



Trainee Edition

Nevada WIC Training

Toddler Behavior Guidebook



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What Will You Learn?

The Toddler Behavior Course and this associated guidebook are designed to provide you with basic information regarding toddler behaviors that you can use to assist caregivers with some of the most common challenges they encounter when caring for their toddlers, including food refusal, crying, tantrums, and sleeping patterns.

After completing the Toddler Behavior LMS Course and this associated guidebook, you will be able to:

- Describe some of the most common parental thoughts and beliefs of toddler behavior
- Explain the six big developmental changes of toddler behavior
- Assist caregivers in coping with challenging toddler behaviors
- Explain the difference between scripts and routines and assist caregivers in establishing and changing routines as necessary
- Explain the difference between crying and tantrums and be able to provide caregivers with ideas for managing both

Items Needed for This Course

- Pen or pencil
- Access to Toddler Behavior LMS Course
- Local Agency Referral List
- 6 Big Changes Handout (See Resources tab in Toddler Behavior LMS Course)
- Why Won't My Baby Eat Handout (See Resources tab in Toddler Behavior LMS Course)

Recommended Time

- Approximate time it takes to complete the Toddler Behavior Course: 90 minutes
- Approximate time it takes to complete the activities in this Toddler Behavior Guidebook and discuss with your trainer: One to two hours

Things to Remember

- This guidebook is yours to keep.
- You are encouraged to take notes, highlight, and write in this guidebook.
- As your trainer chooses, you may work in a group or as an individual.
- You are encouraged to ask your trainer for help, ask questions about the information in the Toddler Behavior course, or ask any questions about additional topics related to Toddler Behavior training.

Toddler Behavior Course Instructions

- Log onto <https://nvwic.instructure.com/login/canvas>
- Open and complete the Toddler Behavior LMS Course modules and the corresponding Toddler Behavior Activities in this guidebook.
- At your trainer's direction, complete the Toddler Behavior LMS Course and guidebook, either individually, with other trainees, or with your trainer.
- Complete the Toddler Behavior LMS Course Post-Test.
- Meet with your trainer at their direction to discuss each module of the Toddler Behavior LMS Course and the associated activities in this guidebook, either after each module or after all modules have been completed.

Module 1: Getting Started

MODULE 1 COMPETENCIES:

1. Trainees will be able to identify some of the most common problems experienced by caregivers of toddlers.

Module 1: Activity 1

Directions:

List some of the most challenging toddler behaviors that you believe the caregivers of toddlers commonly encounter:

Module 2: Caregiver Thoughts and Beliefs

MODULE 2 COMPETENCIES:

1. Trainees will be able to identify how some of the common caregiver thoughts and beliefs can explain how they care for their toddlers.
2. Trainees will be able to describe some of the potential consequences of common caregiver thoughts and beliefs.

Module 3: Six Big Developmental Changes

MODULE 3 COMPETENCIES:

1. Trainees will be able to identify the six big developmental changes from statements provided by caregivers.

Module 3: Activity 1

Directions:

Match each of the following scenarios with the corresponding six big developmental changes.

<p>___ You observe a mother putting her toddler in his car seat. He keeps trying to push his mother’s hands away in an attempt to buckle himself into the seat.</p>	<p>A. Practice Using Fingers</p>
<p>___ A father tells you that his toddler is eating the same foods, but lately has been eating a lot less in general.</p>	<p>B. Grow More Slowly</p>
<p>___ You observe a toddler pointing to a realistic-looking baby doll you have sitting on one of your shelves.</p>	<p>C. Practice Motor Skills</p>
<p>___ A father tells you that his son now requests certain songs to listen to in the car, and will sometimes scream when others are played.</p>	<p>D. Better at Remembering</p>
<p>___ You observe a toddler take a piece of pasta off of the fork his mother is offering, and eat it with his hands.</p>	<p>E. Ask for Help Learning</p>
<p>___ A mother tells you that she usually gives her daughter a bath before bed, so her daughter will cry whenever it’s getting too late, and she has to skip bath time and put her straight to bed.</p>	<p>F. Use Scripts to Predict</p>

Module 4: Helping Caregivers Cope with Challenging Toddler Behavior

MODULE 4 COMPETENCIES:

1. Trainees will be able to provide recommendations to help parents improve ineffective feeding practices.
2. Trainees will be able to offer alternative suggestions to address the food refusal of toddlers instead of referring to them as “picky eaters.”
3. Trainees will be able to explain the difference between scripts and routines.
4. Trainees will be able to describe the value in incorporating routines while caring for toddlers.

Module 4: Activity 1

Directions:

The Toddler Behavior LMS Course outlined many different ineffective feeding practices. Complete the table below by indicating what possible recommendation you might offer to resolve the corresponding ineffective feeding practice.

