



Bright Futures Parent Handout 2 Year Visit

Here are some suggestions from Bright Futures experts that may be of value to your family.

ASSESSMENT OF LANGUAGE DEVELOPMENT

Your Talking Child

- Talk about and describe pictures in books and the things you see and hear together.
- Parent-child play, where the child leads, is the best way to help toddlers learn to talk.
- Read to your child every day.
- Your child may love hearing the same story over and over.
- Ask your child to point to things as you read.
- Stop a story to let your child make an animal sound or finish a part of the story.
- Use correct language; be a good model for your child.
- Talk slowly and remember that it may take a while for your child to respond.

TELEVISION VIEWING

Your Child and TV

- It is better for toddlers to play than watch TV.
- Limit TV to 1–2 hours or less each day.
- Watch TV together and discuss what you see and think.
- Be careful about the programs and advertising your young child sees.
- Do other activities with your child such as reading, playing games, and singing.
- Be active together as a family. Make sure your child is active at home, at child care, and with sitters.

SAFETY

Safety

- Be sure your child's car safety seat is correctly installed in the back seat of all vehicles.
- There should be no more than a finger's width of space between your child's collarbone and the harness strap.

SAFETY

- Everyone should wear a seat belt in the car. Do not start the vehicle until everyone is buckled up.
- Never leave your child alone in your home or yard, especially near cars, without a mature adult in charge.
- When backing out of the garage or driving in the driveway, have another adult hold your child a safe distance away so he is not run over.
- Keep your child away from moving machines, lawn mowers, streets, moving garage doors, and driveways.
- Have your child wear a good-fitting helmet on bikes and trikes.
- Never have a gun in the home. If you must have a gun, store it unloaded and locked with the ammunition locked separately from the gun.

TOILET TRAINING

Toilet Training

- Signs of being ready for toilet training
 - Dry for 2 hours
 - Knows if she is wet or dry
 - Can pull pants down and up
 - Wants to learn
 - Can tell you if she is going to have a bowel movement
- Plan for toilet breaks often. Children use the toilet as many as 10 times each day.
- Help your child wash her hands after toileting and diaper changes and before meals.
- Clean potty chairs after every use.
- Teach your child to cough or sneeze into her shoulder. Use a tissue to wipe her nose.
- Take the child to choose underwear when she feels ready to do so.

TEMPERAMENT AND BEHAVIOR

How Your Child Behaves

- Praise your child for behaving well.
- It is normal for your child to protest being away from you or meeting new people.
- Listen to your child and treat him with respect. Expect others to do as well.
- Play with your child each day, joining in things the child likes to do.
- Hug and hold your child often.
- Give your child choices between 2 good things in snacks, books, or toys.
- Help your child express his feelings and name them.
- Help your child play with other children, but do not expect sharing.
- Never make fun of the child's fears or allow others to scare your child.
- Watch how your child responds to new people or situations.

What to Expect at Your Child's 2½ Year Visit

We will talk about

- Your talking child
- Getting ready for preschool
- Family activities
- Home and car safety
- Getting along with other children

Next well visit at 3 years

Poison Help: 1-800-222-1222

Child safety seat inspection:
1-866-SEATCHECK; seatcheck.org

Please complete Autism Screen

Appointment Line and After Hours Provider:
410-293-2273

Sign up for Relay Health to e-mail
communicate with your provider at
www.RELAYHEALTH.com

Review your labs on TRICAREONLINE.COM



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Bright Futures Parent Handout

2½ Year Visit

Here are some suggestions from Bright Futures experts that may be of value to your family.

LANGUAGE PROMOTION AND COMMUNICATION

Learning to Talk and Communicate

- Limit TV and videos to no more than 1–2 hours each day.
- Be aware of what your child is watching on TV.
- Read books together every day. Reading aloud will help your child get ready for preschool. Take your child to the library and story times.
- Give your child extra time to answer questions.
- Listen to your child carefully and repeat what is said using correct grammar.

PRESCHOOL CONSIDERATIONS

Getting Ready for Preschool

- Make toilet-training easier.
 - Dress your child in clothing that can easily be removed.
 - Place your child on the toilet every 1–2 hours.
 - Praise your child when she is successful.
- Try to develop a potty routine.
- Create a relaxed environment by reading or singing on the potty.
- Think about preschool or Head Start for your child.
- Join a playgroup or make playdates.

