



Date: _____

Weight: _____

Height: _____

Head Circumference: _____

Well Child Care at 15 Months

Nutrition

Toddlers should eat small portions from all food groups: meats, fruits and vegetables, dairy products, and cereals and grains. Your child should be learning to feed himself. He will use his fingers and maybe start using a spoon. This will be messy. Make sure you cut food into small pieces so that your child won't choke. Children need healthy snacks like cheese, fruit, and vegetables. Do NOT use foods as a reward. By now, most toddlers should be using a cup only. If your child is still using a bottle, it will soon start to cause problems with his teeth and might cause ear infections. A child at this age will be sad to give up a bottle, so try to replace it with another treasured item - perhaps a teddy bear or blanket. Never let a baby take a bottle to bed.

Development

Toddlers are very curious and want to be the boss. This is normal. If they are safe, this is a time to let your child explore new things. As long as you are there to protect your child, let him satisfy his curiosity. Stuffed animals, toys for pounding, pots, pans, measuring cups, empty boxes, and Nerf balls are some examples of toys your child may enjoy. Toddlers may want to imitate what you are doing. Sweeping, dusting, or washing play dishes can be fun for children.

Behavior Control

Toddlers start to have temper tantrums at about this age. You need patience. Trying to reason with or punish your child may actually make the tantrum last longer. It is best to make sure your toddler is in a safe place and then ignore the tantrum. You can best ignore by not looking directly at him and not speaking to him or about him to others when he can hear what you are saying. At a later time, find things that are praiseworthy about your child. Let him know that you notice good qualities and behaviors.

Reading and Electronic Media

Reading to your child should be a part of every day. Children that have books read to them learn more quickly. Choose books with interesting pictures and colors. Children at this age may ask to read the same book over and over. This repetition is a natural part of learning. It is best if children under 18 months of age do not watch television.

Dental Care

After meals and before bedtime, clean your toddler's teeth.. Many children exhibit their independence by demanding to brush their own teeth, but infants and children younger than 4 years may not have the motor skills to do so. When a child can tie their shoes then they are able to brush their own teeth. If you have

not made a dental appointment, now is a good time to find a pediatric dentist. You can ask Dr. Fikkert or her staff for recommendations.

Safety Tips

Choking and Suffocation

- Keep plastic bags, balloons, and small hard objects out of reach.
- Use only unbreakable toys without sharp edges or small parts that can come loose.
- Cut foods into small pieces. Avoid foods on which a child might choke (popcorn, peanuts, hot dogs, chewing gum).

Fires and Burns

- Keep lighters and matches out of reach.
- Don't let your child play near the stove.
- Use the back burners on the stove with the pan handles out of reach.
- Turn the water heater down to 120°F (49°C).

Car Safety

- Never leave your child alone in the car.
- The AAP advises parents to keep their toddlers in rear facing car seats until age 2, or until they reach the maximum height and weight for their seat. Please check with manufacture guidelines for further information.
- Use an approved toddler car seat correctly and wear your seat belt.

Pedestrian Safety

- Hold onto your child when you are around traffic.
- Supervise outside play areas.

Water Safety

- Never leave an infant or toddler in a bathtub alone — NEVER.
- Continuously watch your child around any water, including toilets and buckets. Keep lids of toilets down. Never leave water in an unattended bucket. Store buckets upside down.

Sun Protection

- Always apply Sunscreen with an SPF greater than 15 when your child is outside. Reapply every 2 hours.
- Have your child wear a hat.
- Avoid prolonged time in the sun between 11:00am and 3:00pm.
- Wear Sun protection clothing for summer.

Pets

- You must keep a close eye on both child and pet when they are interacting with each other.
- Try to keep your toddler away from animal feeding areas to reduce the risk of both bites and the ingestion of animal food.
- Because children this age are not old enough to understand the difference between playing with and hurting a pet, interactions between them should be supervised at all times.
- Watch for signs of either your child or pet is becoming anxious or overwhelmed.
- Dog and cat bites are particularly common at this age.

Poisoning

- Keep all medicines, vitamins, cleaning fluids, and other chemicals locked away.
- Put the poison center number on all phones. **1-800-222-1222**
- Buy medicines in containers with safety caps.
- Do not store poisons in drink bottles, glasses, or jars.

Smoking

- Children who live in a house where someone smokes have more respiratory infections. Their symptoms are also more severe and last longer than those of children who live in a smoke-free home.
- If you smoke, set a quit date and stop. Ask your healthcare provider for help in quitting. If you cannot quit, do NOT smoke in the house or near children.

