

BRIGHT FUTURES HANDOUT ► PARENT

2 YEAR VISIT

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



✓ HOW YOUR FAMILY IS DOING

- Take time for yourself and your partner.
- Stay in touch with friends.
- Make time for family activities. Spend time with each child.
- Teach your child not to hit, bite, or hurt other people. Be a role model.
- If you feel unsafe in your home or have been hurt by someone, let us know. Hotlines and community resources can also provide confidential help.
- Don't smoke or use e-cigarettes. Keep your home and car smoke-free. Tobacco-free spaces keep children healthy.
- Don't use alcohol or drugs.
- Accept help from family and friends.
- If you are worried about your living or food situation, reach out for help. Community agencies and programs such as WIC and SNAP can provide information and assistance.

✓ TALKING AND YOUR CHILD

- Use clear, simple language with your child. Don't use baby talk.
- Talk slowly and remember that it may take a while for your child to respond. Your child should be able to follow simple instructions.
- Read to your child every day. Your child may love hearing the same story over and over.
- Talk about and describe pictures in books.
- Talk about the things you see and hear when you are together.
- 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.

✓ YOUR CHILD'S BEHAVIOR

- Praise your child when he does what you ask him to do.
- Listen to and respect your child. Expect others to as well.
- Help your child talk about his feelings.
- Watch how he responds to new people or situations.
- Read, talk, sing, and explore together. These activities are the best ways to help toddlers learn.
- Limit TV, tablet, or smartphone use to no more than 1 hour of high-quality programs each day.
 - It is better for toddlers to play than to watch TV.
 - Encourage your child to play for up to 60 minutes a day.
- Avoid TV during meals. Talk together instead.

✓ TOILET TRAINING

- Begin toilet training when your child is ready. Signs of being ready for toilet training include
 - Staying dry for 2 hours
 - Knowing if she is wet or dry
 - Can pull pants down and up
 - Wanting 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.
- Teach your child to wash her hands after using the toilet.
- Clean potty-chairs after every use.
- Take the child to choose underwear when she feels ready to do so.

2 YEAR VISIT—PARENT



SAFETY

- Make sure your child's car safety seat is rear facing until he reaches the highest weight or height allowed by the car safety seat's manufacturer. Once your child reaches these limits, it is time to switch the seat to the forward-facing position.
- Make sure the car safety seat is installed correctly in the back seat. The harness straps should be snug against your child's chest.
- Children watch what you do. Everyone should wear a lap and shoulder seat belt in the car.
- Never leave your child alone in your home or yard, especially near cars or machinery, without a responsible 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 in the path of your car.
- Have your child wear a helmet that fits properly when riding bikes and trikes.
- If it is necessary to keep a gun in your home, store it unloaded and locked with the ammunition locked separately.

WHAT TO EXPECT AT YOUR CHILD'S 2½ YEAR VISIT

We will talk about

- Creating family routines
- Supporting your talking child
- Getting along with other children
- Getting ready for preschool
- Keeping your child safe at home, outside, and in the car

Consistent with *Bright Futures: Guidelines for Health Supervision of Infants, Children, and Adolescents*, 4th Edition

For more information, go to <https://brightfutures.aap.org>.

American Academy of Pediatrics

DEDICATED TO THE HEALTH OF ALL CHILDREN®



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Building "Piece" of Mind

An introduction to Purposeful Parenting

Purposeful Parenting begins by thinking about the final result. What do parents want for their children? All parents want their adult children to be healthy, happy, and productive. They want them to be all that they can be. This is the long-term goal of parenting.

All children, including children with disabilities, are born with a desire to learn new skills. All children are driven to grow, to learn, to contribute, and to connect with others. But before they can learn new skills, think creatively, or be productive, their most basic needs must be met:

- bodily needs, like breathing, water, food, and sleep
- the need to feel safe
- the need to feel loved, accepted, and valued.

Meeting these basic needs allows children to be healthy and to learn. It helps them start to build self-esteem and a desire to be good at

whatever they do. Over time, they then begin to decide for themselves what it means to be healthy, happy, and successful.

Unmet needs, though, can cause stress. If it is brief and mild, stress can be positive and lead to growth and the learning new skills. However, too much stress can be toxic. This toxic stress can affect the basic growth and function of the brain. It can prevent children from becoming the healthy, happy and productive adults we hope they will be someday.

