

Toddler Visit #22

- 24 Month Growth & Development
 - PIPE: Attachment
- ASQ Activities: 24-30 Months

Month 24: What's New?

So Big!

weight:

height:

clothing sizes:

New foods I tried this month:
I liked... I didn't like...

Learning about me...

I am learning to:

share with other children

calm myself down

develop self-control

handle frustration

REMEMBER!

**Sometimes I might hit.
Hitting me back does
not teach me what to do.
Say "no hitting."**

**Show me and tell me
what you DO want me to
do. Tell me over and
over until I learn it!**

Learning about you...

What are your favorite things to do with me?

take walks

play catch

sing songs

go shopping

play at the park

color

play in the water

take a bath

get ready for bed

read stories

just be together

Month 24: What's Next?

At 24 months I might:

- Play pretend. I might feed my teddy bear. Or tell my doll a story. Or put my doll to bed.
- Play alongside my friends. But not together yet.
- Refer to myself by my name.
- Understand "me" and "you."
- Point to 3-6 pictures that I have learned.
- Begin to run. I might have trouble stopping!
- String beads or O-shaped cereal onto yarn.
- Wiggle my thumb. (If you show me first.)
- Help you sort by color, shape, or animal.

You can help me learn!

- Show me how to share. Use a timer to remind me when it is time to trade toys.
- Help me give up one toy when I want another toy.
- Comfort me when I have trouble sharing. Distract me. Help me find something new to do.

SAFETY CHECK

I might bite or hit others. Sometimes this happens when I don't get my own way. Or when I want more of your attention.

Help me manage my strong feelings. I can use my words. Or stomp my feet. Help me find other ways to show how I feel.

Your child at 2 years*

Child's Name _____

Child's Age _____

Today's Date _____

Milestones matter! How your child plays, learns, speaks, acts, and moves offers important clues about his or her development. Check the milestones your child has reached by age 2. Take this with you and talk with your child's doctor at every well-child visit about the milestones your child has reached and what to expect next.



What most children do by this age:

Social/Emotional Milestones

- ☐ Notices when others are hurt or upset, like pausing or looking sad when someone is crying
- ☐ Looks at your face to see how to react in a new situation

- ☐ Tries to use switches, knobs, or buttons on a toy
- ☐ Plays with more than one toy at the same time, like putting toy food on a toy plate

Language/Communication Milestones

- ☐ Points to things in a book when you ask, like "Where is the bear?"
- ☐ Says at least two words together, like "More milk."
- ☐ Points to at least two body parts when you ask him to show you
- ☐ Uses more gestures than just waving and pointing, like blowing a kiss or nodding yes

Movement/Physical Development Milestones

- ☐ Kicks a ball
- ☐ Runs
- ☐ Walks (not climbs) up a few stairs with or without help
- ☐ Eats with a spoon

* It's time for developmental screening!

At 2 years, your child is due for an autism screening, as recommended for all children by the American Academy of Pediatrics. Ask the doctor about your child's developmental screening.

Cognitive Milestones (learning, thinking, problem-solving)

- ☐ Holds something in one hand while using the other hand; for example, holding a container and taking the lid off

Other important things to share with the doctor...

- What are some things you and your child do together?
- What are some things your child likes to do?
- Is there anything your child does or does not do that concerns you?
- Has your child lost any skills he/she once had?
- Does your child have any special healthcare needs or was he/she born prematurely?

You know your child best. Don't wait. If your child is not meeting one or more milestones, has lost skills he or she once had, or you have other concerns, act early. Talk with your child's doctor, share your concerns, and ask about developmental screening. If you or the doctor are still concerned:

1. Ask for a referral to a specialist who can evaluate your child more; and
2. Call your state or territory's early intervention program to find out if your child can get services to help. Learn more and find the number at cdc.gov/FindEI.

For more on how to help your child, visit cdc.gov/Concerned.

**Don't wait.
Acting early can make
a real difference!**



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Tracker** app



American Academy
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN®

Help your child learn and grow

As your child's first teacher, you can help his or her learning and brain development. Try these simple tips and activities in a safe way. Talk with your child's doctor and teachers if you have questions or for more ideas on how to help your child's development.



- Help your child learn how words sound, even if he can't say them clearly yet. For example, if your child says, "or nana," say "You want more banana."
- Watch your child closely during playdates. Children this age play next to each other, but do not know how to share and solve problems. Show your child how to deal with conflicts by helping her share, take turns, and use words when possible.
- Have your child help you get ready for mealtime, by letting him carry things to the table, such as plastic cups or napkins. Thank your child for helping.
- Give your child balls to kick, roll, and throw.
- Give toys that teach your child how to make things work and how to solve problems. For example, give her toys where she can push a button and something happens.
- Let your child play dress up with grown-up clothes, such as shoes, hats, and shirts. This helps him begin to pretend play.
- Allow your child to eat as much or as little as she wants at each meal. Toddlers don't always eat the same amount or type of food each day. Your job is to offer her healthy foods and it's your child's job to decide if and how much she needs to eat.
- Have steady routines for sleeping and feeding. Create a calm, quiet bedtime for your child. Put on his pajamas, brush his teeth, and read 1 or 2 books to him. Children this age need 11 to 14 hours of sleep a day (including naps). Consistent sleep times make it easier.
- Ask your child's doctor and/or teachers about toilet training to know if your child is ready to start. Most children are not able to toilet train until 2 to 3 years old. Starting too early can cause stress and setbacks, which can cause training to take longer.
- Use positive words when your child is being a good helper. Let him help with simple chores, such as putting toys or laundry in a basket.
- Play with your child outside, by playing "ready, set, go." For example, pull your child back in a swing. Say "Ready, set....", then wait and say "Go" when you push the swing.
- Let your child create simple art projects with you. Give your child crayons or put some finger paint on paper and let her explore by spreading it around and making dots. Hang it on the wall or refrigerator so your child can see it.

