



DEVELOPMENTAL SPOTLIGHT

Motor Development

The descriptions below are typical milestones for motor development. The pace at which children reach these milestones varies tremendously, and these differences can all fall within the normal range.

● At one year I am learning to:

- Walk, but crawling is faster and I might prefer it.
- Do other things while I am walking or crawling, like pick up a toy.
- Crawl up and down stairs.
- Use my index finger to point at things.
- Feed myself, even though I am very messy.
- Poke, bang, turn, and twist everything I can reach.
- Stoop and stand again.
- Notice small things like crumbs, bugs, and pebbles.
- Dislike any kind of restraint; I want to explore everything.
- Take off my hat, shoes, socks, and pants, but I can't put them back on.
- Hold a spoon, but I probably can't eat very well with it.
- Feed myself with my hands, and smear food on my face.
- Open and close doors.
- Listen to music and dance to it.
- Climb on things.
- Turn pages in a book, but more than one at a time.
- Throw things, push things, pound on things.
- Roll a ball with you.
- Play with more focus, but I still don't like to play very long with any one toy.
- Play with household objects such as spoons, cups, and boxes.

● By 24 months, I:

- Begin to prefer my right or left hand.
- Am developing more control in how I get around, including starts, stops, and turning.
- Like to squat while I play, though I may not yet be able to stand from a squat.
- Enjoy testing my strength by lifting objects.
- Am getting better at kicking and throwing.
- Can scribble on paper.
- Can drink from a cup.



DEVELOPMENTAL SPOTLIGHT Language Development

The descriptions below are typical milestones for language development. The pace at which children reach these milestones varies tremendously, and these differences can all fall within the normal range. This is especially true with respect to language development.

● At one year I am learning to:

- Speak 3-5 words (although maybe none at all!), especially those that matter in my life.
- Understand the meaning of dozens of words.
- “Over-extend” the use of one word to others, resulting in not-quite-correct meanings. (For example, your One knows the family dog, sees a cow while riding in the country, and excitedly announces, “Dog!”)
- Enthusiastically label all objects within my discovery range.
- Use some words and lots of body language to express wants and needs.
- Appreciate repetitive rhymes, songs, and stories.
- Point to body parts.
- Understand the use of books with paper pages.
- Express frustration when I am not understood.
- Understand my name.
- Carefully listen when words are spoken.

● By 24 months, I:

- Utter telegraphic “sentences,” for example, “Dan eat.”
- Pronounce about half of my speech sounds correctly.
- Speak 10-100 words.
- Know the names of family members.
- Respond to speech with speech.

● Should you be concerned?

Some Ones don’t talk until their second birthday and choose, instead, to get by with the use of gestures and sounds. Vocabulary varies widely at this age, too; some babies say dozens of words, others only a few. The most important thing to watch for during this time is whether children seem to understand words. Difficulties with comprehension (understanding) are the greatest concern for predicting language development delays. Don’t hesitate to report any worries you have to your doctor immediately, especially if you feel your child is not babbling or responding to your speech patterns. Sometimes chronic ear infections can leave children with excessive fluid buildup that can interfere with normal hearing. Special tests can check for hearing loss.



DEVELOPMENTAL SPOTLIGHT

Emotional Development

The descriptions below are typical milestones for emotional development. The pace at which children reach these milestones varies tremendously, and these differences can all fall within the normal range.

● At one year I am:

- Showing signs of affection, such as hugs and kisses.
- Displaying many emotions in a very short period.
- Eager to make choices, but am frustrated by too many choices.
- Showing increased wariness around unfamiliar people.
- Protesting more loudly when separated from you.
- Having more anger outbursts.
- Less inclined to respond with strong negative emotion in routine situations and environments.
- Recognizing other people's feelings.
- Still learning how to control my behavior.

● By 24 months, I am:

- Becoming more sensitive; my feelings are very easily hurt.
- Showing pride in what I do.
- Having less rapid change between emotions.
- Tending to become frustrated when I can't do a task.
- Showing signs of self-consciousness.
- Becoming more aware of the feelings of others.
- Having more "pretend" fears such as monsters and witches.



DEVELOPMENTAL SPOTLIGHT

Social Development

The descriptions below are typical milestones for social development. The pace at which children reach these milestones varies tremendously, and these differences can all fall within the normal range.

● Between 12 and 24 months, I am learning to:

- Communicate with my behavior, not my words.
- Show independence, both from you and others.
- Be a separate person, but still remain deeply connected to you.
- Show more interest in people vs. objects.
- Imitate your behavior and the behavior of those around me.
- Observe other children in play situations.
- Share the people and objects I love, but I really struggle with this.
- Show concern when others are hurt or upset.
- React negatively to new people and/or places.



DEVELOPMENTAL SPOTLIGHT

Cognitive Development

The descriptions below are typical milestones for cognitive development. The pace at which children reach these milestones varies tremendously, and these differences can all fall within the normal range.

● At one year I am learning to:

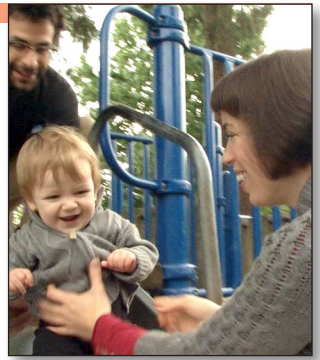
- Put smaller toys in larger ones and then dump them out.
- Begin to understand symbols (e.g., point to a picture of a cow and say, “moo”).
- Understand simple commands.
- Listen intently to words.
- Assert myself by crying, refusing a request, or throwing something across the room.
- Play by myself for short periods of time.
- Look to you for help when in trouble.

● By eighteen months I am learning to:

- Discover and manipulate doorknobs, light switches, outlets, wastebaskets, and drawers.
- Regularly look at the person with whom I am communicating.
- Say “hi” or “bye” if reminded.
- Fit blocks and pegs into holes of like shapes.
- Use expressions like, “uh-oh.”
- Listen to songs or rhymes for short stretches.
- Look for objects that are out of sight.
- Understand and follow one-step directions.
- Help with the housework.
- Begin to anticipate and plan for upcoming events.
- Begin to understand that actions lead to results (e.g., “If I pull the cat’s tail, she’ll yowl”).



Welcome to the Wonderful ONEs Action Plan



As you know, parenting a One requires a lot of patience, understanding, and a sense of humor. Ones are driven to explore the world, but they don't yet know what's safe. They don't understand rules. And they have so much to say and very limited language skills to communicate their needs. When you look at the world through your One's eyes, it helps you understand why Ones behave the way they do. Understanding that Ones' challenging behavior comes from a positive motivation to get their needs met helps you to be patient and compassionate and stay on your child's side.

When you look at the world through your One's eyes...

Your One benefits by...

- Being more likely to get their physical, emotional, and learning needs met
- Feeling accepted, understood and more secure
- Developing a stronger bond with you

You benefit by...

- Seeing your important role as teacher and guide
- Having more patience and compassion for your One's challenges
- Experiencing fewer challenges and more time for fun with your One
- Feeling more connected with your One
- Enjoying parenting more

My goals (click on the goals that suit you, or write in your own)

- ☐ To recognize the positive motivations behind my One's challenging behaviors
- ☐ To help my One meet his/her needs in appropriate ways
- ☐ Other _____
- ☐ Other _____

My action plan for looking at the world through my One's eyes

Identify some of the positive and challenging behaviors your One uses to get his/her needs met. Consider some ways that you can help your child meet these needs in ways that work for you.

1. What are some of the positive behaviors my One currently uses to get physical needs met (food, sleep, warmth, movement)?

What are some of the challenging behaviors (fussing, squirming) my One currently uses to get his/her physical needs met (food, sleep, warmth, movement)?



2. What are some of the positive behaviors my One uses to connect emotionally with me and others (to love/be loved, understand/be understood, respect/be respected, contribute to, be included)?

