

Growth & Development

Toddlers (1-3 Years)

Your child is advancing from infancy toward and into the preschool years. During this time, his or her physical growth and motor development will slow, but you can expect to see some tremendous intellectual, social, and emotional changes.

SOCIAL SKILLS

- Walks alone
- Pulls toys behind when walking
- Begins to run
- Stands on tiptoe
- Kicks a ball

SOCIAL SKILLS

- Imitates behavior of others
- Aware of herself as separate from others
- Enthusiastic about company of other children

COGNITIVE SKILLS

- Finds objects even when hidden 2 or 3 levels deep
- Sorts by shape and color
- Plays make-believe

Young Children Learn A Lot When They Play



Playing with others is important to a child's development. Life skills are learned when children play that can help them to make and keep friends. As a parent you can encourage your child to take part in healthy playtime by taking your child to a park to play with other children or by joining an organized play group. Aggressive behavior between children is normal, but as a parent and supervisor there are a number of steps you can take to

keep aggressive behavior to a minimum.

Playing With Others is Important Child's Work

- Support play by making your home a good place to play.
- Teach the skills needed to play well with others.
- Learning to play well with others is not a one-time lesson. It takes time and practice.
- Important life skills are learned when children play. These skills will help them make and keep friends.

When young children play with children close to their own age, they learn:

- How to cooperate
- When to lead and when to follow

- How to solve problems

Create Play Opportunities

Invite other children to your home or to play in the neighborhood park.

- The first visit needs to be short (about 1 hour) and is best with only one other child.
- Plan to end before everyone gets too tired.
- Know how to contact the other child's parent.

Go to another child's home.

- For the first visit, you may want to stay until you know your child is comfortable being there without you.
- Get to know the other child's parents. You might be able to help each other out!

Join an organized play group.

When playing without parents, children do best with a small number of children.

Find out with whom your child likes to play.

For children in child care, preschool, and play groups, invite a friend to your house or to the park.

Make Your Home a Great Place to Play

- Plan ahead. Avoid things like superhero dress-up clothes and toy guns that encourage aggressive play.
- Find out what your visitor enjoys. Ask your child what activities the friend enjoys. Playtime will be more fun, and this teaches your child to be thoughtful.
- Have enough items for everyone. If there aren't enough, suggest another activity.
- Your child's "favorite thing" does not need to be shared. Let your child put away a few things that are off limits.
- Make your home a safe place. Poisons need to be locked away. Homes without guns are the safest. But if there are guns, they need to be stored locked and unloaded; bullets need to be stored in another locked place.
- Do not overplan. Just set the stage with materials and ideas. Let the children use their creativity and imaginations!
- Help the children with some activities, like cutting out shapes for arts and crafts, and keep an eye on them at all times. For the most part, it is better if you only get involved when they need your help. Give them a chance to resolve differences on their own.

Teach Your Child to Be A Good Playmate

Before, during, and after your child plays with other children, talk about how to get along with others.

A) Set a few simple and very specific rules.

- "People are not for hitting."
- "We do not grab toys from other children."

Help your child express likes, dislikes, and desires with words. Review what to say.

- "I like to paint on the easel."

- “I do not like to...”
- “I want to be a firefighter.”

Show your child how to solve problems. Explain why something is not possible and offer other choices.

- “Tell Julie you don’t like to be pushed on the swing. Maybe you would both like to ride on the seesaw instead.”

Notice and praise the children for things that went well.

- “I really liked the way you remembered to take turns with the watering can.”
- “It was great to hear you using your polite words!”

B) Aggressive Behavior is Normal

Since it is hard for young children to understand someone else’s point of view, there will be some arguments. Young children react to the moment and may do things without thinking.

Aggressive behavior is often not meant to be hostile or to hurt others. In fact, young children frequently get upset when another child gets hurt while playing.

When something happens that is upsetting, talk with everyone. Help each child try to see the other child’s point of view. This way, children will learn how to avoid and deal with arguments.

If you are concerned about your child’s aggressive behavior, talk to your pediatrician.

Tips On Reducing Aggressive Behavior

Provide the right amount of space.

- A small number of children in a very large space, or a large number of children in a small space, tends to increase aggressive play. Have the right amount of space to avoid conflicts.

Plan how to respond in a positive way.

- It’s easier to guide children to good behavior instead of telling them what not to do. “I will be right here; come and tell me if you need my help.”

Redirect behaviors like pushing, hitting, or taking someone else’s toys to a more positive activity.