FAMILY ROUTINES

Family Routines

- Get in the habit of reading at least once each day.
- Your child may ask to read the same book again and again.
- Visit zoos, museums, and other places that help your child learn.
- Enjoy meals together as a family.
- Have quiet pre-bedtime and bedtime routines.
- Be active together as a family.
- Your family should agree on how to best prepare for your growing child.
 - All family members should have the same rules.

SAFETY

Safety

- Be sure that the car safety seat is correctly installed in the back seat of all vehicles.
- Never leave your child alone inside or outside your home, especially near cars
- Limit time in the sun. Put a hat and sunscreen on the child before he goes outside.
- Teach your child to ask if it is OK to pet a dog or other animal before touching it.
- Be sure your child wears an approved safety helmet when riding trikes or in a seat on adult bikes.
- Watch your child around grills or open fires. Place a barrier around open fires, fire pits, or campfires. Put matches well out of sight and reach.
- Install smoke detectors on every level of your home and test monthly. It is best to use smoke detectors that use long-life batteries, but if you do not, change the batteries every year.
- Make an emergency fire escape plan.

SAFETY

Water Safety

- Watch your child constantly whenever he is near water including buckets, play pools, and the toilet. An adult should be within arm's reach at all times when your child is in or near water.
- Empty buckets, play pools, and tubs right after use.
- Check that pools have 4-sided fences with self-closing latches.

PROMOTING SOCIAL DEVELOPMENT

Getting Along With Others

- Give your child chances to play with other toddlers.
- Have 2 of her favorite toys or have friends buy the same toys to avoid battles.
- Give your child choices between 2 good things in snacks, books, or toys.
- Follow daily routines for eating, sleeping, and playing.

What to Expect at Your Child's 3 Year Visit

We will talk about

- Reading and talking
- Rules and good behavior
- Staying active as a family
- Safety inside and outside
- Playing with other children

Next well visit at 3 years

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Illustration by
Billy Nuñez, age 16

TEACHING GOOD BEHAVIOR: TIPS ON HOW TO DISCIPLINE

DISCIPLINE IS HOW PARENTS TEACH THEIR CHILDREN

- Praise success and good tries.
- Be clear and consistent about what you expect.
- Listening is important; let your child finish the story before helping to solve the problem.
- Praising your child for good behavior works most of the time, but you will still need to set limits.
- Sometimes a time-out is needed for either you or your child.

All children want to be good and please their parents, but they need to learn how. Young children view the world as “good and bad” or “right and wrong”—nothing in between.

Teach your child right from wrong with words and actions. Children need to know when they do something bad and when they do something good.

Praising your child will encourage good behavior and reduce bad behavior, but part of a parent’s job is to correct bad behavior.

TEACH ALL THE STEPS

What seems simple, like getting dressed in the morning, has many steps for children. If your child “can’t” or “won’t” do something, it may be that your child still needs to learn the steps.

Explain the steps one at a time and then offer praise.

For example,

1. “Please get your clothes. They are on the bed.”
2. “OK, now take off your pajamas.”
3. “Now, put on your shirt.”
4. “You look very nice today. You did a good job getting dressed.”

Take time to remind your child about each step rather than doing it yourself or getting upset. It will take longer at first, but it is well worth it! Learning new skills makes your child more confident.

CATCH YOUR CHILD BEING GOOD

Watch for good behavior like listening to you, being polite, and helping others. Praise good behavior as often as possible. You can even praise a good try!

- “Nice tower. Look how high you built it!”
- “Good sharing. I love it when you play so nicely with your sister.”

Your love and attention are what your child needs and wants. But sometimes children learn that the way to get attention is to misbehave. Teach your child that being good is the best way to get your attention. Praise with words, but remember that a hug or a smile is often just right!

Children love to help. A good way for your child to get your attention is by helping with chores like folding laundry, setting the table, or assisting with simple repairs. Smile and say, “Thanks for your help!”



Children think they are special, and they are! Self-respect is the first step toward learning how to respect others. Children who are loved feel that they are special and learn that other people are special too. It's okay to say,

- "You're a great helper!"
- "Good job!"

When children are doing something good, let them know it by saying, "I like it when you..."



CHILDREN NEED LIMITS

Nobody is perfect; that's why patience is needed. When your child needs to be corrected,

1. Name the bad behavior.
2. Tell your child that the behavior needs to stop.
"No hitting! That's not nice."

While children respond best to praise for good behavior, sometimes other types of discipline are needed.

TIME-OUT—Setting limits for 2- to 5-year-olds

When saying "no" is not enough, try using a time-out. It teaches your child that misbehaving is not a good way to get your attention and it stops the bad behavior. When the time-out is over, you and your child can start all over again.

