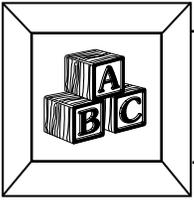




Learning the “Do’s”

? INQUIRY QUESTIONS

- Why do we learn more when we are having fun?
- How do shared positive emotions (SPEs) empower us?
- How do we guide children toward good behavior?
- How do we regulate behavior we don’t like?



Conceptual Overview

PLAY TOPIC 5

1. **Socialization is learned through play.** Play is a way we can feel a sense of connection with other humans. Play involves shared goals that require cooperation and communication. Play is a way new members can be integrated into a group. It is also a way to learn the rules and expectations of others. Play provides a feeling of belonging, a positive sense of “team.”
2. **A family is like a team.** Parents establish the shared goals and family rules for babies. In the first year, a sense of belonging and structure comes through the nurturance, guidance, and modeling that are part of the parent-infant relationship. But in the second year, when infants become toddlers, they become independent, strong willed, and curious. They want to master the rules of belonging to the “family team” and also they experiment with testing the rules. Parents now need to teach the “do’s” and “don’ts” of family behavior and of the broader social world.
3. **Learning the “do’s” is like learning the rules of a game.** Babies want desperately to belong to and to please the members of the family team. They enjoy showing off their knowledge of how to behave. By knowing what to do, babies often avoid the pitfalls of what *not* to do. They avoid being scolded or embarrassed. Teaching a toddler that “we do hang up our coat” and providing an easy place to do this will eliminate the coat being dropped on the floor and the toddler being corrected. Parents who teach the “do’s” will have children who feel pride in their good behavior. They have learned what to do to please their parents and how to belong to the family team.
4. **Learning patterns is part of learning the “do’s.”** Doing the same thing in the same way every time sets a pattern that babies learn and remember. They will plan to do what is expected, such as “we wash our hands before eating,” “we sit in our chairs to eat,” “wait until I cut your food.” Babies will test the pattern several times and then expect to follow it. Most children get upset and disorganized when their expected routine is not followed.
5. **“We” works magic with toddlers.** Because toddlers view themselves as “one” with their parents, using the word “we” is more convincing than the word “you.” “We are going to bed,” “now we brush our teeth,” “we sleep tight, full of love.” Parents who join in with their toddler or ask their toddler to join with them are strengthening their toddler’s sense of confidence and self-control.
6. **Positive emotion empowers all of us.** We hardly know we are learning when we are having fun. When we share fun, interest, surprise, or contentment with other people, we feel close and we feel valued. We are eager to collaborate, try new things, and accept challenges. We become helpful and cooperative. This is

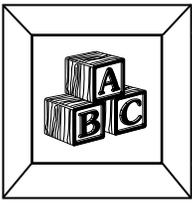
PLAY

TOPIC 5

why it is important to practice using positive language and positive emotions with babies and toddlers whenever possible. Parents who find the bright side, laugh about mistakes, and problem solve with fun are developing positive patterns of interaction. The whole family can become more positive and playful.

Children raised with more positive emotion are better behaved and more psychologically stable. They are less apt to be violent and are more successful in school and with their friends and other adults. Positive emotional connectedness is what makes us feel OK. We feel valued, even if we make mistakes. This gives us internal stability: “I know I am worthy of being loved. “I know I can learn to do things well to please myself and my parents.”

7. **Toddlers are anxious to keep this positive feeling of connectedness.** They struggle to “get it right” and want approval. Praise is a powerful way to teach a child. A parent’s approval is remembered more often than parent’s scoldings. When parents take the time to thank toddlers for knowing the rules, they are sharing the joy together.
8. **Toddlers need special understanding.** Patterns that have been set in the first year may be lost in the second. Ten-month-old Sarah will point to a light plug and shake her head “no,” but at 12 months of age, she will crawl over and touch it and then look at her parent and laugh. The toddler’s strong drive for exploration and mastery will expand to include experimentation with human interactions. “What will happen if...?” “What will they do if I ...?” Parents’ responses are constantly teaching. Children will continue to do whatever their parents respond to.
9. **Turn negatives into positives.** Naughty behaviors in a toddler can often be ignored, diverted, or redirected without using negative emotions or “don’ts.” Behaviors that parents *ignore* will go away. Behaviors that parents *divert* are often forgotten. Behaviors that parents *respond to* become interesting and memorable; even negative responses have reinforcement value. Behaviors that parents *join* become positive. When the family becomes a “team” with a winning goal in mind, negative behaviors can be easily redirected into positive actions. This is how child rearing becomes an interesting, playful challenge.



