

Infancy Visit #24

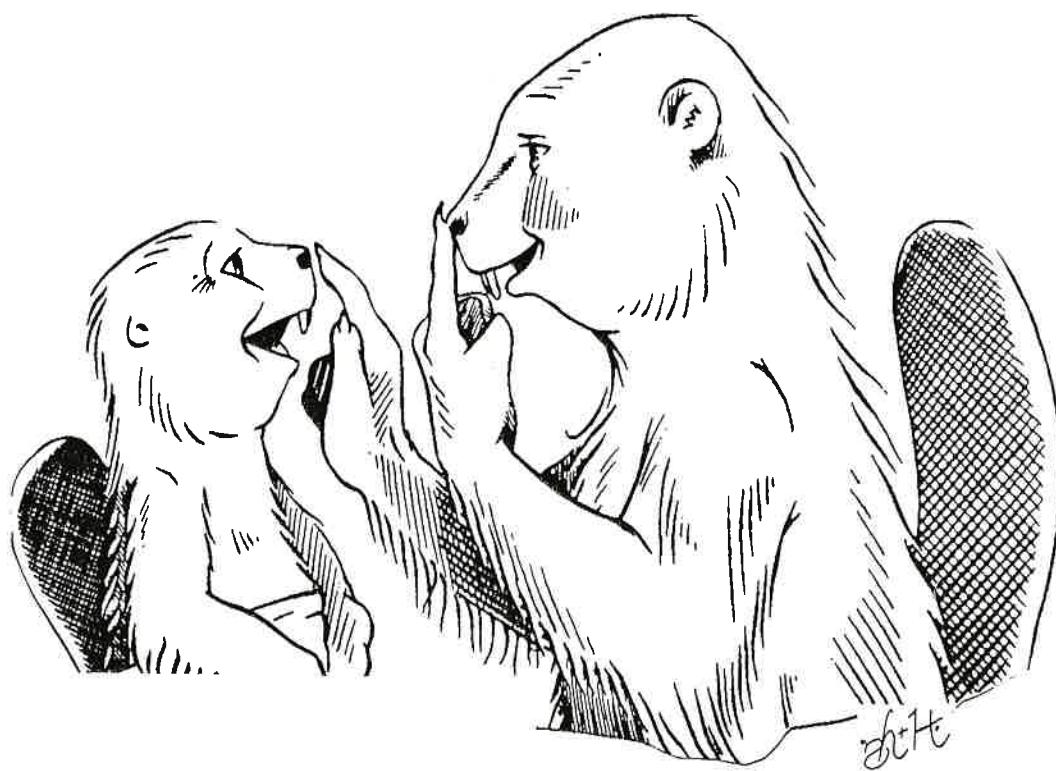
- PIPE: Learning the “Do’s”
- InJoy Videos: Normal Behavior 7-12 months, Positive Discipline 7-12 months, Showing Love 7-12 months

Topics for Next Visit

- 11 Month Growth and Development
- Babies, Books, Music, & TV/Media



Learning the "Do's"





The Power of Positive Emotions

■ Emotion is the language of infancy.

- Babies communicate through emotional signals.
- Babies can understand emotional signals in others, from birth.
- Babies can read parents' feelings through touch, voice, and face.

■ Children tend to take on the emotions of their parents.

- By sharing their parents' feelings, they learn about the feelings of others.
- This is one way children learn to fit in and belong.
- People have always understood one another more through feelings than by words or customs.

■ It is through sharing feelings that children will develop empathy.

- Empathy is the ability to understand the feelings of another.
- Empathy is what allows us to have values and set standards of tolerance, courtesy, trust, and respect.

■ Sharing positive emotions is different from sharing negative emotions.

- Positive emotions are processed differently in the brain.
- Sharing positive emotions (SPE) makes us feel close, accepted, and valued.
- This is what gives stability and resiliency to a child.
- Sharing strong negative emotions can be frightening or bring out anger.
- Too many negative emotions can make a child feel devalued and disorganized.

■ Parents set the foundation.

- By using laughter, surprise, interest, excitement, and joy in your voice and actions, you will be nurturing strong emotional development.
- By sharing times of contentment, loving, closeness, and comfort, you will be strengthening your child's self-confidence.
- By using rhythm and music, you help enhance your child's memory traces.

■ Keep more positive emotions than negative emotions in your child's life.

- Sharing positives makes children feel safe.
- Children will then explore and learn more.
- They will mind better and be more cooperative.
- Parents are setting the pattern for future relationships and learning.

■ Feelings of confidence and pride come from sharing positive emotions.



