

# Inspiring Terrific Toddlers 1

## Why Do They Do That?

# Promoting Toddler Development to Reduce Frustrating Behaviors

**Course Objectives:**

- Describe at least two developmental needs
- Demonstrate responsive interaction strategies and supportive language to assist toddlers during emotionally difficult moments.
- Apply at least one evidence-informed strategy to support toddler co-regulation and promote positive engagement.

**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."



**1) Get to know toddlers' developmental stages to keep realistic expectations**

**2) Give toddlers what they need to thrive**

### Developmental Need: Affection

**"Feed the Meter" - Increasing connection time during daily routines**

### Developmental Need: Stimulation



**Provide novel and interesting experiences**

**Use songs to teach and co-regulate**

**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 Goodbye Song**

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

### Developmental Need: Security

**Be a "Secure Base"**



**Remain understanding and supportive**

**Use "toddlerese", switching to toddler's "native language"**

- Use words emphasized with emotional expressions
- Repeat short phrases 5-10 times
- Slightly mirror child's feelings
- Include gestures

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




**A toddler does not want to leave a toy:**

**3) Find joy in your life with toddlers - *You deserve joy!***

**What will you do to get toddlers to promote toddler development and reduce challenges?**

- Connect regularly by "Feeding the "meter"
- Provide novel and interesting experiences
- Use songs to co-regulate
- Be understanding and supportive
- Use "Toddlerese"
- Find joy by focusing on the postiive of toddlerhood
- What is one step you will take?



Early Childhood
Tips & Tools with
Raelene Ostberg, M.Ed.

**Together we thrive!**

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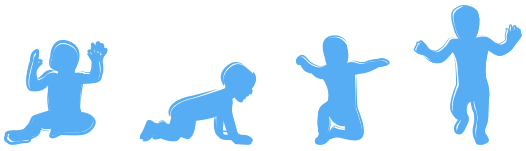


# Inspiring *Terrific* Toddlers

## Difficult Behaviors through a **Developmental Lens**

**Development:** Event Happening Occurrence Change

A **developmental stage** is a describable segment of growing up. These happen in dependable sequences. During each segment of time, the person is busy with age-appropriate tasks that help answer the all-important questions: *Who am I? Who am I in relation to others? How do I acquire the skills that I need?*



| | Development | Emerging Behaviors |
|---|---|---|
| **6–12 Months**  | • Starting to learn about object permanence. Learning that objects exist even when I cannot see them.<br>• Do not have a clear sense of time so doesn't know when others will be back.<br>• If the infant cannot see you, they believe you have gone away. | • Separation anxiety is heightened.<br>• Cries and protests even when adult is just in the other room.<br>• Shows more likes and dislikes.<br>• May resist something they do not want to do.<br>• Starts resisting diaper changes. |
| **One Year**  | • Driven to "do" things so constantly on the move.<br>• "Little scientists" who must explore and test the world.<br>• Short attention span and difficulty sitting still<br>• Feels huge emotions but lacks the skills and experience to express "appropriately."<br>• Present focused, thinking about right here and right now. | • Strong drive to explore *everything.*<br>• Switches frequently from one thing to another.<br>• Protests being confined or strapped in.<br>• Mouths, dumps, pokes, and prods things; Drops food on the floor.<br>• Repeats behaviors that gain a strong reaction.<br>• Hits, bites, cries, or screams to communicate.<br>• Demands things right now. |
| **Two Years**  | • Feels an increased range of strong emotions.<br>• Curious so the drive to explore and learn is insatiable.<br>• Experiences strong impulses with little ability to override them.<br>• Advancing awareness of self as separate from caregiver.<br>• Physical development increases to new level of strength & balance. | • Falls apart emotionally over little things.<br>• Difficulty stopping themselves: may run into street or sneak out of bedroom at night.<br>• Strongly resists directions by others.<br>• Insists on own way.<br>• May demand to be held one minute and then "do it myself!" or "me do it!" the next.<br>• Seeks physical outlets and challenges such as getting on table or jumping off the couch. |



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