Terms to Understand

- **Collaborate**
work easily with another; willingly assist or share
- **Consistent**
predictable, happening the same way over and over; showing steady sameness or identical pattern
- **Contagious**
spreading rapidly, for example, emotional expressions quickly influence others
- **Distracted**
turned aside, drawn away from a task
- **Diversion**
something that redirects attention, distracts, or changes the subject
- **Divert**
lead away, change, or redirect someone's attention or focus
- **The "Do's"**
something we want our children to do; a set pattern or rule
- **Emotional Connectedness**
an emotional link; a sharing of the same feelings
- **Frustrated**
discouraged or defeated; disappointed
- **Habit**
something one does regularly without thinking about it
- **Oppositional behavior**
testing the rules, denying requests, doing the opposite of what is wanted
- **Pride**
delight arising from accomplishment
- **Redirect**
generally, change focus or direction;
specifically, give a baby a new idea or pathway

Suggested Activities

- *PIPE Activity Cards:*
1, 55, 56, 77, 89, 105, 113, 116

Other Materials & Supplies

- Simple game or activity of choice, and the required supplies, [e.g., Hangman requires only paper and pencils]
- Triangle Task (optional) requires a duplicated sheet of paper with one equal-sided triangle on it
- Optional, items for demonstrating the do's (see role play activity, pg. 439)
- 3" x 5" index cards

Master Pages in *Parent Handouts* Notebook

- #230 ▪ Topic Animal Artwork

- #231 ▪ Inquiry Questions
[also see page 431]

- #232 ▪ Your Child's Favorite Play

- #233 ▪ A Pattern I Use

- #234 ▪ The "Do's": Helping Your Child Learn a Pattern

- #235 ▪ Building a Pattern Together

- #236 ▪ The Power of Positive Emotions
[also see page 443]

- #237 ▪ Positive Emotions Propel Learning
[also see page 444]

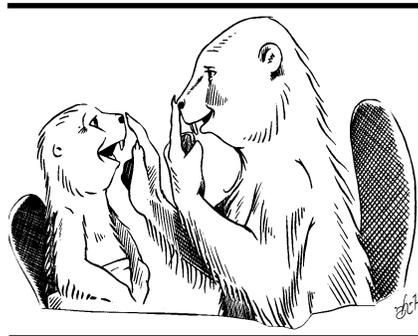
- #238 ▪ Fun Can Refocus Behavior

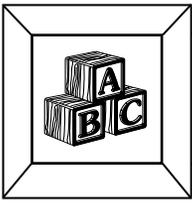
- #239 (a-b) ▪ A+ Ideas for Teaching the "Do's"
[also see page 445 - 446]

- #240 (a-b) ▪ How Do You Describe a Toddler?

- #241 ▪ Turning "Don'ts" Into "We Do's"

- #242 ▪ How Children Learn the "Do's"





Instructional Plan

PLAY
TOPIC 5

Outcomes

- Parents can analyze how play helps their baby or toddler develop cooperation and collaboration skills.
- Parents will plan a pattern for an activity to help their child learn the “do’s.”
- Parents will use the power of shared positive emotions to teach the “do’s.”
- Parents will recognize benefits of teaching the “do’s” to manage a toddler’s persistence and determination.

FOUR-STEP INSTRUCTIONAL PROCESS



PRESENTATION OF CONCEPTS

INTRODUCTION OF TOPIC

■ Play is one way to learn socialization.

- When we share fun ...
 - we collaborate easily.
 - we become a team.
 - we learn rules.
 - we share goals [see *Conceptual Overview #1*].
- Play teaches the rules or “do’s” and “don’ts” of belonging to a team or a family [see *Conceptual Overview #2 & #3*].
 - Have parents play a simple game, such as Hangman or “Triangle Task” [see pg. 442] in teams or with you.
Discuss:
 - how goals were shared,
 - how rules were accepted easily (e.g., taking turns, sharing ideas, majority rules), and
 - how being on a team is like being a member of a family or community.
 - Watch babies at play or use the worksheet “Your Child’s Favorite Play” to gain insight into how babies fit into a group by learning the “do’s” and “don’ts” through play.

KEY CONCEPTS

■ **Patterns teach the “do’s” to a baby.**

- Patterns help babies master the shared goals and rules of a family team [see *Conceptual Overview #4*].
 - Use the topic animal artwork to begin a discussion about using patterns.
 - Review the concept of a pattern (a habit, a routine, a set of rules) as something that has a shared meaning and makes achieving a goal easier.
Ask parents to describe patterns they use often (getting dressed, putting on makeup, starting the car, writing a check, etc.)
 - Ask each parent to fill out the worksheet “A Pattern I Use.”
Ask the parents how using this pattern is helpful.
- Babies become disorganized, fussy, or misbehave without structure or pattern.
 - Identify a patterned activity for a baby or toddler. Use the handout “The Do’s: Helping Your Child Learn a Pattern” as an illustration.
- The most effective learning occurs when parents join their child to work or play as a team [see *Conceptual Overview #5*].
 - Discuss how parent and child can share a pattern and work as a team.
Use the worksheet “Building a Pattern Together.”

■ **Emotional signals drive most learning.**

- Shared Positive Emotions (SPEs) are powerful tools for teaching collaboration and cooperation.
 - Use the information sheets “The Power of Positive Emotions” and “Positive Emotions Propel Learning” [see pgs. 443 & 444] to prepare a presentation about how SPEs enhance learning and affect family patterns. Parents can fill in the blocks on “Positive Emotions Propel Learning” with key words and ideas as the presentation moves along.
- SPEs make learning the “do’s” easier.
 - Practice expressing positive emotions using voice tone, facial expressions, and words.
- Children raised with more SPEs are better behaved [see *Conceptual Overview #6 & #7*].
 - Discuss the worksheet “Fun Can Refocus Behavior.”

