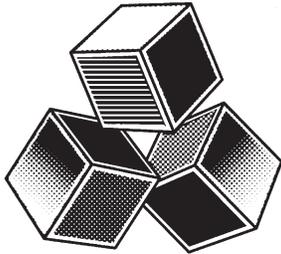


17 and 18  
Month Old



# PARENT EXPRESS

## A Guide for You and Your Child

### Dear Parent:

*Emotions are blossoming.*

You probably have noticed by now that your little one can show intense feelings. You may have seen him become suddenly excited, frustrated, happy, angry, or fearful.

You can help him understand his feelings by giving each of them a name. When a box won't open or a car won't roll, your little one may drop it or throw it in anger. Hold him and say calmly that you know it makes him angry when the toy won't work. These words show your toddler that you understand his anger. It also gives him a word that helps him understand his feelings. Show him how the toy works, substitute another toy, or just hold him gently. He will know you care about his feelings, and he will begin to learn to handle them.

### In This Issue

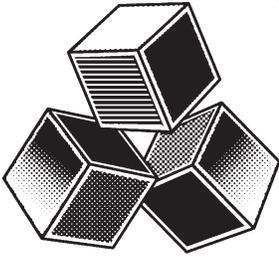
- ▶ Keep Exploring Safe for Your Toddler
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### Keep Exploring Safe for Your Toddler

Your child learns by exploring her world through her five senses: seeing, hearing, touching, tasting, and smelling. The more varied her sensory experiences are, the more her brain cell connections (called synapses) will grow and become strong. In this way, her brain makes meaning out of ideas.

Your child needs to be active as she investigates, so permit her to use her

newfound walking and climbing skills. But safety must be uppermost in your mind as she explores. She does not know what is dangerous, and she cannot always remember when you tell her no. She will put everything into her mouth and will try to reach everything she can see. She will crawl or climb onto, into, above, or below anything. It is up to you to think ahead for her, to understand that at any time she may suddenly do something that will put her in danger.



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*Children become spoiled when parents give in to unreasonable demands, fail to limit annoying behavior, or allow their children's minor needs to inconvenience others.*

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## **A Question about Spoiling Toddlers**

**How can I keep my daughter from being spoiled?**

Most of us think a spoiled child is one who expects always to get her own way, even at the expense of others. She is demanding, self-centered, and most unpleasant to be around.

We have said you cannot spoil a young baby by giving her care, comfort, and attention when she wants it. One-year-olds who have been well cared for generally are secure and trusting. Babies who have uncertain care during their first year may become fearful and more demanding.

During a child's second and third years, however, spoiling can happen if parents don't set limits or don't enforce limits consistently.

Children become spoiled when parents give in to unreasonable demands, fail to limit annoying behavior, or allow their children's minor needs to inconvenience others. When limits are clear and are enforced all the time, children learn how to succeed within these limits. This builds self-esteem.

Children need and want reasonable limits and rules. These should be rules your child can understand and follow. Don't be afraid your toddler will dislike you if you don't always give her what she wants. Let her know you love her but will not let her misbehave. Help her understand what the rules are, why they are needed, and what will happen if she does not follow them. Setting and enforcing limits shows your toddler that you will help her grow up safely, competently, and unspoiled.

## **When It Seems Everyone Is Against You**

Sometimes the other adults in your life seem to be criticizing you all the time. It's hard to be calm when someone is putting you down, but the way you respond can make a big difference. You can let them know that you accept what they say, but that you don't have to agree with them. By accepting, you're simply saying, "I hear you." Here are some accepting words you can use to give yourself a little breathing room and avoid arguments:

- ▶ So you think I...
- ▶ I'll think about what you said...
- ▶ I can see how you might feel that way...

If you don't argue, it's hard for others to keep putting you down.

## **Learning by Helping**

Children learn best when parents are willing to share simple tasks with them such as cooking, cleaning, and other household jobs.

When your child tries to help you, remember to look for ways you can make helping fun for both of you. That way, your child will enjoy helping and will want to help more. Children can learn to pour milk from a small pitcher by watching you. They can learn to sweep the floor, pick flowers, and hang up clothes.