Immunizations

At the 15-month visit, your child may receive shots. Children over 6 months of age should receive an annual flu shot. Children during the first two years of life should get a total of three flu shots. Ask your healthcare provider about influenza shots if you have questions about them. Your child may run a fever and be irritable for about 1 day and may have soreness, redness, and swelling in the area where the shots were given. You may give acetaminophen or ibuprofen in the appropriate dose to prevent fever and irritability. For swelling or soreness, put a wet, warm washcloth on the area of the shots as often and as long as needed to provide comfort. Call your child's healthcare provider if:

- Your child has a rash or any reaction to the shots other than fever and mild irritability.
- Your child has a fever that lasts more than 36 hours.

Next Visit

Your child's next visit should be at the age of 18 months. You can expect your child to receive vaccines at that visit.

Normal Development: 15 Months Old

Here's what you might see your child doing between the ages of 15 and 18 months.

Daily Activities

- Avidly explores everything.
- Revels in water play.
- Likes to feed self.
- Starts to use more objects correctly (for example, may put comb in hair).
- Enjoys throwing, rolling, pushing, pulling toys.

Motor Skills

- Stands unsupported.
- Walks without assistance with wide stance and outstretched arms.
- Climbs stairs with assistance.
- Refines grasp.
- Picks up objects from a standing position.

Language Development

- Knows words for things other than parents.
- Adds gestures to speech.
- Prefers adults to other children.
- Likes to watch and imitate activities.

Cognitive Development (Thinking and Learning)

- Looks to parent for help in solving problems.
- Learns cause-effect relationship (repeats enjoyable actions).
- Looks for hidden objects in last place seen.
- Starts to experiment through trial and error.

Each child is unique. It is difficult to describe exactly what should be expected at each stage of a child's development. While certain behaviors and physical milestones tend to occur at certain ages, a wide range of growth and behavior for each age is normal. These guidelines show general progress through the developmental stages rather than fixed requirements for normal development at specific ages. It is perfectly natural for a child to reach some milestones earlier and other milestones later than the general trend. If you have any concerns about your child's own pattern of development, check with your healthcare provider.

Time-Out Technique for Discipline

Time-out consists of immediately isolating a child in a boring place for a few minutes whenever she or he misbehaves. Time-out is also called quiet time, thinking time, or cooling-off time. Time-out has the advantage of providing a cooling-off period to allow both child and parent to calm down and regain control of their emotions. Used repeatedly and correctly, the time-out technique can change almost any childhood behavior. Time-out is the most effective consequence for toddlers and preschoolers who misbehave—much better than threatening, shouting, or spanking. Every parent needs to know how to give time-out. Time-out is most useful for aggressive, harmful, or disruptive behavior that cannot be ignored. Time-out is unnecessary for most temper tantrums. Time-out is rarely needed for children younger than

15-18 months because they usually respond to verbal disapproval. The peak ages for using time-out are 2 to 4 years. During these years children respond to action much better than words.

Where should I send my child during time-out?

- A time-out chair: When a chair is designated for time-out, it gives time-out a destination. The chair should be in a boring location, facing a blank wall or a corner. Don't allow your child to take anything with him to time-out, such as a toy, pacifier, security blanket, or pet. The child shouldn't be able to see TV or other people from the location. A good chair is a heavy one with side arms. Placed in a corner, such a chair surrounds the child with boundaries, leaves a small space for the legs, and reduces thoughts of escape. Alternatives to chairs are standing in a particular corner, sitting on a particular spot on the floor, or being in a playpen (if the child is not old enough to climb out of it). Usually the chair is placed in an adjacent hallway or room. Some children less than 2 years old have separation fears and need the time-out chair (or playpen) to be in the same room as the parent. When you are in the same room as your child, carefully avoid making eye contact with the child.
- A time-out room: Children who refuse to stay in a time-out chair need to be sent to a time-out room. Confinement to a room is easier to enforce. The room should be one that is safe for the child and contains no valuables. The child's bedroom is often the most convenient and safe place for time-out. Although toys are available in the bedroom, the child does not initially play with them because she is upset about being excluded from mainstream activities. Forbid turning on the radio, stereo, or video games during time-out in the bedroom. Avoid any room that is dark or scary (such as some basements), contains hot water (bathrooms), or has filing cabinets or bookshelves that could be pulled down on the child.
- Time-out away from home: Time-out can be effectively used in any setting. In a supermarket, younger children can be put back in the grocery cart and older children may need to stand in a corner. In shopping malls, children can take their time-out sitting on a bench or in a restroom. Sometimes a child needs to be taken to the car and made to sit on the floor of the back seat for the required minutes. If the child is outdoors and misbehaves, you can ask him to stand facing a tree.