The six parts of Purposeful Parenting

By being Protective, Personal, Progressive, Positive, Playful, and Purposeful, parents and caregivers can decrease toxic stress. Decreasing toxic stress releases that in-born drive to grow, to learn, to contribute, and to connect with others. Purposeful Parenting helps children to be all that they can be.

Protective

- Prevent toxic stress by always meeting the child's basic needs.
- Be sure that the child has enough food, water, shelter, and sleep.
- Be sure that the child feels safe and always knows that someone they trust is there to care for them.
- Avoid being too protective. Don't "hover"! Over time, children must begin to feel capable and safe on their own.

Personal

- Show love and acceptance. Strong personal relationships decrease toxic stress.
- Be kind and gentle. Being mean, harsh, or violent may hurt the relationship and create toxic stress.
- Avoid calling the child names like bad or good, dumb or smart, mean or nice. However, naming emotions and behaviors may help your child to learn ("You look



mad" or "Hitting is not helpful"). You may not like the emotion or behavior, but always love the child unconditionally.

- Match your teaching to the child's personal needs, strengths, and way of learning.
- Teach children helpful behaviors ("The next time you are mad, try using your words"). Avoid just saying "stop it" or "no!"

Progressive

- Infants and children are always changing. Discipline and parenting skills need to change, too.
- Learn about child development. Knowing "what to expect" reduces frustration and stress for both you and your child.
- Notice and support the new skills your child is learning and practicing ("Thanks for using your words" or "Good job sharing").
- Remember: It is much easier to teach the behavior we want than to control unwanted behavior!

Be Positive...

- In regard. Love the child if not the behavior. Avoid punishments like spanking. They may actually increase stress because they turn parents into threats (the parents are no longer being "protective").

Spankings may also damage the relationship (the parents are no longer being "personal"). Physical punishments also become less effective over time and teach children that adults react to strong emotions with violence.

- In outlook. Optimism reduces stress and builds confidence. Say things like "I know you can do better the next time."
- In reward. Catch your child "being good" to nurture new behavior. Reward the child's efforts.

Playful

- Be playful. Play time is a chance to practice new skills and helps learning. Reading together is a good example. Try to read with your child for at least 20 minutes each day.
- Be involved. Finding the time to play can be hard, but it strengthens the relationship with your child.
- Be a follower, at least some of the time. Allow your child to be creative and to lead your play together.

Purposeful

- Being protective, personal, progressive, positive and playful is not always easy. When parents are having a hard time meeting their own need for food, sleep, shelter,

confidence, or connection with others, they may be less responsive to the needs of their children. Parents must therefore be "purposeful:" to be mindful of their child's needs and to be intentional in their attempts to meet those needs, even when the going gets tough.

- Think again about the long-term goals or purpose of parenting. Nurture the basic skills that children need to be successful. These include:
 - language
 - social skills
 - self-control (also known as emotional regulation)
- Remember that the word discipline means "to teach." Punishments and other attempts "to teach" children what NOT to do are much harder than modeling, noting, and encouraging all of the behaviors that we want!
- Find out the "purpose" of your child's behaviors. Many times, repeated behaviors help a child meet a basic need. For example, crying may be the child's way of saying "I'm tired," "I'm scared," "I want some attention," "I need to prove that I can do this," or "I have an idea or plan." Once you've figured out the "purpose" of a behavior, help your child to learn new skills to meet these needs.

Television and the Family



Family is the most important influence in a child's life, but television is not far behind. Television can inform, entertain, and teach us. However, some of what TV teaches may not be what you want your child to learn. TV programs and commercials often show violence, alcohol or drug use, and sexual content that are not suitable for children or teenagers. Studies show that TV viewing may lead to more aggressive behavior, less physical activity, altered body image, and increased use of drugs and alcohol. By knowing how television affects your children and by setting limits, you can help make your child's TV-watching experience less harmful, but still enjoyable.

How TV affects your child

There are many ways that television affects your child's life. When your child sits down to watch TV, consider the following:

Time

Children in the United States watch about 4 hours of TV every day. Watching movies on tape or DVD and playing video games only adds to time spent in front of the TV screen. It may be tempting to use television, movies, and video games to keep your child busy, but your child needs to spend as much time exploring and learning as possible. Playing, reading, and spending time with friends and family are much healthier than sitting in front of a TV screen.