What are some of the challenging behaviors (whining, clinging) my One uses to connect emotionally with me and others (to love/be loved, understand/be understood, respect/be respected, contribute to, be included)?

3. What are some of the positive behaviors my One uses in an effort to master new skills (get good at skills, explore/make sense of the world)?

What are some of the challenging behaviors my One currently uses (making messes, taking unsafe risks) in an effort to master new skills (get good at skills, explore/make sense of the world)?

4. What is a particularly challenging behavior of my child's?

What might be a positive motivation for that challenging behavior? That is, which of these three needs (physical need, connection, mastery) might my child be trying to meet with that behavior?

How can I can help my child meet this need in more appropriate ways?



Songs to Sing with Your One



Singing silly songs together helps to build a strong relationship between parent and child. Here are some fun songs for you and your child to sing together. You can make up your own tunes for these, or just say them as rhymes in a sing-song voice.

● **Came to Play Today** (*Tune: Mary Had a Little Lamb*)

[Child's name] came to play today
Play today, play today
[Child's name] came to play today
To play today with us.

● **Hello**

Hello [Child's name], hello [Child's name], hello [Child's name],
We're glad you came to play.

● **Little Red Caboose**

Little red caboose, chug, chug, chug (*circular motion with both arms*)
Little red caboose, chug, chug, chug
Little red caboose, behind the train, train, train
Smokestack on his back, back, back (*pat self on back*)
Coming down the track, track, track
Little red caboose, behind the train
Woo, Woo!! (*pulling motion with hand*)

● **Row, Row, Row Your Boat**

(*Hold child on lap facing you, rock back and forth as if rowing, or child can sit on floor and hold parent's hands and pull back and forth.*)
Row, row, row your boat
Gently down the stream
Merrily, merrily, merrily, merrily
Life is but a dream.

● **If You're Happy**

If you're happy and you know it, clap your hands (*clap*)
If you're happy and you know it, clap your hands (*clap*)
If you're happy and you know it, then your face will surely show it
If you're happy and you know it, clap your hands (*clap*).

If you're angry – Take a breath
If you're sad – You can cry
If you're happy – Clap your hands



Little Explorers on the Move Action Plan

Ones are little explorers on the move—walking, running, climbing, getting into everything—and sometimes it's hard to keep up! Ones do this to practice their newly developing physical skills and to learn more about their world. It can be challenging for parents to keep their curious Ones safe and to keep valuables in the home safe without confining their children or constantly saying “no.” Creating a child-friendly home will help you protect your One and your valuables while encouraging your child to move, explore, and learn.



When you make your house a child-friendly home...

Your One benefits by...

- Having a safe environment where they can learn and explore
- Gaining more opportunities to practice motor skills
- Staying interested and engaged in their activities

You benefit by...

- Feeling less stress
- Spending less time saying “no”
- Having more time to enjoy your child

My goals (click on the goals that suit you, or write in your own)

- ☐ To create a home that is safe
- ☐ To create a home that invites exploration and learning
- ☐ Other _____

My action plan for creating a child-friendly home

Safety

These dangerous objects are out of my child's reach

I do this I plan to do this

- | | |
|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> Breakables and heavy objects |
| <input type="checkbox"/> | <input type="checkbox"/> Sharp objects |
| <input type="checkbox"/> | <input type="checkbox"/> Houseplants |
| <input type="checkbox"/> | <input type="checkbox"/> Household cleaners/poisons |
| <input type="checkbox"/> | <input type="checkbox"/> Table lamps and cords |
| <input type="checkbox"/> | <input type="checkbox"/> Plastic bags |
| <input type="checkbox"/> | <input type="checkbox"/> Medications and vitamins |
| <input type="checkbox"/> | <input type="checkbox"/> Valuables are out of my child's reach |
| <input type="checkbox"/> | <input type="checkbox"/> Locks are installed on cabinet doors |
| <input type="checkbox"/> | <input type="checkbox"/> Safety caps are in electrical outlets |



I do this *I plan to do this*

- | | |
|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> Baby gates are installed at top and bottom of stairs |
| <input type="checkbox"/> | <input type="checkbox"/> Doors and windows are secure |
| <input type="checkbox"/> | <input type="checkbox"/> Crib is free of extra blankets, pillows or stuffed animals |
| <input type="checkbox"/> | <input type="checkbox"/> Sharp corners are covered |
| <input type="checkbox"/> | <input type="checkbox"/> Bookshelves are secured to the wall |
| <input type="checkbox"/> | <input type="checkbox"/> Long curtains and table cloths are removed |
| <input type="checkbox"/> | <input type="checkbox"/> Hot water heater is set to 120 degrees |
| <input type="checkbox"/> | <input type="checkbox"/> Pet dishes are off the floor |
| <input type="checkbox"/> | <input type="checkbox"/> Plastic dishes are used for children |
| <input type="checkbox"/> | <input type="checkbox"/> Trash cans are kept in cabinets/closets |
| <input type="checkbox"/> | <input type="checkbox"/> Non-slip pads are under rugs |
| <input type="checkbox"/> | <input type="checkbox"/> Chairs and stools are kept away from kitchen counters |
| <input type="checkbox"/> | <input type="checkbox"/> Doors to bathrooms are left closed |
| <input type="checkbox"/> | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> | <input type="checkbox"/> Other _____ |

Exploration and Learning

I do this *I plan to do this*

- | | |
|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> Toys are age appropriate and within my child's reach (no small parts or pieces to choke on) |
| <input type="checkbox"/> | <input type="checkbox"/> My child has toys and objects that encourage large muscle skills (pull toys, ride toys, large bouncy balls) |
| <input type="checkbox"/> | <input type="checkbox"/> My child has toys and objects that encourage small muscle skills (simple puzzles, wooden blocks, dump-and-fill containers, paper and crayons, non-toxic play dough, sponges, squeeze bottles, plastic cups) |
| <input type="checkbox"/> | <input type="checkbox"/> My child has toys and objects that encourage language and communication (board books, old magazines, sing-along tapes and CDs) |
| <input type="checkbox"/> | <input type="checkbox"/> My child has toys and objects that encourage imagination and pretend play (dolls, toy cars, toy tools, plastic kitchen utensils, pots and pans, dress up clothing, unbreakable mirror) |
| <input type="checkbox"/> | <input type="checkbox"/> My child has safe access to a window to look out of |
| <input type="checkbox"/> | <input type="checkbox"/> Toys and objects are rotated to keep them interesting to my child |
| <input type="checkbox"/> | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> | <input type="checkbox"/> Other _____ |



What gets in the way of creating a child-friendly home?

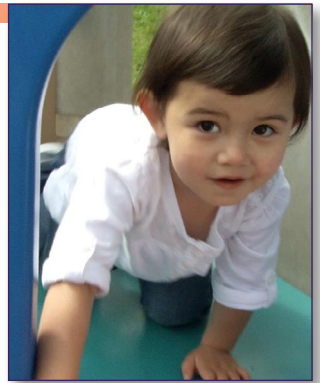
Ways I can overcome these obstacles

Steps I plan to take this week to continue making my house a child-friendly home



Your Wonderful One Action Plan

Each child is born with unique ways of approaching and responding to the world. This is called “temperament.” As children grow, their environments, experiences and relationships shape how their temperament develops.



When you notice and appreciate your One’s temperament...

Your One benefits by...

- Feeling secure and connected
- Having support to “stretch” and grow

You benefit by...

- Feeling more connected with your One
- Being able to be a more effective support and guide

My goals (click on the goals that suit you, or write in your own)

- ☐ Appreciate and be sensitive to my One’s temperament
- ☐ Introduce activities to help my One “stretch” and grow in areas of challenge
- ☐ Other _____

Below is a list of some temperamental tendencies. Where does your One fall on the continuum?