How do I use time-out?

- Deciding the length of time-out: Time-out should be short enough to allow your child to have many chances to go back to the original situation and learn the acceptable behavior. A good rule of thumb is 1 minute per year of age (with a maximum of 10 minutes). After age 6, most children can be told they are in time-out "until you can behave," allowing them to choose how long they stay there. If the problem behavior recurs, the next time-out should last the recommended time for their age. Setting a portable kitchen timer for the required number of minutes is helpful. The best type ticks continuously and rings when the time is up. A timer can stop a child from asking the parents when he can come out.
- Sending your child to time-out: Older children will usually go to time-out on their own. Younger children often need to be led there by their wrist, or in some cases carried there protesting. If your child doesn't go to time-out within 5 seconds, take her there. Tell your child what she did wrong in one sentence (such as, "No hitting"). If possible, also clarify the preferred behavior (such as, "Be kind to George"). These brief comments give your child something to think about during the time-out.
- Requiring quiet behavior in time-out: The minimum requirement for time-out completion is that your child does not leave the chair or time-out place until the time-out is over. If your child leaves ahead of time, reset the timer. Some parents do not consider a time-out to be completed unless the

child has been quiet for the entire time. However, until 4 years of age, many children are unwilling or unable to stay quiet. Ignore tantrums in time-out, just as you should ignore tantrums outside of time-out. After age 4, quiet time is preferred but not required. You can tell your child, "Time-out is supposed to be for thinking, and to think you've got to be quiet. If you yell or fuss, the time will start over."

- Dealing with room damage: If your child makes a mess in his room (for example, empties clothing out of drawers or takes the bed apart), he must clean it up before he is released from time-out. Toys that were misused can be packed away. Some damage can be prevented by removing any scissors or crayons from the room before the time-out begins.
- Releasing your child from time-out: To be released, your child must have performed a successful time-out. This means she stayed in time-out for the required number of minutes. Your child can leave time-out when the timer rings. If you don't have a timer, she can leave when you tell her, "Time-out is over. You can get up now." Many parents of children over 4 years old require their children to be quiet at the end of time-out. If a child is still noisy when the timer rings, it can be reset for 1 minute.

What if my child won't stay in time-out?

- The younger child who refuses to stay in time-out: In general, if a child escapes from time-out (gets up from the chair or spot), you should quickly take the child back to time-out and reset the timer. This approach works for most children. If a child refuses to stay in time-out, the parent should take action rather than arguing or scolding the child. You may temporarily need to hold a strong-willed, 2- or 3-year-old child in time-out. Holding your child in time-out teaches your child that you mean what you say and that he must obey you. Place your child in the time-out chair and hold him by the shoulders from behind. Tell your child that you will stop holding him when he stops trying to escape. Then avoid eye contact and any more talking. Pretend that you don't mind doing this and are thinking of something else or listening to music. Your child will probably stop trying to escape after a week of this approach.
- The older child who refuses to stay in time-out: An older child can be defined in this context as one who is too strong for the parent to hold in a time-out chair. In general, any child older than 5 years who does not take time-out quickly should be considered a refuser. In such cases the discipline should escalate to a consequence that matters to the child. First, you can make the time-out longer, adding one extra minute for each minute of delay. Second, if 5 minutes pass without your child going to time-out, your child can be grounded. "Grounded" is defined as no TV, radio, stereo, video games, toys, telephone access, outside play, snacks, or visits with friends. After grounding your child, walk away and no longer talk to her. Your child becomes "ungrounded" only after she takes her regular time-out plus the 5 minutes of penalty time. Until then, her day is very boring. If your child refuses the conditions of grounding, she can be sent to bed 15 minutes earlier for each time she breaks the grounding requirements.

How can I teach my child about time-out?

If you have not used time-out before, go over it with your child before you start using it. Tell your child it will replace spanking, yelling, and other forms of discipline. Review the kinds of negative behavior that will lead to placement in time-out. Also review the positive behavior that you would prefer. Then pretend with your child that he has broken one of the rules. Take him through the steps of time-out so he will understand your directions when you send him to time-out in the future. Also teach this technique to your babysitter.

When should I call my child's healthcare provider?

Call during office hours if:

- Your child hurts himself during time-out.
- Your child runs out of the house to avoid time-out.
- Your child refuses to take time-outs despite being grounded for 3 days.
- Your child refuses to cooperate with time-outs after using this approach for 1 month.
- Your child has many other behavioral problems.