Nutrition

Studies show that children who watch too much television are more likely to be overweight. They do not spend as much time running, jumping, and getting the exercise they need. They often snack while watching TV. They also see many commercials for unhealthy foods, such as candy, snacks, sugary cereals, and drinks. Commercials almost never give information about the foods children should eat to keep healthy. As a result, children may persuade their parents to buy unhealthy foods.

Violence

If your child watches 3 to 4 hours of noneducational TV per day, he will have seen about 8,000 murders on TV by the time he finishes grade school. Children who see violence on television may not understand that real violence hurts and kills people. They become numb to violence. If the "good guys" use violence, children may learn that it is okay to use force to solve problems. Studies show that even children's cartoons contain a significant amount of violence.

Research also shows a very strong link between exposure to violent TV and violent and aggressive behavior in children and teenagers. Watching a lot of violence on television can lead to hostility, fear, anxiety, depression, nightmares, sleep disturbances, and post-traumatic stress disorder. It is best not to let your child watch violent programs and cartoons.

A word about...TV for toddlers

Children of all ages are constantly learning new things. The first 2 years of life are especially important in the growth and development of your child's brain. During this time, children need good, positive interaction with other children and adults to develop good language and social skills. Learning to talk and play with others is far more important than watching television.

Until more research is done about the effects of TV on very young children, the American Academy of Pediatrics (AAP) does not recommend television for children younger than 2 years of age. For older children, the AAP recommends no more than 1 to 2 hours per day of quality screen time.

Sex

Television exposes children to adult behaviors, like sex. But it usually does not show the risks and results of sexual activity. On TV, sexual activity is shown as normal, fun, exciting, and without consequences. In commercials, sex is often used to sell products and services. Your child may copy what she sees on TV to feel more grown up.

Alcohol, tobacco, and other drugs

Young people today are surrounded by messages that say drinking alcohol and smoking cigarettes or cigars are normal activities. These messages do not say that alcohol and tobacco harm people and may lead to death. Beer and wine are some of the most advertised products on television. TV programs and commercials often show people who drink and smoke as healthy, energetic, sexy, and successful. It is up to you to teach your child the truth about the dangers of alcohol, tobacco, and other drugs.

Commercials

The average child sees more than 40,000 commercials each year. Commercials are quick, fast-paced, and entertaining. After seeing the same commercials over and over, your child can easily remember a song, slogan, or catchy phrase. Commercials try to convince your child that having a certain toy or eating a certain food will make him happy or popular. Older children can begin to understand how ads use pictures, music, and sound to entertain. Kids need to know that ads try to convince people to buy things they may not need.

Learning

Television affects how your child learns. High-quality, nonviolent children's shows can have a positive effect on learning. Studies show that preschool children who watch educational TV programs do better on reading and math tests than children who do not watch those programs. When used carefully, television can be a positive tool to help your child learn.

10 things parents can do

As a parent, there are many ways you can help your child develop positive viewing habits. The following tips may help:

1. Set limits

Limit your child's use of TV, movies, and video and computer games to no more than 1 or 2 hours per day. Do not let your child watch TV while doing homework. Do not put a television in your child's bedroom.

2. Plan your child's viewing

Instead of flipping through channels, use a program guide and the TV ratings to help you and your child choose shows. Turn the TV on to watch the program you chose and turn it off when the program is over.

3. Watch TV with your child

Whenever possible, watch TV with your child and talk about what you see. If your child is very young, she may not be able to tell the difference between a show, a commercial, a cartoon, or real life. Explain that characters on TV are make-believe and not real.

Some "reality-based" programs may appear to be "real," but most of these shows focus on stories that will attract as many viewers as possible. Much of their content is not appropriate for children. News broadcasts also contain violent or other inappropriate material. If your schedule prevents you from watching TV with your child, talk to her later about what she watched. Better yet, record the programs so that you can watch them *with* your child at a later time.

4. Find the right message

Even a poor program can turn out to be a learning experience if you help your child find the right message. Some television programs may portray people as stereotypes. Talk with your child about the real-life roles of women, the elderly, and people of other races that may not be shown on television. Discuss ways that people are different and ways that we are the same. Help your child learn tolerance for others. Remember, if you do not agree with certain subject matter, you can either turn off the TV or explain why you object.