To see more tips and activities download CDC's Milestone Tracker app.

This milestone checklist is not a substitute for a standardized, validated developmental screening tool. These developmental milestones show what most children (75% or more) can do by each age. Subject matter experts selected these milestones based on available data and expert consensus.

www.cdc.gov/ActEarly | 1-800-CDC-INFO (1-800-232-4636)



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Learn the Signs. Act Early.

Your child at 30 months*

Child's Name _____

Child's Age _____

Today's Date _____

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What most children do by this age:

Social/Emotional Milestones

- ☐ Plays next to other children and sometimes plays with them
- ☐ Shows you what she can do by saying, "Look at me!"
- ☐ Follows simple routines when told, like helping to pick up toys when you say, "It's clean-up time."

Language/Communication Milestones

- ☐ Says about 50 words
- ☐ Says two or more words, with one action word, like "Doggie run"
- ☐ Names things in a book when you point and ask, "What is this?"
- ☐ Says words like "I," "me," or "we"

Cognitive Milestones (learning, thinking, problem-solving)

- ☐ Uses things to pretend, like feeding a block to a doll as if it were food

- ☐ Shows simple problem-solving skills, like standing on a small stool to reach something
- ☐ Follows two-step instructions like "Put the toy down and close the door."
- ☐ Shows he knows at least one color, like pointing to a red crayon when you ask, "Which one is red?"

Movement/Physical Development Milestones

- ☐ Uses hands to twist things, like turning doorknobs or unscrewing lids
- ☐ Takes some clothes off by himself, like loose pants or an open jacket
- ☐ Jumps off the ground with both feet
- ☐ Turns book pages, one at a time, when you read to her

* It's time for developmental screening!

At 30 months, your child is due for general developmental screening as recommended for all children by the American Academy of Pediatrics. Ask the doctor about your child's developmental screening.

Other important things to share with the doctor...

- What are some things you and your child do together?
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DEDICATED TO THE HEALTH OF ALL CHILDREN®



Tips for Parents of Older Toddlers

(24-36 months)

LEARNING TO USE THE BATHROOM

Potty accidents are normal. Children slowly learn what it feels like when they have to pee or poop. Children are often 3 years old or older before they can use the bathroom by themselves. Many children will have accidents even after they have been using the bathroom awhile.

INSTEAD OF ...

TRY...

Saying, "You are so lazy!"

Making your child sit on the potty or toilet against their will

Punishing your child for accidents

- "Let's try to use the potty next time."
- Establishing comfort while sitting on the potty/toilet – read books. Avoid having a child sit on a toilet for more than 5 minutes.
- Expressing excitement when your child is able to use the toilet. When accidents happen, it just means your child's body isn't mature enough yet to consistently use the toilet.

NIGHTTIME WETTING

Nighttime wetting may occur until children are much older. Stressful events can cause nighttime wetting even after a child has been successful.

INSTEAD OF ...

TRY...

Punishing or shaming your child for wetting the bed or making a big deal out of it

- "Oopsy, you had an accident. Let's change your pajamas and sheets and get back to bed."

WON'T SIT STILL

Young children have a lot of energy. It is normal for a young child to have a hard time sitting in one spot for more than a few minutes. Allowing children to move helps them feel good.

INSTEAD OF SAYING...

TRY...

"Sit still!"

"If you get out of that chair, you will be punished."

- "Come here and sit by Mommy"
- "Let's [read] this [book]!" or "Let's play [I Spy or any other game]."

WON'T GO TO BED

A consistent early bedtime routine every day and a safe sleeping space are keys to a happy bedtime and minimize tantrums and meltdowns.

INSTEAD OF SAYING...

TRY...

"Go to bed right now!"

"If you get out of bed, you will be punished."

- "I'm happy to help you get in bed. Let's read a book."
- Setting up a routine of reading a book before sleep. Reading out loud to a child can help them relax.

WON'T STAY IN BED

A young child needs help to feel safe and secure. Sometimes your child may still want to be near you after bedtime. When they come to you, they are expressing a need.

INSTEAD OF ...

TRY...

Scolding your child or locking child in room

- Helping your child feel comfortable in the bedroom by turning on a night light, remaining in the room for a short time to offer comfort, reading a story, or rubbing their forehead or feet.

BEING AGGRESSIVE

Toddlers commonly bite, hit and grab things from others. Praise good behavior.

INSTEAD OF SAYING ...

TRY ...

"You are so mean, don't hit!"

"You are a bad boy/girl!"

- "When you [hit, bite] your [brother], it hurts him and he feels sad." Saying, "It's OK to be angry, but I won't let you hit. We need to keep everyone safe." OR
- "You had something important you wanted to say."
- "Let's find something else to play with."
- "It's your [sister]'s turn with the [train]. Or, 'I will help you wait until it's your turn.'"