Steps for giving a time-out are:

1. Warn your child: "If you don't stop, you'll have a time-out."
2. If your child misbehaves again, briefly explain the reason. For a 2-year-old, simply say, "No hitting."
3. Have your child go to a quiet place, like the corner of a room.
4. Start the timer—1 minute for each year of age.
 - 2 years old = 2 minutes
 - 3 years old = 3 minutes
 - 4 years old = 4 minutes
 - 5 years old = 5 minutes

If your child leaves the time-out area,

- Have your child go back.
- Restart the timer.
- Explain the need to "stay put" until it's over.

Other adults caring for your child (grandparents, baby-sitters, aunts, and uncles) also need to know how a time-out works.

Other Ideas

Time-outs can be used too much. Other ways to correct your child's behavior include:

- **Ignoring.** When your child is doing something that is not dangerous to get your attention, try ignoring the behavior.
- **Redirecting.** Sometimes children misbehave because they are bored or don't know any better. Find something else for your child to do.

Correcting a child's behavior can be hard. Talk with your pediatrician for more ideas.

SET CLEAR RULES

Help your child learn the rules by making them plain. "It's time for bed sweetheart. Please get in your bed now. Then we can read a story. I'm glad you got ready for bed so quickly. I love reading to you at night."

Children will almost always test a new rule for the first few days. Hold fast; say it again and again and your child will learn the new rule. Be consistent, even when it seems like a lot of trouble!

LISTEN TO YOUR CHILD

Children are learning and experiencing many new things every day, and they want to share them. Spend time every day playing and talking with your child. Talk about the good and fun parts of the day as well as any bad or tough times.

If your child had a hard time,

1. Listen to the whole story. Without judging or talking about how to behave, let your child finish telling the entire story.
2. Find positive parts of the story to praise.
3. Teach better ways of behaving and responding.

Questions you can ask at dinner or bedtime include:

- "Tell me about what you did today."
- "What was your favorite thing that happened today?"
- "Was there anything that was hard or that you needed help with today?"

WHEN YOUR CHILD MAKES YOU ANGRY

Sooner or later, all parents get frustrated. Remember that no matter how difficult your child can be, you are the most important person in your child's life.

If you feel out of control, first make sure your child is in a safe place, like a playpen, crib, or bedroom. Then take a "time-out" for yourself.

Do something that you find relaxing to help you calm down.

- Have a cup of tea or coffee.
- Listen to music.
- Call a friend or spouse.
- Read.
- Meditate.



Feeling stressed out is natural and it will pass. When you are feeling better, go back to your child, hug each other, and start over again.

If your child is old enough, you can simply say, "I got really mad when you wouldn't listen. I'm feeling better now. I love you."

When you raise your child with praise, you will both be happier. But it takes a lot of patience and time!

Connected Kids are Safe, Strong, and Secure

The information contained in this publication should not be used as a substitute for the medical care and advice of your pediatrician. There may be variations in treatment that your pediatrician may recommend based on individual facts and circumstances.

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Acetaminophen (Tylenol, Store Brand) Dosing Information

****Give every 4-6 hours, as needed, no more than 5 times in 24 hours****

Weight of Child	Infant Drops Old Concentration 80mg/0.8ml	Infant Oral Suspension: New Concentration 160mg/5ml	Children's Elixir 160mg/5ml	Children's Tablets 80mg =1 tablet	Junior Strength 160 mg = 1 tablet
6-11 lbs (2.7-5 kg)	0.4 ml	1 ml	1 ml		
12-17 lbs (5.5-7.7 kg)	0.8 ml	2.5ml	2.5 ml	1 tablet	
18-23 lbs (8.2-10.5 kg)	1.2 ml	3.75ml	3.75 ml	1 ½ tablets	
24-35 lbs (10.9-5.9 kg)	1.6 ml (2 droppers)	5 ml	5 ml	2 tablets	
36-47 lbs (16.4-21.4 kg)	2.4 ml (2.5 droppers)		7.5 ml	3 tablets	
48-59 lbs (21.8-26.8 kg)			10 ml	4 tablets	2 tablets
60-71 lbs (27.3-32.3 kg)			12.5 ml	5 tablets	2 ½ tablets
72-95 lbs (32.7-43.2 kg)			15 ml	6 tablets	3 tablets