Toddlers spend up to 20 percent of their time just watching, listening, and staring at you. They're learning to imitate the things you do. When you let your little person help you, you are giving him a chance to practice what he has learned. He will make mistakes,

of course, but don't scold him for them. Instead say, "That was a good try. Maybe it would work better if you did it this way." Take the time to help him succeed now, and later he will be able to do more things for himself and for you. This is time well spent for both of you.

## **Sharing Is Hard**

"Mine! Mine!" Do you hear that a lot from your little one? Sharing is a difficult thing to learn. We don't expect children to be able to share until they are about 3 years old, but you can begin to lay the foundation now.

How do you teach your child to share? Children probably learn best by having many good sharing experiences over a long period of time. You need to talk about what's Mommy's, and even what's Doggy's. It also helps to demonstrate sharing behavior. For example, if you've just cut an apple in half, you can say, "I have a red apple, and I will share my apple with you."

If there are other children in your home, your child may need to learn sharing more quickly. Be sure she has some things that are just for her that she does not have to share. She will need a lot of help from you to learn how to share. Be patient, and don't expect true sharing until your young one is older.

## **What It's Like to Be 17 and 18 Months Old**

### **How I Grow**

- ▶ I like to lug, tug, and drag things.
- ▶ I want my own way almost all the time.
- ▶ I can walk upstairs if you hold one hand.

- ▶ I like to run, but I fall or bump into things sometimes.
- ▶ I'm beginning to use one hand more than the other.
- ▶ When things don't go the way I want them to, I get angry.
- ▶ I'm learning to creep backwards downstairs.
- ▶ I like to grab anything I can reach.

## How I Talk

- ▶ I understand more words than I can say.
- ▶ I'm getting good at imitating words.
- ▶ I often have long, babbled conversations with myself.
- ▶ Sometimes I will do what you ask me to do.
- ▶ I try to sing, and I like to have you sing to me.
- ▶ Sometimes I can ask you for what I want, such as a cookie, by naming it.
- ▶ I can say about 10 words, but mostly I use the word *no*.
- ▶ I am beginning to understand the meaning of *now*.

## Play I Enjoy

- ▶ I like playing with nesting toys and stacking toys.
- ▶ I often run around without any particular plan.
- ▶ I enjoy pushing wheel toys, large toy boxes, and other such things around the floor.
- ▶ I may be able to string large colored wooden beads with help.
- ▶ I like blowing bubbles.
- ▶ I still don't play long with any one thing.

## What I Have Learned

- ▶ I can fit a round block into a round hole.
- ▶ I can point to one or two parts of my body if you name them.
- ▶ I can copy the simple lines you make on paper.
- ▶ I may be able to match circles and squares on a form board.
- ▶ I am beginning to remember where things belong.

- ▶ I can use a stick to get a toy.
- ▶ I can build a tower of two or three blocks.
- ▶ With your help, I can turn pages of a book.

## How I Get Along with Others

- ▶ I'm still mostly interested in myself.
- ▶ I may be grabby and greedy.
- ▶ Sometimes I'm stubborn and bossy, and sometimes I'm loving. In a few months I'll be calmer and friendlier.
- ▶ I may be afraid of some things such as thunder and lightning or large animals.
- ▶ I may have temper tantrums when I'm tired, angry, or frustrated.
- ▶ I still love to show off and get attention.

## What I Can Do for Myself

- ▶ I can help put toys away.
- ▶ I may be able to turn on some faucets.
- ▶ When I'm ready for bed, I may bring you my pillow or my favorite stuffed toy.

## Play Is Fun, Not Work

In each issue of *Parent Express*, we describe games you can play with your toddler for enjoyment and growth. These games will help him solve problems, understand the world, and learn the things he will need to know to succeed in school. Remember, these games should be fun for both you and your child. If you turn the games into work or contests, your toddler will not want to play them. He might become discouraged about learning new things or might feel like a failure. This will rob both you and your little one of the enjoyment and learning you can have together.