Time-Out: When It Doesn't Seem to Be Working

Some parents become discouraged with time-out. Their child repeats misbehavior immediately after release from time-out. Other children seem to improve temporarily but by the next day are repeating the behavior the parent is trying to stop. Some children refuse to go to time-out or won't stay there. None of these examples means that time-out should be abandoned. It remains the best discipline technique for 2- to 5-year-old children. If you use time-out repeatedly, consistently, and correctly, your child will eventually improve. The following recommendations may help you fine-tune how you are using time-out.

1. Give your child more physical affection each day. Be sure your child receives two time-in for every time-out each day. A time-in is a positive, close, brief human interaction. Try to restore the positive side of your relationship with your child. Catch him being good. Try to hold your child for 1 or 2 minutes every 15 minutes when he's not in time-out or misbehaving. Play with your child more. Children who feel neglected or overly criticized don't want to please their parents.
2. Use time-out every time your child engages in the behavior you are trying to change (target behavior). Use time-out more frequently. For the first 2 or 3 days you may need to use time-outs 20 or more times a day to gain a defiant toddler's attention. Brief time-outs are harmless and there is no upper limit on how many times you can use them as long as you off-set them with positive interactions.
3. Use time-out. Don't just threaten to use time-out. For aggressive behaviors, give no warnings; just put your child in time-out. Better yet, intercept your child when you see her starting to raise her arm or clench her fist and before she makes others cry. For other behaviors, remind your child of the rule, count to three, and if she doesn't stop immediately, put her in time-out.
4. Put your child in time-out earlier. Put your child in time-out before his behavior worsens. Your child is more likely to accept a time-out calmly if he's put in early rather than if he's put in late (and screaming). Also, putting him in early means you will be more in control of your emotions. Try to put your child in time-out before you become angry. If you are still yelling when you put your child in time-out, it will not work.
5. Put your child in time-out quickly. Don't talk about it first. When your child breaks a rule, have her in time-out within 10 seconds.
6. Don't talk to your child during time-out. Don't answer his questions or complaints. Don't try to lecture your child.
7. Ignore tantrums in time-out. Don't insist on quietness during time-out because it makes it harder to finish the time-out.
8. Return your child to time-out if he escapes. Have a back-up plan for further discipline; for example, holding a young child in the time-out chair, or grounding an older child.
9. Consider increasing the length of time-out. If your child is over 3 years old and needs to be placed in time-out more than 10 times each day, a longer time-out may be needed to get her attention. A preschooler with a strong-willed temperament may temporarily need a time-out that

- lasts 2 or 3 minutes per year of her age. Children younger than 3 years should receive only brief time-outs (1 minute per year of age) because it is difficult for them to stay in time-out any longer.
10. Make the time-out place more boring. If your child doesn't seem to mind the time-outs, eliminate sources of entertainment. Move the time-out chair to a more boring location. If you use your child's bedroom, close the blinds or shades. Make sure that siblings or pets aren't visiting. Temporarily remove all toys and games from the bedroom and store them elsewhere.
 11. Use a portable timer for keeping track of the time. Your child is more likely to obey a timer than to obey you.
 12. Be kinder in your delivery of time-out. This will help reduce your child's anger. Say you're sorry he needs a time-out, but be firm about it. Try to handle your child gently when you take him to time-out.
 13. Praise your child for taking a good time-out. Forgive your child completely when you release her from time-out. Don't give lectures or ask for an apology. Give your child a clean slate and don't tell her father or relatives how many time-outs she needed that day.
 14. Don't punish your child for the normal expression of anger, such as saying angry things or looking angry. Don't try to control your child too much.
 15. Give your child more choices about how he takes his time-out. Ask, "Do you want to take a time-out by yourself or do you want me to hold you in your chair? It doesn't matter to me." (For older children, the choice can be, "By yourself or do you want to be grounded?")
 16. Give your child the option of coming out of time-out as soon as she is under control rather than taking the specified number of minutes. Some children feel overly controlled.
 17. Use a variety of consequences for misbehavior. Ignore harmless behaviors. Also use distraction for bad habits. Use logical consequences—such as removal of toys, other possessions, or privileges—for some misbehavior.
 18. Clarify with your child what you want him to do. Also clarify the house rules. Review this at a time when your child is in a good mood. This will help him be more successful.
 19. Use time-out with siblings when appropriate. Be sure that one sibling isn't being treated preferentially. If siblings touch the timer or tease the child in time-out, they should also be placed in time-out.
 20. Teach all caretakers to use time-out correctly and consistently.

Reference: RelayHealth and Bright Futures 201

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For any questions or concerns please call our office at 817-417-9001.