



COUNTY OF RENFREW CHILD CARE SERVICES

Toddler Development Workshop



A DEVELOPMENTAL PROFILE OF A TYPICALLY DEVELOPING TODDLER

Cognitive Development:

- Puts together a simple puzzle
- Activates cause & effect toys
- Manipulates play dough and uses a paint brush
- Identifies what is “mine”
- Remembers where things belong
- Sorts like objects
- Identifies some body parts
- Developing keener memory skills
- Places items in a basket & dump them out

Self Help:

- Drinks from a cup, gives up bottle and pacifier
- Eats meals independently with a spoon
- Sits on a potty chair with assistance
- Indicates a need to use toilet (even if too late)
- Removes coat that is not fastened
- Pulls up or down elastic waist pants
- Helps with hand washing

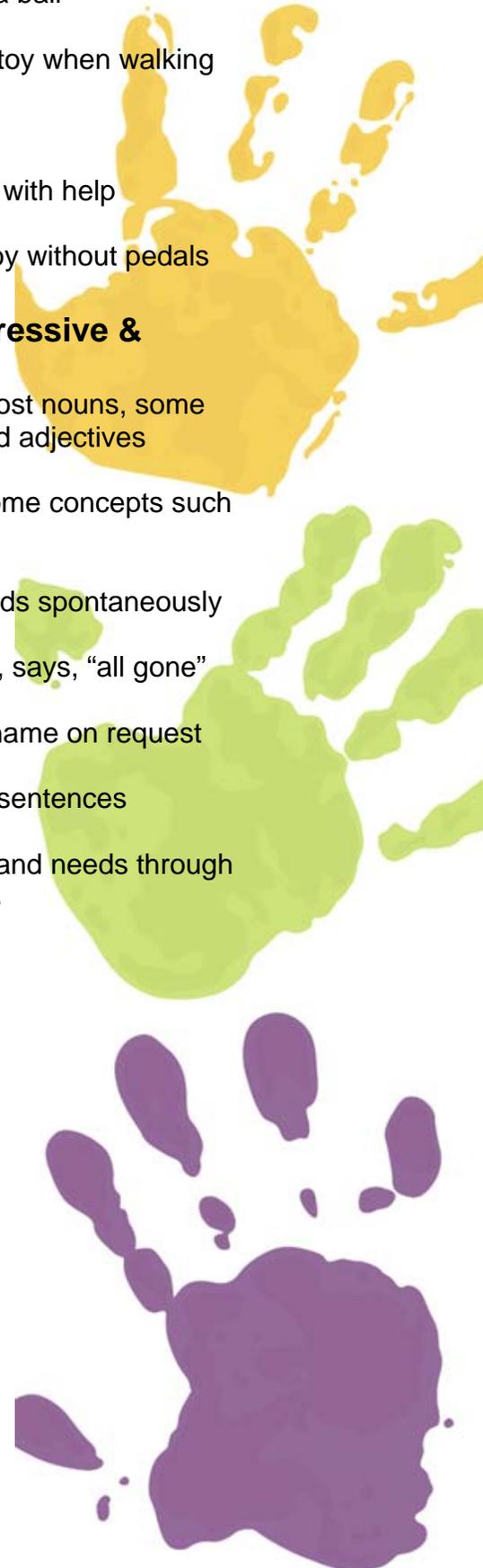
Fine & Gross Motor:

- Imitates crayon strokes
- Places several pegs into pegboard, strings large beads, claps hands
- Scoops with spoon or shovel

- Imitates rolling a ball
- Carries a large toy when walking
- Runs stiffly
- Walks up stairs with help
- Rides a small toy without pedals

Language (expressive & receptive):

- Understands most nouns, some action verbs and adjectives
- Understands some concepts such as in, on, under
- Says 15-20 words spontaneously
- Asks for “more”, says, “all gone”
- Says own first name on request
- Uses two word sentences
- Express wants and needs through the use of signs



Social & Emotional:

- Initiates story time by handing a book to you
- Mimics the play styles of playmates
- Pulls another person to an object in order to show it to you
- Says, "no" when they fear something
- Greet people when reminded
- Expresses affection physically and verbally
- Interacts with peers using gestures
- Stays on task for 3 to 5 minutes
- Picks up toys and puts them away when requested
- Attempts to comfort others who are in distress
- Displays frustration through temper tantrums
- Imitates adult actions (talking on a phone, feeding dolls, sipping tea)
- Bottles, soothers, favorite blankets may be becoming obsolete

- Needs for order and predictability, routine is reassuring
- Recognizes self in pictures
- Shows enjoyment of nursery rhymes, songs, and finger plays
- Shows preference such as clothes and toys

Environmental Challenges:

- Health (teething, ear infections, etc.), which can be more frequent due to being in a child care center for the first time.
- Another sibling on the way
- Away from home for the first time (attachment)
- Adapting to being with other children for the first time
- Possible transition out of naps
- Moving from crib to bed at home
- Beginning toilet training



Why do Toddlers behave the way they do?

