoming resistance when children are entrenched in power struggles around "no-win" behaviors (for example, wetting or soiling their pants). Material reinforcers should be used for only one problem behavior at a time and when praise alone hasn't worked. They should be phased out and replaced by natural (social) reinforcers as soon as possible.

Call Your Child's Healthcare Provider During Office Hours If:

- Your child's misbehavior is dangerous.
- The instances of misbehavior seem too numerous to count.
- Your child is also having behavior problems at school.
- Your child doesn't seem to have many good points.
- Your child seems depressed.
- The parents can't agree on discipline.
- You can't give up physical punishment. (Note: Call immediately if you are afraid you might hurt your child.)
- The misbehavior does not improve after 1 month of using this approach.

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Published by **RelayHealth.**

Last modified: 2006-03-02

Last reviewed: 2008-06-09

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Activities for Children 24 -30 Months Old



<p>Add actions to your child's favorite nursery rhymes. Easy action rhymes include "Here We Go 'Round the Mulberry Bush," "Jack Be Nimble," "This Is the Way We Wash Our Clothes," "Ring Around the Rosy," and "London Bridge."</p>	<p>Play Target Toss with a large bucket or box and bean bags or balls. Help your child count how many she gets in the target. A ball of yarn or rolled-up socks also work well for an indoor target game.</p>	<p>Wrap tape around one end of a piece of yarn to make it stiff like a needle and put a large knot at the other end. Have your child string large elbow macaroni, buttons, spoons, or beads. Make an edible necklace out of Cheerios.</p>	<p>Children at this age love outings. One special outing can be going to the library. The librarian can help you find appropriate books. Make a special time for reading (like bedtime stories).</p>	<p>Play a jumping game when you take a walk by jumping over the cracks in the sidewalk. You may have to hold your child and help him jump over at first.</p>
<p>Take time to draw with your child when she wants to get out paper and crayons. Draw large shapes and let your child color them in. Take turns.</p>	<p>During sandbox play, try wetting some of the sand. Show your child how to pack the container with the wet sand and turn it over to make sand structures or cakes.</p>	<p>Add an old catalog or two to your child's library. It's a good "picture" book for naming common objects.</p>	<p>Give your child soap, a washcloth, and a dishpan of water. Let your child wash a "dirty" doll, toy dishes, or doll clothes. It's good practice for hand washing and drying.</p>	<p>Make "sound" containers using plastic Easter eggs or pantyhose eggs. Fill eggs with noisy objects like sand, beans, or rice and tape the eggs shut. Have two eggs for each sound. Help your child match sounds and put them back in an egg carton together.</p>
<p>Show your child how to make snakes or balls or how to roll out pancakes with a small rolling pin using playdough. Use large cookie cutters to make new playdough shapes.</p>	<p>Children at this age love to pretend and really enjoy it when you can pretend with them. Pretend you are different animals, like a dog or cat. Make animal sounds and actions. Let your child be the pet owner who pets and feeds you.</p>	<p>Your child will begin to be able to make choices. Help him choose what to wear each day by giving a choice between two pairs of socks, two shirts, and so forth. Give choices at other times like snack or mealtime (two kinds of drink, cracker, etc.).</p>	<p>Enhance listening skills by playing compact discs or cassettes with both slow and fast music. Songs with speed changes are great. Show your child how to move fast or slow with the music. (You might find children's cassettes at your local library.)</p>	<p>Children can find endless uses for boxes. A box big enough for your child to fit in can become a car. An appliance box with holes cut for windows and a door can become your child's playhouse. Decorating the boxes with crayons, markers, or paints can be a fun activity to do together.</p>
<p>Play "Follow the Leader." Walk on tiptoes, walk backward, and walk slow or fast with big steps and little steps.</p>	<p>Try a new twist to fingerpainting. Use whipping cream on a washable surface (cookie sheet, Formica table). Help your child spread it around and draw pictures with your fingers. Add food coloring to give it some color.</p>	<p>Action is an important part of a child's life. Play a game with a ball where you give directions and your child does the actions, such as "Roll the ball." Kick, throw, push, bounce, and catch are other good actions. Take turns giving the directions.</p>	<p>Make an obstacle course using chairs, pillows, or large cartons. Tell your child to crawl over, under, through, behind, in front of, or between the objects. Be careful arranging so that the pieces won't tip and hurt your child.</p>	<p>Collect little and big things (balls, blocks, plates). Show and describe (big/little) the objects. Ask your child to give you a big ball, then all of the big balls. Do the same for little. Another big/little game is making yourself big by stretching your arms up high and making yourself little by squatting down.</p>