A+ Ideas for Teaching the "Do's"

1. **Do join in. Use the "we" word.** Be a team with your child. When you and your child are a "team," he or she will try harder to learn the "do's." Because babies and young children view themselves as "one" with their parents, using the word "we" is more convincing to a toddler than the word "you." Even when you will not be doing the task, use the word "we." Say, "We are going to bed." "We do sit down to eat." "We are going to pick up."
2. **Do demonstrate what you want to happen.** Babies and young children need to see their parents do what is wanted. They do not understand verbal explanations or orders. Parents need to show the action that they ask a baby or toddler to do. Demonstrate patting the dog gently on the back by holding your child's hand to pat the dog.
3. **Do share positive emotions.** Sing songs about a task or make rhymes when doing activities like brushing teeth or putting on p.j.'s. Talk in a singsong rhythm or sing a silly song about a task, such as "I put on a glove. You put on a glove, Honey, Ho, Ho, Ho."
4. **Do be clear and calm with negatives.** Teaching the "do's" involves teaching the "don'ts." Negatives are strong teachers when they are clear and without emotion. A clear, calm "no," "watch out," or "stop" can alert a child to danger or caution a child to stop what he or she is doing. Clear, calm negatives are effective when they focus on the misdeed and not on the child. Using the magic word "we" is also helpful when teaching the "don'ts." Say, "No. We do not hit." "Look, here is a toy for us."
5. **Do use negatives sparingly.** When you have said "no," be sure your child understands what you are meaning. Get his or her attention, repeat the "no," and explain why. Allow a chance for him or her to change the behavior, and then on the third "no" do something about the problem. Quietly remove him or her, remove the object, or change the action.

Parents never need to use anger with "don'ts." They just need to follow through. Children learn that "don'ts" have meaning by what happens after someone says "No."

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A+ Ideas for Teaching the "Do's," cont.

6. **Do keep expectations developmentally appropriate.** Children will fail and become frustrated with activities they are not yet able to understand or perform. New tasks are for exploration, experimentation, and learning. If you want a child to mind or do something well, be sure the skill has been mastered before you expect performance.

Some objectionable behaviors of young children, such as banging, are developmental stages. A learning stage will disappear on its own. You cannot teach a child to stop a developmental step. You will need to be tolerant and patient. Developmental behaviors, such as grabbing or banging, will go away faster if you allow children the opportunity to practice and master them.

7. **Do ignore behavior you don't like.** Children will try everything to get your attention. They will repeat any behavior you respond to. Showing no response will extinguish the behavior. Ignoring a naughty or annoying behavior is a great tool for behavior management. Use it often. For example, a mother says, "Let's go home now." But Kevin runs away screaming "N-o-o-o." The mother ignores him, puts on her coat, and continues talking to her friend. Kevin comes back to his mother, puts on his coat, and they leave. She has ignored her child's fuss and avoided a battle.

8. **Do divert children.** Use rhythm, surprise, and interest to divert attention when a baby or toddler gets bored, fussy, or is interested in something forbidden. Change the game. Change location. Change the toys. Young children, in particular, have a very short attention span. They are usually diverted easily, especially if adults use excitement in their voice. No need to scold or call attention to your concerns. For example, a toddler takes candy from a grocery shelf. Her father says, "Look, here is a doggy. See the doggy on the box?" He hands her a box of animal crackers, takes candy away, and moves on.



"The "Do's": Helping Your Child Learn a Pattern

Setting patterns gives children guidelines to follow. Your child will learn the behaviors you like by doing them with you. When you join in, you can redirect and reinforce the desired pattern.

At about one year, babies try to be independent. Letting babies try to do things themselves helps stabilize them. When you provide a consistent pattern, they can often find success.

STEPS FOR SETTING PATTERNS FOR CHILDREN

- DO DEFINE YOUR OWN NEEDS.
“I need my child’s teeth brushed.”
- DO SET THE STAGE.
Have a stool or box for your child to stand on, toothbrush, wash rag, and toothpaste ready.
- DO DEFINE THE TASK.
“It is time to brush your teeth.”
- DO BE CLEAR. WE DO THIS NOW.
“We use toothpaste.”
- DO BE CONSISTENT. FOLLOW THE SAME PATTERN EACH TIME.
“There’s your toothbrush. Can you reach it?”
- DO KEEP EXPECTATIONS APPROPRIATE TO THE CHILD’S DEVELOPMENTAL LEVELS.
“Can you brush each tooth? Good for you!”
- DO MODEL THE “DO’S.”
“Now my turn. I’ll brush the rest.”
- DO BREAK THE TASK INTO SMALL STEPS.
“Here’s your cup. Now take a swish.”
- DO IGNORE MISTAKES.
“Spit it out. Oops! Like this. Watch me.”
- DO PRAISE THE CHILD.
“Good job! All done!”