Play the game only when both you and your toddler want to play it. Stop the game before your child gets tired or bored. This may mean playing the game for only a few minutes. Don't criticize your child for mistakes or failures; do praise his efforts and successes.

Use your imagination to vary the games so that they are more fun; en-

courage your little one to do the same. Make the play challenging but not frustrating for your child.

Play and learning go together, especially for your toddler. Keep play light, creative, and fun.

## Games for Growing Sounds Things Make

### Purpose

This game helps your child pronounce difficult words and learn to connect objects with sounds.

### How to Play

- ▶ Sit together in any relaxed position.
- ▶ Imitate sounds for your child. Use your body to show action, such as when a jet goes zoom, a duck goes quack, a fire engine goes *ding-ding-ding*, a train goes *choo-choo-choo*, or a dog goes *wuuff-wuuff*.
- ▶ After each sound you make, ask the child "How does a jet go?" or "How does a dog go?"

You can use a model of the objects when you play this game, or you can use a picture book. A small book with stiff cardboard pages and simple bright pictures of familiar objects can be fun for both of you.

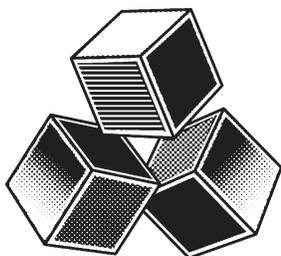
## It's Always in the Same Place

### Purpose

This game helps your child choose the can that a toy is under three times in a row so he can learn to use clues such as shapes and sizes to solve problems.

### How to Play

- ▶ Sit with your child at a table or on the floor.
- ▶ Tell your child to turn around and not to peek.
- ▶ Put a toy under one of three different-size tin cans.
- ▶ Ask your child to guess which can it is under.
- ▶ Change the position of the cans, but always put the toy under the same can.



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*In Kentucky, proof of all vaccinations is required for entry into licensed preschools, childcare centers, certified family childcare homes, and public or private elementary schools.*

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- ▶ When your child guesses the right can, say, "Good, let's try it a few more times to see if you know where the toy is always hidden."

When playing any game with your child, be flexible. Change the way you play it and encourage your child to change the game, too. Games should be fun for both of you. Games should also be safe. Be sure the cans have no sharp edges.

## Homemade Toys That Teach Toss Bags

### Purpose

This toy helps your child develop muscles and coordination.

### Materials

- ▶ Clean scraps of cloth or old adult socks
- ▶ Crumpled paper or short strips of cloth

### Making the Toy

Make the bag by sewing squares or other shapes out of cloth and by tying ends of adult socks. Fill each bag with crumpled paper or torn rags and sew up or tie the opening. For safety, double the bag's cover and make it at least as big as a tennis ball.

### Playing

Toss bags are fun to throw at targets, into wastebaskets, or to other people. You can tie a string to the bag and toss it a short distance from your child. Encourage your child to pick up the end of the string and pull the bag to him. He may enjoy pulling it after him all over the room. These active games are great for strengthening his muscles and coordinating his movements.

## Toddler Immunizations

Every child needs immunizations during infancy and early childhood. Some of these immunizations are given in the first six months of life with follow-up (booster) shots given during the toddler period. Other immunizations are not given until the child becomes a toddler. One toddler immunization protects against measles, mumps, and rubella (German measles). It is called the MMR shot. The first dose is given at 15 months; the second dose is given between ages 4 and 6.

The Varicella vaccine protects against chicken pox. One dose is recommended for children 12 to 15 months. People age 13 or older who have no history of chicken pox or who have not been previously immunized should receive two doses, given at least four weeks apart.

The fourth DTaP vaccination, which protects against diphtheria, lockjaw, and whooping cough, is given at 15 to 18 months. (The first three DTaP shots are given at 2, 4, and 6 months.)

The first three Hib shots are given at 2, 4, and 6 months. The fourth Hib vaccine is given between 12 to 15 months. It protects against Hib meningitis, an inflammation of the covering of the brain caused by Hib bacteria. This disease is commonly called spinal meningitis. It can cause brain damage and is believed to be one of the most common causes of mental retardation in young children who were normal at birth. The Hib bacteria are spread from person to person by sneezing, coughing, or touching the secretions and then touching their eyes, nose, or mouth.

