

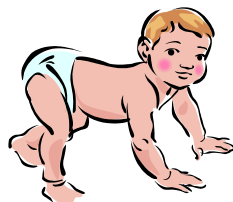
Eleven-Twelve Months



Oshkosh - 920-233-6630
Appleton - 920-831-1132
Menasha - 920-739-4226

TOUCHING...

SEEING....



...CRYING

...FEVER

DEVELOPMENTS:

This month your baby may...

- Walk with a wide-legged gait, but crawling will still be preferred.
- Get to a standing position from squatting and lowering herself to sit with ease.
- Become a competent "tool" user and hold a crayon to make marks.
- Push things like cars and balls.
- Give a toy to an adult upon request.
- Continue to show fear of unfamiliar people and objects.
- Show more affection and depend more on his own distinct personality.
- Want to feed herself without assistance.
- Cooperate in getting dressed.
- Use trial and error to solve problems.
- Turn into a very picky eater.
- Show negativism. Baby may resist certain foods or naptime.
- Use one hand more than the other: he may use a spoon, spilling often

ENCOURAGING ACTIVITIES

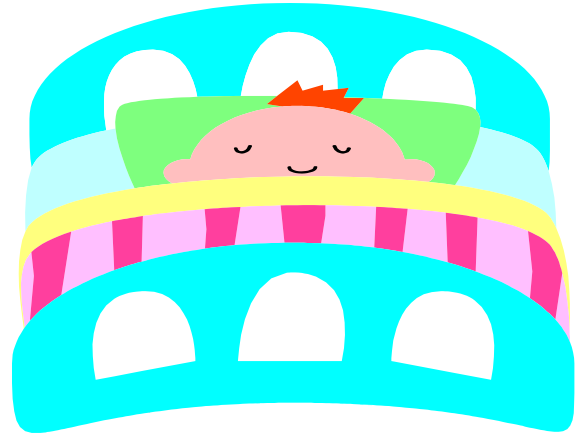
- Give baby crayons and some paper. Make sure to protect the surface of what she is coloring on with newspaper or a bigger sheet of paper. Scribble with bright colors.
- Roll a ball back and forth between you and your baby to teach social interaction and coordination.
- Provide building materials for baby (blocks, cups, or other stackable toys). He will enjoy building them up and knocking them down.
- While out for a walk, show baby sounds and smells and tell her where they are coming from. Later imitate the sounds to try to have her recall them.

BABY HINTS

- While eating out, if your child gets cranky, ask for a few packages of crackers. The wrapper itself may keep her busy.
- Ask the waitress to bring your toddler's dinner a few minutes before yours so you can cut meat, mash vegetables, etc. Then when your food comes, you can eat with a few less distractions.
- Wrap crayons with masking tape and there will be less chance of breakage.
- Never leave your child alone in a car.
- Do not encourage behavior that will have to be corrected later. For example, do not play with your child by jumping on the bed if this is something you do not want her to do later.

Is Your Toddler Ready for a Big Bed?

Q. My daughter is 16 months old and can easily climb out of her crib and does many times a night. I figure the crib is no longer doing it's job at this point, but she still seems too young for a big bed. How do you know when to put your toddler in a bed?



A. Generally, I advise switching from a crib to a regular bed at two to two and a half years. At this age, the child is usually tall enough to climb out of the crib even when the mattress is placed at it's lowest setting.

There is no way you can make your crib climb-proof, and in fact, I encourage you not to try. Making it difficult to climb out of crib when a child has the ability to do so only puts the child at risk for injury.

A. I agree that 16 months seems young to go to a regular bed, but if your daughter is easily climbing out of the crib, then you're right, it's no longer doing it's job. There aren't any specific milestones that a child needs to reach in order to go to a bed. Remember, the only reason you got the crib in the first place was to protect your baby from injury while sleeping. There isn't anything special about the crib once the baby gets older and can climb out. So, I suggest you switch to a regular bed.

A. Since your daughter is younger (although certainly quite mobile), I suggest you get a bed that is low to the ground. One way to do this is just put the box spring and mattress right on the floor. If you go with a regular bed frame that puts the mattress higher above the ground, I suggest you purchase a portable guard rail so that she doesn't fall out while sleeping.