Dear Parents, Did you know that –



- Spanking **shrinks brains.**

Harvard Medical School found that kids who are spanked just once a month had **14-19% smaller brains in the decision-making area.**¹ These were children who remembered being spanked at least 12 times a year and once with a belt, paddle or brush, but were not injured or spanked in anger.

- 1,574 studies found that **spanking is harmful.**

- Even ‘everyday spanking’ is **consistently associated with:**

- **More** aggression
- **More** fighting
- **More** mental health problems
- **More** negative relationships with parents
- **Lower** self-esteem
- **Lower** cognitive ability
- **Weaker** moral values
- **More** antisocial behavior
- **Substance** abuse
- **Delinquent** behavior
- **Lower** self-control²

- Spanking **lowers IQ.**

The University of New Hampshire found that American children who are spanked at ages 2-4 have **5 less IQ points** than non-spanked children, even years later. Children spanked at ages 5-9 have **2.8 less IQ points.**³

FREQUENTLY ASKED QUESTIONS

- **Does this mean that everyone who was spanked as a child has problems?** No, it means that spanking doesn't help children learn what we want them to learn. Every time we spank a child, we raise the risk that the child will develop problems.
- **Why is this so?** Spanking focuses on the behavior and misses the underlying need. It might stop a child from doing something in the moment, but the child hasn't learned how to do things differently. And it can lead to built-up resentment and hostility, and prevent some children from telling about sexual abuse for fear of further punishment.
- **But I was spanked and turned out okay?** Today, we have a tremendous amount of knowledge about how children learn and develop. We know other ways of teaching children that don't have these risks and harms.

Prepared, designed, and disseminated by:



The American
Professional Society
on the Abuse of Children[®]

Strengthening Practice Through Knowledge

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1. Tomoda, A., Suzuki, H., Rabi, K., Sheu, Y., Polcan, A., & Teicher, M.H. (2010). Reduced prefrontal cortical gray matter in young adults exposed to harsh corporal punishment. *Neuroimage*, 47(Suppl. 2). T66–T71.

2. Gershoff, E.T., & Grogan-Kaylor, A. (2016). Spanking and child outcomes: Old controversies and new meta-analyses. *Journal of Family Psychology*, 30(4). 453–469. <http://dx.doi.org/10.1037/fam0000191>

3. Straus, M. & Paschall, M.J. Corporal punishment by mothers and development of children's cognitive ability: A longitudinal study of two nationally representative age cohorts. (2009). *Journal of Aggression, Maltreatment & Trauma*, 18(5): 459. doi:10.1080/10926770903035168





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- Encourage "free play," where your child can follow her interests, try new things, and use things in new ways.
- Use positive words and give more attention to behaviors you want to see ("wanted behaviors"), than to those you don't want to see. For example, say "I like how you gave Jordan the toy."
- Give your child food choices that are simple and healthy. Let him choose what to eat for a snack or what to wear. Limit choices to two or three.
- Ask your child simple questions about books and stories. Ask questions, such as "Who?" "What?" and "Where?"
- Help your child learn how to play with other children. Show him how by helping him share, take turns, and use his "words."
- Let your child "draw" with crayons on paper, shaving cream on a tray, or chalk on a sidewalk. If you draw a straight line, see if she will copy you. When she gets good at lines, show her how to draw a circle.
- Let your child play with other children, such as at a park or library. Ask about local play groups and pre-school programs. Playing with others helps him learn the value of sharing and friendship.
- Eat family meals together as much as you can. Give the same meal to everyone. Enjoy each other's company and avoid screen time (TV, tablets, and phones, etc.) during meals.
- Limit screen time (TV, tablets, phones, etc.) to no more than 1 hour per day of a children's program with an adult present. Children learn by talking, playing, and interacting with others.
- Use words to describe things to your child, such as big/small, fast/slow, on/off, and in/out.
- Help your child do simple puzzles with shapes, colors, or animals. Name each piece when your child puts it in place.
- Play with your child outside. For example, take your child to the park to climb on equipment and run in safe areas.
- Allow your child to eat as much or as little as she wants at each meal. Your job is to offer her healthy foods and it's your child's job to decide if and how much she wants to eat.

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Activities



HELP YOUR CHILD LEARN AND GROW!

Try these fun and easy activities with your 2-year-old—a great way to have fun together and encourage your child's healthy development.

☐ Big and Little

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.

Developmental Areas: Problem Solving, Communication

Materials Needed: Household objects of different size

☐ Let's Make a Necklace

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 onto the piece of yarn. Or, make an edible necklace out of Cheerios.

Developmental Areas: Fine Motor

Materials Needed: Yarn; Tape; Macaroni, buttons, beads, or Cheerios



NOTES: _____



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☐ Up, Up, and Away

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 they can hit it back to you. This activity helps develop large body and hand-eye coordination. Always fully supervise when playing with balloons.

Developmental Areas: Gross Motor

Materials Needed: Stiff paper plate; Balloon

☐ Decisions, Decisions

Your child will begin to be able to make choices. Help them choose what to wear each day by giving a choice between two shirts, and so forth. Give choices at other times too, like snack or mealtime (two kinds of drinks, crackers, etc.).