• What is your child’s level of activity?

Very inactive Very active

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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• How does your child react to new people/situations?

Very cautious Eager to approach

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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• How much does your child experience pleasure/excitement when interacting with the world?

Doesn’t get excited Very excited

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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• How cuddly is your child?

Not cuddly Very cuddly

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

• How irritable is your child?

Very calm Very irritable

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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• How much does your child focus on an object or activity?

Very distractible Very focused

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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● Encouraging Your Child to “Stretch and Grow”

Some of your child’s qualities you can simply appreciate and reinforce. There may be other qualities that can create challenges for your child – areas where you might want to help your child stretch and learn new ways of responding. Use this activity to think about how you can help your child grow in areas of challenge.

Consider the following activities to help your child “stretch and grow.” Try to notice and encourage each new step as your child stretches and learns new ways of responding.

If your child tends to be ...

Very inactive

(challenges: being physically competent & confident)

- Pick times when your child is rested to routinely engage in active games and songs.

Very active

(challenges: slowing down, pacing self)

- Have a “quiet activity” routine. Sit together and read a book or play quiet games together.

Not cuddly

(challenges: being comfortable with showing & accepting affection)

- Engage in more active play together with child. Use routine times such as naptime and story time to show affection.

Very cuddly

(challenges: depending on self for soothing, approval, & fun)

- Gently introduce solitary play. Very brief at first, gradually increase time.

Very cautious with new people/situations

(challenges: being comfortable with new experiences, taking some risks)

- Gradually expose your child to new people and situations on a regular basis. Give your child time and space to adjust.

Eager to approach new people/situations

(challenges: stopping self, using caution & judgment)

- Play games that encourage the child to wait

Very calm

(challenges: being assertive of own needs & wants)

- As your child gets older, help him/her learn to be assertive about needs and wants.

Very irritable

(challenges: being flexible, slowing negative reactions)

- Stay calm and use soothing words as you gradually expose your child to “prickly” situations.

Doesn’t get excited

(challenges: discovering what they like, experiencing joy)

- Routinely do activities that introduce novelty, such as “peek- a-boo” and “find the hidden object.”

Very excited

(challenges: noticing problems & solving them, being cautious)

- Routinely play games that help child learn to observe before “plunging in.”

Very distractible

(challenges: being persistent & focused, following through)

- Introduce more quiet activities that give your child practice in focusing attention.

Very focused

(challenges: handling transitions, shifting gears)

- Engage in more active play that gives your child practice in shifting attention quickly.



● Opportunities for Practice

Identify an area where you want to encourage your One stretch and grow.

How might you use one or more of the following activities to help?

An area where my One has room to stretch and grow

A game we could play _____

A song we could sing _____

A book or story to help _____

Words I can use to notice and encourage growth _____



Connecting Through Language Action Plan

Learning language is one of the most exciting experiences in the lives of parents and children. Language is the dynamic connector of cognitive, emotional and future literacy skills. Your child is in a period of rapid growth of language and communication skills and you have a powerful opportunity to influence this development. You can do this by taking advantage of everyday opportunities to name and explain your child's world. Enjoy this special time through songs, games, and playing with words – connecting through language!

When you use everyday opportunities to connect through language...

Your One benefits by...

- Learning to communicate ideas and feelings
- Developing thinking skills
- Developing a better understanding of the world
- Feeling less frustrated in trying to express themselves
- Feeling more connected with you
- Learning healthy communication patterns
- Practicing skills that foster future literacy and school success

You benefit by...

- Feeling more connected with your One
- Being able to communicate more effectively with your One

My goals (click on the goals that suit you, or write in your own)

- ☐ Notice and use opportunities to talk to my child about our everyday world
- ☐ Use simple, clear, positive, and nurturing language
- ☐ Listen carefully to my child's attempts at language and be encouraging
- ☐ Other _____

My action plan for connection through language

I do this I plan to do this

- ☐ ☐ Have a regular time for reading, cuddling, talking and singing
- ☐ ☐ Have children's books in my house
- ☐ ☐ Sing songs with my One
- ☐ ☐ Listen to my One without interrupting
- ☐ ☐ Repeat what my One says and add more to it
- ☐ ☐ Name people, objects, and places using correct pronunciation



I do this I plan to do this

- ☐ ☐ Talk about routines and activities with my One as we do them
- ☐ ☐ Model clear, positive communication with other adults
- ☐ ☐ Communicate acceptance of my One (Ex: I enjoy spending time with you.)

Other phrases I use or would like to use _____

- ☐ ☐ Communicate confidence in my One (Ex: You did it all by yourself!)

Other phrases I use or would like to use _____

- ☐ ☐ Express appreciation of my One (Ex: Thank you for your help.)

Other phrases I use or would like to use _____

- ☐ ☐ Encourage my One's efforts (You are working so hard on that!)

Other phrases I use or would like to use _____

- ☐ ☐ Avoid using negative language like "no, stop, don't, quit it, be quiet."

What I could say instead _____

- ☐ ☐ Say and show my child what TO do instead of what NOT to do

What gets in the way of practicing clear, positive communication with my One? _____

Ways I can overcome these obstacles _____



Games for Building Motor Skills

Ones learn mostly through action. They are especially interested in exploring things. Give your child lots of space to explore and discover, and you will be providing the ingredients for healthy physical development. Here are some fun games and activities for you and your child to enjoy together that will help build motor skills.



● Build a Tower

Builds small and large muscles, teaches taking turns

Place two large blocks in front of your child and show him how to put one on top of the other. You'll both enjoy knocking the tower over as much as you did building it. Cut the tops off cardboard milk cartons and cover with shelf paper for lightweight blocks.

● Mail Delivery

Encourages imaginative play and development of small muscles

Fill an oatmeal container with junk mail; let your child alternately stuff the container and empty it.

● Baby Basketball

Encourages small and large muscle development

Place a plastic bucket in front of your child and have her drop objects into the bucket. Tip the bucket over and show your child how to remove the objects.

● Stacking

Gives child practice in developing small muscles

Use different sized plastic containers. Show your child how to place one on top of another, one at a time. Then, take turns putting the containers inside each other.

● Squeezing

Strengthens hand muscles that support small motor skills

Give your child a small sponge, dipped in water, and show him how to squeeze it.

● Fill and Pour

Stimulates thinking and small motor skills

Have assorted containers in the bathtub that your child can fill with water and then pour it out. This activity can also be done at the table with a container filled with cornmeal or rice.

● Funny Walks

Encourages large muscle development and imitative play

Have your child walk on tiptoe, spin around, and walk backwards. You can pretend that you are animals and move from room to room.



Setting Up Family Routines for Success Action Plan

As Ones learn about the world and master new skills, they become more independent, self-sufficient and eager to participate in daily activities. You can encourage this growth and reduce stress in your family life by setting up routines. Routines include doing bedtime, naptime, bathtimes, and meals in basically the same way whenever possible. Routines give a pattern and rhythm to family life. They help both parents and Ones know what to expect, feel secure, self-confident and organized.



When you create regular family routines...

Your One benefits by...

- Feeling secure that their needs will be met
- Knowing what to expect and how to cooperate more – “I know how to do this!”
- Having an opportunity to practice skills and become more independent
- Developing healthy habits

You benefit by...