■ **Teaching the “do’s” allows the “don’ts” to be used sparingly.**

- “We” works magic with babies or toddlers [see *Conceptual Overview #5 & #9*].
 - Discuss “A+ Ideas for Teaching the ‘Do’s’” [see pgs. 445 - 446].
 - Role play examples of Teaching the “Do’s.” (Optional: use props for the

role play situations if you wish to.)

- Use “We do’s” — “*We* buckle our seat belts.”
- Model — “See Daddy do it.”
- Use clear, calm discipline — “No, no. Sit down.”
- Divert — “Look! See that bird fly fast? Zoom, Zoom!”

Be sure that the expectations conveyed fit the baby’s ability.

■ **Toddlers need understanding.**

- Toddlerhood is a time of initiative and experimentation.
 - Read aloud and discuss “How Do You Describe a Toddler?”
Fill in the missing words.
KEY: explorer, exhausting, challenge, power, excitement, five, “twos”
model, safe, ignore
- Challenging parents is a mastery task.
- Testing rules is a learning game.
- Ignoring, diverting, and redirecting are good tools for teaching the “do’s”
[see *Conceptual Overview #8 and #9*].
 - Discuss the initiative and experimentation of toddlerhood.
Assist the parent with the worksheet “Turning ‘Don’ts’ Into ‘We DO’s’”

2

DEMONSTRATION

Demonstrate how to get a baby or toddler to do something or to change focus by using Shared Positive Emotions (SPEs). Use some of the A+ Ideas [see pgs. 445 - 446] to regulate the child’s behavior.

3

SUPERVISED PARENT-CHILD INTERACTION

WHAT?

- Parent practices an activity with his child in which “We Do’s” and Shared Positive Emotions are used.

WHY?

- The goal of this activity is for the parent and his child to share ownership in a routine and for the parent to use SPEs to engage his child as a partner in the pattern of events.

HOW?

- Assist the parent in choosing an age-appropriate activity that involves learning a routine.

PLAY TOPIC 5

- Help the parent to plan ahead for ways to let children 12 to 36 months of age help with the routine (e.g., getting things out and putting them away).
- Monitor and encourage use of “We Do’s”; SPEs; and sharing joy, fun, surprise, and interest.
- Parent selects age-appropriate activities to do with his child and practices sharing positive emotions during one or more of these activities.



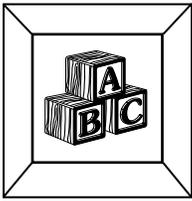
EVALUATION

EVALUATING THE PARENT-CHILD INTERACTION

- ❑ Parent reviews the handout “Positive Emotions Propel Learning” [see pg. 444].
- ❑ Discuss the interactive experience:
 - How did the baby react to “the do’s” or “we do’s”?
 - Discuss how the child responded to the SPEs.
 - What worked? What didn’t?

TOPIC EVALUATION AND CLOSURE

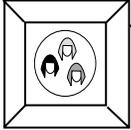
- ❑ Each parent completes and discusses “How Children Learn the ‘Do’s.’”



Topic Enhancers & Instructional Aids

Topic Enhancers

The ideas below are optional topic extenders. Parents may like to try them (as time and interest in a concept allow), or the parenting educator may use selected activities to help a parent explore a specific concept in greater depth.

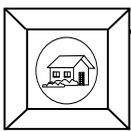


For a parent group:

- Parents discuss with childcare providers the patterns that children learn at different ages. List some small, early patterns.
- Parents try shared positive emotions with other family members or friends. What were the results? Report back to the class or parent group.

Suggestions for the parent educator:

- Make a display of toys, games, and activities to show parents ways to help a child learn the “do’s.”
- Display magazine articles, pamphlets, etc. that offer guidelines for using Shared Positive Emotions (SPEs) to direct behavior. Discuss them with parents.
- Develop a bulletin board: “Building Blocks for Teaching the ‘Do’s’” or “Fun & SPEs Lead to Learning.” Highlight techniques from handouts or topic worksheets.
- Parent educator models/explains techniques used in a childcare setting to teach “The Do’s.”



For parents at home:

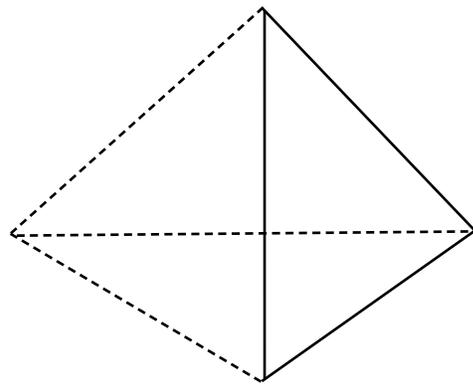
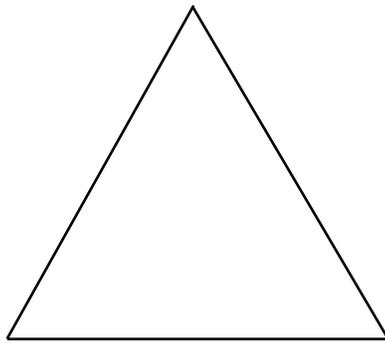
- Parent decorates 3" x 5" index cards to make cards or magnets to use on the refrigerator, in the car, or in other areas of the home as reminders that positive emotions are the powerful way to teach. Or, the parent might make cards of “We Do” statements.
- Parent selects a routine to establish for herself, her baby, her toddler, or her family using the steps for setting up a pattern. Repeat the pattern until it is established.
- Parent looks for as many opportunities as she can find to change a negative into a positive using SPEs. Share what happens at the next home visit.
- Parent selects a toy available in her home and demonstrates how it could be used to teach the “Do’s.”