Developmental Areas: Personal-Social

Materials Needed: None



Want to learn about developmental milestones for your 2-year-old?

Visit <https://bpub.fyi/CDC2year>

HELP YOUR CHILD LEARN AND GROW!

Try these fun and easy activities with your 2-year-old—a great way to have fun together and support your child's social-emotional development.

☐ Learning to Share

Stay nearby to help your child learn about taking turns during play with friends. It is early to know how to share. Talking about turns will help them learn.

Materials Needed: Toys or other objects for sharing

☐ Secret Hideout

Your child might enjoy having a little place to hide. Use a blanket or sheet to make a tent or secret spot for them to play in.

Materials Needed: Blanket or sheet

☐ Enjoying the Little Things

Everything is new to your toddler. They can observe some weeds growing on a path or a bird pecking for seeds. Take some time to see the little things with them.

Materials Needed: None



NOTES: _____



Activities

AGE
2
YEARS

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☐ I Can Do It

Let your child do more things for herself.* Put a stool near the sink so they can wash their hands and brush their teeth. Let them pick out clothes and help dress themselves.

Materials Needed: Small stool

*Be sure to review safety guidelines with your health care provider

☐ Clean Up Time

Your child can help clean up after playtimes. Make it simple by putting things in a big tub or box and help them clean. Clap and praise them for their help.

Materials Needed: Toys and a storage bin

☐ Praise, Praise, Praise!

Let your toddler know how special they are! They will love to be praised for new things they learn how to do. Say, *"You are so helpful. Wow, you did it yourself!"*

Materials Needed: None



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Handy Handouts®

Free informational handouts for educators, parents, and students

Talking Toddlers: Language Development Through Reading

by Audrey Prince, M.Ed.

Studies show that children exposed to language early in life have social and educational advantages over their peers. Reading is one of the best ways to expose your child to language. Reading to your child will lay the foundation for later independent reading. Reading together regularly can also strengthen the connection between parent and child, helping your toddler feel safe and comfortable. The following tips are useful for getting the most out of reading time with your child.

Tips for Reading to Your Toddler



- Read to your child as often as you can. Try to have at least one reading time each day.



- Encourage independence by offering a selection of books and ask your child to choose one.
- Read slowly to promote understanding.



- Read expressively using different voices for characters and raising/lowering your voice.
- Use puppets, finger plays (like "Itsy Bitsy Spider"), or props while you read.



- Encourage your toddler to clap or sing while you read sing-song books.
- Talk about the illustrations—point to items and name them. Ask your child to name them with you, and offer praise when he/she is correct.



- Ask open-ended questions like "Why do you think the lion is going into the woods?" or "What do you think will happen next?" This encourages your child to think about the story and ask questions.



- Substitute your child's name for the name of a character in the book.



Busy Bodies During Reading Time

Trying to read to a toddler who won't sit still can be frustrating. Be patient and keep trying. Find a few pages that capture the child's interest. Don't force the child to participate in reading, but be sure to try again later. Toddlers love repetition—you may need to read the same book over and over again.

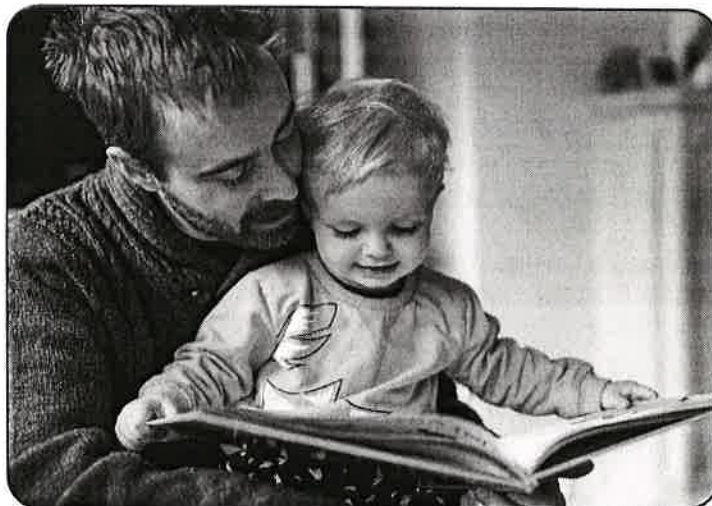
Some toddlers like to stand up while you read to them—others look at a page or two before moving onto something else—but keep the book out. He/she may want to return to the book later, which you should encourage. You may want to keep reading even if your toddler is moving around. Before bedtime, allow your child to touch and play with favorite toys while you read aloud.

Free informational handouts for educators, parents, and students
(cont.)

The sound of your voice will be a reminder of bedtime routine and that books are a part of it. Don't assume that because your child isn't looking at you or the book, that he/she isn't interested or listening.

Choosing Books for Toddlers

- **High-Contrast Books** - Simple, bold images hold the most appeal for very young children. Look for patterns (stripes, polka dots, checkers, and black-and-white illustrations with minimal or even no words).
- **Board Books** - For toddlers 12–24 months, board books have hard covers and are often about subjects such as bedtime, baths, or mealtime. Try to find board books with rounded edges.
- **Repetitive Text Books** - These are books that your toddler can follow along with and feel like he/she is a "reader." These books have words or phrases that repeat throughout the story.
- **Activity Books** - Play peek-a-boo. Search for a hidden surprise. Touch something soft and furry. Activity books encourage exploration. A good example is *Pat the Bunny* by Dorothy Kunhardt. A great idea is to include vinyl bath books in your collection for tub time.
- **Bedtime Books** - Reading this type of book is great before bedtime. For example, *Goodnight Moon* by Margaret Wise Brown; *Pajama Time!* by Sandra Boynton; or *How Do Dinosaurs Say Good Night?* by Jane Yolen.