The IPV, or inactivated polio vaccine, is routinely recommended for chil-

dren in the United States. All children should receive four doses of IPV: at 2 months, 4 months, between 6 and 18 months, and between ages 4 and 6.

The Hep B, or hepatitis B vaccine, is given at birth, between 1 and 2 and between 6 and 8 months.

The PCV, or heptavalent conjugate pneumococcal vaccine, protects against serious respiratory illnesses, including some forms of pneumonia. It is recommended for all children between 2 and 23 months. Doses are given at 2, 4, and 6 months and between 12 and 15 months.

The rotavirus vaccine protects against serious intestinal upset caused by rotavirus. This is an oral vaccine given at 2, 4, and 6 months.

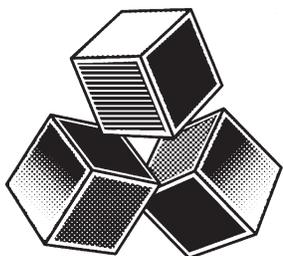
Keep a written record of your toddler's immunizations so that you can be sure she has the ones she needs. In Kentucky, proof of all vaccinations is required for entry into licensed preschools, childcare centers, certified family childcare homes, and public or private elementary schools.

The schedule below is current throughout the United States until December 2009. It may help you decide if your child is up-to-date on immunizations. Request the most recent immunization schedule from your healthcare provider or your county public health department. You can also access this information at the American Academy of Pediatrics Web site, <http://www.aap.org>. Requirements often change from year to year. To view the most recent vaccine schedule from the Centers for Disease Control and Prevention (CDC) Web site, go to <http://www.cdc.gov/vaccines/recs/schedules/child-schedule.htm#chgs>.

## Recommended Childhood Immunization Schedule in the United States

<b>Age</b>	<b>Immunization/Dose</b>
<b>Birth</b>	HepB (Hepatitis B virus vaccine)
<b>Birth to 2 months</b>	DTaP (diphtheria and tetanus [lockjaw] toxoids and acellular pertussis [whooping cough] vaccine)
	Hib ([Haemophilus influenzae type B] conjugate vaccine)
	IPV (inactivated polio virus vaccine)
	Hep B (second dose at least one month after first dose)
	PCV (pneumococcal vaccine)
	RV (rotavirus vaccine – first dose between 6-14 weeks; final dose by age 8 months)
<b>4 months</b>	DTaP
	Hib
	IPV
	PCV
	RV
<b>6 months</b>	DTaP
	Hib
	IPV (between 6 and 18 months)
	Hep B (third dose at least four months after first dose and at least two months after second dose, but not before age 6 months)
	PCV
	RV
<b>12-15 months</b>	DTaP (between 15-18 months)
	Hib
	PCV
	MMR
	IPV (between 6-18 months)
	(Varicella—chicken pox)
	HepA (2 doses)
	Influenza (yearly after 6 months of age)
<b>4-6 years</b>	DTaP
	IPV
	MMR
	Varicella
<b>11-12 years</b>	Tdap (Tetanus and diphtheria toxoids and acellular pertussis vaccine), then every 10 years
	MMR, HepB series, IPV series (catch-up doses)
	HPV
	MCV – meningococcal vaccine
<b>13 years or older</b>	Var (if not previously vaccinated, two doses given at least four weeks apart)

**Note:** Immunization schedule is current through December 2009.



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*Don't punish your child for eating too little or eating too much. If you do, your child will feel ashamed of his appetite and will begin to feel guilty about food*

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## It's Okay to Eat a Little or a Lot

"You have to eat everything on your plate." Is this something you were told as a child? No one wants to see food wasted, but it's unfair to ask your child to eat the same amount every day. Some days your child will be very hungry and will want more than you've put on his plate. Other days he will be less hungry and won't want as much. Only your child knows how hungry he is, so let him decide how much to eat. You should decide when he eats. Offer your child three meals and three snacks at consistent times each day.