Triangle Task Activity

Divide the group into teams, or use other family members to make a team to help solve the triangle task.

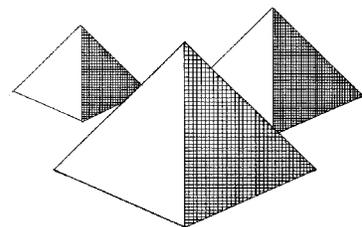
DIRECTIONS:

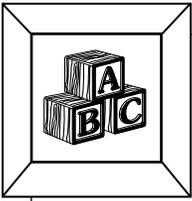
Draw three or more lines so that there will be four three-sided triangles.



ASK PARENTS:

- What did you think about the task?
- Did your team share the rules? (three lines, make equal-sided triangles)
- Did you or your team use trial and error? explore some options? draw some lines?
- Did anyone quit? Why? Could a baby feel this way?
- Did you consult together and/or feel a shared goal?
- Did you use another person or a book as a resource?
- Did you share some fun with this task?
- Did anyone think about a block ... and then draw the picture of a three-dimensional triangular block?





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.

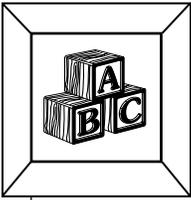
- **It is through sharing feelings that children will develop empathy.**
 - Empathy is the ability to understand the feelings of another.
 - Empathy is what allows us to have values and set standards of tolerance, courtesy, trust, and respect.

- **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.

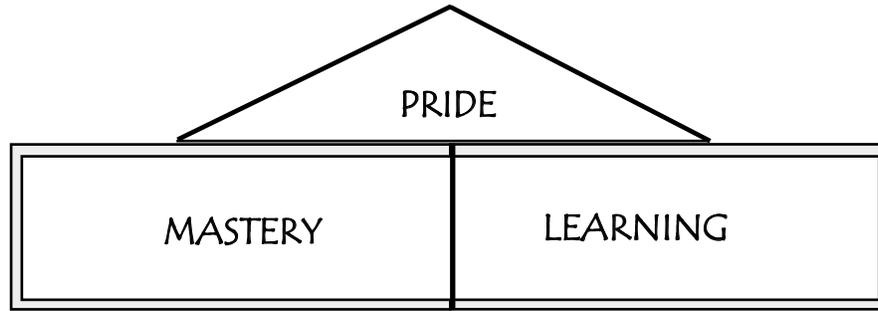
- **Parents set the foundation.**
 - By using laughter, surprise, interest, excitement, and joy in your voice and actions, you will be nurturing strong emotional development.
 - By sharing times of contentment, loving, closeness, and comfort, you will be strengthening your child's self-confidence.
 - 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.

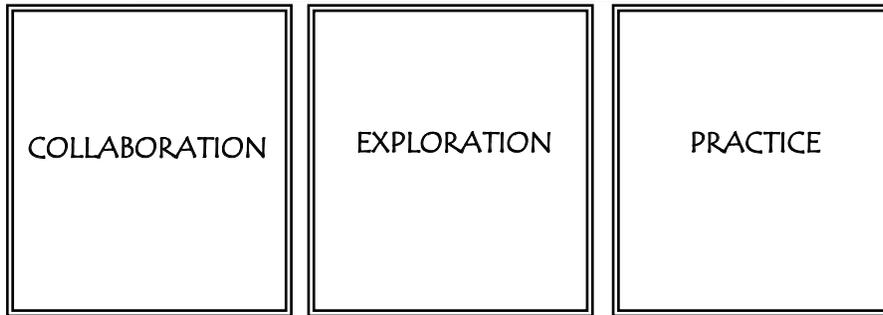
- **Feelings of confidence and pride come from sharing positive emotions.**



KEY: Positive Emotions Propel Learning



↑ THESE BEHAVIORS LEAD TO ↑



THE SHARED EMOTIONS BELOW LEAD TO FEELING SAFE, VALUED, AND ACCEPTED.

EXCITEMENT

SURPRISE

INTEREST

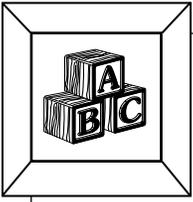


Shared Positive Emotion
Having fun together!

JOY

PLEASURE

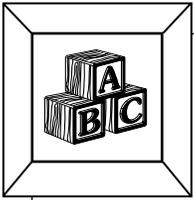
CONTENTMENT



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."