- Feeling less stress
- Saving time and energy
- Dealing with fewer discipline problems
- Gaining more personal time

My goals (click on the goals that suit you, or write in your own)

- ☐ Add a new routine that benefits my child
- ☐ Add a new routine that benefits me
- ☐ Strengthen an existing routine
- ☐ Other _____

Routines for my One

I do this I plan to do this

- | | |
|--------------------------|---------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> Bed time |
| <input type="checkbox"/> | <input type="checkbox"/> Meal time |
| <input type="checkbox"/> | <input type="checkbox"/> Play time |
| <input type="checkbox"/> | <input type="checkbox"/> Nap time |
| <input type="checkbox"/> | <input type="checkbox"/> Reading time |
| <input type="checkbox"/> | <input type="checkbox"/> Special time |
| <input type="checkbox"/> | <input type="checkbox"/> Other _____ |



● Routines for me

I do this I plan to do this

- | | |
|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> Exercise |
| <input type="checkbox"/> | <input type="checkbox"/> Self-care |
| <input type="checkbox"/> | <input type="checkbox"/> Time with friends and/or family |
| <input type="checkbox"/> | <input type="checkbox"/> Home upkeep |
| <input type="checkbox"/> | <input type="checkbox"/> Organizing my personal activities |
| <input type="checkbox"/> | <input type="checkbox"/> Organizing my finances |
| <input type="checkbox"/> | <input type="checkbox"/> Other _____ |

● My action plan for creating a successful routine

- Name of the routine _____
- When I will use the routine _____
- Steps in the routine _____

- For my child's routines, I will include my child in the routine in these ways _____

To make the routine most effective,

- ☐ I will talk about the steps with my child as we do them
- ☐ I will practice the routine on a regular basis
- ☐ I will be flexible about the routine when other life events come up
- ☐ If my routine gets interrupted, I will resume it again as soon as I can
- ☐ Other _____

What obstacles might come up as I set up and practice a routine? _____

Ways I can overcome these obstacles _____



Effective Discipline for Ones Action Plan

Ones are faced with the difficult task of learning our rules and how they apply to different situations. They have to learn how to sort the distinctions of who, what, when, where, and how much – that is, what behavior is appropriate in different situations. They make many mistakes. When you look at your One's challenging behavior as something they have not yet learned, rather than deliberate misbehavior, then you can see discipline as being about teaching rather than about punishment. With this view, your role as a parent moves from punisher or enforcer to teacher and friendly guide. As a teacher and friendly guide, you ask, "What does my child need to learn and how do I help them learn it?" This helps you use positive discipline strategies.

When you use positive discipline strategies...

Your One benefits by...

- Learning the "rules" and expectations of a fascinating but confusing world
- Feeling more secure, having their parents on their side as teachers
- Enjoying more positive interactions with you as they learn

You benefit by...

- Teaching new behaviors and ideas more effectively
- Staying more patient and positive with your One
- Avoiding negative interactions and power struggles with your One

My goals (click on the goals that suit you, or write in your own)

- ☐ Understand my One's needs and behavior by looking at the world through their eyes
- ☐ Become skilled in my role as my child's most important teacher
- ☐ Use positive discipline strategies with my One
- ☐ Think "what does my child need to learn?" rather than "what's wrong here?"
- ☐ Other _____

My action plan for using positive discipline strategies

A behavior my One often uses that is challenging to me

What kind of need (to explore, to connect, to rest, to move around) is my One trying to have met by using this behavior?

What does my child not know and need to learn to do instead, to get their needs met?



★ Which of the following strategies could I use to help my child learn it?

- ☐ Distraction/attraction (Replace problematic objects or activities with things that are ok)
- ☐ Tell/show my One what to do, rather than what not to do
- ☐ Practice the desired behavior together, giving lots of encouragement and praise of effort
- ☐ Tell or show my One where, when, or what version of their behavior would be okay
- ☐ Find positive ways to include my child in the activity
- ☐ Set up a routine that helps my child learn what to expect

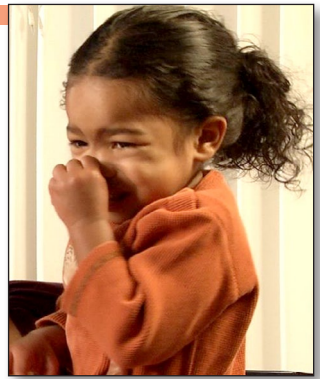
★ Other strategies to prevent behaviors I find challenging

- ☐ Use simple, clear language my child can understand
- ☐ Stay “one step ahead”
- ☐ Check the basics when my child’s behavior becomes challenging (Is s/he hungry, tired, bored, over stimulated, need to be held)
- ☐ Encourage positive behavior by showing appreciation for it with praise and affection
- ☐ Other ideas _____

What gets in the way using positive discipline strategies with my One? _____

Ways I can overcome these obstacles _____

Steps I plan to take this week to teach my One using positive discipline strategies _____



Emotional Development Action Plan

Your One experiences so many frustrations in his/her daily life that can understandably lead to upsets. Your child wants to do so much and can do so little. Imagine being full of powerful emotions and having little language to express them or the skills to manage them. You can act as a friendly guide for your One's emotional development by regularly naming and talking about feelings, and by staying calm and helpful during upsets.

● When you act as a friendly guide for your One's emotional development...

Your One benefits by...

- Having fewer and less severe upsets
- Gaining skills in managing strong feelings
- Learning to identify and label their feelings

You benefit by...

- Developing empathy for your One's emotional challenges
- Being better able to prevent upsets
- Spending less time calming your One and more time having fun together
- More effectively managing your own upsets

● My goals (click on the goals that suit you, or write in your own)

- ☐ Name and talk about feelings with my One
- ☐ Understand better the causes of my One's upsets
- ☐ Use strategies to prevent upsets
- ☐ Use "in-the-moment" strategies to help myself get through an upset
- ☐ Use "in-the-moment" strategies to help my One get through an upset
- ☐ Other _____

● My action plan for guiding my One's emotional development...

I do this I plan to do this

- ☐ ☐ Use basic feeling words with my One that describe emotions: **mad** (includes upset, angry, frustrated), **sad** (includes disappointed, unhappy), **glad** (includes happy, excited), and **afraid** (includes scared, worried). This is beginning vocabulary for feelings
- ☐ ☐ Name the feelings my child seems to be having as well as my own
- ☐ ☐ Read books and sing songs about feelings

★ Ways I can prevent upsets

I do this I plan to do this

- ☐ ☐ Become aware of situations that tend to set off my One's upsets
- ☐ ☐ Use routines to ensure that my One is well rested and well fed
- ☐ ☐ Identify tough transitions and plan ahead, telling my One what's coming next



I do this *I plan to do this*

- ☐ ☐ Keep visits, errands, and other activities to a reasonable length and take breaks
- ☐ ☐ Prepare for/plan for/adjust other situations that tend to lead to upsets
- ☐ ☐ Watch for early warning signals and stop while I'm ahead. Early warning signals for my One are _____

- ☐ ☐ Other ideas _____

★ **"In-the-moment" strategies to calm myself during my child's upset**

I do this *I plan to do this*

- ☐ ☐ Stay focused on what's important for my child (me remaining calm)
- ☐ ☐ Take some deep breaths
- ☐ ☐ Notice and accept my thoughts and feelings
- ☐ ☐ Remind myself that I can handle my own and my child's upset feelings, that these thoughts and feelings are temporary and will pass
- ☐ ☐ Let go of worrying about what other people might be thinking
- ☐ ☐ Talk with someone about my thoughts and feelings
- ☐ ☐ Other ideas _____

★ **"In-the-moment" strategies to calm my upset One**

I do this *I plan to do this*

- ☐ ☐ Stay calm and view the situation through my child's eyes
- ☐ ☐ Get down on my child's level to show them I'm here and I care
- ☐ ☐ Take a break
- ☐ ☐ Provide a change of scenery
- ☐ ☐ Show empathy. Be accepting but matter of fact about the upset
- ☐ ☐ Avoid giving lots of attention to the upset, in order to not prolong or reinforce it
- ☐ ☐ Give my child some time and space to cool down
- ☐ ☐ Sing a soothing or favorite song
- ☐ ☐ Other ideas _____

What gets in the way of calming myself or my One during upsets? _____

Ways I can overcome these obstacles _____



Games for Encouraging Emotional Development

Here are some fun games and activities for you and your child to enjoy together that can encourage your child's emotional development.