5. Help your child resist commercials

Do not expect your child to be able to resist ads for toys, candy, snacks, cereal, drinks, or new TV programs without your help. When your child asks for products advertised on TV, explain that the purpose of commercials is to make people want things they may not need. Limit the number of commercials your child sees by watching public television stations (PBS). You can also record programs and leave out the commercials or buy or rent children's videos or DVDs.

6. Look for quality children's videos and DVDs

There are many quality videos and DVDs available for children that you can buy or rent. Check reviews before buying or renting programs or movies. Information is available in books, newspapers, and magazines, as well as on the Internet.

7. Give other options

Watching TV can become a habit for your child. Help your child find other things to do with his time, such as playing; reading; learning a hobby, a sport, an instrument, or an art; or spending time with family, friends, or neighbors.

TV Parental Guidelines and the v-chip

In 1996, Congress passed a law that helps parents control what their children watch on television. The law called for a rating system to be developed. The ratings, known as the TV Parental Guidelines, help parents know which programs contain sex and violence. Parents can use a computer device in their televisions called the v-chip to block programs according to these ratings. The law requires all new television sets with screens 13" or larger that were made in the United States after January 1, 2000, to have the v-chip.

The ratings apply to all TV programs except news and sports. They appear for 15 seconds at the start of a program. When the rating appears on the screen, an electronic signal sends the rating to the v-chip in your television set.

The ratings are as follows:

TV-Y For all children

TV-Y7 For children age 7 and older. The program may contain mild violence that could frighten children younger than age 7.

TV-Y7-FV For children age 7 and older. The program contains fantasy violence that is glorified and used as an acceptable, effective way to solve a problem. It is more intense than TV-Y7.

TV-G For general audience. Most parents would find this program suitable for all ages. There is little or no violence, no strong language, and little or no sexual content.

TV-PG Parental guidance is suggested. Parents may find some material unsuitable for younger children. It may contain moderate violence, some sexual content, or strong language.

TV-14 Parents are strongly cautioned. The program contains some material that many parents would find unsuitable for children younger than age 14. It contains intense violence, sexual content, or strong language.

TV-MA For mature audience. The program may not be suitable for children younger than age 17. It contains graphic violence, explicit sexual activity, or crude language.

Additional letters may be added to the ratings to indicate violence (V), sexual content (S), strong language (L), or suggestive dialogue (D).

This ratings system was created to help parents choose programs that are suitable for children, even without the use of the v-chip. The ratings are usually included in local TV listings. Before watching, check your local TV listings to find out if a program contains violence, sexual content, or strong language. Remember that ratings are not used for news programs, which may not be suitable for young children. Also, TVs with screens smaller than 13" will not have the v-chip.

More information is available at the following Web sites:

- www.fcc.gov/vchip
- www.vchippeducation.org

8. Set a good example

You are the most important role model in your child's life. Limiting your own TV viewing and choosing programs carefully will help your child do the same.

The Children's Television Act of 1990

The Children's Television Act ensures that TV stations pay attention to the needs of children from age 2 to 16. Under this law, stations must air at least 3 hours of educational and informational shows for children each week. They must also limit advertising during children's shows to 12 minutes per hour on weekdays and 10.5 minutes per hour on week-ends. Stations that do not follow the law risk losing their license.

Keep tabs on TV stations in your community. TV stations file quarterly Children's Television Programming Reports with the Federal Communications Commission (FCC). You can access these reports on the FCC's Web site at svartifoss2.fcc.gov/prod/kidvid/prod/kidvid.htm

You can also file complaints with the FCC. More information is available at

Federal Communications Commission

Consumer Information Bureau

Consumer Complaints

445 12th St SW

Washington, DC 20554

Phone: 888/225-5322 (toll-free)

Fax: 202/418-0232

www.fcc.gov/cib

Toppling TVs pose a hazard

Newer televisions with larger, heavier screens in smaller casings can present a danger to toddlers. Small children are being seriously injured and, in some cases, killed when these front-heavy models fall on them. More than 2,000 children end up in the emergency room each year due to injuries from falling televisions, according to the US Consumer Product Safety Commission.