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

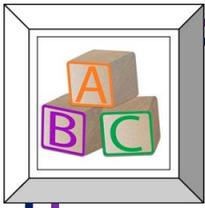
6. **Do keep expectations developmentally appropriate.** Children will fail and become frustrated with activities they are not yet able to understand or perform. New tasks are for exploration, experimentation, and learning. If you want a child to mind or do something well, be sure the skill has been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

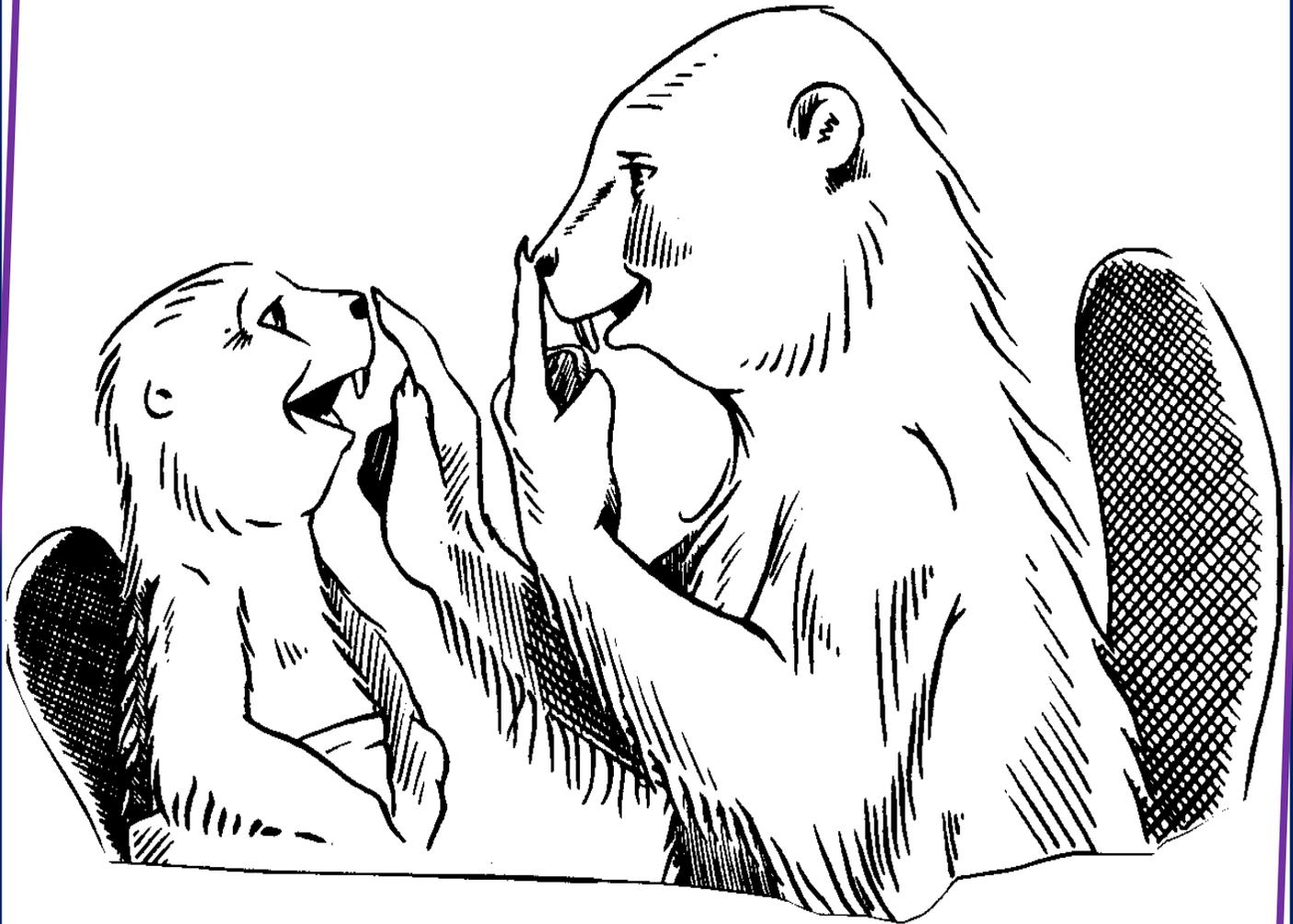
7. **Do ignore behavior you don't like.** Children will try everything to get your attention. They will repeat any behavior you respond to. Showing no response will extinguish the behavior. Ignoring a behavior usually decreases it and is a great tool for behavior management. Use it often. For example, 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 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.

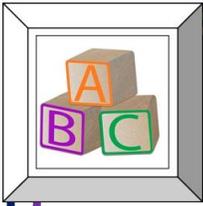




Learning the "Do's"



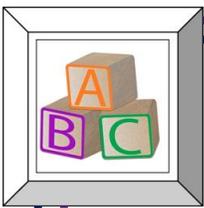
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Topic 5: Learning the "Do's"

INQUIRY QUESTIONS

-  Why do we learn more when we are having fun?
-  How do shared positive emotions (SPEs) empower us?
-  How do we guide children toward good behavior?
-  How do we regulate behavior we don't like?