Robert Steele, M.D.

Springfield, Missouri

Positive Discipline

Praise, Ignoring and Consistency

Praise

Praise is a word, a group of words, a gesture or a facial expression that makes another person feel pride, joy, and a general sense of well-being. Praise your child when you see him trying a task that you want him to repeat and become part of his behavior. You might praise sharing, thoughtfulness, respect for others, handling pets gently, remembering a task all by himself, or playing with other children cooperatively. Praise should be related to an event, and not necessarily the total character of the child.



Ignoring

Ignoring a child's behavior means not looking at or talking to the child. When an adult does this, the child is likely to stop whatever she is doing. You need to decide what behaviors you can tolerate but don't like. Such things as whining, asking silly questions, or interrupting might be ones to ignore. Once you decide to ignore a behavior don't talk to the child, don't look at the child, and praise the child when she begins doing something you like.



Consistency

Consistency is saying something or handling a situation in the same manner each time it occurs.

1. Set clear expectations.
2. Follow thru on what you say.
3. Wait for child to do what you have asked *before* going on to another expectation.
4. Decide what you want and how you will get results. Then carry out your method of obtaining results the same way each time.
5. Praise when the child does what you expect.

The consistency and respect you show your child will have a profound impact on your relationship now and into adolescence.

SUPERMARKET DISCIPLINE

You have to be adventurous to take your child grocery shopping, but sometimes you have no choice. One young mother takes her three-year-old and one-year-old most of the time. She says she thinks of it as a "sport." To expect a curious two-year-old to be a model of obedience in a supermarket that is set up to make adults act impulsively is unrealistic, but you can create the conditions that help him behave better. Try these sane shopping tips:

- Shop alone, or keep it short. Unless you are the rare parent who enjoys shopping with kids, whenever possible leave the children at home when you have a long shopping list. Get a babysitter or shop during hours when the other parent can watch the children. Running in for a few items can be a fun activity to do together with small children, but long trips exhaust everyone's patience.
- Plan ahead. Shop at the time of day when your child is on his best behavior (and you're in a good mood as well), usually in the morning. Be sure that your children are not hungry when they enter the store. Take a list that is well-organized according to where things are in the store.
- Contain the child. Use the seat in a shopping cart and remember the safety strap: it keeps kids from standing and climbing. Or you can use the new shopping carts that look like cars for your older children. You can shop, while their imaginations can help keep them occupied. Keep the assistant shopper busy. Make your child feel useful. Depending on the age, let your child help you shop. Even very young children can *recognize* the products you use regularly at home. She can help you look for the spaghetti or the oranges. Keeping her in her seat, let her pick the desired (unbreakable) items off the shelf.
- Talk about what you're doing. "First we'll get some lettuce for salad. Then some bananas. Who likes bananas? You do? Daddy does? What kind of crackers should we buy?" Shopping conversations can help your child to practice all kinds of thinking skills.

Information compiled from an article at askdrsears.com



SUPERMARKET DISCIPLINE CONTINUED

Here's how one mother handled a supermarket tantrum:

Our five-year-old, Jason, spilled his treat all over the supermarket store and pitched a fit: "I want more! Go back and buy me more!" His pleas escalated: "Will you buy me a toy?" "You 're mean." And finally, my current favorite, "You 're a spit!" We wheeled over to a quiet corner of the store and I tried to reason with him, but that was completely useless. What finally did break through to him was talking about how he felt. I said, "Boy, when things like that happen to me, I get really angry. It makes me want to kick something. "My "I understand how you feel" empathy caused Jason to click into a more rational mode and express his feelings: "I feel so angry about my snack that I want to throw this grocery cart out the window." "I am so upset that you won't buy me more that I want to throw all the groceries at you!" Then we began to laugh together, and within a few minutes we were able to have a reasonable dialogue and get back on the track of shopping. By the time we left the store the incident was completely forgotten. A few days later, Jason had to have a shot at the doctor's office. While waiting for his appointment, he got so worked up imagining how the shot would feel that he began crying. I replayed what worked in the supermarket and got Jason to express his feelings: "When the doctor gives me a shot, I want to give her a shot back! I want to take all the shots and put them outside so they can't give me one." By adult standards, these expressions would be ridiculous, yet by expressing these wishes, Jason felt he had some control over what was happening. He was choosing not to act on his feelings, while at the same time expressing how he felt. This gave all of us some relief.

