

COURSE: 7065	Parenting and Child Development	UNIT: B	Child Development	
ESSENTIAL STANDARD:	5.00	B2	16%	Understand development and care of the toddler.
OBJECTIVE:	5.01	B2	4%	Understand physical and cognitive development and recommended care of the toddler.
ESSENTIAL QUESTIONS:				
<ul style="list-style-type: none"> *What are the physical characteristics of a toddler? *What is involved in the cognitive development of a toddler? *What care is necessary for a toddler? 				
UNPACKED CONTENT				
<p>Toddlers are children ages one to three, not one through three. At three, children are preschoolers.</p> <p>Physical characteristics of toddlers</p> <ul style="list-style-type: none"> • Height <ul style="list-style-type: none"> ▪ Height varies in children and is determined by heredity. ▪ By the age of 2 ½ the average child has reached half of his/her adult height ▪ Height in both boys and girls is approximately the same. • Weight <ul style="list-style-type: none"> ▪ Gain less than half of the average monthly weight they gained during the first year of life ▪ Weight gain is approximately the same between boys and girls • Proportion <ul style="list-style-type: none"> ▪ Until two, the circumferences of the child's head, abdomen and chest are almost the same. Between 2 and 3, the chest becomes larger in circumference than the head and the protruding abdomen. ▪ Child's arms, legs and torso lengthen, which improves balance and motor skills ▪ Arms and legs are the fastest growing parts of the child's body • Posture <ul style="list-style-type: none"> ▪ Changes in proportion causes an improvement in the child's overall posture ▪ Improves with each passing year ▪ Posture of a three-year-old is better than that of a two-year-old • Teeth---the quality of a toddler's teeth is influenced by: <ul style="list-style-type: none"> ▪ Diet of mother ▪ Child's diet during the first two years ▪ Heredity ▪ Dental care • Motor skills <ul style="list-style-type: none"> ▪ Gross-motor skills---using large muscle groups to complete tasks/activities <ul style="list-style-type: none"> ○ Includes muscle groups such as those found in the arms, legs, abdomen and back ○ Walking is a gross-motor skill and is a major milestone for the toddler ○ Climbing, kicking a ball, running and climbing stairs are learned as a toddler ▪ Fine-motor skills <ul style="list-style-type: none"> ○ Skills completed by using the small muscle groups, such muscles in fingers, wrists and ankles ○ Includes holding a crayon, building a tower of blocks, and rotating a handle 				

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UNPACKED CONTENT

Cognitive characteristics of toddlers

- Areas of cognitive development
 - Attention---a length of time a person can concentrate on a task without being bored or distracted
 - Memory—short-term memory is used for the accomplishment of everyday tasks such as looking up a phone number; long-term memory is the ability to remember information for long periods of time, such as fear of dogs (from prior experience)
 - Perception-ability to take in information from the senses
 - Reasoning—ability to solve problems and make decisions---young toddler solves problems by trial-and-error and the older toddler uses memory
 - Imagination---ability to form mental images of things or events relative to themselves; useful in helping children cope with fears and things they do not understand
 - Creativity - ability to make something concrete from what one has imagined
 - Curiosity - the ability to wonder “why” and “how” about the world around them; should be encouraged by:
 - Providing a safe environment
 - Providing positive reinforcement at the toddler’s attempts
 - Providing new experiences
 - Not “over-protecting”
 - Using the imagination to produce new ideas
- Speech development
 - Children between the ages of twelve months and two speak using one-to-two word phases
 - Speech development grows at a rapid pace
 - Children enjoy learning the names of items
 - Speech difficulties can arise
 - Stuttering- long pauses are injected into sentences, or one sound/phrase repeated
 - Articulation - the ability to pronounce words clearly
- Methods of learning
 - Incidental - unplanned learning that stems from other activities
 - Trial-and-error - trying new ways of doing something until they find one that works
 - Imitation - intentionally copying the behavior of others
 - Directed learning - learning on purpose; teacher guides the learning
- Methods to encourage learning
 - Attention - caregivers should provide the child with time and attention
 - Thinking - allow time for the child to think, solve problems, consider choices and make decisions
 - Encouragement - encourage the child to draw his/her own conclusions
 - Problem-solving - the caregiver should show the child by example how to work out problems for himself/herself
 - Simple explanations - do not provide too much information, keep explanations simple
 - Play---provides many learning opportunities—exploring, imagining, creating, and trying out roles