Who is...?

A loving relationship between you and your child helps them handle their emotions

Find a photo album or other source of pictures with familiar family and friends. Sit down with your One and look at the pictures together. When you find a picture of someone familiar, talk about what you think was happening in the picture, and name the person or people present. Say the person's name again and ask your child to point him out. You might be surprised at how much your child already knows.

My Special Place

Provides your child with a sense of security and encourages emotional regulation

Even Ones like to have their own, special place. Create a special spot for your child with pillows and some favorite toys and books. Encourage your child to go there for solitary moments and quiet time.

What are you feeling?

Teaches your child to recognize emotions and label them

Take some pictures of your toddler, or find pictures of toddlers in magazines showing different emotions: frustrated, proud, happy, etc. Place the pictures where your child can clearly see them. Look over the pictures at different times and ask which one is the happy face, which is the sad face, and so on. You also can use the pictures to help your child communicate how she might be feeling.



Fun Games and Activities

Here are some more fun games and activities for you and your child to enjoy together.



● Icebergs

This is a wonderful game to play in the bathtub. Fill a small bucket with ice cubes and give your One a cup. Drop an ice cube in the tub and see if your One can retrieve it using the cup. Now it's your One's turn to play! Give your child an ice cube and show your child how to drop it into the water and then catch it with the cup. Describe what is happening when the ice "disappears" in the hot water.

● End of the line

Attach small toys to yarn and tie them to your One's highchair. Encourage your One to pull on the yarn to discover what object can be found at the end of the line. While your child plays, talk about what is happening. For example, when your child struggles to pull the item up, talk about how heavy the object is; when your child can easily pull the item up, comment on how light the object is. Stay with your One during this game and remove the yarn when the game is over.



Playtime Games

Here are some fun games and activities for you and your child to enjoy together.



● Mommy/Daddy Tunnel

Stand with your legs spread far enough apart for your child to fit through them. Hold your child and move her back and forth between your legs. Once you have done this a few times, see whether she will crawl or walk between your legs. Say, “Here comes the choo-choo train through the tunnel. Choo, choo, choo.” When your child succeeds in going through the tunnel, show your excitement. Give your child a push toy and see if she will push it through the tunnel.

● Teddy Train

Tie three small boxes together using a short piece of string. Tie one long piece of string to the first box. Place one stuffed animal in each box. Now, pull! Monitor closely and properly dispose of the string when you’re finished.



Games for Developing Self Control

Here are some fun games and activities for you and your child to enjoy together that can encourage your child's development of self-control.



● Fast and Slow

Sit next to each other on the floor, with your backs to the wall. Roll a ball out from between your legs and help your toddler do the same. Show your child how to roll the ball FAST and how to roll the ball SLOWLY. Let your toddler practice doing the same.

● Balancing Act

Draw a straight line approximately five feet long with some chalk on the sidewalk. Show your child how to walk along it and then let her try. As she masters this, make the line a little longer and try again. As she gets even better, let her draw the line.

● Toy Muffins

Get out a muffin tin and a pile of small toys. Show your toddler how to place a toy in each cup. Do this until she seems to be getting tired of the game. Then pretend to “bake the muffins.”

● Hide and Go Seek

When children are really young you can begin the traditional hide and seek game with two towels and some small toys. Under the first towel, hide a toy for your child and ask him to find it. Next, in your child's view, hide a second toy under the second towel. Let him find it. He often will look under the first towel, even though he sees you hide it under the second. Keep playing and let your child hide the toy. You can extend this to a regular game of hide and seek between you and your child, but your child will not become skilled in hiding for several years.



Songs for Building Language Skills



Singing silly songs together is an excellent – and fun – way to build your child’s vocabulary and language skills. Here are some fun songs for you and your child to sing together. You can make up your own tunes for these, or just say them as rhymes in a sing-song voice.

Open, Shut Them

1. Open shut them (*open and close hands*)
Open shut them
Give a little clap, clap, clap!
Open shut them
Open shut them
Put them in your lap, lap, lap!



2. Creep them, crawl them (*crawl hands on body*)
Creep them, crawl them
Right up to your chin
Open wide your little mouth
But do not let them in!

3. Open shut them (*open and close hands*)
Open shut them
Give a little clap, clap, clap!
Open shut them
Open shut them
Put them in your lap, lap, lap!

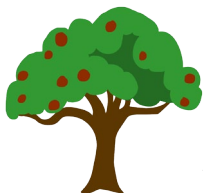
4. Creep them, crawl them (*crawl hands on body*)
Creep them, crawl them
Right up to your cheeks!
Cover your little eyes
And give a little peek!

This is a Nest

This is a nest for my bird (*cup hands together*)
Peep, peep, peep.
This is a hive for my bee (*finger tips together, form hive*)
Buzz, buzz, buzz.
This is a hole for my rabbit (*thumbs, index fingers in circle to make “hole”*)
Hop, hop, hop.
And here is a house for me! (*hold hands over head for “roof”*)



Apple Tree



Way up high in the apple tree (*hands in air*)
Two little apples were smiling at me (*point two fingers*)
I shook the tree as hard as I could (*shaking motion with hands*)
Down came the apples
Yumm, they were good! (*rub tummy*)

(Repeat with other fruit.)

Wheels on the Bus

The wheels on the bus go around and around;
Around and around, around and around;
The wheels on the bus go around and around;
All around the town (*hands going round in circles*).

Other verses:

The doors on the bus go open and shut
(start with arms outstretched and move hands together on “shut”);

More verses on page 2! →



More verses for Wheels on the Bus (continued from previous page)

The driver on the bus says move back please
(move hands with thumbs up over shoulder);

The money on the bus goes jingle, jingle, jingle
(move hand down like money dropping);

The horn on the bus goes beep, beep, beep
(either beep the child's nose or make beeping motion with hand);

The wipers on the bus go swish, swish, swish
(move hands side to side like wipers);

The babies on the bus go up and down
(move child up and down on lap);

The children on the bus go wiggle, wiggle, wiggle;

The mothers on the bus say, "I love you";

The daddies on the bus say, "I love you";

The wheels on the bus go around and around
(getting faster and faster).



● Yes and No

I shake my head—yes, yes, yes
I shake my head to say yes, yes, yes
I shake my head—no, no, no
I shake my head to say no, no, no
Yes, yes, yes, no, no, no
With my head I say yes and no. (Emphasize the "no" loudly.)

● A Step & Now We Are Walking

(Form a circle and walk to the middle to greet each other.)

A step and now we are walking (one step, pause)

A step and now we are walking (one step, pause)

Walk in (everybody walks to middle), Hi!

Walk out (everybody backs up), Hi!

And that's what it's all about.

A giant step and now we are walking (one giant step, pause)

A giant step and now we are walking (one giant step, pause)

Walk in (everybody walks to middle), Hi!

Walk out (everybody backs up), Hi!

And that's what it's all about.

A tiptoe and now we are walking (one tiptoe step, pause)

A tiptoe and now we are walking (one tiptoe step, pause)

Walk in (everybody walks to middle), Hi!

Walk out (everybody backs up), Hi!

And that's what it's all about.



Nurturing Parents, Nurturing Families Action Plan

Parenting a One can keep you so busy that it's easy to neglect your own needs. Over time, this neglect can negatively affect your health and even your ability to parent well. Parents who regularly practice self-care feel better, enjoy parenting more, and are better able to care for their children. Regular self-care also models for your child how to nurture and care for themselves, a lesson that positively influences their health and well-being for a lifetime.

When you appreciate and support your One as an individual...

Your One benefits by...

- Having a happier, healthier parent
- Learning self-care from your example

You benefit by...