Check-out counters are usually where most children's behavior disintegrates. At the check-out counter, let your child help you unload the items onto the counter, maybe counting or naming things. Keep him busy and involved in the homestretch. You can avoid battles over candy and gum by not introducing younger ones to these delightful little packages. Try keeping your cart out of reach of temptation while you unload. When it's right in front of you, zip the cart right past it into safer territory. You don't have to say "yes" every time he begs. He can save his own money, and you can discuss ahead of time if this will be a treat day. Don't be embarrassed or feel pressured if your child pitches a fit at the finish line. To expect to park a curious child between two rows of tempting delights and not have him want something is unrealistic. The store is counting on adults not being able to control themselves, so why should children? Just get through quickly and leave.

Information compiled from an article at askdrsears.com

Feeding Your One Year Old

Here are some suggestions regarding your child's changing eating habits.

What should your baby be eating?

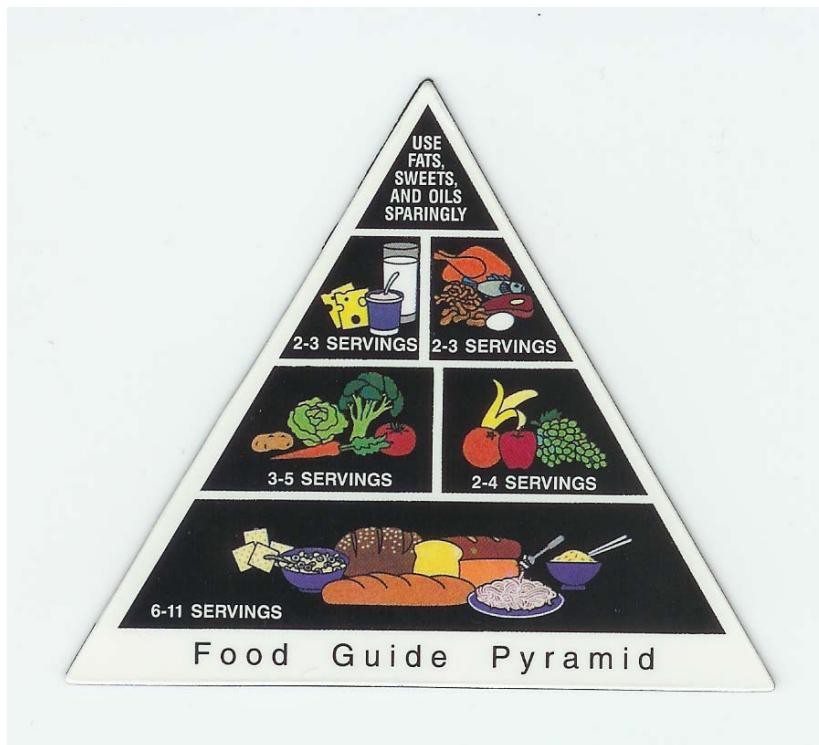
By the time your toddler reaches one year old, he or she may be eating a lot of the same foods that an adult diet consists of, although these meals should have as little salt, sugar, and excess fats as possible. As a parent, you should be referring to the food pyramid guide to ensure that your child is getting foods from each of the food groups. Typically, a toddler's serving is about one fourth of an adult's serving size.

Do not be concerned if you notice a drop in your toddler's diet. Between the ages of one and two years, your child's growth will slow down. This means that the amount of calories that he or she needs daily will also decrease. This is why small infants are breast or bottle fed every few hours, while your year old will be transitioning to three small meals (breakfast, lunch, and dinner) and one or two daily snacks. Each individual toddler is different. Follow his or her cues. If he or she is pushing the food away or seems disinterested, your toddler is finished. Offer your toddler small portions first and add more if he or she is still hungry.

