

Toddler Visit #20

- PIPE: Floor time
- 22 Month Growth & Development

Topics for Next Visit

- 23 Month Growth & Development
 - Potty Training

Month 22: What's New?

I learned how these things worked...

Learning about me... I'm learning to solve problems.

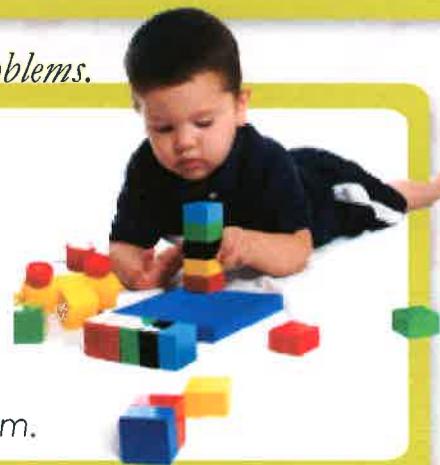
I like to take things apart.

I like to build with blocks.

I like to put puzzles together.

I like to sort shapes.

I like to try new things when trying to solve a problem.



REMEMBER!

I need a checkup at 24 months. Schedule it early. That way I can see the doctor who knows me best. You'll find it easier to ask your questions if it's a doctor we've seen often.

Learning about you...

You are my role model. I learn from you.

When you get angry or upset, I watch you to learn how to handle it. Show me how you calm down. Show me how you try again. Teach me to keep trying until I am successful.

Month 22: What's Next?

At 22 months I might:

- Use 15-50 words.
- Point to 4-6 pictures when you say the name.
- Laugh when you use the wrong name for something. (Like calling an ear a nose.)
- Put my toys away. (With some help from you.)
- Follow you when you do chores.
- Copy you. I'll use the words you use. Even if I don't know what they mean.
- Walk up stairs while holding the rail.

You can help me learn!

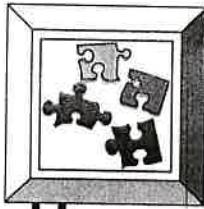
- Let me lead when we play.
- Let me figure out how to use a new toy. Help me if I need it.
- If I am frustrated, help me. Don't laugh at me.
- Praise my efforts, not just my success. Remind me it is important to keep trying.
- Give me a few simple rules to follow. Help me when I forget.
- Help me when I'm afraid. I might feel afraid of the dark. Or of strangers. Or things I imagine.

SAFETY CHECK

I like to explore. I want to reach more. I want to climb higher.

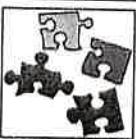
Lock up medicines and cleaners. Be sure I can't reach them.

What I couldn't reach before, I can reach now!



Floor Time





What Is Floortime?

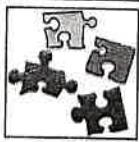
Floortime is a special play time set aside for one-on-one play with a child. It is a time of shared understanding that will bring the two of you closer together. What the child does with the toys is not as important as the communication you share.

During Floortime, you get down on the floor so you are playing within the child's focus or interest and at his or her level. You tune in to whatever motivates or is of interest to the child. You engage the child, but follow his or her lead. It is a time to be child-directed. Let the child be in charge. Floortime is a process for making play time fun, and at the same time providing a positive structured experience to help the child learn and share positive emotions.

FLOORTIME HELPS EACH CHILD...

- become more alert and develop a longer attention span.
- take more initiative during play and have fun learning.
- become more flexible and tolerant of frustration.
- become a better problem solver.
- learn communication and relationship-building skills.

Floortime is a philosophy and technique that was developed by Stanley Greenspan, M.D., Clinical Professor of Child Health and Development and Psychiatry at George Washington University.



The Five Steps of Floortime

1. Observation

- ➊ Tune in to your child.
- ➋ Notice your child's state of awareness and general mood.
- ➌ What is your child interested in? What are his or her favorite toys and/or play activities?

2. Approach

- ➊ Fit your approach to your child's level of energy.
- ➋ Open the communication circle by asking to join your child's play or by letting your child choose what to play with.

3. Follow the Child's Lead

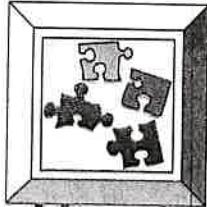
- ➊ Join your child's play.
- ➋ Imitate the child; do what he or she was enjoying doing.
- ➌ Take turns.
- ➍ Help the child be successful. Do not take over.
- ➎ Smile and support your child in play.

4. Extend and Expand the Play

- ➊ Take your child's imagination and ideas one step further.
- ➋ Extend the play by changing it slightly.
- ➌ Try something new with the same toy or activity.
- ➍ Then wait for the child to try to imitate you.
- ➎ Support his or her attempts to try new things.

5. Close the Communication Circle

- ➊ Be aware of when the child is tuning out.
- ➋ Let the child be in charge.
- ➌ Has your child had enough or wants a different activity?
- ➍ Wait to see if the child will re-engage.
- ➎ Then join your child in his or her next interest area.



A Floortime Drama

Baby gets out a bag of blocks.

Mom finds a space of clear solid floor so the blocks won't fall.

Mom sits facing her baby.

Mom helps the baby unlatch the bag.

Mom allows the baby to open bag and pour out blocks.

Mom waits while her baby handles the blocks.

Baby bangs blocks together.

Mom bangs blocks together.

Baby hands a block out toward Mom.

Mom takes the block and hands it back to baby.

Baby smiles.

Mom smiles.

Mom stacks some blocks.

Baby knocks the stack down.

Mom stacks the blocks again and waits for the baby's next action.

Baby picks up a block and puts it in a truck.

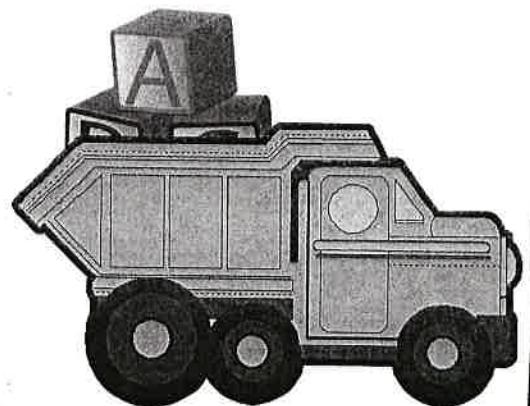
Mom asks her baby if they should fill the truck up.

Baby fills truck.

Mom pushes the truck and makes truck noises.

Baby makes truck noises, laughs, and looks at Mom.

Mom smiles and says, "Listen to that truck go!"





Techniques for Scaffolding Child-directed Play

- Structure for success (safe place, good timing, right toys).
- Let your child take the lead and decide what to play.
- Ask to join his or her play.
- Imitate his or her play or join in with turn taking.
- Share the child's enjoyment. Smile and laugh.
- Fix problems without pointing them out.
- Praise your child's efforts. "You did it. What a tall tower!"
- Extend the play by taking the child's ideas one step further.
- Demonstrate (model) a new way to play with the same toy.
- Wait to see if your child imitates you. Follow your child's lead.
- Help your child if he or she becomes frustrated or stuck.
- Divide problems into "doable" pieces.
- Let your child show you when to move on or when to quit.