They want something that someone else has (tangible)

They want your attention (attention)

They don't want to do what you are telling them (escape)

They enjoy it, relieves pain or feels good (sensory)

From a Child's Perspective

What do they do?	Why may they do it?			
	Tangible	Sensory	Attention	Escape
Taking toys from other children Biting Pulling hair Pushing	"I want that" "It is mine" "Give it back" "I like that"	"I like what happens" "This is fun"	"Look at me" "Come and play" "I want to play with you" "I am bored"	"Go away" "Move over" "Leave me alone"
Crying at dressing time	"I want the toy I had"	"I do not like the feel of these heavy clothes" "I do not like the feel of these new boots"	"I want you to do this not me" "I want your help"	"I do not want to be here" "I do not like this" "I do not want to do this"
Screaming when given an instruction	"I want to keep doing this" "Do not stop this activity"	"Your voice is too loud"	"I want you to do it for me" "I want you to help me"	"I am finished" "Stop this" "Change this activity" "I am bored"
Throwing food at lunch	"I want a different lunch" "I want more of this food"	"I like the look of that food hitting the floor"	"Come here" "Help me"	
Frequent attempts to leave cot at rest time	"I want to play with a toy" "I want to read a book"	"It is too dark" "I do not like to stay still"	"Look at me" "Come and play" "I want to play with you"	
Bolting from the group	"I want to get what is over there"	"I like what happens" "This is fun"	"I am bored, come and help"	
Wiggling body at circle time	"I want to play with what is over there"	"I do not like to sit still"		
Coloring on walls	"I want paper"			

GIVING INSTRUCTIONS

Prevention

- Remove any distractions before you give an instruction.
- Get down to the child's eye level and be within arms length. Maintain eye contact.
- Tell the child to do something only if you have enough time to make sure the task is completed.
- Ask the child to do only as much as they can remember. For toddlers start with one step. "Get your boots". Don't give a second instruction until the child has completed the first instruction. Watch follow through, praise then add another step in the direction.
- Speak in a calm voice that exhibits encouragement and not discouragement.
- Avoid saying, "can you", "would you", or ending your sentence with 'ok'. If you state your instruction as a question, you are giving a choice.