It's common for a toddler to have a single food binge—which means he or she seems to only want to eat one type of food at every meal, like macaroni and cheese. Your child will eventually become tired of this favorite food and move on to more balanced meals. Be sure to keep an eye out for any food allergies your child may have—especially look out for allergic reactions to eggs, peanut products, dairy products, and citrus fruits.

Even though your toddler may begin to show more independence at mealtime, you still need to watch your child eat in case he or she chokes. Remember to avoid hard or round foods that your child can choke on. Try to stay away from offering your child hard candies, popcorn, peanuts, grapes, raisins, or other foods that children could choke on easily.





Bread, Cereal, Rice, and Pasta

- 1 serving =
- 1 slice of bread
- 1/2 cup cooked rice or pasta
- 1 ounce cold cereal
- 1/2 bagel
- 1/2 English muffin

Vegetables

- 1 serving =
- 1/2 cup chopped vegetables
- 1 cup raw leafy vegetables

Meat, Poultry, Fish, Beans, Eggs, and Nuts

- 1 serving =
- 2 to 3 ounces lean meat, poultry, or fish
- 1 egg, 2 Tbs. Peanut butter, or 1/2 cup

Fruit

- 1 serving =
- 1 medium sized piece of fruit
- 1/2 cup cooked or canned fruit
- 1/2 cup fruit juice

Milk, Yogurt, and Cheese

- 1 serving =
- 1 cup milk
- 1 cup yogurt
- 1 1/2 to 2 ounces cheese

Guidelines For Watching TV

Children in the U.S. view an average of 3-5 hours of television daily. Research indicates that television viewing may be linked to violent or aggressive behavior, obesity, poor academic performance, precocious sexuality, and the use of drugs or alcohol. Thus, it is important that parents help their children use television as a positive, creative force, and help them avoid television's negative influences.

1. **Time spent watching television:** When children spend 3-5 hours a day watching television, time for other activities is severely limited. Childhood is a period of growth and development, when children need to play, alone and with other children. Children need to read and talk with other children and adults.
2. **Violence on television:** A recent report from the National Institute of Mental Health indicates that television violence can be harmful to young children. Children can become frightened, worried or suspicious from watching violence on TV. Researchers have also found that children who watch many violent programs tend to be more aggressive than other children on the playground and in class. Parents also need to keep in mind that television often portrays sexual behavior and the use of alcohol or drugs in realistic or inviting terms.
3. **TV and learning:** Many recent studies indicate that excessive television viewing may have a detrimental effect on learning and school performance. The hours spent viewing television interfere with homework and limit the time available for other ways of learning.
4. **Commercials:** The average child sees more than 20,000 commercials a year. Advertisers spend roughly \$700 million annually to make sure that their sales pitches reach large numbers of children. The majority of food advertising is for heavily sugared products such as candy and pre-sweetened cereal. This emphasis can give children a distorted picture of how they ought to eat.

Guidelines For Parents

1. **Set limits:** Know how many hours of television your children watch. Don't be afraid to reduce the number of hours your children watch TV. Television is seductive, establishing good habits for your children is worth the effort. Television watching is often more habit than choice. Encourage alternative activities such as sports, games, chores, reading, conversation, or hobbies. You can help by joining your children in these activities.
2. **Plan which programs your child will watch:** Select programs that feature children in your child's age range. Try to balance action, comedy, fine arts, and sports. Don't reward or withhold television in order to punish. Such practices make television viewing seem even more important.
3. **Participate:** Watch with your children and talk about the programs. Follow up interesting programs with library books. By discussing the violence shown on TV parents can lessen its impact.

Fine Motor Development and Activities

At this time your baby may have a strong interest to explore different objects around your home using both their hands and their eyes. You can encourage them to do this by providing a safe place to roam. It is important for your child to pick up different objects and realize there are different textures, sizes, and shapes. Below are ways to help encourage this developmental stage.

Offer your baby a few crayons and a large piece of paper. Sit next to her with your own piece of paper making lines or scribbles she may be able to copy. At first your baby may try to put the crayons in her mouth or just scribble for a few seconds and want to move on to something else. Be patient and try again, offering her large pieces of paper and crayons every few days. This activity promotes hand and arm muscle control and hand-eye coordination. This activity may also promote self-esteem by giving your baby a sense of accomplishment.