General Guidelines When Choosing Books

- Simple text; toddlers enjoy repetition
- Bright, colorful illustrations
- Familiar actions and objects
- Things of interest: animals, trucks, toys, etc.
- Sturdy books



Resources:

The Child Literacy Centre™. *Reading to babies, toddlers, and young children*. Retrieved February 12, 2008, from <http://www.childliteracy.com/babies.html>

Reading is Fundamental. *Reading is fundamental: Your baby, toddler, and preschooler*. Retrieved February 12, 2008, from http://www.rif.org/parents/0_4.msp

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Everyday Activities of Toddlers and Their Families Making Every Moment Count



Toddlers learn by doing. They learn about their world and how to interact with others by exploring and participating in activities around them. Learning in everyday activities where they use what they learn makes the skills immediately useful and functional and more likely to generalize. Everyday activities and routines at home provide an incredibly rich source of learning opportunities for toddlers.

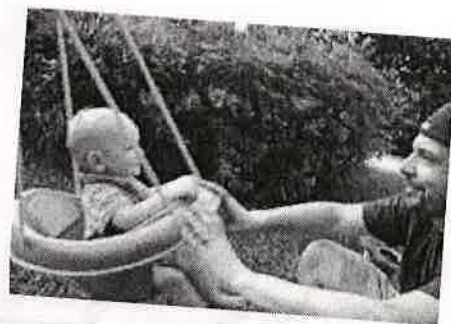
Everyday activities can vary widely across families and cultures, but there are many common activities that families share. Despite differences, most families spend time eating, caring for each other, doing family chores, playing, and learning together. By taking advantage of the activities that you are already spending time doing, you can provide the intensity needed to support your child's learning.

All families of toddlers spend some time in everyday activities in the following 8 activity categories:



Play with People includes social games such as peek-a-boo, "I'm gonna get you" and hide & seek. It also includes songs and rhymes like "Ring-around-the-Rosy" and "Itsy-bitsy Spider."

Play with Props includes play equipment such as a slide, rocking horse, or swing, and moveable objects, such as a large ball, wagon, blanket, or sofa cushions. By adding motivating actions and movements, you can help to create enjoyment with the object and interaction.



Meals and Snacks provide a great context for sharing enjoyment and interests as well as natural everyday practice of requests and protests. By having your child participate in preparing the food, cooking, setting the table, and cleaning up, you can create more opportunities for practice and learning.

Caregiving Activities such as washing hands, dressing, changing diapers, bathing, and brushing teeth happen many times a day and can be structured to offer many opportunities for productive roles, social interaction, and communication.





Play with Toys includes constructive play with solid objects like blocks and puzzles; or fluid materials like play dough, sand, or finger paint, and pretend play with vehicles, animals, or dolls.

Family Chores like picking up toys, putting clothes in the laundry, feeding a pet, getting the mail, or taking out the trash or recycling are opportunities to engage your child. Taking advantage of the time that you already spend doing family chores can create learning opportunities during these necessary tasks.



Books, Letters, and Numbers can help promote language and literacy. These activities can be set up to promote interaction and sharing interests with books, magazines, photo albums, iPad apps, or computer games.



Transitions are the moments that occur between activities and are critical to adding predictability to what is coming next as well as expanding opportunities for learning throughout the day. Teaching your child how to “make a plan” as one activity ends can help provide a smooth transition and promote active engagement from one activity to the next.



Practice makes perfect! Learning to embed supports and strategies in a variety of everyday activities across these 8 categories will promote learning and generalization for both you and your child. However, moving from simply having opportunities to promoting active engagement for a toddler with communication delays can be challenging. It may require careful planning and support by you and your early intervention provider. Families may need help to expand meaningful activities with new ideas or to add new types of routines and activities that will build your child's inventory of experiences.

Variety is the spice of life! As you gain confidence and your child makes gains, you are encouraged to create “hybrid” categories by mixing elements, such as playing with toys in the bathtub, looking at a photo album during snack, or playing a social game during diaper changing.

All the world's a stage! The home provides a safe context for you to become comfortable and confident using intervention supports and strategies that you are learning. But don't forget that learning opportunities extend beyond the walls of home.

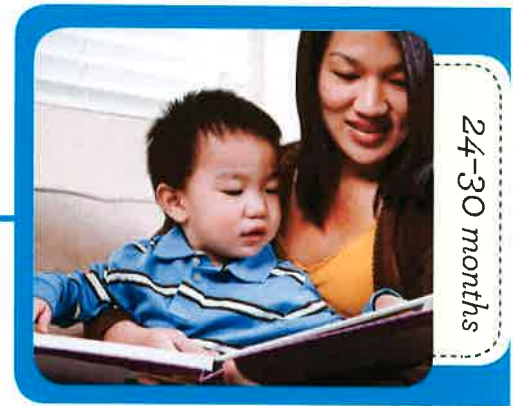
These 8 activity categories can be extended to places in the community. Families go to the grocery store, the post office, the doctor, and run all sorts of other errands. Toddlers and their families also spend time at the neighborhood playground, library, church, or temple. Families visit other family members and friends, attend school activities for siblings, or go out to dinner. These natural environments in the community also provide rich and varied opportunities where learning can occur.

