



Complete Care Pediatrics

Weight: \_\_\_\_\_ Length: \_\_\_\_\_ Head Circumference: \_\_\_\_\_

## 15 months

Your little one is likely toddling around and getting into all sorts of mischief. Children this age are inherently curious and want to explore how things work and what they can do with an object. They are starting to exert independence and can often understand far more than they can communicate clearly. While there are great developmental leaps at this age, remember that personality often dictates where your toddler will focus their energy.

### Development

#### Social/Emotional:

- Will play pretend with toys. Such as, feed a doll or drive a truck.
- Likes to play the game of give and take
- Exerts independence and tests parental limits

#### Language/Communication:

- Can say several single words (5-12) and will often string words together with gibberish.
- Can point to some familiar body parts
- Can follow commands

#### Cognitive:

- Has understanding of how objects are used (sits down and opens a book to read, tries to put socks on their feet)
- Imitates activities like folding the laundry or wiping the counter
- Can solve simple problems - like putting a triangular object through the triangle shaped opening in a toy.

#### Movement/Physical Development:

- Can take steps on their own
- Can feed themselves with hands and pincer grasp.
- Will squat to pick something up

### Nutrition

Your toddler should be weaning or weaned from bottles and using sippy cups and open cups for drinking. Table foods should be where they get the majority of their nutrients and energy from. They should be getting 3 meals a day with a few snacks in between. If meal time is becoming a battle, let your toddler decide how much and what to eat of the nutritious variety of foods you offer. Your mantra should be: "I provide, they decide." Appetites vary greatly at this age and there will be days you don't know where the food went and days you wonder how they have any energy because they've hardly eaten a thing.



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### Fever and Medication

- FEVER = 100.4 F or higher rectally or under the arm. Fevers are normal, natural responses and do not always need to be treated. If baby has a fever but is not uncomfortable, having difficulty sleeping or eating - they are fine to ride this fever out. Generally, any fever over 102-103 makes for a fussy baby and it is ok to manage these fevers with medication.
- Note that fever reducing medication will likely only drop the fever by 1-2 degrees.
- Tylenol (Acetaminophen) may be given for fever, teething, or pain relief. Tylenol may be given as often as every 4 hours but we suggest using it as sparingly as possible. Tylenol dosing is based on weight; please see chart below for your child's dose.

Infant's Weight	Infant or Children's Suspension (160mg/5ml)
6 – 11 lbs.	1.25 ml, ¼ tsp (40mg)
12 – 17 lbs.	2.5 ml, ½ teaspoon (80mg)
18 – 23 lbs.	3.75ml, ¾ teaspoon (120mg)
24 - 35 lbs	5.0 ml, 1 tsp (160mg)

- Motrin (Ibuprofen/Advil) may be given for fever, teething or pain relief. In general, motrin is better at reducing inflammation (so think teething and after injury), but it does have some fever reducing properties). Every child responds to medication differently, so see what works best for your baby.

**\*\* There is an infant and a children's liquid suspension of this medication so read labels carefully, they are different concentrations, require different syringes for dosing and are NOT the same measurements as infant/children's Tylenol. See chart below.**

<u>Infant's Weight</u>	<u>Infant Motrin/Advil/Ibuprofen Suspension (50mg/1.25ml)</u>
12 - 17 lbs	1.25ml, ¼ tsp (50mg)
8 - 23 lbs	1.87ml, about ⅓ tsp (75mg)
24 - 35 lbs	2.5 ml, ½ tsp(100mg)

<u>Infant's Weight</u>	<u>Children's Motrin/Advil/Ibuprofen Suspension (100mg/5ml)</u>
12 - 17 lbs	2.5ml, ½ tsp (50mg)
18 - 23 lbs	3.75 ml, ¾ tsp (75mg)
24 - 35 lbs	5 ml, 1 tsp (100 mg)

**\*\*Know what strength you have and ALWAYS double check before dosing\*\***



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## Temper Tantrums

A temper tantrum is the emotional equivalent of a summer storm – sudden and sometimes fierce. Children between the ages of 1 and 3 are especially prone to tantrums. Much of the problem can be attributed to uneven language skills. Toddlers are beginning to understand a lot more of the words they hear, yet their ability to *produce* language is limited. When your child can't express how they feel or what they want, frustration mounts.

This is an important time to narrate a lot of your daily activities. This is how children learn words, see how things are done around the house and it feeds their natural curiosity. Make their favorite book (that you've read 5,000 times) last 20 minutes by naming all the different objects seen on each page and what is taking place. How do you know it's winter in the book? The characters are in jackets, hats and gloves. Snow is on the ground, etc. Give them context and descriptions.

At this age, there is a great deal of play and experimentation with how things are done. Toddlers can get extremely creative when exploring how an object can be used, or thrown, or worn, etc. Experimentation can also be a source of frustration for a child this age. If they are not able to accomplish what they set out to do or they do not have the skill to complete a specific task, toddlers can come undone. It is often best to offer words for their frustration; "Are you having trouble zipping that jacket? Can I help?". The answer may be "no", but be there for them if they decide they do need a hand.

Toddlers also do well with limited choices. Asking a child this age to pick out their shirt may overload the circuits. But, if you hold up a green shirt and a red shirt and ask them to choose one, it's offering them some autonomy while still getting your toddler dressed. The choices provided must be ones you are willing to accept.

## Behavior and Discipline

Children at a very young age feel a sense of relief and confidence when they know what to expect. This is why routines are very important to them. Routines are not viewed as boring but as freeing because they know what to expect and can then relax into their environment. As your child's understanding of patterns or routines develops at this age, they begin to test various theories about how the process works. What may seem like testing boundaries is really a child's way of figuring out a bit of cause and effect. They explore the limits of doing something a different way to see if the pattern or routine has the same outcome. Their ability to comprehend what is safe and acceptable is usually where the parent will need to step in and guide them or redirect their efforts.



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Redirect attention to safe and acceptable uses when needed. But if you have the time, patience and the exploration taking place is safe (it may not be effective or reasonable), allow your toddler the opportunity to figure out on their own that they cannot eat cereal with a fork very effectively. Now if that fork is heading for an outlet, intervene and redirect with a couple sentences like; “Using a fork in the outlet is very dangerous, let's see if you can pick up this string with it.” You know (and your baby knows) the fork isn't for an outlet or a piece of string for that matter, but they are exploring their tools and the world around them, let them go off script if they want to. This is in depth learning, and exactly the kind of learning that children need to do in these early years.

Toddlers this age comprehend negative words such as “no”, “can't”, “don't”. When talking to your toddler, think about rephrasing what you want to communicate in a way that spins it in the positive. For example: Instead of saying, “We can't go outside until we clean up.” try, “We can go outside as soon as we clean up.” Your toddler will be more inclined to listen to what you are saying if they hear the positive affirmation first, before they hear what they have to complete to get it. When they hear the negative vocabulary first, they often stop listening to anything that follows.

Redirect attention without saying “no” whenever possible. By reserving that command for dangerous situations, you will increase the likelihood that your child will listen when it's most important.

## Development from 15 - 18 months

### Social/Emotional:

- Helps with dressing by putting hands through sleeves, lifting up a foot to put on bottoms.
- Begins to venture without you close by.

### Language/Communication:

- Can follow commands without needing gestures (gives you the toy without you having to put your hand out when you ask for it).
- Points to show you what they want

### Cognitive:

- Knows how to use ordinary objects
- Is able to point to one body part

### Movement/Physical Development:

- Can walk alone
- Maybe begin to navigate steps