Ibuprofen (Motrin, Advil, Store Brand) Dosing Information

****Give every 8 hours, as needed, no more than 4 times in 24 hours****

****NOT ADVISED FOR PATIENTS UNDER 6 MONTHS OF AGE ****

Weight of Child	Infant Drops 50mg/1.25ml	Children's Elixir 100mg/5ml	Children's Tablets 50mg/1 tablet	Junior Strength 100mg/1 tablet
Under 11 lbs (5kg)	*NOT ADVISED			
12-17lbs (5.5-7.7kg)	1.25 ml	2.5 ml		
18-23lbs (8.2-10.5kg)	1.875 ml	3.75 ml	1 tablet	
24-35 lbs (10.9-15.9 kg)	2.5 ml	5 ml	2 tablets	
36-47 lbs (16.4-21.4 kg)	-	7.5 ml	3 tablets	
48-59 lbs (21.8-26.8 kg)	-	10 ml	4 tablets	2 tablets
60-71 lbs (27.3-32.3 kg)	-	12.5 ml	5 tablets	2 ½ tablets
72-95 lbs (32.7-43.2 kg)	-	15 ml	6 tablets	3 tablets

Diphenhydramine (Benadryl, Generic, Store Brand) Dosing Information

****Give every 6 hours as needed, no more than 4 times in 24 hours****

Weight of Child	Liquid 12.5mg/5ml	Chewable 12.5mg/tablet	Capsule 25mg/capsule
13.2-15.3 lbs	3 ml	-	-
15.4-17.5 lbs	3.5 ml	-	-
17.6-19 lbs	4 ml	-	-
20-24 lbs	3.75 ml	-	-
25-37 lbs	5 ml	1 tablet	-
38-49 lbs	7.5 ml	1 ½ tablets	-
50-99 lbs	10 ml	2 tablets	1 capsule
100+ lbs	-	4 tablets	2 capsules

Name
Sponsor SSN
Phone Number

Date

Modified Checklist for Autism in Toddlers (M-CHAT)

The M-CHAT is designed to screen for Autism Spectrum Disorders in toddlers (i.e., over the age of 12 months, and ideally over the age of 18 months). A parent can complete the items independently. The M-CHAT does not allow a clinician to make a diagnosis of an Autism Spectrum Disorder, but is a very useful clinical tool that has excellent sensitivity and specificity. Positive results suggest a high risk for an Autism Spectrum Disorder, and may necessitate referral.

Please fill out the following about how your child **usually** is. Please try to answer every question. If the behavior is rare (e.g., you've seen it once or twice), please answer as if the child does not do it.

- | | | |
|---|-----|----|
| 1. Does your child enjoy being swung, bounced on your knee, etc.? | Yes | No |
| 2. Does your child take an interest in other children? | Yes | No |
| 3. Does your child like climbing on things, such as up stairs? | Yes | No |
| 4. Does your child enjoy playing peek-a-boo/hide-and-seek? | Yes | No |
| 5. Does your child ever pretend, for example, to talk on the phone or take care of a doll or pretend other things? | Yes | No |
| 6. Does your child ever use his index finger to point, to ask for something? | Yes | No |
| 7. Does your child ever use his/her index finger to point, to indicate interest in something? | Yes | No |
| 8. Can your child play properly with toys (e.g., cars or bricks) without just mouthing, fiddling, or dropping them? | Yes | No |
| 9. Does your child ever bring objects over to you (parent) to show you something? | Yes | No |
| 10. Does your child look you in the eye for more than a second or two? | Yes | No |
| 11. Does your child ever seem oversensitive to noise? (e.g., plugging ears) | Yes | No |
| 12. Does your child smile in response to your face or your smile? | Yes | No |
| 13. Does your child imitate you? (e.g., you make a face-will your child imitate it?) | Yes | No |
| 14. Does your child respond to his/her name when you call? | Yes | No |
| 15. If you point at a toy across the room, does your child look at it? | Yes | No |
| 16. Does your child walk? | Yes | No |
| 17. Does your child look at things you are looking at? | Yes | No |
| 18. Does your child make unusual finger movements near his/her face? | Yes | No |
| 19. Does your child try to attract your attention to his/her own activity? | Yes | No |
| 20. Have you ever wondered if your child is deaf? | Yes | No |
| 21. Does your child understand what people say? | Yes | No |
| 22. Does your child sometimes stare at nothing or wander with no purpose? | Yes | No |
| 23. Does your child look at your face to check your reaction when faced with something unfamiliar? | Yes | No |

Have you ever filled out this form for this child before? Yes No