Activities for Children 30 - 36 Months Old



<p>Tell or read a familiar story and pause frequently to leave out a word, asking your child to "fill it in." For example, Little Red Riding Hood said, "Grandmother, what big _____ you have."</p>	<p>Teach somersaults by doing one yourself first. Then help your child do one. Let her try it alone. Make sure furniture is out of the way. You may want to put some pillows on the floor for safety.</p>	<p>Give a cup to your child. Use bits of cereal or fruit and place one in your child's cup ("one for you") and one in your cup ("one for me"). Take turns. Dump out your child's cup and help count the pieces. This is good practice for early math skills.</p>	<p>Put an old blanket over a table to make a tent or house. Pack a "picnic" sack for your camper. Have your child take along a pillow on the "camp out" for a nap. Flashlights are especially fun.</p>	<p>Get a piece of butcher paper large enough for your child to lie on. Draw around your child's body to make an outline. Don't forget fingers and toes. Talk about body parts and print the words on the paper. Let your child color the poster. Hang the poster on a wall in your child's room.</p>
<p>Children at this age may be interested in creating art in different ways. Try cutting a potato in half and carving a simple shape or design for your child to dip in paint and then stamp onto paper.</p>	<p>Add water to tempera paint to make it runny. Drop some paint on a paper and blow through a straw to move the paint around the paper, or fill an old roll-on deodorant bottle with watered-down paint. Your child can roll color onto the paper.</p>	<p>A good activity to learn location words is to build roads and bridges with blocks. Use toy cars to go on the road, under or over a bridge, between the houses, and so forth.</p>	<p>Trace around simple objects with your child. Use cups of different sizes, blocks, or your child's and your hands. Using felt-tip markers or crayons of different colors makes it even more fun.</p>	<p>Have your child help you set the table. First, have your child place the plates, then cups, and then napkins. By placing one at each place, he will learn one-to-one correspondence. Show your child where the utensils should be placed.</p>
<p>Collect empty boxes (cereal, TV dinners, egg cartons) and help your child set up her own grocery store.</p>	<p>Help your child learn new words to describe objects in everyday conversations. Describe by color, size, and shape (the blue cup, the big ball). Also, describe how things move (a car goes fast, a turtle moves slowly) and how they feel (ice cream is cold, soup is hot).</p>	<p>Make your own puzzles by cutting out magazine pictures of whole people. Have your child help glue pictures onto cardboard. Cut pictures into three pieces by cutting curvy lines. Head, trunk, and legs make good pieces for your child to put together.</p>	<p>Dribble different colors of paint in the middle or on one side of a paper. Fold the paper in half. Let your child open the paper to see the design it makes.</p>	<p>A good game for trips in the car is to play a matching game with a set of Old Maid cards. Place a few different cards in front of your child. Give him a card that matches one displayed and ask him to find the card like the one you gave him.</p>
<p>Cut pictures out of magazines to make two groups such as dogs, food, toys, or clothes. Have two boxes ready and put a picture of a dog in one and of food in the other. Have your child put additional pictures in the right box, helping her learn about categories.</p>	<p>Cut a stiff paper plate to make a hand paddle and show your child how to use it to hit a balloon. See how long your child can keep the balloon in the air or how many times he can hit it back to you. This activity helps develop large body and eye-hand coordination. Always carefully supervise when playing with balloons.</p>	<p>To improve coordination and balance, show your child the "bear walk" by walking on hands and feet, keeping the legs and arms straight. Try the "rabbit hop" by crouching down and then jumping forward.</p>	<p>Encourage your child to try the "elephant walk," bending forward at the waist and letting your arms (hands clasped together) swing freely while taking slow and heavy steps. This is great to do with music.</p>	<p>Make a poster of your child's favorite things using pictures from old magazines. Use safety scissors and paste or a glue stick to allow your child to do it independently, yet safely.</p>