- Being less likely to feel overwhelmed, anxious, resentful, angry, or depressed

My goals (click on the goals that suit you, or write in your own)

- ☐ Plan activities to take care of myself physically
- ☐ Plan activities to take care of myself socially and emotionally
- ☐ Participate in activities that stimulate me intellectually
- ☐ Other _____

My action plan for taking care of myself...

★ Ways I can take care of myself physically

I do this I plan to do this

- ☐ Exercise _____
- ☐ Regular sleep/nap
- ☐ Eat healthy foods
- ☐ Find nutritious alternatives for unhealthy foods
- ☐ Build in time alone for myself
- ☐ Other _____

What gets in the way of taking care of myself physically? _____

Ways I can overcome these obstacles _____



★ Ways I can take care of myself socially/emotionally

I do this I plan to do this

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Connect with friends and family through phone or the Internet |
| <input type="checkbox"/> | <input type="checkbox"/> | Have visits and outings with friends and family |
| <input type="checkbox"/> | <input type="checkbox"/> | Have regular adult time with a partner/another adult friend |
| <input type="checkbox"/> | <input type="checkbox"/> | Go to social gatherings |
| <input type="checkbox"/> | <input type="checkbox"/> | Participate in classes, events, and clubs and meet new people |
| <input type="checkbox"/> | <input type="checkbox"/> | See a counselor |
| <input type="checkbox"/> | <input type="checkbox"/> | Other _____ |

What gets in the way of taking care of myself socially/emotionally? _____

Ways I can overcome these obstacles _____

★ Ways I can take care of myself intellectually

I do this I plan to do this

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Find a new book to read or reread an old favorite |
| <input type="checkbox"/> | <input type="checkbox"/> | Explore people, places, and ideas online |
| <input type="checkbox"/> | <input type="checkbox"/> | Write in a journal or create a blog |
| <input type="checkbox"/> | <input type="checkbox"/> | Take a class or find a new topic of interest to study |
| <input type="checkbox"/> | <input type="checkbox"/> | Watch programs on TV or online |
| <input type="checkbox"/> | <input type="checkbox"/> | Work or volunteer |
| <input type="checkbox"/> | <input type="checkbox"/> | Listen to music |
| <input type="checkbox"/> | <input type="checkbox"/> | Join a special interest group (political, religious, hobby related) |
| <input type="checkbox"/> | <input type="checkbox"/> | Other _____ |

What gets in the way of taking care of myself intellectually? _____

Ways I can overcome these obstacles _____

Steps I plan to take this week to practice self-care _____



Breaking the Stress Cycle Action Plan

There are many joys in parenting a One, but the second year also brings many changes and challenges that can leave parents feeling overwhelmed and stressed. It's normal to feel stress, anger, and even depression as you settle into the challenging job of parenting. You can protect yourself and your One by taking steps to manage stress in your life.



When you take steps to manage stress and depression...

Your One benefits by...

- Having healthier, happier parents
- Being healthier and happier

You benefit by...

- Feeling more relaxed and confident
- Feeling more able to deal with challenges
- Learning about yourself
- Growing emotionally

My goals (click on the goals that suit you, or write in your own)

- ☐ Practice in-the-moment ways to manage stress and depression
- ☐ Practice ongoing ways to manage stress
- ☐ Seek help for depression if needed
- ☐ Other _____
- ☐ Other _____

My action plan for managing stress and depression

★ **In-the-moment ways I can manage stress and depression** (click on the steps that suit you, and/or write in your own)

I do this I plan to do this

- | | |
|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> Breathe deeply several times |
| <input type="checkbox"/> | <input type="checkbox"/> Take a walk |
| <input type="checkbox"/> | <input type="checkbox"/> Notice and accept thoughts and feelings that come up |
| <input type="checkbox"/> | <input type="checkbox"/> Listen to music, dance |
| <input type="checkbox"/> | <input type="checkbox"/> Get some exercise |
| <input type="checkbox"/> | <input type="checkbox"/> Remember a special time |
| <input type="checkbox"/> | <input type="checkbox"/> Have a cup of coffee or tea |
| <input type="checkbox"/> | <input type="checkbox"/> Talk with a friend |
| <input type="checkbox"/> | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> | <input type="checkbox"/> Other _____ |



★ **Ongoing ways I can manage stress and depression** (click on the steps that suit you, and/or write in your own)

I do this I plan to do this

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Exercise |
| <input type="checkbox"/> | <input type="checkbox"/> | Join a support group |
| <input type="checkbox"/> | <input type="checkbox"/> | Get help from a counselor or other professional |
| <input type="checkbox"/> | <input type="checkbox"/> | Get clear on my values and goals and the steps I can take to move toward them |
| <input type="checkbox"/> | <input type="checkbox"/> | Build in a regular time for myself |
| <input type="checkbox"/> | <input type="checkbox"/> | Trade time off from parenting with another parent |
| <input type="checkbox"/> | <input type="checkbox"/> | Do things that I enjoy doing |
| <input type="checkbox"/> | <input type="checkbox"/> | Other _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | Other _____ |

● **Moving forward with uncomfortable thoughts and feelings**

Describe an uncomfortable thought or feeling you have had.

(Example: I've felt hurt, angry, and discouraged that my best friend doesn't get together with me anymore.)

What does this thought or feeling tell you about what's important to you?

(Example: That friendship is important to me.)

What are steps you can take to move in the direction of what you value?

(Examples: I can let my friend know that I would like to reconnect.)

What gets in the way of taking these steps?

(Example: My life is so busy with my one-year-old.)



How can you overcome these obstacles?

(Example: I can make it a priority to set aside some regular time to spend with friends.)

Even though thoughts and feelings can be uncomfortable, they can teach us a lot about what's important to us. When we notice and accept negative thoughts and feelings without judgment, they can help us grow and move forward.

● When to seek help for depression

As you know, parenting young children can be exhausting physically and emotionally. Many parents don't have as much support as they need, leaving them vulnerable to depression. Even though we love our children, we can feel sad and strained. It is helpful to understand what depression looks and feels like. Although everyone is different, there are some common signs. People who are depressed may experience some or all of the following:

- Persistent sadness, feeling down, tearfulness
- Lack of interest or pleasure—nothing seems fun
- Feelings of worthlessness and guilt
- Lack of energy or fatigue
- Increased (or decreased) appetite
- Problems sleeping
- Difficulty concentrating or making decisions
- Thoughts of death or suicide
- Either slowed or agitated (jittery, irritable) movements or speech

Do these symptoms apply to you? If you feel like you might have depression, contact your doctor right away for help. If you are depressed, it is best to get professional support and not just try to “get through it.”



Fun Activities for You and Your One

Here are some fun games and activities for you and your child to enjoy together. Having fun and laughing with your child is a great way to keep you both smiling.



● Humpty Dumpty

Sit with your child on your knees facing you. Hold your child's hands and bounce your legs up and down as you say:

Humpty Dumpty sat on a wall

Humpty Dumpty had a great fall.

As you say the word "fall," open your legs and gently let your child fall to the floor. When your child reaches the floor, say "BOOM." Repeat the game as many times as your child likes.

● Back and Forth Ball

Chasing a ball is excellent exercise and lots of fun! Find a large ball (such as a beach ball) and roll it to your child. Show your child how to return the ball to you. Try some variations such as rolling the ball against a wall, so it bounces back. Roll a small ball through a tube and watch your child's delight when it comes out the other side. Show your child how to bounce a ball and then let her try.

● Jack in the Box

Make a fist with both hands and tuck your thumb under the fingers. On the words, "yes I will," pop your thumbs.

Jack in the box sits still.

Won't you come out?

Yes, I will!

Help your One make a fist and pop up his or her thumb.

After playing the game with your fist, show your One how to play the game by squatting down and jumping up on the last line.