While childproofing your kitchen, leave one lower cupboard open filled with Tupperware, plastic lids and containers, or wooden spoons. Show your baby that he can access this space and encourage him to open and close the cupboard, bang lids together, or make towers with similar objects.

In the bathtub offer your child different containers so she can fill them with water and pour it out again. Out of the bathtub you can also use sand, rice, or dried beans.

Several household objects can be used as learning tools. Save an empty coffee can. Make sure that there are no sharp edges and cover the can with wrapping paper or construction paper. Collect several lids and cut out different shapes in the lids such as a ball shape or a block shape. Encourage your baby to put the ball in the hole or the block in the square cut out.

Within the next few months, your baby may begin to stack objects. You can encourage this development by playing with stacking rings, showing him how to remove the rings and then stacking them on the base again. You can also use Mega Blocks (very large legos) and show him how to take them apart or put together. Let your baby play with these objects

Activities for Developing Fine Motor

Stringing Beads

1 year - 4 years (the more complex tasks for the older children)

What to use for stringing: You can use a thin wooden dowel or unsharpened pencil to practice stringing at first if your child has difficulty with string. Other objects you can use to string include plastic tubing, licorice, heavy corded string, shoelaces, yarn, and pipe cleaners (loop the ends so they are not sharp). Wrapping tape around the ends of the string or dipping the ends in glue and letting it dry are ways to make a stiff point, which is easier to push through a bead.

What to use for beads: It will be easier for your child to start with a thin bead with a large hole and then progress to thicker beads with smaller holes. Objects that work well include uncooked noodles, pieces of round cereal with holes in the middle, large washers, spools, shapes cut from sponges or sturdy cardboard, and commercial wooden beads.

Variation: As your child progresses with this activity, you can make some sewing cards out of greeting cards, calendar pictures, the front of a cereal box, or paper plates. Use a hole punch to make holes around the outer edge of the card (about an inch apart). Tape one end of the yarn for a "needle" and tie a knot in the other end.

Why is this good?

Eye-hand coordination; In-hand manipulation; Bilateral coordination (using 2 hands together); Pre-dressing skills (preparing for buttoning, zipping, and shoe-tying); Finger and hand strength and control; Cognitive development

Drop-Ins Welcome

12 - 18 months

Materials: Round container with a removable plastic lid such as a coffee can, powdered formula can, large margarine tub, or plastic ice cream container. Good items to drop-in include poker chips, metal juice lids or milk jug lids. Artist's knife or scissors. Stickers to decorate drop-in items (optional)

How? With an artist's knife or scissors, carefully cut a slot in the top of the lid (like a piggy bank). The size of the slot depends on the drop-in objects you will be using. Round objects are easier than square objects. You may need to outline the slot with a dark marker to make it more visible. If the child has trouble managing the drop-in and the slot, make the slot bigger. As the child gets more proficient with this toy, make another one for which she has to use strength to push the object into the container, rather than just drop it in.

Why is this good?

Eye-hand coordination (necessary for skills such as catching a ball or copying a design from a chalk board); In-hand manipulation (necessary for opening screw-top containers); Pre-dressing skills (preparing for buttoning and zipping); Pre-writing and scissor skills; Finger and hand strength and control; Cognitive development

Variation: Use ping-pong balls and cut an "x" in the can top rather than a slot. The child has to push the ball through, which requires more strength. Another variation is to use juice can lids, add stickers and turn into a simple matching game.

Activities & Games (9,10, and 11 months)

Muscle Control and Body Awareness

Baby basketball

This game improves your baby's coordination. Give her a beanbag, sock, or ball let her drop it or throw it into a laundry basket. Demonstrate by dropping the beanbag into the bucket yourself.

Going Barefoot

Let baby walk barefoot on different surfaces—sand, soft grass, a wooden deck, a cold tile floor—to increase his awareness of textures. If he shows a dislike for a strange surface, introduce different textures to him slowly by letting him sit on your lap while he dangles his feet onto the surface.