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UNPACKED CONTENT

Cognitive characteristics of toddlers - continued

- Evaluation of toys
 - Safety - single most important consideration—prevent choking, no sharp edges, non-toxic
 - Durability - Can the toy withstand rough treatment?
 - Care – Is the toy easy to keep clean?
 - Cost - More expensive toys are not necessarily the better options.
 - Encourages imagination – Sometimes “less is more” when it comes to stimulating imagination.
 - Colorful - Young children respond to bright colors.
 - Age-appropriate - Does the toy meet the child’s motor skill and cognitive ability?

Caring for toddlers

- Feeding
 - One-year-old---encourage self-feeding: finger-foods, variety, use of spoon, training cup
 - Two-year-old---fine motor skills are improving, eat with spoon and fork, eat with other family members, but can be allowed to get up from table when they are finished due to short attention span
 - Three-year old---full set of primary teeth and can chew most foods; meat and tough foods should still be cut
 - Children from ages one to two years eat about $\frac{1}{4}$ to $\frac{1}{2}$ of an adult portion
 - Food preferences change from day to day
 - Food should not be used as a reward or punishment
 - Food habits acquired during early years follow them into adulthood
 - Remember food safety rules when using a microwave
 - Temperature extremes of hot and cold are not preferred
 - Choking foods should be avoided---e.g., grapes, hotdogs, peanuts, popcorn, hard candy
 - Be aware of food allergies that may become evident
- Meal planning
 - Nutrition/MyPyramid
 - Variety of textures in a meal
 - Variety of shapes to add appeal
- Sleeping habits
 - Factors that affect a toddler’s sleep
 - Health of child
 - Established routines
 - Family lifestyles and crises
 - Age of child
 - Creativity of toddler, may cause nightmares
 - Struggles stem from the toddler’s need for autonomy
 - Shortages of sleep can cause mood swings, lack of attention, and misbehavior

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UNPACKED CONTENT				
<p>Caring for toddlers-continued</p> <ul style="list-style-type: none"> • Hygiene <ul style="list-style-type: none"> ▪ Washing and bathing <ul style="list-style-type: none"> ◦ Should bathe daily ◦ Practice safety by using no-slip stickers or a rubber mat on the bottom of the tub ◦ Caregiver bathes a one-year-old ◦ Caregiver helps a two-year-old ◦ Caregiver supervises a three-year-old ◦ Can drown in as little as one inch of water ◦ NEVER leave child alone ◦ Toddlers put items in their mouth ◦ Don't bathe a toddler with a sponge ◦ Toddlers enjoy splashing and emptying water ▪ Dressing <ul style="list-style-type: none"> ◦ Encourage self-dressing ◦ Safety, comfort, allow for growth ◦ Quality and ease of care ▪ Caring for the teeth <ul style="list-style-type: none"> ◦ At age one, most children have eight teeth, brush with a soft brush daily ◦ By age two, children can begin brushing their own teeth. ◦ Three-year-olds should brush their teeth at least twice a day with fluoride toothpaste. ◦ Eighteen months is a good age for first checkup ◦ By three-years, the average child has 20 primary teeth in comparison to the one-year-old who has an average of 8 teeth ◦ During the second year of life, 8 more teeth appear with the last four teeth appearing between three and a half and the fourth birthday ▪ Toilet training <ul style="list-style-type: none"> ◦ Bowel control is usually mastered before bladder control ◦ Consistency is necessary between caregiver during the day and at home ◦ Language skills are necessary for toileting success ◦ Appropriate time is chosen to begin the toileting process 				