Many parents worry that their toddler isn't eating enough, but most toddlers eat enough for growth and health. Growth is slower during the second year of life. Toddlers don't need to be bribed or rewarded to eat more.

Don't punish your child for eating too little or eating too much. If you do, your child will feel ashamed of his appetite and will begin to feel guilty about food. If there is food left on his plate, put it away for another meal or snack. If you find food is always left on his plate, you may be giving too much food and need to give less.

If your child asks for more of a certain food and you don't have any more of it, say you're sorry but there isn't any more. Then offer more of the food that still is left. It takes a lot of patience to help children of this age learn to eat well.

## Guidance Ideas

Those who study the development of young children generally agree that spanking and other physical punishment (shaking, pinching, or hitting) are not necessary for discipline and may be harmful to the child. Physical punishment, or the threat of it, is not likely to teach children to control themselves. In fact, it may teach them to be sneaky, aggressive, and fearful. It also can teach that hitting or hurting others is okay.

It also is harmful to punish a child by telling him you will leave him or stop loving him. Such threats can cause your toddler to feel he can't trust you or that he is not important to you. He may feel fearful and insecure, and he may be less willing to cooperate with you.

Here are some discipline ideas that work for many parents:

- ▶ **Catch your toddler being good and praise him.** Too often, parents forget to do this. Praise will encourage him to be good and will help him understand which of his actions you like. Don't let him think that you will pay attention to him only when he is being naughty.
- ▶ **Tell your toddler what he should do instead of what he should not do.** Say "Carry your coat this way," not "Don't drag your coat on the ground."
- ▶ **Plan ahead.** Before special visits and trips (visits to Grandma, to parties, or shopping), explain clearly to your toddler how you want him to behave.
- ▶ **Take toys along on trips to fight boredom and crankiness.** Keep surprise toys or snacks in your purse for hungry or fussy times.
- ▶ **Set things up to encourage good behavior.** Within reason, remove things you don't want your child to touch. Limit visits with other children if you expect squabbles. Be sure your little one gets enough rest to avoid fussiness.
- ▶ **Tell, don't ask.** If you want your child to act in a particular way, tell him what you want; don't ask him. If you need to take him to the doctor say, "Now we are going to the doctor," not "Do you want to go to the doctor now?" If it's time to put the toys away say, "Let's put the toys away now," not "Do you want to put the toys away?"
- ▶ **Help your child want to do what he needs to do.** If you want him to pick up his toys, make it a game that you play with him. If he resists bath time, tell him a story in the bath.
- ▶ **Offer alternatives.** When your little one is doing something you don't want him to do, suggest or substitute another activity that he might enjoy, such as "You can pour water into this basin, not onto the kitchen floor," or "You can throw the ball outside, not in the house."
- ▶ **Give choices.** Sometimes you can help your toddler exercise his growing independence and get cooperation at the same time by giving him a choice, such as "Will you put your toys away in the basket or in the box?" or "Are you going to wear your sweater or jacket when you go out to play?"

- ▶ **If you find yourself getting very angry at your child, take time out.** Put your toddler in a safe place and tell him you are upset and need to be quiet for a few minutes. Then go to another place and try to relax. After this, it will be easier for you to guide him calmly and sensitively. You will also be showing him an appropriate way to deal with negative emotions.

If you must discipline your child, have your little one spend a few minutes alone in his room and take time out. More about this later.

## Show Your Toddler She's Important to You

We feel better about ourselves if we think we are important to others. This especially is true of toddlers. They are forming opinions about themselves. Whether they feel loved, capable, and important depends on how they are treated by people who care for them.

Show your toddler you care about her and respect her. Let her know you love her just for being herself, not for what she does. Tell her you thought about her during the day while you were gone. Tell her that you like her smile, laugh, toes, and ears. Show her you're proud of all the things she is learning to do. Tell her how much you enjoy doing things with her.

Don't assume she knows all this just because you take care of her. Take the time to put your affection into words. Loving words that come from the heart can never be said too often.

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