- Often, this means it’s time for a new activity. “We don’t grab toys; we share toys. It looks like you’re done with that truck for now. Here are some paper and markers for you.”

Teach children to use words to express feelings, desires, and needs.

- A child’s first reaction is usually “physical,” so this may be difficult to learn. With words, children learn how to solve their own problems. Teach your child to say something like, “I don’t like that. Grabbing my toy makes me mad. Please give it back.”

Assume a child does something for a good reason, even if the action is not nice.

- What looks aggressive, like grabbing toys from others, may be a child’s attempt to join in with others. Teach children to take turns rather than get mad at them for grabbing toys.

Pay attention to basic comfort and needs.

- Conflicts are more likely to happen when children are too hot, too cold, hungry, or tired!

1) Serving Sizes for Toddlers



A toddler's energy requirements are not very large. Growth slows after the rapid first year, so the intake does not need to be huge.

A) Here's a general guide for feeding your toddler:

- Each day, a child between ages 1 and 3 years needs about 40 calories for every inch of height. This means, for example, that a toddler who measures 32 inches should be taking in an average of about 1,300 calories a day, but the amount varies with each child's build and activity level.
- The child's serving size should be approximately one-quarter of an adult's.

B) Here's an average toddler-sized meal:

- One ounce of meat, or 2 to 3 tablespoons of beans
- One to 2 tablespoons of vegetable
- One to 2 tablespoons of fruit
- One-quarter SLICE OF ROTI/PARATHA OR HALF CUP RICE
- Breads and Cereals
- Meat/Protein Group

C) Selecting Snacks for Toddlers



With all the energy your toddler uses, his stomach can't hold enough to keep him from getting hungry between meals. Many children need a morning and afternoon snack, which should be timed so they won't interfere with lunch or dinner. Snacks should include a satisfying balance of healthful foods.

D) NUTRITIONAL ADVICE –



- Feeding lot of food only increases fat content of the body. To build muscle mass, kids must run, play, dance and exercise more. Encourage them to walk/run/cycle to school, do rope kipping.
- Indian food has more rice and wheat .We need to increase dals(legumes) and vegetables and local fruits.
- Nutrition monitoring bureau says majority of kids are malnourished .Weak kids get 25% less proteins,25% less carbohydrates or energy. But they get 90% less oil, needed to make hormones, vitamin D cell wall of all cells etc.
- Add a spoon of oil to each feed .Increase oil seed intake, especially soya beans, which have high oil and protein content. Soya beans should be roasted and made into a flour. Roasting will make the soya beans easy to digest. The flour can be added to every feed for nutritional benefits.
- WORLD HEALTH ORGANIZATION (WHO) says that in most developing countries like India most People are deficient in 5 micronutrients – iron, folic acid, B12, vitamin D and iodine. We have added iodine to salt.
- Increase your intake of iron by using iron vessels for cooking. Increase folic acid intake by eating more leafy vegetables .Increase vitamin D by sunlight.
- Milk has some B12.It is more in curds.

Nutritional Elements	Products which give nutrition	Their Importance
Proteins	Milk, Dairy Products, Wheat, Cereals, and Egg, Fish, Meat, Lentils	For growth and making muscles strong
Carbohydrates	Sugar, Potato, Milk, Banana, Grapes, Custard, Apple, Cereals	Provides energy to remain enthusiastic
Fats	Soya bean, Groundnut, Coconut,; Mustard Oil	Provides energy, helps in hormone productions
Vitamin A	Green Vegetables, Carrot, Mango, Papaya, Orange, Chiku, Ripped Banana, Najara, Egg Yolk	Clears the vision avoids night blindness
Vitamin B1, B2, B3, B6	Lentils, Cereals, Green Vegetables, Eggs, Fruits, Mushroom, Husk	Provides energy from food. Keep muscles and skin healthy

Iron, Folic Acid	Cereals, Lentils, Green Vegetables, Meat, Jaggery Dates	Provides pure blood. Prevents anemia.
Vitamin c	Orange, Lemon, Grapes, Sweet Lime, Guava	Absorbs iron, prevents scurvy, recovers wound fast, keeps skin healthy.
Vitamin D	Egg Yolk, Cod Liver Oil, Sunlight between 10 am to 1 pm	Absorbs calcium and phosphorous. Prevents bone osteoporosis
Calcium and Phosphorous	Milk, Dairy products, Tomato, Ragi, Carrot, Almond, Fenugreek Seeds	For healthy teeth and strong bones
Iodine	Milk, Egg, Fish, Sea Food	Prevent throid diseases
Zinc	Potato, Cereals, Groundnut, Milk, Meat, Egg	For growth and development, it is beneficial