The following safety tips can be used to prevent such injuries:

- Place your television set on low furniture that is the proper size and is designed to support your TV model.
- Use braces or anchors to secure televisions and supporting furniture to the wall.
- Do not place remote controls, videos, or other objects that children might try to reach on top of the television.
- Do not allow children to play with or climb on the television set.

You can also help by encouraging manufacturers to design models that are more stable and to provide methods for tethering TVs to the wall.

- **The parent organization at your child's school.**

- **Parents of your child's friends and classmates** can also be helpful. Talk with other parents and agree to enforce similar rules about TV viewing.

When used properly, television can inform, educate, and entertain you and your family. By taking an active role in your child's viewing, you can help make watching TV a positive and healthy experience.

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From your doctor



9. Express your views

When you like or do not like something you see on television, make yourself heard. Write to the TV station, network, or the program's sponsor. Stations, networks, and sponsors pay attention to letters from the public. If you think a commercial is misleading, write down the product name, channel, and time you saw the commercial and describe your concerns. Call your local Better Business Bureau if the commercial is for a local business or product. For national advertising, send the information to

Children's Advertising Review Unit
Council of Better Business Bureau
845 Third Ave
New York, NY 10022

Encourage publishers of TV guides to print ratings and feature articles about shows that are educational for children.

10. Get more information

The following people and places can provide you with more information about the proper role of TV in your child's life:

- **Your pediatrician** may have information about TV or can help you get it through the AAP. Ask for the AAP brochures *Understanding the Impact of Media on Children and Teens* and *The Ratings Game: Choosing Your Child's Entertainment*. Information from the AAP is also available on the Internet at www.aap.org and www.medem.com.
- **Public service groups** publish newsletters that review programs and give tips on how to make TV a positive experience for you and your child.

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American Academy of Pediatrics
PO Box 747
Elk Grove Village, IL 60009-0747
Web site — <http://www.aap.org>

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YOUR CHILD'S TEETH

2 YEARS – 6 YEARS OF AGE

■ PREVENTIVE DENTAL CARE PHILOSOPHY:

- Regular dental visits are essential to keeping a healthy smile.
- During these visits, the dentist checks the child's mouth for tooth decay and growth patterns that may pose a problem in the future.
- Professional dental services, such as regular cleanings, fluoride treatments and sealants that prevent tooth decay, can save money and reduce the need for further dental treatment.

■ CLEANING YOUR CHILD'S TEETH:

- Brush 2 times a day for 2 minutes! Floss daily! Flossers or floss picks are fine. Assist your child with their oral care until they are 8-9 years of age.
- It is appropriate and safe to start using fluoridated toothpaste even before age two. Until your child is good at spitting, only use a smear layer of toothpaste but once they can spit, a pea size amount of toothpaste is adequate.

■ NON-NUTRITIVE HABITS:

- Many children like to suck on thumbs, fingers and pacifiers. It makes them feel safe, happy and relaxed. However, in some cases these habits can cause problems with tooth alignment and proper growth of the mouth and jaws.
- As a general rule, pacifiers should not be used after age two and finger sucking habits should end by age four.

▪DIET AND YOUR CHILD'S TEETH:

- What we eat and how often, can affect our teeth. When we eat food or drinks that contain sugar, the bacteria in the plaque make acids that break down the enamel and cause cavities.
- Snacking more often may mean more acid attacks on your tooth and a higher risk for decay.
- Establishing good eating habits is essential. Limit between meal snacks and choose healthy snack options such as fruits, cheese and carrots.
- Sticky foods or sugary type crackers will stay in contact with your child's teeth for a longer period of time and may increase their risk of cavities.

▪FLUORIDE:

- Fluoride is a mineral that is very effective in protecting teeth from decay. Fluoride works by making tooth enamel more resistant to the acid that causes cavities. Fluoride also repairs areas where acid attacks have already begun.
- People can get added protection from fluoride if they are getting it from more than one source. Fluorides can be found in toothpastes, mouth rinses and professional fluoride applications at the dentist.
- Fluoridated water is also a good source of fluoride. Reverse osmosis filtration systems will remove the fluoride from the water. Bottled water does not always contain fluoride so you should check the label for fluoride content.

▪HELPFUL RESOURCES:

- <http://www.valleypediatricdentists.com/> - **Valley Pediatric Dentists**
- <http://www.aapd.org/> - American Academy of Pediatric Dentistry