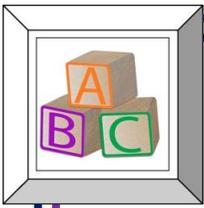
Your Child's Favorite Play

 Describe a play activity your child seems to enjoy.

 What "do's" and "don'ts" is he or she learning from this activity?

 When might these rules apply to other situations?





A Pattern I Use

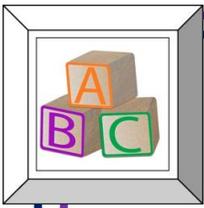
Directions: Select an activity for which you have a pattern or routine, for example, getting dressed in the morning, getting ready for school or home visitor, checking your child in at child care, going to the mall, or preparing a meal. List or describe all of the steps you follow when doing this activity. What is the pattern or routine you use each time? (You might not need to use all of the ten spaces provided below.)

My Routine for _____

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

How or why did you develop this particular pattern for this activity?

What are the benefits of having this routine?



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."



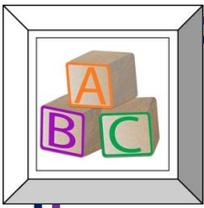
Do ignore mistakes.

"Spit it out. Oops! Like this. Watch me."



Do praise the child.

"Good job! All done!"



Building a Pattern Together

When you follow the same pattern for an activity, you help children learn a routine. The routine becomes a habit. Most children like to continue to follow the patterns you set. When they know the structure that is expected, they like to show their mastery of it. They are easier for parents to care for and enjoy.

When babies do not have a pattern to follow, they can become fussy and disorganized in their behavior. When parents are disorganized, babies and toddlers are usually unhappy and confused. They are often more difficult to care for.

Even for a toddler, you will need to support and scaffold tasks. You will need to stabilize and regulate emotions. You will be providing the base for learning.

Directions: Identify a routine, and then answer the questions about the routine.

A daily routine/pattern in which my child can join and be helpful: _____
(activity)



Define your needs (What do you need to have happen?):



How could you set the stage for this activity to be successful?



Define the pattern:



What are developmentally appropriate expectations for your child for this activity?



What "do's" could you model for your child?



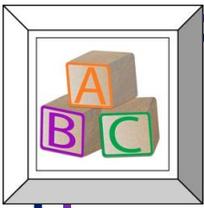
What are the specific steps or tasks for this activity that your child can help with?



Try using this pattern with your child at least three times.
(Remember to ignore mistakes and to praise your child for following the routine.)



Did your child seem to learn the pattern and to expect the next step?



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 parent's "feelings through touch, voice, and face.



Children tend to take on the emotions of their parents.

- By sharing their parent's 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.

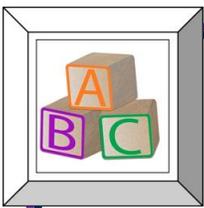


Keep more positive emotions than negative emotions in your child's life.

- 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.



Positive Emotions Propel Learning

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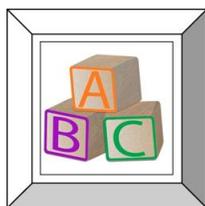
↑ THESE BEHAVIORS LEAD TO ↑

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The shared emotions below lead to feeling safe, valued, and accepted.



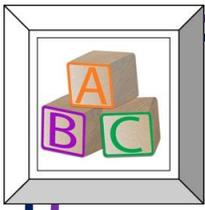
Shared Positive Emotion
Having fun together!



Fun Can Refocus Behavior

With surprise, excitement, or interest we can help balance a baby or toddler who is becoming overfrustrated, overfocused, distracted, or oppositional. Refocusing babies and toddlers by using positive emotions is a good way to guide their behavior.

-  Think of a time when you could have used the **power of surprise** to change your child's behavior.
-  Think of a time when you could have used the **power of laughter** to change your child's behavior.
-  Think of a time when you could have used the **power of excitement** to change your child's behavior.
-  Think of a time when you could have used the **power of praise** to change your child's behavior.
-  Think of a time when you could have used the **power of calm** control to change your child's behavior.

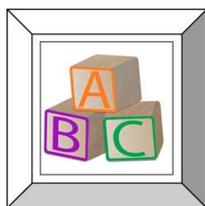


A+ Ideas for Teaching the “Do’s”

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, and explain why. Allow a chance for him or her to change the behavior, and then 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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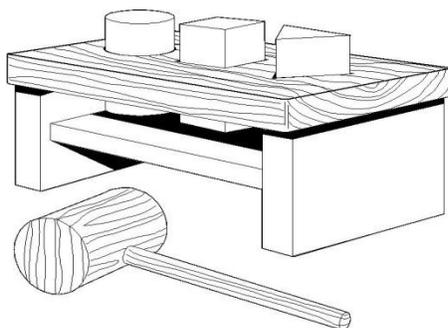
A+ Ideas for Teaching the "Do's," cont.

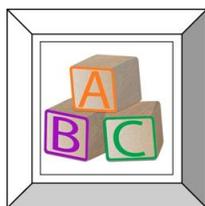
6. **Do keep expectations developmentally appropriate.** Children will fail and become frustrated with activities they are not yet able to understand or perform. New tasks are for exploration, experimentation, and learning. If you want a child to mind or do something well, be sure the skill has been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





How Do You Describe a Toddler?