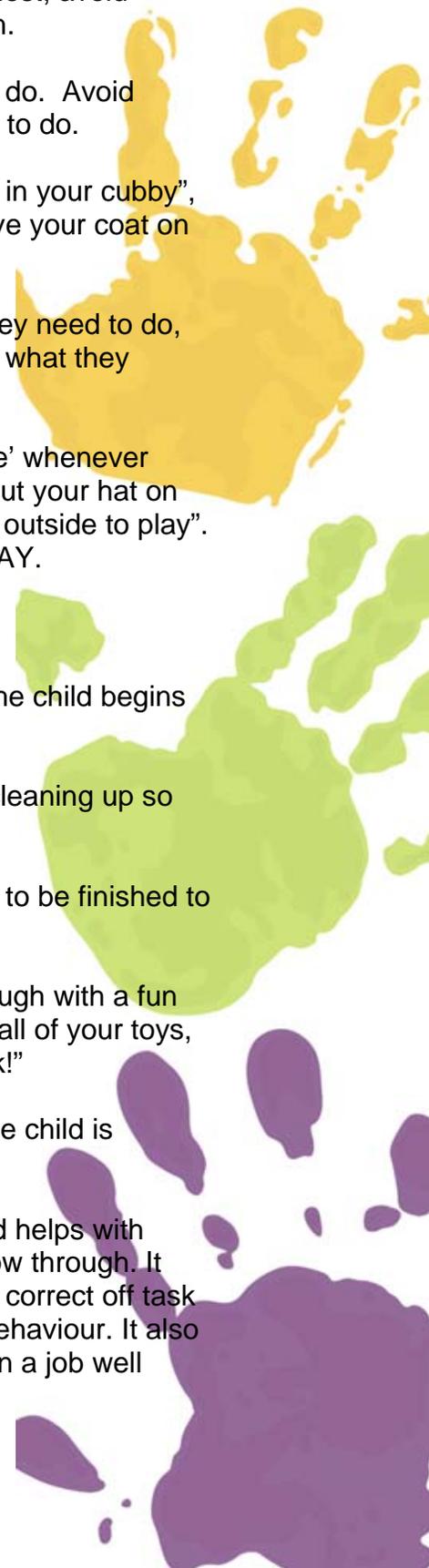
Giving Instructions

- Be consistent with giving instructions.
- Verbally instruct the child "Time to get your coat on"
- Wait 5 seconds and If the child responds, praise him "Good getting your coat on!"
- If no response, instruct the child while gently guiding them to follow through.

- Seek to have cooperation within 10 seconds of your request, avoid delays in cooperation.
- Tell the child what to do. Avoid telling them what not to do.
- Say "Hang your coat in your cubby", instead of "Don't leave your coat on the floor".
- Tell the child what they need to do, don't remind them of what they should not do.
- Use 'Grandma's Rule' whenever possible: "First you put your hat on and then you can go outside to play". First WORK then PLAY.

Follow Through

- Praise the moment the child begins to comply.
- Say "Wow you are cleaning up so fast"
- Don't wait for the job to be finished to praise.
- Reinforce follow through with a fun task, "You tidied up all of your toys, now we'll have snack!"
- Stick around while the child is completing a task.
- Being close to a child helps with cooperation and follow through. It allows you to quickly correct off task and praise on task behaviour. It also shows your interest in a job well done!



WHAT IF IT DOES NOT WORK, TRY...

- Avoid eye contact and attention when behavior is inappropriate
- Reduce verbal instruction and conversation when follow through does not occur. Your first request of “Jake, put your coat on please” will now become “Coat on”.
- Use visual prompts instead of repeating command where appropriate, such as just pointing to the coat as a reminder to put coat on.
- If follow through is required the amount of praise for completion should be minimized.
- REMEMBER...be consistent. How you follow through today should be how you follow through tomorrow, do not give in or give up.

What if You Have Tried it All and No Success

Ask yourself the following questions:

-  Is the child ill, tired, stressed, afraid, sad, or other?
-  Have there been environmental changes in the child’s life that may be affecting their behaviour (new baby, moving, parental stress such as illness or job change)?
-  Is the behaviour of a concern to just myself or others?
-  Does the behaviour interfere with other children, the classroom routine and/or the safety and well being of others?
-  Does the child may have some developmental milestone concerns and may need extra supports to follow routines and expectations?

If “yes” to any of the above, modify your expectations by trying the following;

-  Increase praise and support in following transitions and requests
-  Reduce expectations, offer to help with routines before there are problems
-  Keep classroom routines predictable and minimize changes to routine

If your answer was “no” and the behaviour is not the result of any known outside influences ask yourself the following questions;

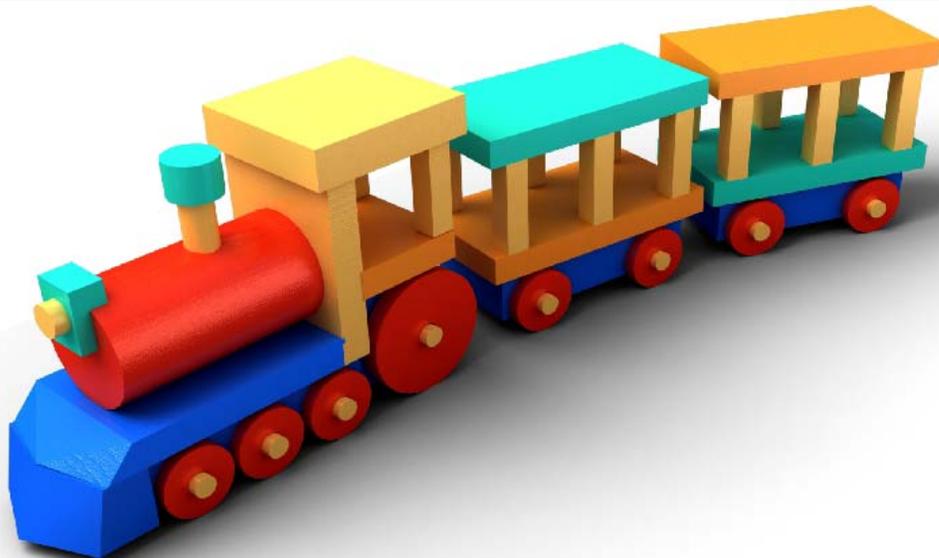


THE ABC's OF BEHAVIOUR

All of the information contained in this package to this point has been **antecedent** related-what comes **before** the behaviour;

- ✓ Understanding the child's **developmental** needs
- ✓ Understanding the **functions** of behaviour
- ✓ Understanding how to create the optimal **environment** for a toddler
- ✓ Understanding the impact **instruction/requests** can have on cooperation.