Stomach slide

Once baby learns to climb stairs, it is time to learn to climb back down safely. Teach your baby to slide gently down the stairs on her stomach, feet first. This activity is good for her coordination. Of course, continue to supervise her whenever she is on the stairs.

Crawling the Plank

Help your baby to improve his balance by letting him crawl—or, if he can, walk—the plank. Place a smooth board (an ironing board will do) flat on the floor with a toy or stuffed animal at one end. The board should be at least four feet long and six inches wide. While you stay nearby, encourage your little one to crawl along the board to get the toy.

Stroller Push

Let a baby who can walk push her own stroller. She will enjoy it, and it will improve her stability and balance. Teaching her the names of body parts will also develop her self-awareness.

Stay close to make sure the stroller does not roll too fast. If the child gets tired, she can always ride.

Hearing and Language

Where is...?

To reinforce and expand your child's understanding of words, point out objects, family members, or parts of your or his body to him, and repeat their names several times. Then ask, "where is Mommy's nose?" (Or ask him about his own nose or the cup or daddy.) If he does not point to it, show him where it is. Teaching him the names of body parts will also develop his self-awareness.

Story time

Although your baby cannot yet follow a story, she loves going through picture books with you. Encourage her to point out familiar objects, but do not be surprised if she has trouble at first recognizing something she knows in three-dimensional form. Keep repeating the names of new objects and animals as you point them out. This is very important: It teaches her to identify objects with names and helps foster a love for books.

"Hi" and "Bye"

With practice, your baby can learn these two words, probably among the first he speaks. Say "hi" and wave to him when you enter a room. When you leave, say "bye-bye" and wave again. Have other family members do the same. One day, near his first birthday, you may find your youngster waving back and saying "hi" or "bye-bye".



Activities & Games (9,10, and 11 months)

Vision and Perception

Stacking

Give your baby two or three large brightly colored blocks; she may try to stack or arrange them. She will begin to compare the blocks and will notice differences in their sizes and colors. If she does not stack them at first, make a three-block tower of your own to show her how. Many children will not stack objects at this age. So if your baby does not seem to understand, you should wait a month or so before encouraging the activity again. Let the youngster simply enjoy handling and moving the blocks in the meanwhile.



Unwrap it

One at a time, wrap up several toys of various sizes in tissue paper and let your baby unwrap them. Sometimes use a single layer of paper and sometimes several layers. Let him feel the textures of the paper and see how it unfolds. Do not use tape or ribbon.

Muffin pan puzzle

Most babies love to fit objects inside other objects, an exercise that incidentally helps their eye-hand coordination. You can make a good fitting-puzzle using a muffin tin and several tennis balls. Let your baby place the balls in the muffin compartments.

Tub toys

Another pastime that helps develop a baby's eye-hand coordination is playing with objects in the bathtub. Let him drop toys or balls that will float into a floating plastic container. For variation, add other objects such as a sponge or something heavy that sinks. Let him pour water in and out of a cup.

Emotional and Social

Introducing...

To help the baby feel comfortable meeting new people, you can make a game out of introductions. When somebody new enters the room, hold the child so she will feel secure. Shake hands with the visitor, then ask the visitor to hand your baby one of her toys. Later you can try to induce the baby to hand something to the visitor. You should let the child decide for herself when she is ready for others to touch her.

Roll-the-ball

This game develops a sense of teamwork and taking turns as well as muscular coordination. Sit with your legs outreached, feet touching the baby's feet, and roll a ball along the floor to him. Say, "Roll it back to me!" Once your child learns how this game works, try adding a gentle bounce.

Hugging

Now that your baby is becoming aware of expressing herself emotionally, encourage her to show affection toward her dolls and stuffed animals.

Pick up a favorite animal and hug it, kiss it or pat it. Then let your baby do the same. Make sure that you hug your child, too, as part of the game.



Family album

By this age, your child can handle his own family photo scrapbook, instead of making do with your showing him the pictures on the wall. Of course, the pictures must be extra, expendable prints. Place one large photo on each page. If he does not seem to recognize the person in the photo right away when he turns to a page, tell him who it is.