Directions: As you read the description of a toddler below, fill in the ten blanks with these words.

challenge	ignore
explorer	model
excitement	power
exhausting	safe
five	two's

Did you ever think about having a toddler before you had one? When you thought of having a baby, did you think about having a cuddly, “darling” to rock to sleep, or did you think of running ragged after a fearless_____?

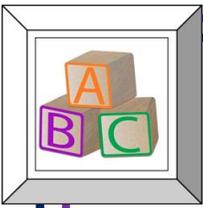
How do you describe a toddler? Some people say “they are cherubs,” because they are cute. Some people say they are “sweet and loving.” Is this because they cuddle close in our arms and put their soft heads on our shoulders? They often pat our faces and say “I love you.”

Some people tell us toddlers are “clever.” They can open any drawer or cupboard. Toddlers are often described as “busy.” They can move very fast, but mostly they never stop moving. A well-known professional football player followed a 2-year-old around for one day and said it was more_____ than training camp. Maybe this is why some parents describe toddlers as “into everything.” They will find your makeup, go through your purse, lose your car keys, pull out the pans, dump the sugar, and spray water everywhere. Was “Dennis the Menace” a toddler?

Some tell us toddlers are “bossy.” Toddlers can be very strong-willed. They_____rules they have minded before and shake their heads “no” when you correct them. This is the age of experimentation. Toddlers are experimenting with relationships as well as with household objects. The patterns parents have set in the first year seem to be lost. When parents say “no” to a toddler, he or she may laugh and do it anyway. They are experimenting with “what happens if” They are experimenting with their parent's emotions.

Toddlers are constantly testing their_____. “How do I affect my world?” “What are these rules for?” “Why can't I do whatever I want?” Toddlers are constantly testing their limits. “How far can I go?” “How often will she say “No?”” “What if I cry?” “At what point do my parents give in?”

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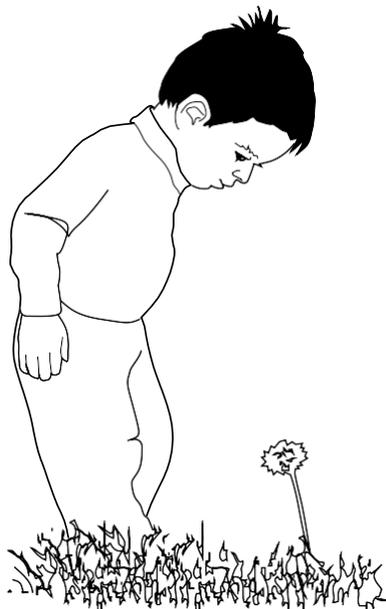
How Do You Describe a Toddler?, cont.

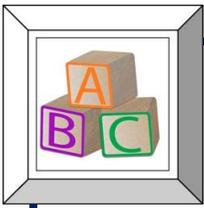
The toddler years are filled with confrontation. Toddlers' emotions are exploding. They are often “out-of-control” with _____, sorrow, or rage. Did you know that toddlers need some kind of emotional stabilization from parents almost every _____ minutes of their waking day? No wonder toddlerhood is sometimes called “The Terrible _____!”

Toddlers try very hard to please. They want to master rules. They most want the approval of their parents. They are as attached as they were in the womb, constantly looking to their parents as a _____. They are struggling to figure out how to stay in the “shared space” and also how to become independent. “I want to do it myself.” “I want to be like my parents.” “How do I find acceptance?”

Your toddler needs you. Toddlers need you to hold them close and give them balance, to model behaviors, to plan new experiences, and to keep them from harm. Toddlers need you to plan meals, expand their learning, and schedule the day. Toddlers need you for protection. They also need you to stay calm, redirect their errors, _____ their small mistakes. Toddlers need limits that are clear and consistent so that they can learn. They need discipline without anger and praise for each small victory. Your toddler needs you to share every task with joy, interest, and fun.

In a short time, your toddler will be 3 years old. You will feel very clever and very accomplished as a parent if you can make it through toddlerhood and have a child who loves to learn, loves to share, loves new people and places, and feels valued by you. How will you describe your toddler then? ... As your “buddy”?!



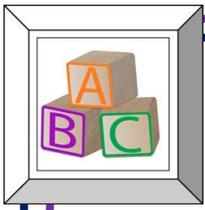


Turning "Don'ts" Into "We Do's"

Use "we do" statements.

Joining your child always works better than "telling."

Instead of saying....	I could say "We do _____."
1. Don't color on the table.	"We do ... color on the paper" <i>and then</i> "Here, let me show you."
2. Don't touch the TV.	"We do _____" <i>and then</i> _____
3. Don't pound on the coffee table.	"We do _____" <i>and then</i> _____
4. Don't throw the rock.	"We do _____" <i>and then</i> _____
5. Don't step off the stairs.	"We do _____" <i>and then</i> _____
6. Don't pour out your milk.	"We do _____" <i>and then</i> _____
7. Don't splash water everywhere.	"We do _____" <i>and then</i> _____
8. Don't poke at the doggy.	"We do _____" <i>and then</i> _____



How Children Learn the "Do's"

1. Describe a play activity which is helping your child learn to socialize and fit in to your family team.

2. Explain how having patterns or routines for an activity will help your child learn the "do's."

3. List 3 ways parents can help their children learn the "do's."

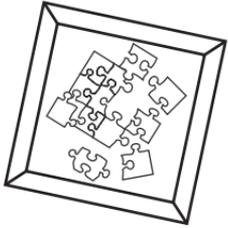






4. Emphasizing the "do's" and avoiding the "don'ts" works very well with toddlers. Why?

ARE YOU SLEEPING?