● In the Sky

Sit on the floor with your child and raise her arms out to the side, flapping them up and down. Tell her she's a bird. Flap your arms and say, "Tweet, tweet, tweet little bird." Flap her arms, doing the same thing. Stand up, holding her. Stretch one arm outward and pretend you're an airplane. Make airplane sounds like, "Zooooomm..." Next, go outside with her and look for birds and airplanes. When you see one, make the appropriate noise and arm motions.



Songs for Building Closeness



Here are some fun songs for you and your child to sing together. Having fun and laughing with your child is a great way to build your relationship and help you reduce your own stress. You can make up your own tunes for these, or just say them as rhymes in a sing-song voice.

● Soft Kitty

Soft kitty, warm kitty (*one hand strokes top of other hand*)
Little ball of fur
Sleepy kitty, happy kitty
Purr, purr, purr.



● Itsy Bitsy Spider

(*Make spider of fingers and thumb, climbing in front of you.
Or, finger "walk" up arm as a spider.*)

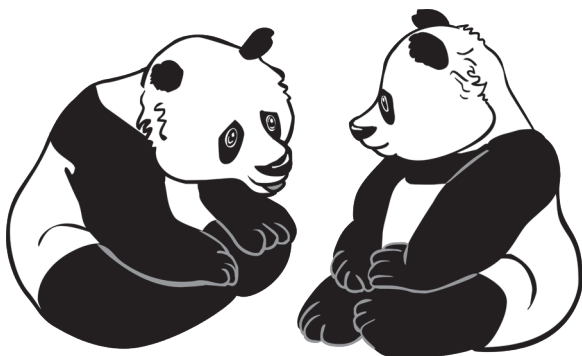
The itsy bitsy spider climbed up the waterspout
Down came the rain and washed the spider out
Out came the sun and dried up all the rain
And the itsy bitsy spider climbed up the waterspout again.



● Friendship Song

The more we get together
Together, together
The more we get together
The happier we'll be.

Cause your friend is my friend
And my friend is your friend
The more we get together
The happier we'll be.



More songs on page 2! →



● Head & Shoulders

Head, shoulders (*touch each body part as you name it*)

Knees and toes

Knees and toes!

Head, shoulders

Knees and toes

Knees and toes!

Eyes and ears and

Mouth and nose,

Head, shoulders

Knees and toes

Knees and toes!



● Grand Old Duke of York

The grand old Duke of York

He had ten thousand men

He marched them up to the top of the hill

And he marched them down again.

And when you're up, you're up (*lift child up*)

And when you're down, you're down (*bring child down*)

And when you're only halfway up (*lift child halfway up*)

You're neither up nor down (*lift child higher, then bring down*).

He rolled them over left (*roll child to the left*)

He rolled them over right (*roll child to the right*)

He rolled them over upside down (*roll child all the way over*)

Oh, what a funny sight!



Ones' Social Journey Action Plan

Parents' consistent and nurturing care gives their children a strong foundation for healthy relationships with others. Your One is now beginning to understand that they are their own person, separate from you. You can see your One asserting this new sense of independence when they act stubborn and say "No!" This is really your child's way of saying, "I am me!" A strong sense of self is your child's first step toward awareness of others and their feelings. Your child also loves a connection with you, and will practice independence by scampering off from you, only to return in a bit to get reassurance and support. During this year, you can guide your One's social development by providing a secure and loving "home base" from which your child can learn and practice social skills with more security and confidence.

● When you provide a secure "home base" for your child and use positive strategies to guide their social development...

Your One benefits by...

- Feeling more secure and confident as they move into a larger social world
- Having satisfying social connections
- Learning basic social skills
- Beginning to understand others' needs

You benefit by...

- Feeling more confident about what you can do to positively influence your child's social development
- Having more fun and satisfying interactions with your child
- Being able to take some time for yourself as your child plays with others or alone

● My goals (click on the goals that suit you, or write in your own)

- ☐ Be a secure and loving "home base" for my One
- ☐ Provide opportunities for my One to interact with others
- ☐ Practice basic social skills with my One (like taking turns)
- ☐ Other _____

● Steps I can take to provide a secure and loving home base...

I do this I plan to do this

- | | |
|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> Involve my One in shared, daily activities |
| <input type="checkbox"/> | <input type="checkbox"/> Let my One know that they can count on me in times of need |
| <input type="checkbox"/> | <input type="checkbox"/> Help my One ease into social situations |
| <input type="checkbox"/> | <input type="checkbox"/> Give my One opportunities to play independently, with me nearby |
| <input type="checkbox"/> | <input type="checkbox"/> Use encouraging language with my One, focusing on what to do rather than what not to do |
| <input type="checkbox"/> | <input type="checkbox"/> Give my child choices between two things that are ok with me, to allow some independence within my boundaries |



Steps I can take to provide a secure and loving home base (continued from previous page)

I do this I plan to do this

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Appreciate and support my One's unique temperament, helping him stretch his social "muscles" |
| <input type="checkbox"/> | <input type="checkbox"/> | Encourage my One to practice independence, and be welcoming when she comes back to me for support |
| <input type="checkbox"/> | <input type="checkbox"/> | Other ideas _____ |

Steps I can take to provide opportunities to practice social interaction...

I do this I plan to do this

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Go to the playground or library story time |
| <input type="checkbox"/> | <input type="checkbox"/> | Attend playgroups |
| <input type="checkbox"/> | <input type="checkbox"/> | Visit with relatives and loved ones |
| <input type="checkbox"/> | <input type="checkbox"/> | Invite a friend with a similar-aged child to visit and play, or meet at a playground |
| <input type="checkbox"/> | <input type="checkbox"/> | Other ideas _____ |

Steps I can take to provide practice in social skills....

I do this I plan to do this

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Have realistic expectations: my One is just beginning to understand other peoples' points of view |
| <input type="checkbox"/> | <input type="checkbox"/> | Practice greetings and good-byes |
| <input type="checkbox"/> | <input type="checkbox"/> | Play games that involve taking turns |
| <input type="checkbox"/> | <input type="checkbox"/> | Teach my child about sharing through my example |
| <input type="checkbox"/> | <input type="checkbox"/> | Share things with my One (food, experiences) |
| <input type="checkbox"/> | <input type="checkbox"/> | Talk about sharing and taking turns |
| <input type="checkbox"/> | <input type="checkbox"/> | Teach words like "please," "thank you," "mine" |
| <input type="checkbox"/> | <input type="checkbox"/> | Notice and express appreciation when my One and other children use social skills |
| <input type="checkbox"/> | <input type="checkbox"/> | Provide toys that more than one child can play with at the same time |
| <input type="checkbox"/> | <input type="checkbox"/> | Put my child's very favorite toys out of reach before a playdate to prevent scuffles |
| <input type="checkbox"/> | <input type="checkbox"/> | Other ideas _____ |



What gets in the way of providing my One with positive social interactions?

Ways I can overcome these obstacles

Steps I plan to take this week to support and encourage my One's social development



Brain Building for Ones Action Plan

Your One doesn't need fancy toys or classes to stimulate brain development. The life of a One is filled with stimulating experiences. Through touching, looking, tasting, talking, listening, and moving, your One naturally chooses sensory activities that foster healthy brain development. The most important brain-building experiences that you can provide are simple: play, activities that stimulate the senses, and back-and-forth communication and affection in daily interactions with you.



When you provide simple everyday activities to nurture your One's brain development...

Your One benefits by...

- Having opportunities to think, create, experiment, and problem solve
- Engaging in activities that strengthen neural pathways
- Gaining a strong foundation for future learning and healthy brain growth

You benefit by...

