



# Taming Those Terrific Toddlers

## WHY DO THEY DO THAT?

(And what can you do about it!?)

**Course Objective:** Promote toddler development as you get them to follow your simple rules, routines, and directions

**Main Points:**

- Much of the behavior you are experiencing is normal development and due to lack of skills
- When toddlers learn the skills, they behave better
- You can promote toddler development and get the toddler to follow your simple directions by providing a secure base, incorporating interesting experiences in set patterns, and making following the rule fun!

# WHY?

- ▶ **Medical issues**
- ▶ **Sleep deprivation**
- ▶ **Temperament:** One piece of the puzzle – Just the way the child is wired to respond to the world.
- ▶ **Stress hormone in the body:** Why would toddlers in childcare experience more stress than older children?
- ▶ **The environment provided:** \*Feels loved \*Dependable routines \*Clear rules, expectations and limits \*Balanced day \*Empathy and understanding
- ▶ **Lack "Executive Functioning" skills:**

### Toddler (n.)

"Emotionally unstable pint-sized dictator with the uncanny ability to know exactly how far to push you towards utter insanity before reverting to a lovable creature."



### Toddlers Cannot

~~Stop or wait for very long  
Understand everything you say  
Use their words when upset  
Consider how their behavior's impacts others  
Anticipate the results of their actions~~

~~Control their impulses  
Express strong emotions "appropriately"  
Keep themselves safe  
"Share" something they desire strongly  
Be good friends~~

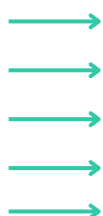
### ▶ Typical toddler development

**Challenge Exploration:** Choose one main challenge and brainstorm a list



Why is the child doing the behavior?

How can you prevent this behavior from occurring?

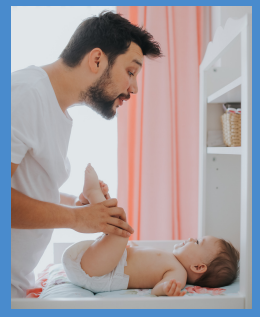


# Typical Toddler Challenges Link to Typical Development

## Toddler Development:

Event - Happening - Occurrence - Change - Stage

### 6-12 Months-Old

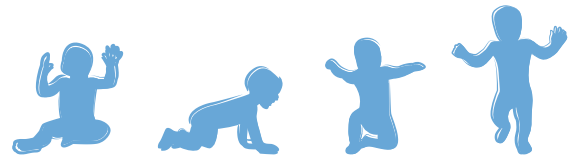


#### Starting to learn about object permanence - Can objects exist when I cannot see them?

- Separation anxiety – If toddler cannot see you, believes you have gone away
- Does not have concept of time so does not know when others will be back
- Cries and protests even when adult is just in the other room

#### Developing an awareness of self

- Shows more likes and dislikes
- May resist something they do not want to do
- Starts to fight diaper changes



### One-Years-Old



#### Driven "to do"

- Into everything
- Always busy and has trouble sitting still
- Fights being confined or being strapped into chair at table or car seat

#### "Little scientists" who must explore the world and test cause and effect

- Drops food on the floor
- Dumps things out and puts things in
- Pokes and prods others
- Repeats behaviors that gain a strong reaction from adults

#### Short attention span

- Switches frequently from one thing to another
- Demands things right now
- Resists sitting for long periods

#### Feels huge emotions but lacks understanding and experience to express "appropriately"

- Falls apart emotionally over little things
- Pushes, hits, bites, cries, or screams to communicate
- Throws things when frustrated or angry

### Two-Years-Old



#### Curious and impulsive

- Drive or impulse to do something is much stronger than the ability or desire to listen
- May run into the street or sneak out of bedroom at night
- Will not start or stop from doing something just because it's dangerous or someone else wants them to

#### Advancing awareness of self as separate from caregiver

- Strongly resists directions by others
- Insists on own way (often contrary to an adult's suggestion)
- May demand to be held one minute and then "do it myself!" or "Me do it!" the next

#### Physical development increased to new level of strength & balance)

- Seeks physical outlets and challenges such as getting on table/counter or jumping off the couch

## Other Words for Development

**Growth** - progress, advance, maturity, improvement

**Training** - education, advancement, expansion, enhancement



# Taming Those Terrific Toddlers: What can you do about it?!

## Developmental Need: Security



### 1) Be a "Secure Base"

- **Maintain emotional stability**
- **Be understanding and supportive**
  - Tune in to what is happening from the toddler's perspective
  - Help the child communicate
- **Use "toddlerease", switching to toddler's "native language"**
  - Use words emphasized with emotional expressions
  - Include gestures
  - Slightly mirror child's feelings
  - Repeat short phrases 5-10 times

### Let's try it!

#### A toddler cries when parent leaves:

"You miss your mom! Miss mom. Oh, you miss your mom! Miss her. Love mom."

#### Child does not want to give up a toy:

## Developmental Need: Affection

### 2) Catch the Toddler Being Good

- Give attention to the behavior you want
- "Feed the meter" - Increase connection time during daily routines
- Remain attentive to child's "little" signs of stress and meltdown so child does not need to escalate to be heard

## Developmental Need: Stimulation

### 3) Provide Novel and Interesting Experiences in Set Patterns



- **Make it interesting and fun!**
  - Use puppets
  - Keep a special bin for "those times"
  - Be musical

#### Hand-Washing Magic

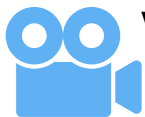
I'm going to wash that dirt right off of my hands  
I'm going to wash that dirt right off of my hands  
I'm going to wash that dirt right off of my hands  
And send it down the drain!

#### Come on over!

Come on over and clap your hands!...  
Come on over and turn around!...  
Come on over and stomp your feet!...  
Come on over and sit right down...

#### The Miracle Goodbye Song!

Goodbye friends, goodbye friends,  
goodbye friends, it's time to say goodbye!  
Goodbye Audrey (insert puppet kiss here)  
Goodbye Johnny  
Goodbye Maggie...  
It's time to say goodbye!



**Video analysis:** What is the adult doing? What is the result?

### \*What is one method you will use to get toddlers to follow your direction while you promote optimal development?



- Prevent the challenge by addressing the "why" behind the behavior
- Maintain emotional stability
- Use "Toddlerease"
- Give attention to the behavior you want
- Regularly "Feed the Meter"
- Remain attentive to little signs of meltdown
- Provide novel and interesting experiences
- Make it fun
  - Use puppets
  - Keep a special bin for "those times"
  - Be musical