Directions: Sit and rock baby gently as you sing this song. Substitute Baby's name for "Brother John" in the song.



Are you sleeping, are you sleeping?

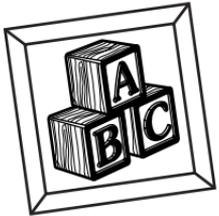
"Brother John", "Brother John"

Morning bells are ringing,

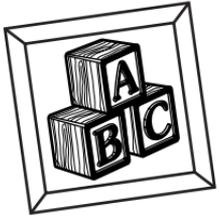
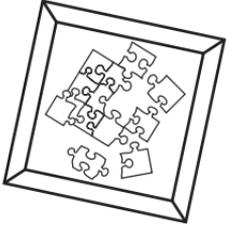
Morning bells are ringing,

Ding, ding, dong.

Ding, ding, dong.



CLEAN UP, CLEAN UP

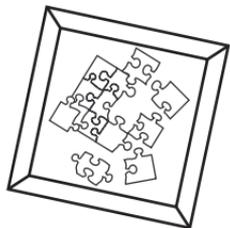


Directions: Turn chores into a game by making them fun. Try using clean up rhymes to make picking up a game.

Clean up, clean up
Everybody clean up
Pick it up, put it away
This is the fun way.

IT'S TIME TO PUT THE TOYS AWAY

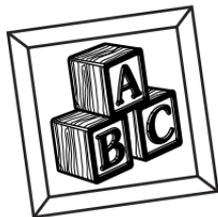
(sung to the tune of This Is The Way We Wash Our Clothes)



Directions: Turn chores into a game by making them fun. Try using clean up rhymes to make picking up a game.

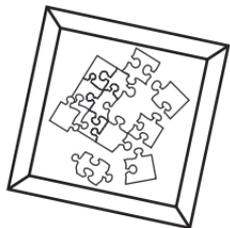


It's time to put the toys away
The toys away, the toys away
It's time to put the toys away
So everything is tidy.



This is the way we pick up our toys
Pick up our toys, pick up our toys
This is the way we pick up the toys
So early in the morning.

ROCK-A-BYE BABY



Materials: Rocking chair and a quiet corner

Directions: Cuddle baby/toddler up close and softly sing a lullaby. Here is a famous old one most everyone knows.

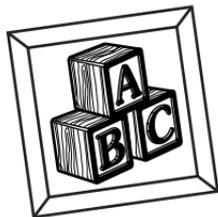


Rock-a-Bye Baby...In the tree top.

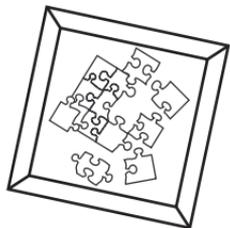
When the wind blows...Your cradle will rock.

If the bough breaks...Your cradle will fall.

And I will catch Baby...Cradle and all.



WATER AND BATH TIME RHYMES



Directions: Use these rhymes to make bath time fun.

Rub-A-Dub-Dub

Rub - A - Dub - Dub

Three men in a tub
And who do you think they be?

The butcher, The baker

The candlestick maker

They all went out

To sea.



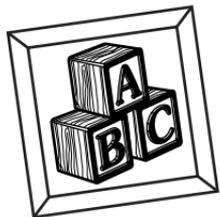
Row, Row, Row Your Boat

Row, row, row your boat

Gently down the stream

Merrily, merrily, merrily, merrily

Life is but a dream



This Is The Way

We Wash Our Face

This is the way we wash our face

Wash our face, wash our face

This is the way we wash our face

Early in the morning.

(Other verses can include: wash our feet,
our arms, our knees, our toes.)

HOT CHOCOLATE

Directions: As they chant, children pretend to rotate a wooden whisk between the palms of their hands in order to whip a cup of hot chocolate to a froth.

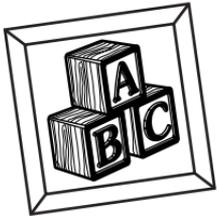
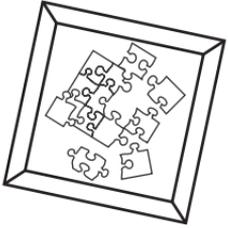
One...two...three...hot!

One...two...three...chocolate!

One...two...three...hot!

One...two...three...chocolate!

Whip it up, hot chocolate!



GO TO SLEEP, DEAR CHILD

Directions: Sing this song as you rock your baby/toddler.

Go to sleep, dear child
I have a lot to do
I must wash all your diapers
And sew a shirt, too.
You'll wear it on your saint's day
Saint Michael's Day, it's true
So go to sleep, my dear child,
Go to sleep, do.