Parents are often surprised to find that some of the most fruitful opportunities for a child to learn occur in the context of the activities you are already doing each day. When you take a close look at how your family spends time, you will find moments for learning where you least expect it. Most importantly, by taking advantage of the ordinary events of everyday life, you really do make every moment count for your child's learning. Moments add up to minutes and hours that are critical to impact learning and development for toddlers.

Communication

Activities to Help Your Toddler Grow and Learn

Your toddler enjoys being with you and is learning new words very quickly. She is using her language more often to let you know her wants, needs, and ideas. She can carry on a simple conversation and may talk to herself or pretend to have a conversation with a stuffed animal. She can follow simple directions and loves to read books. She likes to hear the same book read over and over!



I Spy

You can play this in the car, on the bus, or on a walk. Say, "I spy with my little eye a green truck." Your child tries to find what you spied. Then it is his turn to spy something. Remember to spy things your child can see. You can also say, "I hear with my little ear..." Listen for sounds such as a motorcycle, a car horn, a bird singing, a dog barking, or a radio.

Picture Album

Make a little album with pictures of your child and the people and pets he knows. Have your child talk about the pictures and name the people and pets. Ask your child, "Who's that? What are they doing?" Look at this book over and over. Help your child learn to say her first and last name.

When You Were Little

Tell your child stories about when he was little: "When you were first born..." or "When you were a little baby..." Your child will love to hear these stories again and again.

Dinner Report

At the end of a busy day, let everyone talk about his or her day. Ask your child to tell the family what she did during the day. Let her take her time. You might remind her if she forgets some events. Soon she will learn to tell what happened in the right order. Say, "Thanks for telling us about your day!"

Washing a Baby

Let your child wash a baby doll in a plastic tub, or bring a baby doll into his bath. Name the doll's body parts as he washes the baby: "You're washing the baby's hands." Let your child know what a good job he is doing taking care of the baby.

What's that Sound?

Turn off the television and other electronics, and listen with your child to sounds around your home. Listen to the refrigerator motor, wind chimes, a clock ticking, or people talking. Ask your child to tell you what she hears. Try this at night. Listen for the night sounds of crickets, frogs, or cars beeping. Whisper to each other about what you hear.

Notes:



Don't Forget! Activities should be supervised at all times by an adult. Any material, food, or toy given to a young child should be reviewed for safety.

Fine Motor

Activities to Help Your Toddler Grow and Learn

Your toddler's eyes and hands are working together well. He enjoys taking apart and putting together small things. He loves using any kind of writing or drawing tool. Provide scrap paper, washable crayons, or markers. You can also try puzzles, blocks, and other safe small toys. Talk and enjoy the time together. When writing or drawing, set up clear rules: "We draw *only on the paper*, and *only on the table*. I will help you remember."



Flipping Pancakes

Trim the corners from a simple sponge to form a "pancake." Give your child a small frying pan and a spatula. Show him how to flip the pancake.

Macaroni String

String a necklace out of dried pasta with big holes. Tube-shaped pasta, such as rigatoni, works really well. Your child can paint the pasta before or after stringing it. Make sure she has a string with a stiff tip, such as a shoelace. You can also tape the ends of a piece of yarn so that it is easy to string.

Homemade Orange Juice

Make orange juice or lemonade with your toddler. Have him help squeeze the fruit using a handheld juicer. Show him how to twist the fruit back and forth to get the juice out. To make lemonade, you will need to add some sugar and water. Let him help you stir it all up. Cheers!

Draw What I Draw

Have your child copy a line that you draw, up and down and side to side. You take a turn. Then your child takes a turn. Try zigzag patterns and spirals. Use a crayon and paper, a stick in the sand, markers on newspaper, or your fingers on a steamy bathroom mirror.

Bath-Time Fun

At bath time, let your toddler play with things to squeeze, such as a sponge, a washcloth, or a squeeze toy. Squeezing really helps strengthen the muscles in her hands and fingers. Plus it makes bath time more fun!

My Favorite Things

Your child can make a book about all of his favorite things. Clip or staple a few pieces of paper together for him. He can choose his favorite color. Let him show you what pictures to cut from magazines. He may even try cutting all by himself. Glue pictures on the pages. Your child can use markers or crayons to decorate pages. Stickers can be fun, too. You can write down what he says about each page. Let him "write" his own name. It may only be a mark, but that's a start!

Sorting Objects

Find an egg carton or muffin pan. Put some common objects such as nuts, shells, or cotton balls into a plastic bowl. Let your toddler use a little spoon or tongs to pick up the objects and put them in different sections of the egg carton. Give her a little hug when she has success!