E) Snacks to Avoid

Raw vegetables are mostly too difficult for toddlers to manage, and some—carrots, whole cherry tomatoes, whole green beans, celery—are a serious **choking** hazard for toddlers. But there’s no reason that a toddler shouldn’t enjoy well-cooked vegetables cut into manageable pieces. Big chunks of any food and glob-like spoonful of peanut butter are hazardous and should not be given to children younger than 4 years; the same advice is just as important for any types of nuts, peanuts, or popcorn because children aren’t able to grind food and reduce it to a consistency safe for swallowing. Chunks of peanut butter can stick to their palate and end up choking them.

1) Toilet Training



Toilet training is an uneven process, but it is an inevitable one in nearly every child’s life. By three to four years of age, most children have achieved daytime urine control and full bowel control (both day and night). The ability to stay dry through the night will follow a bit later, with most girls and more than 75 percent of boys fully mastering this ability by around age six.

Your child, too, will move more or less steadily from diapers to underwear, from potty to toilet, and from daytime to full-time management of his elimination processes. Many parents find, in fact, that once their child grasps the concept of one form of elimination, mastery in the other areas follows with greater ease (yet still on its own schedule). Soon your child will announce confidently in restaurants and airports that he needs to find a bathroom, will lead you by the hand to the restroom, and will confidently use a toilet he’s never seen before.

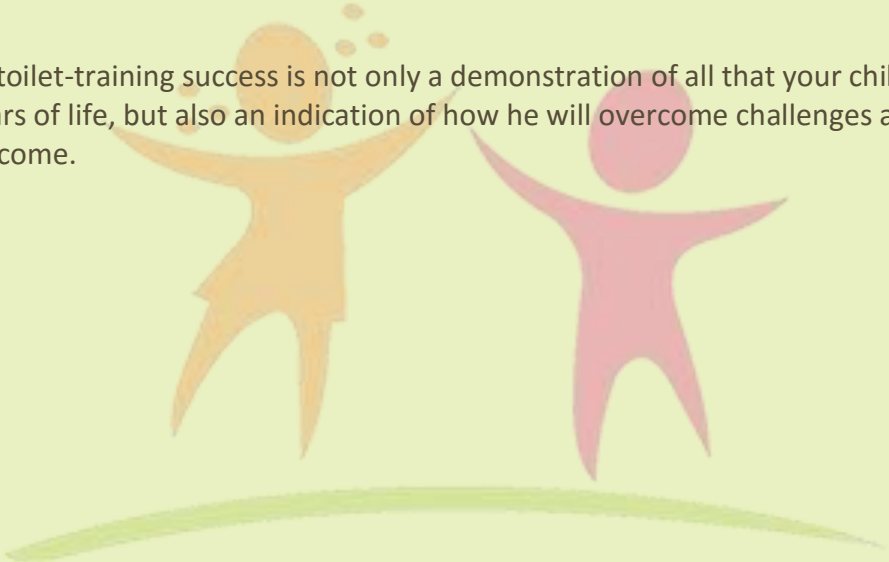
In the meantime, your continued support and sensitivity to his needs will encourage his progress. As he moves from a potty to the adult toilet at home, provide him with a stepstool if he needs it and a child-size toilet seat. (The age at which this transition occurs will depend on your child's interest, your needs, and environmental requirements such as the need to use adult-style toilets more frequently outside the home.)

When he needs to use the toilet away from home, accompany and assist him, making sure that he follows the same routine (wipe, flush, wash hands) he's learned at home. Consider bringing his potty or a child's toilet seat adapter along on trips, as well as a change of clothing. It may also help to allow your child to observe you using the toilet in these unfamiliar places, and talk to him about what a big boy he will be when he can do the same. Before he starts school, make sure he can pull his pants up and down properly.

Such efforts to support your child will increase his confidence in bathroom use, but they will do much more than that. They will let him know in many important ways how committed you are to helping him learn new skills and adjust to new challenges.

By allowing him to develop at his own rate, withholding criticism or judgment when he fails, and offering praise when he succeeds, you have shown him that he can set a goal for himself and achieve it. By continuing to teach him how to manage his personal functions the way big kids and adults do, you are helping him achieve his greatest goal—increased independence and self-mastery.

In many ways, toilet-training success is not only a demonstration of all that your child has learned in a few short years of life, but also an indication of how he will overcome challenges and meet goals in the years to come.



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