- Enjoying simple, easy-to-create daily activities with your One
- Feeling more connected to your One
- Watching your One grow and thrive, knowing that you are making a big impact on their brain development
- Saving money on high-tech gadgets and games

My goals (click on the goals that suit you, or write in your own)

- ☐ Provide activities that support my One's healthy brain development
- ☐ Protect my One from physical injuries to the head
- ☐ Other _____

My action plan for One's brain building

I do this I plan to do this

- | | |
|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> Provide daily activities that involve the senses (touching, tasting, looking, listening, and moving) |
| <input type="checkbox"/> | <input type="checkbox"/> Provide daily back-and-forth interaction like talking, listening, reading, playing together, and cuddling |
| <input type="checkbox"/> | <input type="checkbox"/> Provide daily play time in which I follow my One's lead, rather than directing the play |
| <input type="checkbox"/> | <input type="checkbox"/> Provide my One with daily solitary (alone) play time |
| <input type="checkbox"/> | <input type="checkbox"/> Avoid exposing my One to television and computer screens |
| <input type="checkbox"/> | <input type="checkbox"/> Protect my One's brain from physical injury |
| <input type="checkbox"/> | <input type="checkbox"/> Other _____ |



● Activities for building strong brains

I do this I plan to do this

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Dedicate a low drawer to my child, with toys to sort and organize, adding something new every few days (builds logic and manipulation skills) |
| <input type="checkbox"/> | <input type="checkbox"/> | Read stories together, interacting with the book, asking questions, and talking about what we see (builds language skills) |
| <input type="checkbox"/> | <input type="checkbox"/> | Provide homemade musical instruments, like pots and pans, margarine tubs, wooden spoons, bells, etc (builds musical skills) |
| <input type="checkbox"/> | <input type="checkbox"/> | Provide a variety of blocks and mix them with other objects, like little people and cars (builds spatial relations and imagination skills) |
| <input type="checkbox"/> | <input type="checkbox"/> | Practice different ways of walking and crawling, pretend to move like different animals, and dance together (builds physical control skills) |
| <input type="checkbox"/> | <input type="checkbox"/> | Take lots of walks during the different seasons and explore the natural world together (builds observation skills and appreciation for the natural world) |

Activities I plan to do this week to support my One's brain development



Games for Boosting Brain Development

Here are some fun games and activities for you and your child to enjoy together that can help boost your child's brain development.



● Sharing Treasures

Take a bucket with you while you walk outside and help your child discover rocks, leaves, branches, and other treasures. When you return from the walk, ask your child to pull the treasures out of the bucket one by one and talk about the treasures together. Ask your child questions about the objects and listen carefully as she answers. You can paste the treasures on some paper and hang them on the wall for everyone in the family to appreciate.

● Five Little Pigs

Fun finger plays build language and physical awareness skills in your child. In this one, begin by having your child face you and put up his hand. Recite the following poem:

This little piggy ate corn (*touch your thumb to your child's thumb*).

This little piggy ate peas (*touch your index finger to your child's index finger*).

This little piggy ate wheat (*touch your middle finger to your child's middle finger*).

This little piggy ate rye (*touch your "ring" finger to your child's "ring" finger*).

And this little piggy ran wee, wee, wee, as fast as he could fly (*touch your "pinky" to your child's "pinky"*).

After you and your child have touched his thumb and all fingers, as you say the last line, run your fingers up your child's arm.

● In and Out

Encourage logic skills by providing equipment for your child to practice putting small materials into larger containers. For example, you and your child can have fun stacking smaller cups into bigger cups, or dropping spoons into a large jar or small blocks into a box, dumping them out, and starting all over again.

● Story Time

Boost language skills by making up stories or songs to go with daily activities and experiences. Tell these stories and sing these songs as you go about your daily business.

● Where Are We?

Build spatial relations skills by describing your route as you take walks with your child. Do the same when you return. "Look – there is the green car. Next, we'll see the dog! Which way is home?"

● We're Having a Ball!

Boost physical control skills by playing active games. Use a simple wastebasket and ball to play basketball. Then, you can use that same ball to play bowling, rolling it into plastic drink bottles.



Games for Encouraging Your One's Sense of Self

Here are some fun games and activities for you and your child to enjoy together that can help your child develop their sense of self.



● Mirror Games

Stand with your child in front of a mirror and do the following motions:

- ★ Smile
- ★ Make faces
- ★ Shake different parts of your body
- ★ Make sounds with your lips
- ★ Imitate animal motions and sounds
- ★ Rock back and forth

Can you think of some more?

● Wake Up, Chin

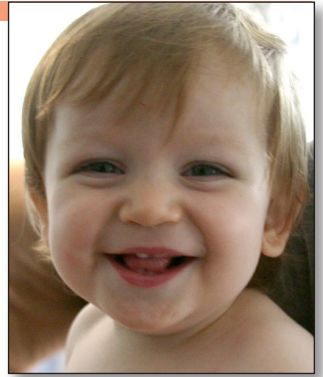
Create a ritual around wake up time by waking up the different parts of your child's body. Choose a face theme on one day: begin by touching your child's chin and saying, "wake up chin." Touch your own chin and say the same thing. Next day, have a foot theme and begin with the toes, etc.

● Hide and Seek

Sometime when you and your One are in the same room, pretend you can't see your One. Say, "Where's [your child's name]?" Look around the room, under the cushions and behind the bookshelf -- right past your child. Your One will quickly reveal him or herself. When your child calls for you, pause very briefly, and then "find" and hug your child and say, "THERE YOU ARE!"

● Mirror, Mirror

Keep a full-length mirror on the door of your child's room. While holding your child, walk up to the mirror. Say, "I can see [your child's name]." Ask your child: "Where is [your child's name]?" Continue by pointing out your child's and your own body features and then asking your child to point to them in the mirror image.



Looking Back / Looking Forward Action Plan

Congratulations! You have shown a strong commitment to your child and to yourself as a parent by participating in *Wonderful ONEs Online*®!

This is a good time to take a few moments to look back on what you've learned and how you've grown as a parent. Through *Wonderful ONEs Online*®, you've had an opportunity to think about your One's development, practice parenting skills, and set your own parenting goals. As you read and think back through the key principles and ideas of the *Wonderful ONEs Online*®, notice what you found most useful, or what meant the most to you. Perhaps there were some principles and ideas that you agree with, but find challenging to put into practice.

● Here are the key principles of the *Wonderful ONEs Online*® for you to reflect on

- Appreciate that my One is naturally and positively motivated to get his/her needs met (basic physical needs, a need for connectedness, and a need for mastery and independence). Understanding these positive motivations helps me stay on my child's side and appreciate the challenges he/she faces.
- See my One as a learner, and myself as a teacher and friendly guide as my child faces the challenges of understanding a huge, fascinating, and often confusing world.
- View discipline situations as opportunities for teaching. Mistakes and misbehaviors are my child's first attempts to solve a problem, and they tell me what my child doesn't know yet and needs help with.
- Remember the creative and emotional power of my communication, be encouraging, and tell my child what TO DO, rather than what NOT to do.
- Understand my One's and my own upsets in ways that help both of us handle them more effectively.
- Keep my expectations for my One reasonable. He/she doesn't yet know many important things about safety, property, and cause and effect.
- Develop family routines to give my One a sense of confidence and security, and include time for fun.
- Create a home setting that encourages exploration and the joy of learning – providing a wide range of learning and play opportunities and activity choices for my child within safe boundaries.
- Use simple everyday activities for warm, playful, nurturing interactions that foster my child's healthy development and our positive relationship.
- Remember to see the world through my child's eyes and ask the Learning Questions: What does my child not know and need to learn, and how can I help my child learn it?
- Recognize that we're all learning. Just like my One is learning, I'm learning, too!



● Looking Forward

Pick a principle or idea from the list above that is important to you. How can you take this one step forward and use it tomorrow? _____

Think ahead to a new situation (or one that tends to reoccur). How can you use these principles to create the outcome you want? _____

Which principle or idea is important enough that you want to make it a daily practice? _____



Again, congratulations on your commitment!

We hope that what you've gained from
Wonderful ONEs Online® will help you make parenting a pleasure!