A-Antecedent (before)	B-Behavior	C-Consequence
<p>It was the first day of a large snowfall and all of the children were wearing their snowsuits for the first time.</p> <p>When it was time for outdoors Sarah asked Jake to get dressed and then proceeded to assist another child.</p>	<p>Jake stood in front of his snowsuit and cried. He did not attempt to put any of his outdoor clothes on.</p>	<p>After helping the other children get dressed Sarah dressed Jake for him.</p> <p>Jake went outside, crying.</p>
THE NEXT DAY		
<p>Sarah requested that Jake put on his pants on; she helped Jake get them on each leg and left him to pull them up.</p>	<p>Jake put on his pants.</p>	<p>Sarah praised Jake.</p> <p>Jake smiled.</p>
<p>Sarah requested Jake put on his coat next. She placed his coat on the floor in front of him, and helped him place his coat on his arms and left him to complete the task.</p>	<p>Jake put on his coat.</p>	<p>Sarah praised Jake.</p> <p>Jake said, "I did it"!</p>



WHAT COMES AFTER

Reinforcement

Reinforce immediately- Learning occurs *quicker* and you are most likely to reinforce the correct behaviour if you:

- Describe the behaviour **you want** and then praise, be specific.
- Reinforce frequently when it is a new skill, as learning will occur more quickly.
- Reinforce less often when the skill has been mastered.
- Reinforce improvement, small steps, persistence or keeping at it.
- Use a variety of reinforcers to keep motivation high.
- Time and attention are the largest rewards (non tangible).
- Tangible rewards are used for the short term to change behaviors that are of a greater concern.
- Praise children for behaviors that are incompatible with the behaviour you are trying to weaken. For example, praise children who are standing in line quietly or who get dressed first, instead of attending to those who are not quiet or get dressed slower.

Tangible Rewards-“things”

- ✓ Stickers
- ✓ Prizes
- ✓ Treats (small pieces of candies, cookies, chips, etc.)
- ✓ Favorite movie
- ✓ Favorite fruit

Non-tangible-“your attention”

- ✓ Describe the positive behaviour and praise
- ✓ Watching good behaviour
- ✓ Spend more time with children who are behaving than with children who are misbehaving
- ✓ Brag to other adults about good behaviour
- ✓ Reading a story
- ✓ Playing a game
- ✓ Hug
- ✓ High five
- ✓ Thumbs up

Using Negative Consequences:

Negative consequences (time outs, nagging, raising your voice) should usually be avoided because;

- They provide a model of negative or aggressive behaviour for children to imitate.
- The children are more likely to avoid or try to escape from people who manage them in a negative fashion.
- High rates of negative consequences may teach children a negative concept about themselves. e.g. "I'm not a good person." "I'm always in trouble", etc. (i.e. Low self-esteem)
- The use of negative consequences may also lead to children learning negative attitudes about their abilities. If their mistakes are always pointed out to them they learn the concept that they are not good at the various things they are trying to learn. I.e., "I'm not good at standing in line." "I'm not good at learning how to zipper, tie my shoes, read, etc. (I.e. Low self-confidence)
- May also lead to negative attitudes or concepts about the day care. I.e., "I don't like this place." "It's not fun here." "I hate coming here."

When using withdrawal of privileges as a negative consequence provide clear-cut steps for earning the privilege back.

For example, if you withdraw computer privileges for problem behaviour, be sure and tell the child how to earn the privilege back. *"When your room is cleaned, you may use your computer"* is much better than *"You didn't clean your room so you lose computer time."*

Negative consequences must be thought out and explained before the behaviour occurs as often as you can. This way the child understands ahead of time and you are most likely to be consistent.

Be consistent with negative consequences, do not have the consequence vary according to how you the adult feels that day.

Balance all negative consequences with positive attention to appropriate behaviour so the child learns what to do instead.



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