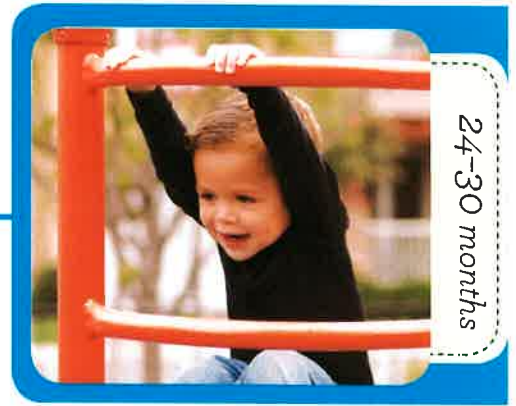
Notes:



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Gross Motor

Activities to Help Your Toddler Grow and Learn



The word *active* still best describes your toddler. His muscles are getting stronger. He is more confident with his abilities. Let your toddler continue physical activities he enjoys, such as kicking balls, riding toys, climbing jungle gyms, swinging, running, jumping, and balancing.

Can You Do This?

Stand on one foot. Ask your child, "Can you do this?" Even if your child stands only for 1 second, praise her. Pretend to be an airplane flying with your arms out across the room. Jump, crawl, gallop, and tiptoe around the house. Let your child be the leader and copy her. Play with the whole family.

Jumping Frog Contest

Pretend you and your child are frogs or rabbits, and show your child how to jump with both feet together. Then jump over a chalk line, crack in the sidewalk, or small object. Make marks with chalk to measure how far he can jump with both feet together: "Wow, look how far the frog jumped that time!"

Soccer Star

Use a medium-size ball (8–10 inches) to play soccer with your child. Set up a goal with two empty milk cartons or turn a large cardboard box on its side. Encourage your child to kick the ball through the cartons or into the box. Great goal!

Playground Fun

Just about every day is a good day to spend time outside in the yard or on a playground. Encourage your child to run, swing, and climb up play structures and slide down slides. Join your child in these activities. Jump over cracks or sticks on the way to the playground. Help your child practice stepping up and down stairs or jumping down from short steps. Meet other children and parents. Have a great time!

Basketball Hoops

Stand in front of your child and hold out your arms in a circle. You are the "hoop." Encourage your child to toss a soft ball into your "basket." You can also use a garbage can or laundry basket for a target. Celebrate when your child makes a basket!

Horsing Around

Bounce your toddler on your knees or hold his hands and let him straddle and ride your foot. If you cross your legs, it is less tiring to bounce him. Stop bouncing and wait for him to bounce or ask for more. Ask your child, "More? Do you want to ride some more?"

Stair-Stepping Solo

When you climb stairs, let your toddler hold on to only one of your fingers. You may have to slow down, but let her climb the stairs with little support or all by herself. Show her the stair rail and encourage her to hold it for support. When your child climbs all by herself, give her a big hug!

Notes:



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Personal-Social

Activities to Help Your Toddler Grow and Learn

Your toddler is still learning to do things for himself and wants very much to please adults. He enjoys feeding and dressing himself without your help. Toddlers love to imitate, so you can let him help around the house with simple tasks, such as wiping spills. Your extra support and patience will make life easier for both of you, especially if there's a new baby at home.



Dapper Dresser

Taking off clothing is easy! Now have your toddler put on her own clothes. Start with loose shorts. Have her sit on the floor, put both legs in the shorts, stand up, and pull up the shorts. Tell your child, "Wow! You put those on all by yourself!" Let her look at herself in a mirror. Practice putting on a T-shirt, with her head first ("Boo!"), then one arm, and then the other arm. Say, "What an excellent dresser you are!"

Playmates

Invite your child's friend over to play for a short time, or take your child to a relative's or friend's house where there is someone his age. Make sure there are enough toys to share easily. Later, let him tell you all about his play date.

First Feelings

Help your child name feelings when they happen. You can help her understand feeling *worried* by telling her, "You look worried. Can you tell me about it?" If you know your child is frustrated, use the words: "I know you are really *frustrated*, but you can have a turn in a minute." When your child learns that feelings have names, she will be able to handle them more easily.

Holding a Baby

Let your child hold a baby sibling or cousin. Help your child as he holds the baby so that he can sit steadily and use his arms to support the baby. Talk about how babies must be handled gently. Tell him what a good friend he is to the baby and how baby likes him.

All by Myself

During a meal, let your little one feed herself using a fork, spoon, or other utensil. Mashed potatoes will be a little easier than peas, but soon she will master peas, too! Show her how to twist noodles with a fork. Have an extra napkin and sponge on hand!

Big Little Parent

When your toddler plays with a doll or stuffed animal, give him a small plastic dish, a spoon, and a cup. He may also need a baby blanket and maybe a hairbrush and toothbrush. Now he can really take care of that baby bear!

Notes:



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Problem Solving

Activities to Help Your Toddler Grow and Learn



Doing things all by herself is very important for your toddler. Be patient and enjoy this time of growing independence, even though it may sometimes be frustrating. Give your child plenty of time and chances to figure out and do things by herself. Although make-believe is an important part of your toddler's growth, real and make-believe can be confusing. Help your child learn the difference especially if she sees something on television or in a movie.

Paper Bag Matching Game

Gather two of several household objects. Use two paper bags with the same things in each bag. Pull one item out and ask your child to reach in and find one in his bag. Remind your child, "No peeking, just feeling!"

Helping Around the House

Ask your toddler to help with the laundry. Sort by color or put similar things in one place. Let your child help you put all of the socks in one pile and all of the shirts in another. She can line up shoes and boots in the right place, and you can help her make sure they are in pairs.