Ineffective Feeding Practice	Your Recommendation
Trick the toddler into eating more (e.g., cereal in the bottle)	
Have strict feeding schedules without snacks	
Only offer the toddler’s favorite foods in attempt to get the toddler to eat more	
Bribe the toddler to eat some foods (e.g., “Eat this and you can have dessert.”)	
Alter foods in unhealthy ways (e.g., covering vegetables in unhealthy sauces)	
Offer supplemental drinks in place of meals/snacks to a toddler without any medical conditions or weight concerns	
Use food to control behavior (e.g., offering cookies to keep child calm while in public)	
The toddler is given milk in a bottle at bedtime	

Module 5: Crying and Sleep Challenges and Solutions

MODULE 5 COMPETENCIES:

1. Trainees will be able to differentiate between crying, shorter tantrums, and longer tantrums.
2. Trainees will be able to provide recommendations for the creation of routines in specific scenarios.
3. Trainees will be able to provide caregivers ideas to assist them with the creation of routines.

Module 5: Activity 1

Directions:

For each of the following situations, indicate what toddler behavior is being displayed (crying, shorter tantrum, or longer tantrum), and what you believe would be the most appropriate response from the parent or caregiver.

1. Jose (23 months) took the bottle from his infant sister's hands, and his mother immediately took it from his hands and returned it to his sister. Jose started crying and stomping on the floor.

2. Janelle (15 months) walked to the park with her mother. Shortly after arriving, she went to explore the sand pit. After a minute of playing in the sand, she looked around, couldn't immediately locate her mother, and began crying.

3. Lucia (21 months) told her father that she would like to have pancakes for breakfast, and her father responded by telling her that he was preparing eggs and toast. Lucia started screaming that she wanted pancakes, and when her father didn't initially respond, she threw herself on the floor, started kicking the air, and hitting her head on the tile floor.

Module 5: Activity 2

Directions:
 Sometimes caregivers may not even realize that they would benefit from incorporating a routine. For each of the following scenarios, describe why you would recommend incorporating a routine, and what ideas you might offer the caregiver to help them develop a routine.

Current Scenario	Your Recommendation for Incorporating a Routine	Routine Ideas
<p>A father tells you that they don't have mealtimes and that they have their toddler, Eric, trained to eat from the "snack cabinet" anytime he gets hungry.</p>		
<p>A mother tells you she lets her toddler, Adrianna, go to bed whenever she wants. She says, "She cries a lot and gets pretty upset when she is getting tired. After a while, she usually just wears herself out and passes out somewhere. Then I'll just pick her up and put her in her crib."</p>		

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Module 6: Summary

MODULE 6 COMPETENCIES:

1. Trainees will be able to identify the six big developmental changes from statements provided by caregivers.
2. Trainees will be able to provide participants with explanations of each of the six big changes.
3. Trainees will be able to provide recommendations to resolving caregiver concerns using the three-step support process.

Module 6: Activity 1

The Toddler Behavior LMS Course outlines a three-step support process for helping caregivers struggling with their toddlers' behavior:

1. Show you hear her concern and explain what you understand about her toddler's behavior.
2. Answer their questions.
3. Brainstorm with participants to help them find some realistic options that will work for them.

Directions:

For each of the following caregiver concerns, identify which of the six big changes most likely explains the toddler's behavior. Write what you might say to explain the big change involved to the participant, and what recommendations you may offer, keeping the three-step support process in mind.

1. "It's been pretty frustrating trying to feed Tanisha lately. She just tries to pick up the food off the spoon I'm trying to feed her with the whole time. Whenever I skip the spoon and just put scoops of food on her plate and let her use her hands, it seems like way more food gets on the table or the floor than what actually makes it into her mouth."

2. "When we started regular foods with Carter at six months, it seemed like he would eat a lot of whatever we would offer: applesauce, yogurt, bananas, avocados, all that. But it seemed like the day he turned 10 months, he has become such a picky eater. He'll still eat the foods that we give him, but it seems like so much less than he used to eat before. Now we just don't know how to get him to eat more. Do you have any ideas?"

3. “Things are going pretty well, but I’m not getting as much sleep as I used to. Anthony used to be such a great sleeper, but now he keeps waking up a bunch at night. I try to rock him back to sleep, but it’s like he keeps crying and trying to wiggle out of my arms to get to the floor. I’ve even almost dropped him a couple of times. I’ve just been giving him a bottle to get him back to sleep, but sometimes it takes a while because he keeps crying. How can I get him to go back to sleeping through the night?”

4. “Leticia has really been a stinker when I’m trying to feed her lately. Like, she’s as happy as a clam at dinner as long as I’m giving her whatever foods she likes, but whenever we don’t give them to her, she just loses it. Lately I’ve just been giving her whatever she wants just because it’s so much easier.”

5. “I don’t know what the deal with Ashton is lately. It seems like whenever I’m eating something, he keeps pointing to it like he wants to eat it. I’ll sit him in his chair and give him some, but he just plays with it. So annoying. Have you heard of this before?”

6. “Oh my goodness. The last few nights for Aubrey have been ROUGH. Usually we all have family dinner, and then I give her a bath, but since my husband has been working later, I’ve been trying to give her a bath before dinner, and she is just not having it. By the time I’ve finished giving her a bath and I’ve gotten her ready for dinner, she’s a complete mess. She’s hardly eating anything so I’ve just been putting her to bed with a bottle of milk to calm her down and get her to sleep. Any ideas?”