Snack-Time Roundup

Give your child a snack with many pieces, such as cut-up fruit, small crackers, or cereal loops. Make a line of four things and count them as you put them in front of him. Give him four pieces and see if he can make a line, too. You can help your toddler count the food pieces and then eat them up.

Building with Boxes

Gather up several small- and medium-size boxes to use as building blocks. You can use shoe boxes, cereal boxes, clean milk cartons, and so forth. Encourage your child to build with the boxes. Make comments or ask questions: "You are making that so tall. Is that a house? Is it a wall?" Add toy cars or animals for more fun.

Where Is It?

Using any object in your house, play a hiding game with your toddler. For example, hide a teddy bear under a pillow. Give your toddler clues to find the bear: "Where's bear? Can you find her? She's under something green" or "She is behind something soft." Give your toddler help as needed. Then let him hide things and give you some clues.

Bring Me Something

Make a game of asking your child to bring you certain types of objects. Teach her about texture by asking her to bring soft or hard things. Help your child learn colors by asking for items of a certain shade. Talk about what she brings you: "Is your toy train hard or soft?"

Notes:



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Activities



HELP YOUR CHILD LEARN AND GROW!

Try these fun and easy activities with your 30-month-old—a great way to have fun together and encourage your child's healthy development.

☐ Matching Game

A good game for trips in the car is to play a game with a set of matching cards. Place a few cards in front of your child. Give your child a card that matches one displayed and ask them to find the card like the one you gave them.

Developmental Areas: Problem Solving

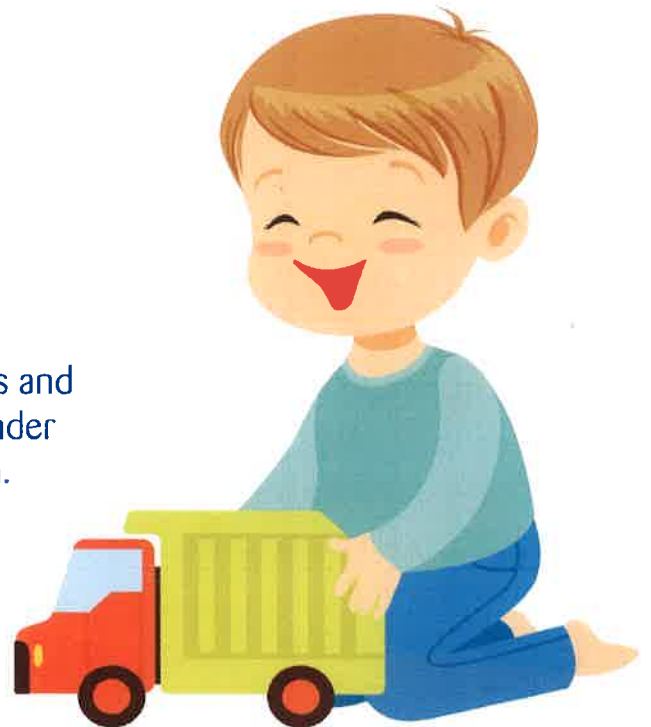
Materials Needed: Matching cards

☐ Location Words

A good activity to learn location words is to build roads and bridges with blocks. Use toy cars to go on the road, under and over the bridge, between the houses, and so forth.

Developmental Areas: Communication

Materials Needed: Blocks; toy cars



NOTES: _____



Activities



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☐ Listen Closely!

Enhance listening skills by playing compact discs, cassettes, or MP3s 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 music at your local library)

Developmental Areas: Communication, Gross Motor

Materials Needed: Music; speakers

☐ Let's Somersault

Teach somersaults by doing one yourself, first. Then, help your child do one. Let your child try it alone. Make sure furniture is out of the way. You may want to put some pillows on the floor for safety.

Developmental Areas: Gross Motor

Materials Needed: None



Want to learn about developmental milestones for your child?
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HELP YOUR CHILD LEARN AND GROW!

Try these fun and easy activities with your 30-month-old—a great way to have fun together and support your child's social-emotional development.

☐ Baby Stories

Tell your child funny stories about things they did when they were a baby. Begin a favorite story and see if your child can tell you what happened next.

Materials Needed: None

☐ Drawing Emotions

Draw and cut out faces that show different feelings, such as angry, frustrated, and happy. Encourage your child to use the faces to tell you how they are feeling.

Materials Needed: Pencil & paper, child-safe scissors

☐ Concert Time

Sing songs and dance with your child. Play different types of music from the radio. Make simple instruments from boxes, oatmeal canisters, or yogurt tubs.

Materials Needed: Music and speakers, objects to make instruments



NOTES: _____



Activities



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☐ Family Photos

Show your child family photos. Talk about the people in the pictures and who they are. Say “*That is your Uncle Ling.*” Can your child tell you who the people are?

Materials Needed: Family photos

☐ What's Their Name?

Encourage your child to tell you their name and age. Sometimes, making up a rhyme or song about their name will help them remember. See if they can tell you the names of friends and teachers.

Materials Needed: None

☐ Love, Love, Love!

Tell your child every day how much you love them. Give them little kisses on their nose, ears, and fingers. Say “*I love your nose! I love your ear! I love your finger! I love you!*”

Materials Needed: None



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